



# **Health and Science: Health**

**T Level outline content: Final version for  
inclusion in ITT**

**March 2019**

# Contents

Introduction	3
Outline content for T Levels:	
Route Core Content	7
Pathway Core Content	11
Occupational specialist content:	16
Dental Nursing	
Supporting Healthcare	
- Core/underpinning	
- Option A Supporting the Adult Nursing team	
- Option B Supporting the Midwifery team	
- Option C Supporting the Theatre team	
- Option D Supporting the Mental Health team	
- Option E Supporting the care of Children and Young People	
- Option F Supporting the Therapy teams	
Maths, English & Digital	63

## Introduction

T Levels are new, two-year, technical study programmes, designed with employers to give young people the skills that industry needs. T Levels will provide a mixture of:

- technical knowledge and skills specific to their chosen industry or occupation
- an industry placement of at least 45 days in their chosen industry or occupation
- relevant maths, English and digital skills
- common workplace skills.

T Levels will become one of three major options for students to study at level 3, alongside apprenticeships for those who wish to study and train for a specific occupation 'on the job', and A levels for students who wish to continue academic education.

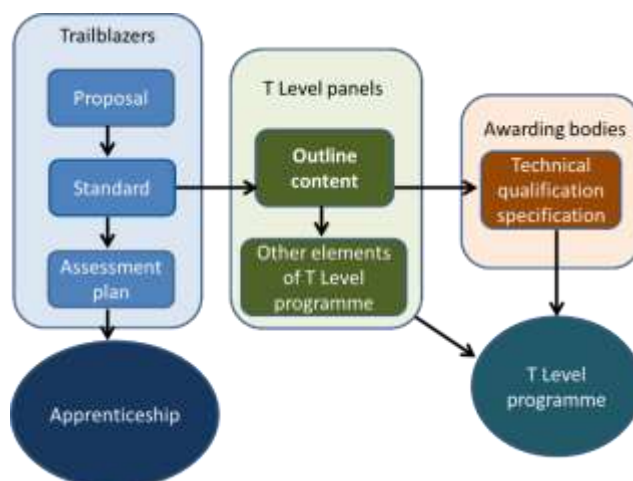
When they complete a T Level study programme, students will be able to choose between moving into a skilled occupation or further study, for example, a higher or degree level apprenticeship, or higher level technical study, including higher education.

Technical education has been categorised into fifteen different technical routes, according to occupational specialism. T Levels will be available across eleven of those routes, with occupations in the remaining four routes accessible through an apprenticeship only. Most routes have been split into a number of pathways; the T Level will broadly sit at pathway level. The occupations within scope for each T Level are set out in the Institute for Apprenticeships and Technical Education's occupational maps.

### Outline content

This outline content has been produced by [T Level panels](#) of employers, professional bodies and providers, and is based on the same standards as those used for apprenticeships. The outline content will form the basis of the specifications for T Level Technical Qualifications, which will be developed by awarding organisations for approval by the Institute for Apprenticeships and Technical Education. One awarding organisation will be appointed to develop and deliver each Technical Qualification following a procurement process.

The diagram below demonstrates how the same standard created by employer-led Trailblazer groups is used for both Apprenticeships, and as the basis for this outline content. It also shows that this outline content will be used by awarding organisations to develop the full Technical Qualification (TQ) specification.

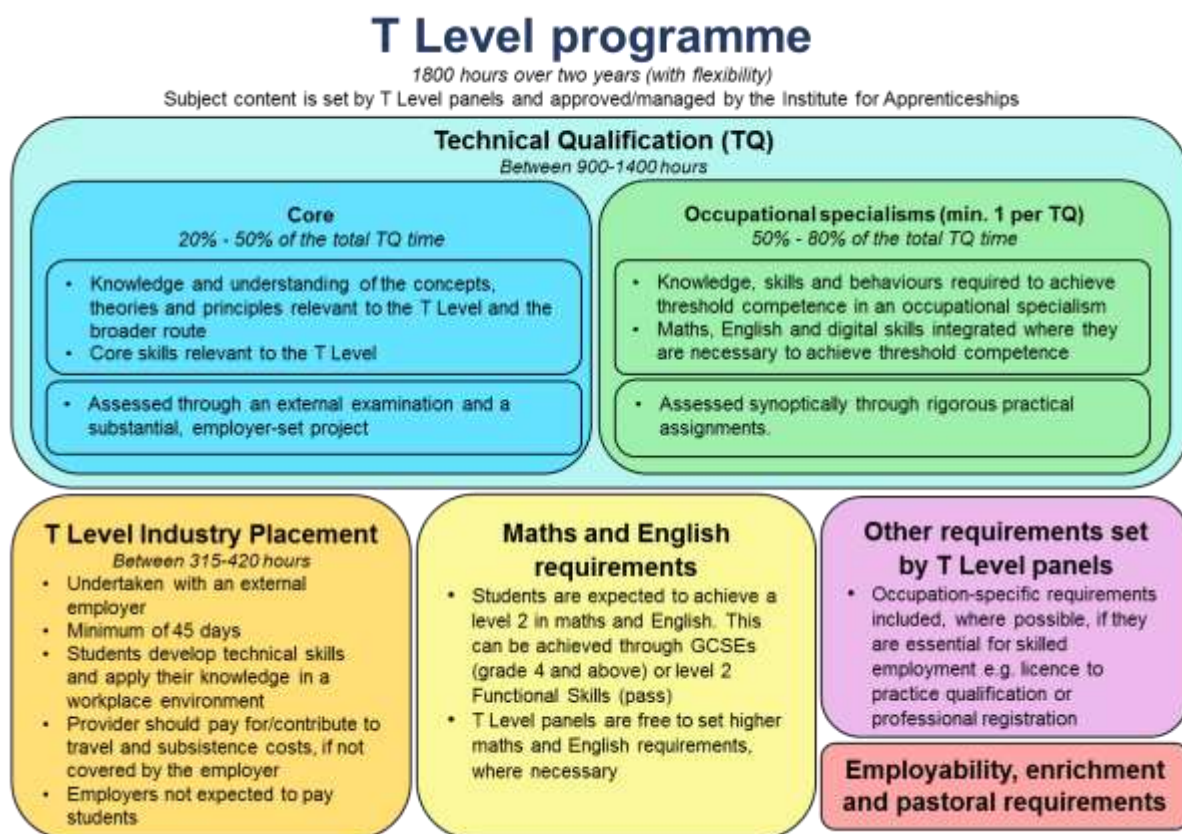


Colleges and other education and training providers will decide how to structure the T Level courses they offer, based on the qualification specifications. This will enable them to deliver the study programme's mandatory components in the most effective way for students.

T Level study programmes will include the following mandatory elements:

- a 'core' set of underpinning knowledge, concepts and skills, tailored for their chosen industry and occupation: 'core content'
- specialist content covering occupational or industry-specific skills: 'occupational specialist content'
- an industry placement with an employer, which will last for a minimum of 45 working days.

The diagram below demonstrates the different elements of a T Level programme. This outline content relates solely to the Technical Qualification part of a T Level programme.



# Purpose Statement

## Qualification Purpose

The purpose of the level 3 Technical Qualification (TQ) is to ensure students have the knowledge and skills needed to progress into skilled employment or higher level technical training relevant to the T Level.<sup>1</sup>

To achieve this, each level 3 Technical Qualification must:

- provide reliable evidence of students' attainment in relation to:
  - the core knowledge and skills relevant to the route and occupational specialisms covered by the qualification
  - the knowledge and skills required for at least one occupational specialism relevant to the qualification.
- be up-to-date, providing the knowledge and skills needed for the occupations have continued currency among employers and others.
- ensure that maths, English and digital skills are developed and applied where they are essential to achieve occupationally relevant outcomes.
- ensure that the minimum pass grade standard for occupational specialisms attests to competence, meets employer expectations, and is as close to full occupational competence as possible.
- allow the accurate identification of students' level of attainment and the effective differentiation of their performance.
- provide a clear and coherent basis for development of suitably demanding high-quality level 3 courses, which enable students to realise their potential.
- provide students with the opportunity to manage and improve their own performance.
- support fair access to attainment for all students who take the qualification, including those with special educational needs and disabilities (SEND).

---

<sup>1</sup> The Institute for Apprenticeships and Technical Education may only approve the qualification "if satisfied that by obtaining the qualification a person demonstrates that he or she has attained as many of the outcomes set out in the standards as may reasonably be expected to be attained by undertaking a course of education" (Technical and Further Education Act 2017).

## Technical Qualification Design

T Level programmes will differ in length to reflect the requirements of different occupations, but are expected to last 1800 hours over two years (on average).

To accommodate legitimate differences in content across T Levels, we propose that the total time for the Technical Qualification:

- will fall within a defined range of between 900 and 1400 hours
- is no less than 50% of the time for the T Level programme as a whole and
- is no more than 75% of the total time for the programme as a whole.

Component	Content	Assessment	Grading	Planned Hours
<b>Core</b> Students complete one component which covers all the core content	Knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level  Ability to apply core knowledge and skills, through a project, to meet employer-set requirements	Assessed through an externally set test and an employer-set project	Six point scale plus ungraded (U)  A* – E and U	Between 20% and 50% of the qualification time
<b>Occupational specialisms</b> Students must complete at least one, or more depending on the minimum requirements specific to the qualification	Knowledge and skills required to achieve a level of competence needed to enter employment	Synoptic assessment of performance outcomes, to determine whether a student meets the minimum competence requirements	Three point scale plus ungraded (U)  Distinction, Merit, Pass and Ungraded	Between 50% and 80% of qualification time

## Health and Science: Health

Awarding organisations will need to ensure that students have an up-to-date knowledge of the legal and regulatory obligations relating to employment in the occupations relevant to the T Level, and understand the practical implication of these on their work.

Maths, English and digital skills are set out in the final section of this document. Awarding organisations should integrate these within the qualification so that they are applied in occupationally relevant contexts. Other core skills and behaviours important for employability are already integrated within the content and must be clearly specified in the qualification specification.

### Core content

The core content relates to the whole route, and the pathway that the Technical Qualification covers. This breadth of content will help to ensure students are able to apply their skills in a variety of contexts and for a variety of different purposes. The content will vary depending on the requirements of the route and the pathway or occupations covered by the scope of the qualification.

The core knowledge and understanding is assessed through an examination and core skills through a practical employer-set project.

The core knowledge and understanding focuses on students' knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level. This could include, where appropriate, assessment of knowledge and understanding relevant to the route and the pathway.

The employer-set project provides the opportunity to develop and apply a minimum range of core skills important for employability.

Awarding organisations can integrate knowledge in the employer-set project, to contextualise core skills. The allocation of content to each type of assessment will need to be approved by the Institute for Apprenticeships and Technical Education.

### Core knowledge and understanding across the Health and Science route

Element	Content
<b>Working within the Health and Science sector</b>	<ul style="list-style-type: none"><li>• Purpose and importance of adhering to organisational policies and methods of working, including policies related to employment such as equality, diversity and inclusion, employment contracts, performance reviews, disciplinary procedures and grievance procedures</li><li>• Purpose and importance of quality standards, quality management and audit processes</li><li>• Introduction to the importance of ethics and Codes of Conduct</li><li>• Awareness of employment and progression opportunities which exist within the sector, and</li></ul>

	<p>opportunities which exist for membership and/or professional registration at a later stage in an individual's career</p>
<p><b>Health, Safety and Environmental regulations in the Health and Science sector</b></p>	<p>Regulations, legislation and procedures including:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work Act 1974</li> <li>• Management of Health and Safety at Work Regulations 1999 including assessing potential hazards and risks, including specific levels of risk, minimising these risks through the use of relevant risk assessment strategies. Completing risk assessment documentation</li> <li>• Control of Substances Hazardous to Health (COSHH) Regulations 1994 and subsequent amendments 2002</li> <li>• Mandatory use of appropriate Personal Protective Equipment (PPE), Personal Protective Equipment at Work Regulations 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)</li> <li>• Accident or "near miss" reporting</li> <li>• Environmental Protection Act 1990</li> <li>• Waste management and waste streams taking into consideration special waste and hazardous waste. The Special Waste Regulations 1996 &amp; The Hazardous Waste Regulations 2005 &amp; The Waste Electrical and Electronic Equipment Regulations (WEEE) 2012/19/EU</li> <li>• Fire precaution (workplace regulations) 1999 and organisational procedures for carrying out evacuations</li> <li>• Manual handling, including moving and positioning of equipment, and workplace ergonomics: Manual Handling Operations Regulations 1992</li> <li>• Workplace ergonomics including the use of display screen equipment. Health and Safety (Display Screen Equipment) Regulations 1992</li> </ul> <p>How to promote health and safety at work  How to deal with situations that can occur in a health or science environment that could cause harm to self or others, e.g. spillage of hazardous material</p>
<p><b>Managing information and data within the Health and Science sector</b></p>	<p>Recording and reporting information and data</p> <ul style="list-style-type: none"> <li>• How to collect and record information and data</li> <li>• Importance of accuracy, attention to detail and legibility of any written information or data</li> <li>• Sources of information and data: how to apply relevant data and information in a range of health and science working environments</li> <li>• Application of new technology in the recording and reporting of information and data</li> </ul> <p>Protection of information and data</p> <ul style="list-style-type: none"> <li>• Data protection legislation, regulations and local ways of working, including the importance of confidentiality and the General Data Protection Regulation (GDPR) 2018</li> </ul>



	<ul style="list-style-type: none"> <li>• Ensuring confidentiality when using screen to input or retrieve information or data</li> <li>• Positive use of and restrictions on the use of social media in the Health and Science sector</li> </ul> <p>Data storage</p> <ul style="list-style-type: none"> <li>• How and why IT systems are used to record, retrieve and store information and data</li> <li>• Security in relation to IT systems, including the need for back-up systems and required cyber security measures</li> <li>• What to do if information is not stored securely</li> </ul>
<p><b>Good Scientific and Clinical Practice</b></p>	<p>Knowledge and understanding of the principles of good scientific and clinical practice, including an understanding of the importance of adhering to the following:</p> <p>Standard Operating Procedures</p> <ul style="list-style-type: none"> <li>• Use and importance of following Standard Operating Procedures (SOPs), including what a SOP is, who it is applicable to and how to access SOPs for a given activity</li> </ul> <p>Management of equipment and work areas</p> <ul style="list-style-type: none"> <li>• Importance of regular cleaning of work areas and suitable preparation for use</li> <li>• Importance of maintenance, cleaning and servicing of equipment</li> <li>• Calibration and testing of equipment to ensure it is fit for use. Current calibration status of equipment and escalation routes if equipment is not correctly calibrated/unsuitable for intended use</li> </ul> <p>Stock control</p> <ul style="list-style-type: none"> <li>• Management and ordering of stock to ensure sufficient supply of required consumables and materials</li> </ul> <p>Storage</p> <ul style="list-style-type: none"> <li>• Appropriate storage of products, materials and equipment including storage and use of limited stability products</li> </ul>
<p><b>Core Science concepts</b></p>	<p>An understanding of fundamental scientific concepts which have application to the health, healthcare science and science pathways.</p> <p><b>Structure and function of cells and tissues:</b> cell theory as an underlying concept, ultrastructure including organelles and similarities/differences between animal and plant cells, specialisation of cells</p> <p><b>Large molecules:</b> proteins, carbohydrates and lipids are the three key groups of large molecules: Understanding of structures to understand function related to their properties</p> <p><b>Exchange and transport mechanisms:</b> need for exchange of substances, how/where this takes place,</p>

including cellular exchange and transport, factors that affect requirements and give rise to specialised systems

**Genetic information and genetics:** including sequence of bases in DNA molecule relationship to the mechanism of inheritance, variation and relationship between organisms

**Microbiology:** including classification and characteristics of micro-organisms and microscopy techniques

**Immunology:** the nature of infection and its existence in individuals and amongst populations and communities. Examples of infectious diseases and causative agents. Possible causes of infection and routes of transmission. How the body responds to invasion by foreign substances including phagocytosis and actions of T-cells and B-cells. Understanding of cell mediated immunity and antibody mediated immunity

**Structure of materials and the relationship with physical and chemical properties:** including physical properties of metals-conductivity (electrical and thermal), malleability, ductility. Chemical properties such as reactivity. Relationship between the structure and properties of composite materials, such as ceramics and polymers

**Acids/bases and chemical change:** concept of strong and weak acids (as distinct from dilute and concentrated solutions), properties and characteristics, reactions and resulting salts produced

**Rates of reaction and energy changes:** collision theory, relationship with temperature changes on rates of reaction, role of catalysts in reactions

**Chemical analysis of substances:** use of a range of tests and techniques to detect, identify chemical composition and determine amounts of substances. To include simple tests, use of instrumental techniques and determination of amounts of acids and alkalis by titration

**Electricity:** current, potential difference and resistance, electrical charge and current, resistors and mains electricity

**Magnetism and electromagnetism:** poles of magnets, magnetic fields, use of electromagnetism

**Waves:** function in terms of carrying both energy and information, properties of waves and uses

	<p><b>Particles and radiation:</b> types of radiation, properties and interaction with matter</p> <p><b>Units:</b> use of SI units and conversion between units, appropriate use of significant figures and science notation</p>
--	--

## Core knowledge and understanding across the Health pathway

Element	Content
<b>The Healthcare sector</b>	<p>How core knowledge of the health and science sector relates to the Health pathway, as well as specific knowledge on:</p> <ul style="list-style-type: none"> <li>• The diversity of employers, organisations, people who use services and working environments within the Healthcare sector</li> <li>• Developments in technology e.g. health apps, Artificial intelligence (AI), miniaturised equipment, assistive technologies and telecare</li> <li>• Background to the Healthcare sector as it is today and the future of healthcare provision</li> <li>• Policies and funding across the Healthcare sector</li> <li>• Evidence based practice in the Healthcare Sector</li> <li>• Different organisational structures and different jobs within the Healthcare sector</li> <li>• Individual roles and responsibilities in line with job description and person specification</li> <li>• Employment and progression opportunities within the Healthcare sector</li> <li>• External factors that impact on the activities of the Healthcare sector e.g. epidemics, extremes of weather</li> <li>• The role of public health approaches within the Healthcare sector including national and regional population health, prevention and improvement initiatives</li> </ul>
<b>Providing person centred care</b>	<ul style="list-style-type: none"> <li>• Awareness of Health and Social Care Act 2014 and Mental Capacity Act 2018 (MCA)</li> <li>• The role and impact of regulatory bodies including the Care Quality Commission and Ofsted</li> <li>• Impact of the stages of growing, developing and aging on physical and mental function</li> <li>• Values in providing care and support in the Healthcare sector</li> <li>• Placing individuals, their carers and significant others at the centre of their care and support, including the Personalisation Agenda (2012)</li> <li>• How verbal and non-verbal communication may relate to an individual's condition</li> <li>• Application of relevant legislation, including Mental Capacity Act and Deprivation of Liberty Safeguards (DoLS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Caring for people with pre-existing conditions/living with illness</li> <li>• How mental health conditions, dementia and learning disabilities can influence a person's needs in relation to overall care</li> <li>• Promoting independence and self-care</li> <li>• Understanding of death and bereavement and communicating with families</li> </ul> <p>An understanding of what the following mean, why they are important and how to promote the six Cs (Care, Compassion, Communication, Courage, Commitment and Competence) in self and to others:</p> <ul style="list-style-type: none"> <li>• Principles of choice and gaining consent</li> <li>• Privacy and dignity</li> <li>• Equality, diversity and inclusion</li> <li>• Sexuality</li> <li>• Respect</li> <li>• Faith and cultural needs and preferences</li> <li>• Rights of individuals</li> <li>• Duty of care</li> <li>• Dealing with conflicts between rights and duty of care</li> <li>• Confidentiality</li> <li>• Partnership working</li> <li>• Candour and honesty</li> <li>• Discrimination</li> <li>• Raising concerns</li> </ul> <p>Safeguarding and protection:</p> <ul style="list-style-type: none"> <li>• Signs of abuse</li> <li>• Types of abuse and harm</li> <li>• What to do if abuse is suspected</li> <li>• How to reduce the chances of abuse</li> <li>• Why safety and clinical effectiveness are important</li> <li>• Importance of managing relationships and boundaries with service users</li> </ul>
<p><b>Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• How to support a person's health, comfort and wellbeing</li> <li>• How to recognise the signs and symptoms of a person who is experiencing pain and discomfort and/or whose health and wellbeing is deteriorating</li> <li>• Preventative approaches, health promotion, lifestyle and moving towards good health and wellbeing e.g. Making Every Contact Count (MECC) 2014</li> <li>• Impact of lifestyle on health</li> <li>• How to prevent deterioration in wellbeing, including effective nutrition, hydration and overall care</li> <li>• Taking a holistic approach to healthcare</li> <li>• Signposting individuals to interventions or other services that can support their health and wellbeing</li> <li>• Understand the ageing process and how aspects of care change at various stages of life</li> </ul>

	<ul style="list-style-type: none"> <li>Supporting people to look after themselves at various stages of life e.g. young people, healthy adults, adults who have health or wellbeing concerns, old age, end of life</li> </ul>
<b>Further science concepts</b>	<p>How core knowledge of science relates to the Health pathway, as well as further specific knowledge on:</p> <p><b>Human anatomy and physiology:</b> Overview of all physiological systems to include both structure and function. Expected normal physiological parameters and how these are routinely measured. Maintenance of homeostasis of physiological systems</p> <p><b>Diseases and disorders:</b> Classification systems for diseases and disorders such as by bodily system or by organ or tissue or by physiological effects. Examples of diseases and disorders from each of these classification types. How the body reacts systemically as a response to injury or trauma. Epidemiology-how often disease states occur in different groups of people and why, use of this information to plan and evaluate strategies to prevent illness. Health promotion to prevent disease and disorders</p>
<b>Health and Safety regulations applicable in the Healthcare sector</b>	<p>How core knowledge of Health and Safety regulations relates to the Health pathway, as well as specific knowledge on:</p> <ul style="list-style-type: none"> <li>Health and Safety (First Aid) Regulations 1981</li> <li>Health and Social care Act 2014</li> <li>Medicines and Healthcare Products Regulatory Agency (MHRA)</li> <li>Ionising Radiation Regulations (1999)</li> <li>First Aid</li> <li>Manual Handling: moving and positioning people, equipment or other objects safely</li> <li>Radicalisation, including the Prevent Strategy (2011)</li> <li>Positive behaviour, support and managing conflict of self and others</li> </ul>
<b>Infection prevention and control in health specific settings</b>	<p>Understanding of infection prevention and control including:</p> <ul style="list-style-type: none"> <li>Techniques for prevention and control including the use of appropriate Personal Protective Equipment and cleaning and disinfecting agents</li> <li>Importance of hand washing and good personal hygiene</li> <li>Scientific principles of decontamination and disinfection</li> <li>Procedures for cleaning, disinfection and sterilisation</li> <li>Meaning of antimicrobial resistance</li> </ul>
<b>Managing personal information</b>	<p>How core knowledge of managing information relates to the Health pathway, as well as specific knowledge on:</p> <ul style="list-style-type: none"> <li>Role requirements in relation to record keeping and audit</li> <li>Common abbreviations used in healthcare</li> <li>Reporting systems for incidents, events and conditions</li> </ul>

	<ul style="list-style-type: none"><li>• Collecting, storing and protecting personal (e.g. patient, client, service user, colleague) information: types of information needed when obtaining a client history</li><li>• Appropriate sharing and ways of sharing information</li><li>• Reasons for record keeping</li><li>• Knowing when to escalate issues</li></ul>
--	---

## Employer-set project

The employer-set project ensures students have the opportunity to combine core knowledge and skills to develop a substantial piece of work in response to an employer-set brief.

To ensure consistency in project scope and demand, awarding organisations will develop assessment objectives, which require students to:

- plan their approach to meeting the brief
- apply core knowledge and skills as appropriate
- select relevant techniques and resources to meet the brief
- use maths, English and digital skills as appropriate
- realise a project outcome and review how well the outcome meets the brief.

The awarding organisation will work with a relevant employer or employers, to devise a set brief that:

- ensures a motivating starting point for students' projects, for example, a real-world problem to solve
- ensures students can generate evidence that covers the assessment objectives
- is manageable for providers to deliver
- is officially approved by the awarding organisation and employer.

For Health, in achieving the assessment objectives and meeting the brief, students must demonstrate the following core skills, through mostly self-directed activities to promote and develop independent learning:

- **Demonstrate person centred care skills:** when planning, developing and providing care to ensure the needs of individuals are met
- **Communication:** be able to communicate effectively with patients, carers, service users and other health and social care professionals using a range of techniques to overcome communication barriers
- **Team working:** be able to work collaboratively with a range of healthcare professionals within and outside a specific team, as well as with other individuals such as carers
- **Reflective evaluation:** be able to reflect on own practice and make improvements to own practice
- **Researching:** be able to contribute to research and innovation within a specific area of practice, working from independently sourced material, and analysing results of research to draw conclusions
- **Presenting:** be able to present the outcomes of the project in a range of formats, to a variety of stakeholders.

## Occupational Specialist Content

Specialist content is structured into different occupational specialisms, which correspond to the apprenticeship standards listed on the occupational map covered by the T Level. Occupational specialisms ensure students develop the knowledge and skills necessary to achieve a level of competence needed to enter employment in the occupational specialism.

Achievement of this minimum level of competence signals that a student is well-placed to develop full occupational competence, with further support and development, once in work (including an apprenticeship). The knowledge and skills listed are required to achieve one or more 'performance outcomes'. These indicate what the student will be able to do as a result of learning and applying the specified knowledge and skills.

In essence, each performance outcome describes, at a high level, what the student 'can do' to have met minimum competence requirements in an occupational specialism.

Core skills and behaviours are specified in occupational specialism(s) only where they are essential to achieving the given performance outcome. Although the behaviours maybe assessed implicitly through application of skills, they must be clearly specified in the qualification specification to support effective application of those skills.



## Occupational Specialism: Dental Nursing

### Performance Outcome 1: Carry out a range of dental procedures to support dental professionals at “chairside”

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Legislation, regulations and Health and Safety</b></p> <p>How core knowledge of Health and Safety in the Healthcare sector relates to Dental Nursing when delivering healthcare in a dental setting</p> <p>The purpose and main provisions of legislation relating to health, safety and welfare specifically in dental settings including:</p> <ul style="list-style-type: none"> <li>• Ionising Radiation Regulations 1999</li> <li>• Ionising Radiation (Medical Exposure) Regulations 2000</li> <li>• GDC Regulations</li> <li>• Dental specific requirements as defined in the General Dental Council ‘Standards for the Dental Team’ document</li> </ul>	<p>Contribute to the operation of a safe and hygienic working environment</p> <p>Adhere to guidelines and regulations in respect of use of PPE and dressing appropriately in the dental environment</p> <p>Comply with all legislation, regulations, protocols and processes to ensure safe patient care in the dental environment</p> <p>Comply with all legal and ethical responsibilities in protecting and promoting the health of individual patients</p>
<p><b>Infection control</b></p> <p>How core knowledge of infection control in the Healthcare sector relates to Dental Nursing when delivering healthcare in a dental setting</p> <p>The purpose and main provisions set out in ‘Health Technical Memorandum 01-05: Decontamination in primary care dental practices’ and the National colour-coding of cleaning equipment and materials:</p> <ul style="list-style-type: none"> <li>• Responsibilities of the dental team</li> </ul>	<p>Manage and perform decontamination and infection control procedures in accordance with regulations, provisions and knowledge of good practice in the dental environment</p> <p>Carry out instrument, hand-piece and surface decontamination in the dental environment</p> <p>Follow the established guidelines for surgery zoning, maintaining clean and dirty areas in the dental environment</p>

<ul style="list-style-type: none"> <li>• Use of decontamination areas and ergonomics and zoning</li> <li>• Potential routes of transmission of infectious agents in the dental environment</li> </ul>	
<p><b>Instruments and equipment used in the dental surgery</b></p> <p>Commonly used equipment and instrumentation, for example:</p> <ul style="list-style-type: none"> <li>• The dental operating unit</li> <li>• X-ray equipment</li> <li>• Hand instruments such as mirrors, scalers, forceps drills, burs, and autoclaves</li> <li>• Equipment auditing, testing and maintenance</li> </ul> <p><b>Dental Surgery Operation</b></p> <ul style="list-style-type: none"> <li>• Turning on and checking a standard dental operating unit, which includes turning on the electric, air and water supply to the dental operating unit and checking its operation especially the light, drills, spittoon and aspirator</li> <li>• Understanding of electrical, water and compressed air supply in relation to the dental operating unit</li> <li>• Understanding of the purpose and operation of the filling material mixing unit and impression material mixing unit</li> <li>• Understanding of digital systems for taking viewing and storing digital x-rays</li> <li>• Safely closing down the dental operation unit and associated equipment at the end of the day</li> <li>• Relevant infection control protocols for a standard operating unit</li> </ul>	<p>Undertake audit, testing and maintenance of equipment used in the dental surgery and maintain appropriate records</p> <p>Adhere to manufacturer’s requirements for storage, use and post use procedures of equipment and instruments</p> <p>Comply with workplace and legislative requirements for the storage, use and post use procedures of equipment and instruments</p> <p>Work in a safe and efficient manner in accordance with workplace and legislative requirements to prepare the clinical environment before the dental team perform dental procedures on patients such as extractions, fillings or x-rays</p> <p>Work in a safe and efficient manner in accordance with workplace and legislative requirements to maintain hygiene and safety of the clinical environment during dental procedures on patients such as extractions, fillings and x-rays</p> <p>Close down the dental surgery in line with the decontamination protocols, and ensure that the surgery is secure, including electricity, water and air supply</p>

<p><b>Anatomy and physiology</b></p> <p>How core knowledge of scientific concepts relates to dental nursing when delivering healthcare in a dental setting, in particular structure and function of respiratory and circulatory systems</p> <p>Dental/oral anatomy and physiology which includes:</p> <ul style="list-style-type: none"> <li>• Facial anatomy and the structure of the skull</li> <li>• The structure and function of the mouth, tongue and soft tissues</li> <li>• Structure and function of the differing types of dentition, their teeth and methods of dental charting</li> </ul>	<p>Apply knowledge of anatomy and physiology to all activities which support dental team members carrying out treatment and oral health initiatives</p>
<p><b>Dental Treatment</b></p> <ul style="list-style-type: none"> <li>• Basic primary dental care procedures e.g. carrying out checkups, doing fillings, scaling teeth, making crowns, bridges and dentures, taking teeth out</li> <li>• Treatment plans</li> <li>• Dental equipment, instruments and basic materials used in the above procedures</li> <li>• How to select the correct equipment, materials and instruments</li> </ul>	<p>Support dental professionals carrying out routine primary dental care procedures and treatment plans e.g. carrying out checkups, doing fillings, scaling teeth, making crowns, bridges and dentures, taking teeth out</p> <p>Select correct equipment and instrumentation to use for all stages during general chairside procedures</p>
<p><b>Duty of care</b></p> <ul style="list-style-type: none"> <li>• Meaning of duty of candor and care in the specific context of the provision of dental treatment and oral health interventions</li> <li>• Duty of care conflicts: what these are and how to deal with them</li> </ul>	<p>Demonstrate a caring approach to patient care, ensuring patients are supported and reassured</p> <p>Follow principles for implementing a duty of care and candour including integrity and trustworthiness and act without discrimination and be respectful of dignity and choices</p> <p>Follow principles of safeguarding and protection</p>

<ul style="list-style-type: none"> <li>• Meaning of the General Dental Council 'Standards for the Dental Team' and how it applies to all members of the dental team</li> </ul>	<p>Follow all required standards, codes of conduct and health and safety requirements/legislation, including risk assessment</p> <p>Provide person centred care and support</p> <p>Take into account the needs of different patients</p> <ul style="list-style-type: none"> <li>• Move and position individuals safely when assisting them with their care needs</li> <li>• Assist with individuals' overall comfort</li> <li>• Recognise and respond to signs of pain and discomfort</li> </ul> <p>Act as an advocate for patients where required</p> <p>Contribute to and comply with systems to protect patients and their information</p>
--	---

**Performance Outcome 2: Provide factual information and up to date advice to help patients to maintain and improve their Oral Health**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Oral Disease: causes and prevention</b></p> <p>Common oral conditions and their basic methods of prevention</p> <p>Conditions:</p> <ul style="list-style-type: none"> <li>• Cavities (dental decay)</li> <li>• Gum disease</li> <li>• Infectious diseases</li> <li>• Oral cancer</li> <li>• Injuries</li> </ul> <p>Causes:</p>	<p>Contribute to providing advice to patients on how to maintain and improve dental health</p> <p>Provide information on health risks of diet, drugs and substance misuse, and use of substances such as tobacco, alcohol and drugs on dental health and general health</p> <p>Provide basic dietary advice that is relevant to maintaining and improving dental health</p> <p>Provide advice on local health initiatives that will help patients to maintain and improve dental health</p>

<ul style="list-style-type: none"> <li>• Role of dental bacterial plaque in dental caries and gum / periodontal, disease</li> <li>• Factors affecting oral health such as: how sugar in the diet has an effect on dental decay and systemic health, effects of smoking, poor diet and acidic beverages</li> <li>• Relationship between oral and general health and how each affects the other</li> </ul> <p>Prevention:</p> <ul style="list-style-type: none"> <li>• Tooth brushing, cleaning between the teeth, the importance of fluoride in toothpaste and caring for dentures (defined as basic oral hygiene instruction)</li> </ul>	
<p><b>Role of dental professionals and healthcare team in respect of health promotion</b></p> <p>The role and responsibilities of the Dental team in patient management:</p> <ul style="list-style-type: none"> <li>• GDC Scope of Practice</li> <li>• Need for further professional development, undertaking CPD, personal development plan, using feedback to develop and improve</li> </ul>	<p>Apply understanding of the role of dental professionals and healthcare team in the delivery of health promotion</p> <p>Provide effective and appropriate advice to patients within scope of practice</p>

**Performance Outcome 3: Accurately record patients’ dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Principles of dental charting and soft tissue assessment</b></p> <p>Importance in relation to systemic health of:</p> <ul style="list-style-type: none"> <li>• Using standard dental charts</li> </ul>	<p>Contribute to obtaining and recording patient clinical history as part of the dental team</p>

<ul style="list-style-type: none"> <li>• Terminology</li> <li>• Basic periodontal examinations</li> <li>• Full periodontal screening</li> </ul>	<p>Follow guidelines and requirements for the recording and storage of patient information</p> <p>Record dental charting and oral tissue assessment carried out by other registrants</p>
<p><b>Use of information technology and electronic recording systems within the dental environment</b></p> <p>For example, SAGE-based dental software</p>	<p>Use IT and electronic recording systems to record patients' personal and dental information</p> <p>Follow guidelines and requirements for the recording and storage of patient information on electronic recording systems</p>

**Performance Outcome 4: Prepare, mix and handle filling and impression material in an appropriate and timely way**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Filling and impression materials</b></p> <p>Types of materials used by members of the dental team when carrying out fillings and dental impressions and their:</p> <ul style="list-style-type: none"> <li>• Preparation, including time limits on usage and minimising waste</li> <li>• Usage, including which materials are used for each type of filling or impression</li> <li>• Storage, correct storage conditions, including temperature, light intensity</li> <li>• Safe and environmentally sound disposal methods</li> </ul> <p>Manufacturers guidelines: their meaning and correct compliance</p>	<p>Comply with all health and safety requirements in the preparation of filling and impression materials</p> <p>Follow all guidelines and mechanisms for the prevention of infection in the preparation of filling and impression materials</p> <p>Prepare, mix and handle dental filling and impression materials</p> <p>Follow manufacturer's guidelines for the storage, usage and disposal of filling and impression materials</p> <p>Comply with workplace and legislative requirements for the storage, usage and disposal of materials</p>

## Occupational Specialism: Supporting Healthcare

**Supporting Healthcare: Core/underpinning requirements** (all Supporting Healthcare students to study this core as well as one of the options (A-F) below)

**Performance Outcome 1: Assist with an individual's overall care and needs to ensure comfort and wellbeing**

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Working in a person-centered way</b></p> <p>How core knowledge of providing person centred care and Health and Safety regulations in the Healthcare sector relate to Supporting Healthcare when delivering healthcare to individuals</p>	<p>Recognise and apply requirements to safeguard individuals and their wider family/carers if required and promote principles to others</p> <p>Recognise requirements to follow principles for implementing a duty of care and candour and apply them when working with individuals and their families/carers</p> <p>Follow all required standards, codes of conduct and health and safety requirements/legislation, including risk assessment, in the healthcare environment</p> <p>Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines</p> <p>Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)</p>
<p><b>Providing overall care</b></p> <p>Current best practice and agreed ways of working relevant to assisting with specific care-related tasks and supporting</p>	<p>Provide person centred care and support to clients, patients, carers and relevant others</p>

<p>individuals to meet their care and needs whilst maintaining the individual's privacy and dignity</p> <p>Interpretation of Care Plans in order to:</p> <ul style="list-style-type: none"> <li>• Support a person's health, comfort and wellbeing</li> <li>• Recognise indicators of good physical and mental health</li> <li>• Recognise the importance of fluids, nutrition and food safety in providing overall care</li> <li>• Recognise the signs and symptoms of a person who is experiencing pain and discomfort and/or whose health and wellbeing is deteriorating</li> <li>• Report changes and deterioration and why it is important</li> <li>• Safely move and handle people when supporting their care needs using appropriate moving and handling aids</li> </ul> <p>The main types of mental ill health and their impact on people's lives; indicators for mental capacity, the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill health and learning disability in people</p> <p>Why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration</p>	<p>Promote clinical effectiveness, safety and a good experience for the individual</p> <p>Move and handle individuals safely when assisting them with their care needs using appropriate moving and handling aids</p> <p>Assist with individuals' overall comfort and wellbeing</p> <p>Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so</p> <p>Recognise and respond to signs of pain and discomfort in the individual</p> <p>Recognise limitations in mental capacity and respond appropriately</p> <p>Use appropriate techniques and PPE to ensure effective infection prevention and control in the healthcare environment</p> <p>Contribute to, follow and record information in care plans</p> <p>Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing</p>
---	--



**Performance Outcome 2: Assist registered health professionals with clinical or therapeutic tasks and interventions**

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>The Health Service and roles and responsibilities when working in Health to assist registered professionals</b></p> <ul style="list-style-type: none"> <li>• Background, history and structures within the National Health Service</li> <li>• Understanding of scope of role and the definitions of clinical tasks, therapeutic tasks and interventions that can be performed including delegation protocols</li> <li>• Who can undertake particular clinical tasks, therapeutic tasks</li> <li>• Understanding of own role, responsibilities, duties and limitations, Scope of Practice</li> <li>• Code of conduct for Healthcare Support Workers and Adult Social Care Workers</li> <li>• Importance of working in partnership with wider healthcare teams including those in hospital, community care and social care settings</li> <li>• Provide relevant information to contribute to clinical handovers between shifts</li> <li>• Who or where to go for help and advice about anything related to role</li> <li>• The importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service</li> <li>• Discharge procedures and helping patients move from one environment to another, including transfers within the hospital, transfer to home, transfer from secondary to primary care and between social care settings</li> </ul>	<p>Work as part of a team to assist registered health professionals with delegated clinical or therapeutic tasks and interventions, ensuring that these tasks are within scope of role and responsibilities</p> <p>Gather appropriate, relevant and timely evidence to assist in obtaining a client history, review health-related data and information</p> <p>Handle information (record, report and store information) in relation to clinical tasks, therapeutic tasks and interventions, accurately and legibly and in line with local and national policies, keep information confidential and support others to do so; take part in audits</p>

<p><b>Personal development</b></p> <p>Understanding of the importance of further professional development, personal development plans, seeking feedback and using feedback to develop and improve</p>	<p>Maintain a record of personal development and training from undertaking CPD</p> <p>Use feedback to develop and improve</p>
---	---

**Performance Outcome 3: Undertake a range of physiological measurements**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Physiological Measurements</b></p> <ul style="list-style-type: none"> <li>• The physiological states that are commonly measured by healthcare support workers and why, when and how these may be measured, e.g. <ul style="list-style-type: none"> <li>• Blood pressure</li> <li>• Body temperature</li> <li>• Breathing rate</li> <li>• Pulse rate</li> <li>• Weight/height (BMI)</li> <li>• Urinary output</li> <li>• Oxygen saturation</li> <li>• Blood sugar levels</li> </ul> </li> <li>• Monitoring elimination, nutrition and hydration</li> <li>• The normal range for each of the measurements in adults, and major factors that influence changes in physiological measurement</li> <li>• The types of equipment used for measuring physiological states in adults and how to check they are in working order</li> <li>• Recording results from physiological measurement tests, including documentation that should be used</li> <li>• Understand how early warning score is calculated and used</li> </ul>	<p>Work as part of a team to assist registered nurses/registered health professionals to undertake a range of physiological measurement tasks using appropriate equipment</p> <p>Record the results of physiological monitoring and measurement using relevant documentation</p> <p>Demonstrate awareness of the correct process for reporting measurements that fall outside normal levels</p> <p>Calculate early warning scores and escalate findings to a registered health professional where appropriate</p>

<ul style="list-style-type: none"> <li>• Reasons and procedures for taking and testing venous and capillary blood and other specimens</li> </ul>	
<p><b>Policy and current good practice</b></p> <p>Policy and current good practice that affect work practice when undertaking physiological measurements</p>	<p>Apply current policy and good practice techniques when undertaking physiological measurements</p>

## Supporting Healthcare Option A: Supporting the Adult Nursing Team

### Performance Outcome 1: Assist the adult nursing team with clinical tasks

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Guidelines, policy and service frameworks for adults</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Health and Social Care Act</li> <li>• Care Quality Commission</li> <li>• Care Certificate</li> <li>• NHS Constitution</li> <li>• Nursing and Midwifery Council</li> <li>• Core values across the system</li> </ul>	<p>Adhere to current legal policy and service frameworks when assisting with delegated clinical tasks for adults</p>
<p><b>Routine clinical tasks most relevant for adults</b></p> <p>How routine clinical tasks most relevant to adults are used to support overall care and well-being. For example:</p> <ul style="list-style-type: none"> <li>• Nutrition, hydration and eating and drinking</li> <li>• Bowel care</li> <li>• Mental health wellbeing</li> <li>• Communication skills</li> <li>• Mouth care</li> <li>• Condition of skin, hair and nails</li> </ul> <p>Understanding of the range of risk assessments and clinical assessments that are undertaken by a registered professional to prescribe a care plan that needs to be delivered by the care team. For example MUST, BRADEN, Waterlow, Wound, Continence, Bristol stool, Fluid balance, food chart/nutrition assessment, pain, mobility</p>	<p>Carry out delegated clinical tasks for adults, appropriate to the role to support risk assessments and clinical assessments</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Taking physiological measurements such as weight, height, temperature, blood pressure, BMI, respiration rate, heart rate</li> <li>• Collecting specimens, for example urine and faecal samples</li> <li>• Monitoring fluid intake and output</li> <li>• Applying simple wound dressings</li> <li>• Dietary planning, including calorie intake</li> <li>• Monitoring hydration levels,</li> <li>• Identifying the signs of poor nutrition and hydration</li> <li>• Promoting adequate nutrition and hydration</li> <li>• Reporting concerns regarding fluids, food, and nutrition intake</li> </ul>

<p>Understanding of how collection of specimens can support these assessments</p>	
<p><b>Moving and handling adults</b></p> <ul style="list-style-type: none"> <li>• Appropriate techniques to safely move and handle adults relevant to their condition, and to maintain an individual's privacy and dignity, including use of appropriate moving and handling aids</li> <li>• Agreed ways of working when moving and handling adults</li> </ul>	<p>Move and/or position the adult for treatment or to complete clinical tasks using appropriate moving and handling aids</p>
<p><b>Equipment, resources and environment used in clinical tasks for adults</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Monitoring equipment</li> <li>• Emergency equipment</li> <li>• Personal care equipment e.g. beds, pressure relieving mattresses, commodes</li> <li>• Patients' personal care equipment e.g. walking aids</li> </ul> <p>Knowing where to source equipment and resources</p> <p>How to check emergency equipment</p>	<p>Monitor and maintain the environment, equipment and resources used when assisting with clinical tasks for adults</p> <p>Perform first line calibration on clinical equipment</p> <p>Ensure all required equipment and resources are available to complete required clinical tasks</p>

## Performance Outcome 2: Support Individuals to meet Activities of Daily Living

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Activities of daily living</b></p> <p>What the activities of daily living are:</p> <ul style="list-style-type: none"> <li>• Nutrition: principles of, importance of good nutrition, signs and symptoms of poor nutrition, promoting good nutrition</li> <li>• Hydration: principles of, importance of good hydration, signs and symptoms of poor hydration, promoting good hydration</li> <li>• Maintaining continence: mental and/or physical ability to use the toilet</li> <li>• Personal hygiene (washing/bathing), including intimate care</li> <li>• Personal appearance</li> <li>• Oral care, including care of dentures, tooth-brushing etc.</li> <li>• Dressing and undressing</li> <li>• Mobility</li> <li>• Sleeping, and the importance of rest and sleep</li> </ul> <p>Long term conditions and their impact on activities of daily living and how this may impact on the care and support needed</p> <p>Understanding of the needs of adults in all age ranges and settings, and appreciation of different needs</p> <p>How to support or enable individuals to complete activities of daily living in line with their care plan and using a person-centered and enabling approach. For example, how to correctly and appropriately support adults with eating and drinking</p>	<p>Support or enable adults to maintain good nutrition and record food intake for individuals where appropriate</p> <p>Support or enable adults to maintain good hydration, including recording fluid balance</p> <p>Support or enable adults to maintain continence needs</p> <p>Support or enable adults to maintain good personal hygiene</p> <p>Support or enable adults to dress and undress</p> <p>Support or enable adults to be mobile</p> <p>Support or enable adults to rest, sleep, keep safe or express their sexuality</p> <p>Appropriately manage situations in which adults cannot do things for themselves</p> <p>Support adults to take responsibility for their own health and well-being</p> <p>Advise and inform adults on managing their own conditions</p>
<p><b>Role of carers in meeting the needs of adults</b></p>	<p>Advise and inform carers on how to support adults on managing their own condition</p>

<ul style="list-style-type: none"> <li>• Role of carers in meeting the needs of adults, including understanding of informal care and carers rights</li> <li>• Frailty: meaning and implications</li> <li>• The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia</li> <li>• How other conditions may contribute to early onset dementia e.g. cognitive skill</li> <li>• End of life phase and factors that impact on the care of the dying or deceased</li> </ul>	<p>Provide appropriate care that helps individuals with advanced, progressive, and life limiting conditions to live as well as possible</p> <p>Support carers to contribute to care delivery if appropriate</p>
---	---

**Performance Outcome 3: Assist with skin integrity assessments and with the care and treatment of skin conditions**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Skin physiology and pathophysiology</b></p> <ul style="list-style-type: none"> <li>• Skin function</li> <li>• Skin structure</li> <li>• Pathophysiology of the skin-ageing process, factors affecting skin integrity</li> <li>• Common skin conditions seen in adults: irritant reactions, rashes, blisters, hyperkeratosis, dehydration</li> <li>• Possible causes of skin conditions, including hospital acquired skin conditions such as pressure injuries</li> <li>• Common sites of pressure injury such as heels, sacrum, elbows, nape of neck, shoulders</li> <li>• Preventative measures relating to pressure injury</li> </ul>	<p>Apply knowledge of skin physiology (function and structure) and pathophysiology when assisting with skin integrity assessments and the care and treatment of skin conditions</p>
<p><b>Skin integrity assessments</b></p> <p>How to carry out assessments of skin integrity based on:</p>	<p>Assist in the checking of skin integrity</p> <p>Document the results of skin integrity assessments</p>

<ul style="list-style-type: none"> <li>• Colour</li> <li>• Temp</li> <li>• Texture</li> <li>• Moisture</li> <li>• Integrity</li> <li>• Presence of wounds</li> <li>• Skin damage</li> </ul> <p><b>Importance of assessments</b></p> <ul style="list-style-type: none"> <li>• Frequency of carrying out skin integrity assessments to reduce the risk of pressure ulcers developing or deteriorating</li> <li>• How to document the results for assessments, giving accurate accounts of all elements on which skin integrity is based</li> <li>• Recognise when to alert others to the results of skin integrity assessments</li> </ul>	<p>Inform others about the results of skin integrity assessments when appropriate to do so</p> <p>Provide the appropriate care to reduce the risk of pressure ulcers developing or deteriorating</p>
<p><b>Treatment of skin conditions</b></p> <p>The types of treatment that can be used to care for skin and prevent or treat skin conditions:</p> <ul style="list-style-type: none"> <li>• Topical treatments</li> <li>• Oral treatments</li> <li>• Dressings</li> <li>• Other therapeutic interventions</li> </ul>	<p>Care for skin conditions, in line with role responsibilities using appropriate treatments</p> <p>Undertake and record interventions to prevent pressure injury e.g. repositioning of an adult</p> <p>Advise and inform adults about how to prevent pressure injuries</p> <p>Advise and inform carers about how to prevent pressure injuries</p>



## Supporting Healthcare Option B: Supporting the Midwifery Team

### Performance Outcome 1: Assist the midwifery team with clinical tasks

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Understanding Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Stages of pregnancy</li> <li>• Normal pregnancy</li> <li>• Abnormal pregnancy</li> <li>• Miscarriage, still birth and ways to support bereaved families and where to direct them for further advice and support</li> <li>• Health promotion: smoking and alcohol cessation, importance of a healthy diet</li> <li>• Female Genital Mutilation</li> <li>• Pregnancy in different population groups</li> <li>• Knowledge of conception and interventions, for example IVF</li> <li>• Possible signs of mental ill health and depression: potential impact on pregnancy and labour, delivery and parenthood</li> <li>• Terms used in maternity</li> <li>• Range of physiological states that can be measured in pregnancy</li> </ul>	<p>Apply knowledge of pregnancy when supporting women and their partner at every stage of pregnancy</p> <p>Recognise any deviation from the normal expected observations, including deterioration in mental and emotional wellbeing at all stages of pregnancy and respond appropriately</p> <p>Escalate concerns to the midwifery team</p>
<p><b>The midwifery team and the roles and responsibilities of a Maternity support worker</b></p> <p>Understanding of the roles and responsibilities of:</p> <ul style="list-style-type: none"> <li>• Individuals who work in the midwifery team</li> <li>• Who can undertake particular interventions within the midwifery team</li> <li>• Scope of own role, responsibilities and</li> </ul>	<p>Assist the midwifery team with delegated clinical tasks</p> <p>Apply knowledge of Scope of Practice to/when carry(ing) out appropriate delegated clinical interventions</p>

<p>limitations, Scope of Practice</p> <ul style="list-style-type: none"> <li>• Role of the maternity support worker in both antenatal and postnatal health education</li> <li>• Requirement to work in partnership with the wider healthcare team</li> <li>• Other individuals who may assist during a birth e.g. partner/family members</li> <li>• Tasks that can be undertaken with appropriate training, supervision and support</li> <li>• The role of the midwifery team in the community prior to birth</li> </ul>	
<p><b>The range of clinical interventions used to provide maternity support</b></p> <p>The purpose of, preparation/positioning for and undertaking of these interventions, including:</p> <ul style="list-style-type: none"> <li>• Ultrasound scans</li> <li>• Vaginal scans</li> <li>• Venepuncture</li> <li>• Body mass index</li> <li>• Urethral catheters (and importance of regular monitoring)</li> <li>• Obtaining urine samples</li> <li>• Cannulation</li> <li>• Caesarean sections</li> </ul>	<p>Prepare individuals for interventions and procedures, as directed by the midwifery team including ultrasound</p> <p>Provide appropriate support to the midwife to prepare women for caesarean section</p>
<p><b>Birth environment</b></p> <ul style="list-style-type: none"> <li>• The range of different birthing environments, birth plans and parental choice</li> <li>• Cleaning and maintaining the birthing environment</li> </ul>	<p>Prepare the clinical area to ensure the birthing environment is fit for purpose, as instructed by the midwifery team</p> <p>Prepare and maintain equipment used in clinical interventions in the birthing environment</p>

<ul style="list-style-type: none"> <li>• Cleaning, filling and maintaining the birthing pool to correct temperature</li> <li>• How to lay up trolleys for monitoring, how to check emergency equipment, preparing for instrumental deliveries, opening packs, gathering equipment and disposal</li> <li>• Equipment and resources required to monitor the women's physiological signs during labour for example blood pressure, oxygen saturations and temperature</li> <li>• Equipment and resources required to monitor foetal heartbeat e.g. CTG</li> <li>• Equipment and resources required for vaginal examination</li> <li>• Equipment and resources required for vaginal delivery</li> <li>• Equipment and resources required for instrumental delivery</li> <li>• Equipment and resources required to suture</li> <li>• Equipment and resources required for maternal resuscitation</li> <li>• Equipment and resources required for baby resuscitation</li> </ul>	<p>Clean and maintain the birthing environment as instructed by the maternity team</p> <p>Set up equipment as instructed by the maternity team</p> <p>Lay-up trolleys for instrumental delivery of babies</p>
---	---

**Performance Outcome 2: Assist the midwife to provide care for mothers and support to parents at all stages, from antenatal, perinatal and postnatal**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Supporting parents to look after babies</b>, including how to meet their hygiene and nutritional needs</p> <ul style="list-style-type: none"> <li>• Feeding techniques including: <ul style="list-style-type: none"> <li>• supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby</li> <li>• how to use a breast pump or hand express</li> </ul> </li> </ul>	<p>Assist the midwife with teaching parents how interact with, and to meet needs of, babies including:</p> <ul style="list-style-type: none"> <li>• Bathing</li> <li>• Breastfeeding</li> <li>• Parenting skills</li> <li>• Post-natal exercises</li> </ul>

<ul style="list-style-type: none"> <li>• how to assist with syringe feeding of expressed milk</li> <li>• how to sterilise equipment</li> <li>• cup and bottle feeding, the preparation of formula milk as necessary</li> <li>• Changing nappies</li> <li>• Bathing</li> <li>• Interaction with new born babies: importance of skin to skin contact</li> </ul> <p>As well as:</p> <ul style="list-style-type: none"> <li>• Family adjustments</li> <li>• Overall health and well-being of mothers and babies, including nutritional health</li> <li>• How to assist with photographing and creating memories as required</li> </ul>	<p>Assist the midwife to provide reassurance to mothers and birthing partners, working in partnership with families to support individuals</p> <p>Provide support and assistance to ensure that the hygiene and nutritional needs of babies are met</p> <p>Promote skin to skin contact between parents and baby</p>
<p><b>Types of support needed by mothers pre and post birth and why these may be needed</b></p> <p>Situations in which women cannot do things for themselves for example:</p> <ul style="list-style-type: none"> <li>• Elimination</li> <li>• Post-operative care including supporting activities of daily living</li> <li>• Anti-embolic stockings</li> <li>• Physiological measurements e.g. blood pressure, temperature</li> </ul>	<p>Provide support to women with washing, dressing and elimination</p> <p>Appropriately manage situations in which women cannot do things for themselves</p> <p>Monitor urethral output</p> <p>Provide appropriate care for women post-operatively</p> <p>Take measurements for anti-embolic stockings</p> <p>Undertake physiological measurements as directed by the midwifery team</p>

**Performance Outcome 3: Assist with the care of new born babies by undertaking observations and measurements**

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Observations, screening and measurements of new born babies</b></p> <p>Which screening tests are carried out on new born babies: physical examination, heel prick test, hearing test. Understand the purpose of these tests, who carries them out and why</p> <p>NHS new born babies screening programme training</p> <p>How to carry out a new born hearing test and why</p> <p>What physiological measurements can be routinely observed/measured in new born babies and how this should be undertaken e.g.</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Respiratory rate</li> <li>• Heart rate</li> <li>• Oxygen saturation</li> </ul> <p>Routine healthy baby observations including cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neo-natal jaundice</p> <p>Equipment used in taking measurements of new born babies and how to ensure it is in working order</p> <p>Expected normal range of physiological states in new born babies and how and when to report deviations</p> <p>First aid and resuscitation techniques for babies</p>	<p>Undertake routine observations and physiological measurements on new born babies, as directed by the maternity team</p> <p>Recognise any deviations from normal expected observations in new born babies and report these to the maternity team</p>

<p><b>Safety and security of mothers and babies in the maternity environment</b></p> <ul style="list-style-type: none"><li>• Identification of babies</li><li>• Security procedures and protocols</li><li>• Risks and threats</li><li>• Awareness of possible signs of domestic violence</li><li>• Safeguarding</li></ul>	<p>Identify individual babies following local procedure; for example with wristbands/labels</p> <p>Adhere to all local security procedures and protocols to ensure the safety and security of all mothers and babies</p> <p>Raise concerns in respects of any risks, threats or signs of abuse to ensure the safety of mothers and babies in the maternity environment</p>
---	--

## Supporting Healthcare Option C: Supporting the Theatre Team

### Performance Outcome 1: Assist the theatre team when preparing and delivering operative and invasive procedures

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Roles and responsibilities of the surgical team</b></p> <ul style="list-style-type: none"> <li>• Role and responsibilities of each team member</li> <li>• Organisational structures and the theatre team</li> <li>• Team briefings and debriefings</li> <li>• Understand when and why procedures are carried out</li> <li>• Understanding safety of patients in the theatre environment</li> <li>• Understand what ‘never events’ are and how to learn from them</li> <li>• Application of ethics in the theatre environment</li> <li>• Principles of consent to treatment and how this should be obtained</li> </ul>	<p>Apply knowledge of Scope of Practice and roles and responsibilities of the theatre team when assisting to prepare and deliver operative and invasive procedures</p>
<p><b>Preparing for operative and invasive procedures</b></p> <p>Understanding of the procedures and protocols which should be followed when preparing patients and the theatre environment for operative and invasive procedures:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities of each team member</li> <li>• Protocols</li> <li>• Patients sign in and sign out</li> <li>• WHO Checklists: pre and post-operative CHECKS</li> <li>• Safety briefings in relation to the specific procedure being undertaken</li> <li>• Understanding of never events related to the specific procedure</li> <li>• Obtaining pre-operative consent</li> </ul>	<p>Provide support to the surgical team when preparing and delivering operative and invasive procedures</p> <p>Undertake own and assist others in surgical scrub technique</p> <p>Perform the non-scrub circulating role</p> <p>Use skin preparation agents and surgical drapes to prepare patients for operative and invasive procedures</p> <p>Complete pre and post-operative checklists to ensure safer surgery</p>

<ul style="list-style-type: none"> <li>• Positive patient identification procedures</li> <li>• Factors that affect the choice of site for attachment of surgical instruments</li> <li>• Operation site marking</li> <li>• Ensuring the correct equipment is in place</li> <li>• Ensuring the correct surgical instruments are in place</li> <li>• Skin preparation agents: how to use these</li> <li>• Use of surgical drapes</li> <li>• Steps for safer surgery</li> <li>• Understand different types of sedation and anaesthetics</li> </ul>	<p>Take part in team safety briefings and debriefings to ensure safer surgery</p> <p>Take part in patient sign in to and sign out of the theatre environment</p> <p>Provide support to patients and the theatre team appropriate to type of anaesthetic and sedation used</p>
--	---

**Performance Outcome 2: Provide care and support to individuals undergoing operations and invasive procedures**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Pre and post-operative procedures</b></p> <ul style="list-style-type: none"> <li>• How to position individuals for surgery</li> <li>• Pre and post-operative checks for pregnancy</li> <li>• Post anaesthetic recovery</li> <li>• Effects of pre-medication and anaesthesia and possible adverse reactions to anaesthetic</li> <li>• How different beliefs and cultures may affect pre and post-operative surgery procedures including disposal of body parts</li> <li>• Know when and how to escalate an issue</li> <li>• How anaesthetic may affect the physiological states that can be measured</li> </ul>	<p>Position individuals appropriately for operations and invasive procedures</p> <p>Provide support to individuals for pre and post-operative anaesthesia and recovery</p> <p>Report any deviations from normal recovery reactions of patients</p>
<p><b>Supporting patients undergoing operations and invasive procedures</b></p>	<p>Act as an advocate for unconscious and conscious patients</p>



<ul style="list-style-type: none"> <li>• Acting as an advocate for the unconscious and conscious patient</li> <li>• Chaperoning</li> <li>• Providing reassurance and keeping individuals informed of what is happening, why and who is involved</li> <li>• How anaesthesia and surgery can affect patients and their mental capacity</li> <li>• Managing equipment to aid a patient's recovery e.g. drains and splints</li> <li>• Making use of verbal and non-verbal indicators to determine an individual's condition and ability to move independently</li> </ul>	<p>Provide reassurance to individuals before, during and after surgery</p> <p>Keep individuals informed of what is happening before, during and after operations or invasive procedures</p>
<p><b>Importance and significance of body fluid balance during operations and invasive procedures</b></p> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Factors affecting fluid input and output</li> <li>• Techniques and procedures for measuring body fluid balance, blood pressure and pulse</li> <li>• Purpose of recording body fluid</li> <li>• Factors affecting wound drainage</li> </ul>	<p>Measure and record an individual's body fluid balance during operations or invasive procedures</p>
<p><b>Transferring patients between departments</b></p> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Safe moving and handling techniques including use of appropriate moving and handling aids</li> <li>• Maintaining individual's privacy and dignity</li> <li>• Documentation for transfer of patients</li> </ul>	<p>Transfer individuals to/from operative environment, demonstrating safe moving and handling techniques and use of appropriate moving and handling aids, and ensuring individual's privacy and dignity is maintained at all times</p> <p>Follow procedures to ensure correct documentation goes with the individual</p> <p>Ensure equipment used when transferring patients is cleaned and returned</p>

<p><b>End of life care and care of the deceased</b></p> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Factors which impact on the care of the dying or deceased</li> <li>• How different beliefs and cultures affect end of life care and care of the deceased</li> <li>• Organ donation and how different beliefs and cultures may affect this</li> </ul>	<p>Provide appropriate care and support that helps individuals and families with end of life care and care of the deceased</p>
--	--

**Performance Outcome 3: Prepare and maintain the clinical environment, equipment and instrumentation**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Surgical instruments and supplementary items used in theatre</b></p> <ul style="list-style-type: none"> <li>• Types of surgical equipment used in the theatre, including single and multi-use items</li> <li>• Purpose and function of this equipment</li> <li>• Preparation of equipment for use in the theatre</li> <li>• Storage of equipment</li> <li>• Disposal of one-use and multi-use equipment</li> <li>• Trays, kits, trollies and what they should contain</li> <li>• Supplementary items used in theatre</li> <li>• Cleaning and sterilisation processes for theatre equipment</li> </ul>	<p>Prepare and provide surgical instrumentation and supplementary items for the surgical team for use before, during and after operations or invasive procedures</p>
<p><b>Counting and documentation of swabs, sharps, instruments and disposable items</b></p> <ul style="list-style-type: none"> <li>• Identifying, measuring accounting for and recording items and sharps used</li> </ul>	<p>Identify, measure, account for and record items and sharps used in specific procedures in the theatre environment</p> <p>Follow local policy and procedure for instrument counts</p>

<ul style="list-style-type: none"> <li>• Policy and procedures for instrument counts</li> <li>• Procedures to follow when items are missing</li> <li>• Cost implications of items used during surgery</li> <li>• How cost implications of items used during surgery and surgery time may influence commissioning of surgical procedures</li> </ul>	<p>Follow correct procedures if a swab, sharp, instrument or other disposable item is missing</p>
<p><b>Infection prevention and control in the theatre environment</b></p> <ul style="list-style-type: none"> <li>• Importance of adhering to standard precautions for infection prevention and control in the theatre environment</li> <li>• Infection prevention and control procedures in the theatre environment</li> <li>• Breakdown in the sterile field and actions that should be taken</li> </ul>	<p>Adhere to standard precautions for infection prevention and control in the theatre environment</p> <p>Take correct actions when there is a breakdown in the sterile field</p>
<p><b>Receiving, labelling, handling and dispatch of clinical specimens and blood products</b></p> <ul style="list-style-type: none"> <li>• Examples of clinical specimens</li> <li>• Examples of blood products</li> <li>• Types and uses of containers and transport</li> <li>• Procedures for receiving, labelling, handling and dispatch including recording and reporting</li> </ul>	<p>Assist in the receiving, labelling, handling and dispatch of clinical specimens and blood products</p> <p>Follow correct procedures for labelling, receiving, labelling, handling and dispatch of clinical specimens and blood products</p>

## Supporting Healthcare Option D: Supporting the Mental Health Team

### Performance Outcome 1: Provide care and support to individuals with mental health conditions

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Roles and responsibilities of the Mental Health team</b></p> <ul style="list-style-type: none"> <li>• Environments in which Mental Health support workers may be required to provide care and support: at individual's home, near individual's home, in hospital/community, away from home, armed forces, prison, supported living, leaving care, school or college</li> <li>• Range of individuals: Mental Health support worker may be required to support: individuals across the lifespan, and individuals with a Learning Disability</li> <li>• Organisational structures, roles and responsibilities in the mental health/multidisciplinary team</li> <li>• Scope of the role of the Mental Health support worker, Scope of Practice and limitations</li> <li>• Importance of working in partnership with support organisations</li> <li>• Importance of team briefings and debriefings/reflective practice</li> <li>• Importance of both mental and physical wellbeing for individuals with mental health conditions</li> <li>• Approaches to protecting own mental health and wellbeing</li> </ul>	<p>Apply knowledge of Scope of Practice and roles and responsibilities when assisting to carry out appropriate clinical interventions as delegated by the Mental Health team</p>
<p><b>Health and safety in mental health settings</b></p> <ul style="list-style-type: none"> <li>• National guidelines and policies (e.g. Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act); the impact they have on interventions including: rights of</li> </ul>	<p>Adhere to national guidelines, current national and local policy and service frameworks for mental health when undertaking any care or support for individuals with mental health conditions</p>

<p>people using services or giving formal or informal support, the role of advocacy</p> <ul style="list-style-type: none"> <li>• Local policies and service frameworks</li> <li>• Risk factors: risk of harm to self or others, being harmed by others</li> <li>• Range of triggers in risk management</li> <li>• How the environment can impact on risk assessment and management</li> <li>• Risk assessment and risk management</li> <li>• Risk prevention and reduction strategies including: <ul style="list-style-type: none"> <li>- Suicide behaviours which challenge</li> <li>- Substance Misuse</li> <li>- Self-neglect</li> </ul> </li> </ul>	
<p><b>Developing long term effective and sustained relationships with individuals</b></p> <ul style="list-style-type: none"> <li>• Importance of effective and sustained relationships between providers and users of services</li> <li>• Strategies to develop and maintain effective and sustained relationships</li> <li>• Barriers that may exist to build and maintain relationships</li> <li>• How mental health conditions may affect an individual's emotions, thinking and behaviour</li> <li>• Sources of additional support to build relationships</li> <li>• Understanding of attachment disorders</li> </ul>	<p>Provide appropriate holistic care and support to individuals with mental health conditions, based on knowledge and within scope of practice</p> <p>Assist with collaborative risk assessment and risk management with individuals with mental health needs</p> <p>Involve carers and family members in the risk assessment and management process</p> <p>Implement prevention and risk reduction strategies when providing care and support to individuals with mental health conditions</p> <p>Adopt approaches and techniques to ensure the protection of own mental health and wellbeing</p> <p>Overcome barriers that may exist to prevent building and sustaining effective relationships</p>

	<p>Identify and respond to the possibility that mental health conditions may affect an individual's emotions, thinking and behaviour</p> <p>Recognise when additional support may be needed to build effective relationships with individuals, access and make use of this support</p>
<p><b>Strategies for developing enhanced communication skills</b></p> <p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• Range of strategies relevant to individuals with a range of mental health conditions</li> <li>• Range of communication techniques relevant to mental health situations, including verbal and non-verbal communication, and recognising that there are different ways of communicating in different situations and with people with different mental health conditions</li> <li>• Barriers to communication and conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics</li> <li>• Proactive approaches to manage individuals who demonstrate challenging behaviour e.g. hallucinations or withdrawn behaviour</li> <li>• Sources of additional support to effective communication</li> </ul>	<p>Use a range of communication strategies that are appropriate to individuals with mental health needs</p> <p>Apply specific communication skills to build and sustain effective relationships with individuals with mental health needs, carers and other healthcare professionals within scope of practice</p> <p>Proactively use appropriate communication strategies to manage behaviour which challenges and poses a risk to self, individuals or others</p> <p>Observe and record an individual's verbal and non-verbal communication recognising how it may be relevant to the individual's condition</p> <p>Recognise when additional support may be needed to communicate effectively with individuals, access and make use of this support</p>
<p><b>Reporting and recording in mental health settings</b></p> <ul style="list-style-type: none"> <li>• Incident reporting</li> </ul>	<p>Observe, record and report changes in the mental health of individuals when providing care and support</p>

<ul style="list-style-type: none"> <li>• De-escalations</li> <li>• Safeguarding</li> <li>• Self-harm/suicide behaviours</li> <li>• Suicide tendencies</li> <li>• Activities of daily living</li> </ul>	<p>Observe, measure, record and report on physiological health of individuals receiving care and support</p>
--	--

**Performance Outcome 2: Assist the mental health team with mental health tasks and therapeutic interventions**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Understanding of the main types of mental health conditions</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>• Mood disorders</li> <li>• Personality disorders</li> <li>• Anxiety disorders</li> <li>• Psychotic disorders</li> <li>• Eating disorders</li> <li>• Substance related disorders</li> <li>• Cognitive disorders</li> <li>• Trauma</li> </ul> <p>Examples for each of these types of conditions and symptoms that may present e.g. hallucinations, delusions and confusion</p> <p>The range of classification systems that can be used to understand mental health conditions including DSM/ICD</p> <p>Positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion and behavioural</p>	<p>Apply knowledge of the main types of mental health conditions when assisting to carry out appropriate clinical interventions as delegated by the Mental Health team</p>

<p><b>Understanding of treatment options for mental health conditions</b></p> <p>Main interventions in mental health including:</p> <ul style="list-style-type: none"> <li>• Therapeutic interventions</li> <li>• Medication</li> <li>• Support programmes</li> </ul> <p>The key principles and factors for choosing a particular treatment option and the benefits of early intervention</p> <p>Strengths and limitations of interventions used</p>	<p>Assist registered practitioners with routine delegated tasks or therapeutic interventions, applying knowledge of mental health conditions and treatments</p> <p>Assist registered practitioners to Implement strategies to support individuals with mental ill health</p> <p>Adhere to national guidelines, current legal policy and service frameworks for mental health when undertaking any delegated tasks</p>
--	---

### Performance Outcome 3: Promote mental well-being

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Nature of mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Meaning of mental wellbeing</li> <li>• Types of poor mental wellbeing e.g. eating disorders, attachment disorders</li> <li>• What this means for different groups e.g. older or young people, prisoners, workers</li> <li>• Identification of those at risk</li> <li>• Good practice in dealing with those at risk or with poor mental wellbeing</li> </ul>	<p>Apply knowledge of mental well-being when assisting to carry out appropriate clinical interventions as delegated by the Mental Health team</p>
<p><b>Strategies to promote mental well-being</b></p> <ul style="list-style-type: none"> <li>• The needs of people with mental ill health and those</li> </ul>	<p>Assist registered practitioners to:</p> <ul style="list-style-type: none"> <li>• Implement appropriate and individual strategies to promote mental and physical well-being</li> </ul>



<p>supporting them at key stages and through times of change or transition e.g. when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer; the impact of the individual's mental ill-health on their life, family, friendships, ability to work and actively participate in society</p> <ul style="list-style-type: none"><li>• A range of coping strategies and skills</li><li>• Sources of specialist support including: other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids</li><li>• Understanding of recovery based and holistic approach</li><li>• Supporting individuals and their carers/families to manage their conditions</li></ul>	<ul style="list-style-type: none"><li>• Apply knowledge to promote recovery-based approach for individuals with mental health conditions</li><li>• Use an appropriate approach to support individuals and/or carers/families to manage their condition</li><li>• Promote a recovery based approach enabling the individual to manage their condition</li><li>• Take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society</li></ul>
---	---

## Supporting Healthcare Option E: Supporting the care of Children and Young People

### Performance Outcome 1: Assist with clinical tasks and treatment for Children and Young people (CYP)

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Guidelines, legal policy and service frameworks for CYP, including:</b></p> <ul style="list-style-type: none"> <li>• The Children’s Act 1989 and 2004</li> <li>• Mental Capacity Act in relation to CYP</li> <li>• The rights of CYP at different ages</li> <li>• Safeguarding of CYP</li> <li>• Consent and proxy consent</li> <li>• Parental responsibility</li> <li>• Understanding of what is meant by 'Acting in a child's best interests'</li> </ul>	<p>Adhere to current legal policy and service frameworks when assisting with delegated clinical tasks for CYP</p>
<p><b>Routine clinical tasks most relevant for CYP</b></p> <p>How routine clinical tasks most relevant to CYP are used to support overall care and wellbeing. For example:</p> <ul style="list-style-type: none"> <li>• Nutrition, hydration and eating and drinking</li> <li>• Bowel care</li> <li>• Mental health wellbeing</li> <li>• Communication skills</li> <li>• Mouth care</li> <li>• Condition of skin, hair and nails</li> </ul> <p>Reasonable adjustments that should be made when carrying out clinical tasks on CYP</p>	<p>Carry out delegated clinical tasks for CYP, appropriate to the role to include supporting risk assessments and clinical assessments</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Physiological measurements such as weight, height, temperature, blood pressure, BMI, respiration rate, heart rate</li> <li>• Collection of specimens, for example urine and faecal samples</li> <li>• Monitoring fluid intake and output</li> <li>• Applying simple wound dressings</li> <li>• Dietary planning, including calorie intake</li> <li>• Monitoring hydration levels</li> </ul>

<p>Understanding of the range of risk assessments and clinical assessments that are undertaken by a registered professional to prescribe a care plan that needs to be delivered by the care team. For example: MUST, BRADEN, Waterlow, Wound, Continence, Bristol stool, Fluid balance, food chart/nutrition assessment, pain, mobility</p>	<ul style="list-style-type: none"> <li>• Identifying the signs of poor nutrition and hydration</li> <li>• Promoting adequate nutrition and hydration</li> <li>• Reporting concerns regarding fluids, food, and nutrition intake</li> </ul>
<p><b>Moving and handling CYP</b></p> <ul style="list-style-type: none"> <li>• Specific moving and positioning techniques and appropriate moving and handling aids to use with CYP</li> </ul>	<p>Move and/or position CYP for treatment or to complete clinical tasks using appropriate moving and handling aids</p>
<p><b>Equipment, resources and environment used in clinical tasks for CYP</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Monitoring Equipment</li> <li>• Personal care equipment (e.g. beds, pressure relieving mattresses, commodes)</li> <li>• Patients' personal care equipment (e.g. walking aids)</li> </ul> <p>Knowing where to source equipment and resources</p> <p>Importance of the environment in which clinical tasks for CYP are carried out</p>	<p>Monitor and maintain the environment, equipment and resources used when assisting with clinical tasks with CYP</p> <p>Ensure all required equipment and resources are available to complete required clinical tasks</p>

**Performance Outcome 2: Provide care and support to Children and Young People before, during and after clinical or therapeutic procedures**

<p><b>Knowledge specific to Performance Outcome</b></p>	<p><b>Skills specific to Performance Outcome</b></p>
---	--

<p><b>Wider network, multi-disciplinary teams and roles and responsibilities in supporting the care of CYP in therapeutic, clinical and care settings</b></p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Child protection</li> <li>• Assessment plans</li> <li>• Shared communication across and between multi-disciplinary teams</li> <li>• Appropriate escalation of issues</li> </ul>	<p>Adhere to current local policy and service frameworks when providing any care or support for CYP</p>
<p><b>Strategies to support CYP before, during and after clinical or therapeutic procedures</b></p> <ul style="list-style-type: none"> <li>• Therapeutic play and distraction techniques</li> <li>• Promotion of ways to develop independence and self help</li> </ul>	<p>Provide care and support to CYP before, during and after clinical or therapeutic procedures</p> <p>Use appropriate strategies and interventions to provide care and support for CYP before, during and after clinical or therapeutic procedures</p> <p>Support CYP before, during and after clinical or therapeutic procedures through therapeutic play and learning</p>
<p><b>Communication strategies and techniques when providing care and support to CYP</b></p> <ul style="list-style-type: none"> <li>• Age appropriateness</li> <li>• Barriers</li> <li>• Emotional maturity</li> <li>• Learning disability, cognitive and motor skills</li> </ul>	<p>Use appropriate communication techniques with CYP</p> <p>Implement strategies to appropriately deal with barriers to communication</p>
<p><b>Developing positive relationships with CYP</b></p> <ul style="list-style-type: none"> <li>• Importance of positive relationships when working with CYP</li> </ul>	<p>Develop positive relationships with CYP when providing care and support</p>

<ul style="list-style-type: none"> <li>• Strategies to develop positive relationships in CYP</li> <li>• Listening to the voice of the CYP, parent or carer</li> <li>• Importance of supporting CYP in context of their social and educational needs</li> <li>• Barriers that may exist to building and maintaining relationships</li> <li>• How conditions and treatments may affect developing positive relationships with CYP</li> <li>• Limitations in mental capacity in CYP</li> <li>• Sources of additional support to develop relationships</li> </ul>	<p>Respond appropriately to any recognised limitations in mental, cognitive and motor skills capacity in CYP</p>
<p><b>Anatomy, physiology and pathophysiology of CYP</b></p> <ul style="list-style-type: none"> <li>• Stages of development</li> <li>• Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development</li> <li>• Expected development ages and the impact of illness on developmental milestones</li> <li>• Puberty</li> <li>• Common childhood illnesses and ways in which you can support CYP to develop, maintain and recover</li> <li>• Functional changes associated with disease or injury</li> <li>• Ways to support physical or learning disability</li> </ul>	<p>Apply knowledge of anatomy, physiology and pathophysiology of CYP when assisting to carry out appropriate clinical interventions as delegated by the clinical team</p>
<p><b>How to Support activities of daily living relevant to CYP</b></p> <ul style="list-style-type: none"> <li>• Nutrition: principles of, importance of good nutrition in CYP, signs and symptoms of poor nutrition, promoting good nutrition</li> <li>• Hydration: principles of, importance of good hydration, in CYP signs and symptoms of poor hydration, promoting good hydration</li> </ul>	<p>Support all activities of daily living in CYP, including: supporting nutrition and hydration, continence, washing and dressing, mobility, rest, sleep, keeping safe and expressing sexuality</p> <p>Support CYP to develop and maintain skills for everyday living, including opportunities to play, learn and relax</p>

<ul style="list-style-type: none"> <li>• Maintaining continence: mental and/or physical ability to use the toilet</li> <li>• Personal hygiene</li> <li>• Oral care</li> <li>• Dressing and undressing</li> <li>• Mobility</li> <li>• Sleeping including importance of rest and sleep</li> <li>• Expressing sexuality</li> <li>• Impact of common childhood illnesses on activities of daily living</li> </ul> <p>How to manage situations when CYP cannot do these things for themselves</p>	
<p><b>Transitions for CYP</b></p> <p>What is meant by transitions for CYP:</p> <ul style="list-style-type: none"> <li>• Emotional and Physical transitions</li> <li>• Transitions experienced by all</li> <li>• Transitions experienced by some</li> <li>• Expected and unexpected transitions</li> <li>• Effects of transitions on the development of CYP</li> </ul> <p>Support independent decision making</p> <p>How and when to signpost to other services before, during and after transitions</p>	<p>Support CYP through transitions such as between services or leaving care</p> <p>Follow good practice and guidance</p> <p>Provide appropriate information and advice</p> <p>Follow Primary Care Clinician (PCC) plans, ensuring they are communicated to all involved</p>
<p><b>Long-term and Life-limiting conditions and end of life care for CYP</b></p> <ul style="list-style-type: none"> <li>• Meaning of long-term and life-limiting conditions</li> <li>• Impact of these conditions on child development</li> </ul>	<p>Provide appropriate care and support that helps CYP with life-limiting conditions</p>

<ul style="list-style-type: none"> <li>• The impact of long term hospitalisation on CYP</li> <li>• End of life phase for CYP</li> <li>• Factors which impact on the care of the dying or deceased</li> </ul> <p>National and local guidelines in relation to end of life care for CYP</p>	
---	--

**Performance Outcome 3: Support parents, families and carers to meet the needs of the CYP**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Role of families and carers in the care and support of CYP</b></p> <ul style="list-style-type: none"> <li>• How to promote the Parent/CYP bond</li> <li>• The range of parenting skills that can be used</li> <li>• Working in partnership with families and carers to deliver holistic family care</li> <li>• Importance of promoting family centred care, including listening to families' choices and the participation of the CYP and families/carers in the delivery of care</li> <li>• Other living arrangements such as foster care and supported living</li> </ul>	<p>Apply knowledge of the role and carers in the care and support of CYP when assisting to carry out appropriate clinical interventions as delegated by the clinical team</p> <p>Assist with teaching parenting skills</p>
<p><b>Shared decision making strategies</b></p> <ul style="list-style-type: none"> <li>• Importance of shared decision making</li> <li>• Approaches to help CYP, families and carers manage CYP health care needs</li> <li>• Importance of family centred care in the making of shared decisions</li> </ul>	<p>Make use of known strategies to implement shared decision making with CYP, their family and carers</p> <p>Take account of 'the voice' of CYP, their parents or carer in relation to support provided to CYP</p>
<p><b>Promoting Health and well-being in CYP</b></p>	<p>Work in partnership with families and carers to deliver holistic support to CYP</p>

<p>How the following can impact on the health and well-being of young people:</p> <ul style="list-style-type: none"> <li>• Implications of national and global Immunisation programmes</li> <li>• Nutrition and healthy diet, including methods for supporting and encouraging breast feeding</li> <li>• The importance of physical activity</li> <li>• The importance of oral care</li> <li>• Mental health awareness</li> <li>• Self-harm awareness</li> <li>• Protection from abuse and neglect</li> <li>• Making use of public health strategies</li> <li>• Promoting the services offered by extended health and social care service</li> </ul>	<p>Support parents, families and carers to meet the needs of CYP, by for example offering advice and information on how to manage their own condition</p> <p>Promote the importance of family-centred care for CYP</p> <p>Promote awareness with families and carers of how to maintain and contribute to health and well-being of CYP, including encouraging the use of public health strategies in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues</p> <p>Promote awareness amongst families of how to ensure bonding and attachment with CYP</p>
--	---



## Supporting Healthcare Option F: Supporting Therapy Teams

### Performance Outcome 1: Carry out a range of therapeutic techniques to support Allied Health professionals

Knowledge specific to Performance Outcome	Skills specific to Performance Outcome
<p><b>Roles and responsibilities of a Therapy support worker</b></p> <ul style="list-style-type: none"> <li>• Awareness of the diverse range of roles undertaken by a Senior Health care therapy support worker. This includes awareness of the range of Allied Health professionals they could be supporting, such as physiotherapist, dietician, occupational therapist, podiatrist, radiographer or speech and language therapist</li> <li>• Awareness of the new and emerging roles for Senior Healthcare Therapy support workers who provide support across the Allied health sectors or who undertake specific types of support work, such as supporting Art therapy</li> <li>• Understanding different settings in which a Healthcare Therapy support worker could provide support, including hospitals, in the community, within individual's homes, in specialist units and in prisons</li> <li>• Need and importance of completing clinical risk assessments and management plans for all activities that a Therapy support worker could be involved in and which are relevant to the setting</li> <li>• Role in providing information and advice</li> <li>• Organisational structures, roles and responsibilities in Therapy teams</li> <li>• Scope of the role of the Therapy support worker, Scope of Practice and limitations</li> <li>• Awareness of the diverse range of Therapeutic tasks and interventions a Therapy support worker will routinely be</li> </ul>	<p>Recognise and respect the particular shared functions of colleagues across health and social care setting</p> <p>Apply knowledge of the Therapy support role when supporting the Therapy team with a range of therapeutic tasks and interventions which could include providing support with mobility, supporting independent living or specific support with diet and nutrition or communication difficulties</p>

<p>expected to carry out, including standard approaches to identify, manage, rehabilitate or maximise an individual's function. Examples of therapeutic tasks and interventions:</p> <ul style="list-style-type: none"> <li>• Supporting individuals to follow exercise and treatment programmes devised by a physiotherapist</li> <li>• Demonstrating the use of mobility aids</li> <li>• Helping individuals to use aids and equipment including assistive technology</li> <li>• Helping children with disabilities to take part in school and play activities</li> <li>• Demonstrating to individuals how to use feeding tubes</li> <li>• Supporting people who have difficulties with producing/using speech</li> </ul>	
<p><b>Therapy techniques and interventions</b></p> <ul style="list-style-type: none"> <li>• Awareness of a range of therapy support interventions and how these are used to promote both physical and mental wellbeing</li> <li>• Standard approaches required to be used with particular interventions</li> <li>• Understanding approaches and able to apply theory into practice</li> <li>• Requirement of therapy support to meet individual's optimum potential</li> <li>• Requirement to adapt techniques to meet the needs of individuals and promote participation</li> <li>• Awareness of precautions that need to be considered in the use of a particular therapeutic intervention</li> <li>• How frailty, end of life phase and disease progression can impact on the use of a particular therapeutic intervention</li> </ul>	<p>Assist with delegated therapeutic tasks, or interventions, as appropriate to the role, for example providing targeted therapy support to address a communication disorder, producing information for patients on diet and nutrition, organising and running an exercise session</p> <p>Know the limits of one's own competence and when to seek guidance</p> <p>Follow standard approaches to manage, rehabilitate or maximise an individual's function, for example following departmental policies and procedures</p> <p>Use therapy techniques to enable individuals to meet optimum potential in relation to either or both physical and mental wellbeing. For example, support an elderly person to be as independent as possible, work on exercises with a patient</p>

<ul style="list-style-type: none"> <li>• Need to escalate concerns when appropriate</li> </ul>	<p>recovering from knee surgery, support an individual suffering from voice loss with voice strengthening techniques, provide a patient with advice on food choices from a hospital menu</p> <p>Adapt therapeutic tasks, or interventions in relation to individual's specific needs, for example using play techniques when supporting children</p> <p>Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate</p>
<p><b>Using Equipment and Devices for therapeutic techniques and interventions</b></p> <ul style="list-style-type: none"> <li>• Awareness of the range of equipment, kit and devices and their uses across all areas of Therapy support, for example different mobility aids, equipment used in hand therapy, chair and bed raisers/hoists, toileting equipment, play equipment and assistive technology</li> <li>• How to use equipment, kit and devices safely and effectively</li> <li>• How equipment can meet individual's needs and be adapted within a given range</li> <li>• When and when not to use equipment</li> <li>• Who authorises use of specialist equipment</li> <li>• Why equipment is used: limitations, benefits, risks</li> </ul>	<p>Identify appropriate equipment, kit or devices to use for a specific therapeutic intervention, for example most appropriate mobility aid, and play equipment for children or assistive technology</p> <p>Use appropriate equipment, kit and devices for therapeutic tasks, or interventions in a safe and effective manner</p> <p>Provide appropriate equipment to individuals to support therapy tasks, 'fit' this equipment to meet individual's needs. For example adapting crutches or walking sticks to an individual's height</p> <p>Demonstrate how to use specific equipment safely and effectively. For example demonstrate how to use a bath chair or a hoist within an individual's home</p> <p>Demonstrate how equipment can meet individual's needs and be adapted within a given range</p> <p>Identify when equipment or its use is unsafe</p>

<p><b>Health and safety in the therapy environment</b></p> <ul style="list-style-type: none"> <li>• Risk assessments, therapeutic task and settings</li> <li>• National guidelines for different therapeutic areas</li> </ul>	<p>Assist with the completion of risk assessments which are relevant to therapeutic task and the setting</p> <p>Adhere to all required national guidelines for the particular area of Therapy support</p>
---	---

**Performance Outcome 2: Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or develop or maintain skills for daily living**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>The Therapy support process</b></p> <p>Understand the therapy support process, i.e. assessment, advice, therapy sessions, possible home practice, progress review and eventual discharge or referral</p> <ul style="list-style-type: none"> <li>• Use and importance of care plans in the therapy support process</li> <li>• Importance of defining and working towards treatment goals in the therapy support process</li> <li>• Importance of developing independence and ways to enable</li> <li>• Social integration and recovery as part of the therapy support process and ways to enable</li> <li>• Encouraging self-management</li> <li>• Encouraging resilience and personal development</li> <li>• Techniques used to avoid relapses during the therapy support process</li> <li>• Supporting patients with skills for everyday living</li> <li>• Use of group sessions and wider community activities as part of the therapy support process</li> <li>• Signposting to local activities and resources</li> </ul>	<p>Encourage individuals, carers and families to be involved in the care plan for individuals undergoing therapy support, for example encourage carers and families to join in with group exercise sessions</p> <p>Encourage individuals to be independent and self-reliant, promoting self-management and skills for everyday life</p> <p>Promote the development of skills for everyday life, including supporting individuals to access or return to employment after an injury or illness</p> <p>Support or facilitate individual and/or group sessions to promote independence, social integration and recovery</p> <p>Demonstrate a knowledge of group dynamics and effective use of oneself</p> <p>Encourage individuals to engage in the community and access activities in line with their treatment goals, for example encourage participation in sporting activities or community groups</p>

<p><b>Providing advice as part of the therapy support process</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of providing advice as part of the therapy support process and the role of the Therapy support worker in providing this advice</li> <li>• Types of advice that a therapy support worker could provide, for example advising on food choices when working as a dietician assistant, or advising on strategies to help with voice loss when working as a speech and language assistant</li> </ul>	<p>Provide appropriate advice and support in line with care plans and in consultation with the therapy team and registered professionals, for example providing advice on an appropriate exercise programme, or advice on meal choices or advice on additional services that could benefit an individual's overall health and wellbeing</p>
<p><b>Measuring progress as part of the therapy support process</b></p> <ul style="list-style-type: none"> <li>• Understanding of baseline measurements at start of intervention</li> <li>• Anticipated outcomes following a specific intervention</li> <li>• Defined outcome measures</li> <li>• Ways to monitor progress and report progress</li> <li>• When to refer and/or discharge patients</li> </ul>	<p>Measure and record the progress individuals make against defined outcomes</p> <p>Analyse and evaluate the effectiveness of therapy support provided to individuals, with the individual with carers and family and with the therapy team and registered professionals</p>

**Performance Outcome 3: Prepare and maintain the therapeutic environment, equipment and resources for use**

<b>Knowledge specific to Performance Outcome</b>	<b>Skills specific to Performance Outcome</b>
<p><b>Therapeutic environment</b></p> <ul style="list-style-type: none"> <li>• Assessing the appropriateness of environments for the undertaking of therapeutic tasks and interventions, for example consideration of the space required for an exercise intervention, if the environment provides for any</li> </ul>	<p>Assess whether an environment is suitable for the undertaking of a specific therapy support task or intervention, considering a range of factors</p> <p>Monitor and maintain the environment to ensure it is suitable for the undertaking of therapy support including facilitating any cleaning requirements or setting up of specialist equipment</p>

<p>privacy requirements, and access to and suitability of equipment within the environment</p> <ul style="list-style-type: none"> <li>• How to prepare the environment for use, for example cleaning the environment, or setting up equipment</li> </ul>	
<p><b>Management of equipment, kit and devices</b></p> <ul style="list-style-type: none"> <li>• How to maintain and monitor equipment, kit and devices to ensure they are always suitable for use</li> <li>• Maintaining adequate stock of equipment and resources</li> <li>• Faults with equipment-checking and reporting</li> <li>• How to escalate that equipment is required or does not meet needs</li> <li>• Cleaning and storing equipment</li> <li>• How to contribute to maintenance and safety checks on equipment</li> <li>• Accessing required equipment and resources</li> <li>• Ordering required equipment and resources</li> </ul>	<p>Maintain and monitor equipment, kit and devices relevant to the role</p> <p>Carry out safety checks on equipment</p> <p>Ensure adequate stocks of equipment and resources are available to allow therapy support to be provided</p> <p>Report faults with equipment appropriately, including escalating any concerns</p>

## Integrating Maths, English and digital skills

### Maths

The completion of a level 2 mathematics qualification (GCSE mathematics or Functional Skills) is a minimum exit requirement for all T Levels. This will ensure that all students have demonstrated fluency and competence in mathematics, and are able to recognise the importance of mathematics in their own lives, in work and to society. Achievement of a level 2 mathematics qualification will also provide the foundation to access mathematics at a higher level, if required.

Technical Qualifications should contain sufficient and appropriate maths to help students reach the required minimum competence in their chosen specialism(s). The following General Maths Competencies (GMCs) have been developed with input from the Royal Society Advisory Committee on Maths Education (ACME), and awarding organisations will need to embed these, and the underpinning maths, into the specifications and assessments being developed as part of the Technical Qualification.

The GMCs below are relevant to this particular Technical Qualification:

- Communicate using mathematics
- Cost a project
- Estimate, calculate and error-spot
- Measure with precision
- Optimise work processes
- Process data
- Represent with mathematical diagrams
- Understand data
- Use rules and formulae
- Work with proportion.

Awarding organisations that are awarded an exclusive licence will need to integrate these into the Technical Qualification specification and assessments, drawing upon a more detailed framework of maths that underpins the GMCs, currently being developed in association with the Royal Society ACME.

### English

The completion of a level 2 English qualification (English language GCSE or Functional Skills) is a minimum exit requirement for all T Levels. This will ensure that all students have demonstrated that they can read fluently, communicate and write effectively, and demonstrate a confident control of Standard English.

The specification for a Technical Qualification should ensure that students acquire the technical vocabulary, and gain the practical communication skills (written and oral), needed to achieve competence in their chosen occupational specialism(s).

The assessments for Technical Qualifications should ensure that students:

- Know the correct technical vocabulary and use it appropriately

- Apply their communication skills (written and oral) appropriately, using Standard English
- Use accurate spelling, punctuation and grammar.

## Digital

Technical Qualifications should contain sufficient and appropriate digital skills to help students reach competence in their chosen specialism(s).

This Technical Qualification should support students to develop the digital knowledge and skills needed in order to:

- Adopt professional approaches to using digital communications and social media
- Collate, manage, access and use digital data in spreadsheets, databases and other formats
- Design and create new digital artefacts and materials such as digital writing, digital image, digital audio and video, digital code, apps and interfaces and web pages
- Follow licensing guidelines, using only approved and licensed software applications
- Gather and organise information from different digital sources
- Make use of standard analytical tools in applications to better interpret information.

Awarding organisations that are awarded an exclusive licence will need to integrate these into the Technical Qualification specification and assessments.