Qualification Specification for:

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland)
➢ **Qualification No: 610/0588/5**

OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland)
➢ **Qualification No: 610/0586/1**

Qualification Regulation Information

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland)
Qualification Number: 610/0588/5

OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland)
Qualification Number: 610/0586/1

Operational start date: 15 March 2022
Operational end date: 28 February 2027
Certification end date: 28 February 2030

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. The certificate end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (**http://register.ofqual.gov.uk/**). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

OCN NI Contact Details

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

2

Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

→ **OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland)**
→ **OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland)**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualifications
- The structure and content of the qualifications
- Unit Details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualifications
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at **www.ocnni.org.uk**

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

3

Contents

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

4

About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level
The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size
Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

5

Qualification Features

Sector Subject Area

1.2 - Nursing, and subjects and vocations allied to medicine

These qualifications relate to the following National Occupational Standards:

NOS - Healthcare Practice

Qualifications' Aim

The aim of the OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) and the OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) is to provide learners within knowledge and skills related to healthcare roles.

Qualifications' Objectives

The objectives of the OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) and the OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) are to provide learners with a wide range of options to enable induction and development of career pathways in healthcare related functions and job roles.

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

The OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) and the OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) will be targeted at learners who currently work in a range of settings and roles in the healthcare sector.

Progression Opportunities

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

6

Entry Requirements

Learners must be at least 18 years of age and currently work in healthcare.

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

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

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (https://www.ocnni.org.uk/my-account/), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

These qualifications are available in English only at this time. If you wish to offer the qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

7

Centre Requirements for Delivering the Qualification

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

Centre Staffing
Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:
- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both trained appropriately and competent to do so.

Tutors
Tutors delivering the qualifications must be occupationally competent, have a minimum Level 5 qualification in a health specific area and have a minimum of three years' experience in the specific healthcare area being taught.

Assessors
OCN NI qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:
- be occupationally competent in the subject area
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- have or be working towards a level 3 qualification in assessment
- assess all assessment tasks and activities

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

8

Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:
- have at least three years' occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:
- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

9

Structure and Content

OCN NI Level 3 Certificate in Healthcare Support Practice

To achieve the OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) learners must successfully complete a minimum of 15 credits from Group A, with a maximum of 6 credits from Level 2 units.

Total Qualification Time (TQT) for this qualification: 150 hours
Minimum Guided Learning Hours (GLH) for this qualification: 98 hours

OCN NI Level 3 Diploma in Healthcare Support Practice

To achieve the OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) learners must successfully complete 38 credits with a minimum of 15 credits from Group A and the remaining credits from any group, with a maximum of 10 credits from Level 2 units.

Total Qualification Time (TQT) for this qualification: 380 hours
Minimum Guided Learning Hours (GLH) for this qualification: 242 hours

***Note**: Barred units (only one of the units below will count towards qualification achievement)
→ Measuring and Recording Individuals' Body Fluid Balance – Unit CBG436
→ Measuring and Recording Individuals' Body Fluid Balance in a Perioperative Environment - CBF704

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
Group A						
K/650/1621	CBF721	Promoting Communication in Healthcare Support	3	30	21	Three
L/650/1622	CBF724	Promoting and Implementing Health and Safety in Healthcare	7	70	50	Three
H/617/8299	CBE678	Understanding Protection and Safeguarding	3	30	24	Two
M/650/1623	CBF725	Engaging in Personal Development in Healthcare Support	4	40	28	Three
R/650/1624	CBF726	Promoting and Maintaining Quality	3	30	22	Three

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

10

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
		Standards in Healthcare Support Practice				
T/650/1625	CBF727	Promoting Equality and Inclusion in Healthcare	2	20	12	Three
J/650/1586	CBF692	The Role of the Healthcare Worker	2	20	14	Two
L/650/1588	CBF694	Principles of Infection Prevention and Control	5	50	30	Two
M/650/9030	CBG436	Measuring and Recording Individuals' Body Fluid Balance	3	30	21	Three
K/650/1587	CBF693	Providing Support for Mobility	3	30	21	Two
Group B						
Y/650/1626	CBF728	Promoting Person Centred Approaches in Healthcare	4	40	28	Three
Y/650/1590	CBF696	Collection of Used Equipment	3	30	19	Two
A/650/1627	CBF729	Preparing, Loading and Operating Decontamination Equipment	3	30	23	Three
D/650/1628	CBF730	Preparing Re-Useable Medical Devices for Sterilisation	3	30	24	Three
F/650/1629	CBF731	Carrying Out Sterilisation and Product Release of Re-Useable Medical Devices	2	20	15	Three
K/650/1630	CBF732	Understanding How to Monitor the Decontamination Process	2	20	12	Three
H/650/1601	CBF701	Sorting Used Equipment and Disposal of Waste	2	20	14	Two
L/650/1631	CBF733	Monitoring And Resolving Customer Service Problems	4	40	26	Three

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

11

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
M/650/1632	CBF734	Planning, Allocating and Monitoring Work of a Team	4	40	28	Three
J/650/1602	CBF702	Monitoring and Maintaining the Environment and Resources During and After Healthcare and Clinical Activities	3	30	22	Two
R/650/1633	CBF735	Delivering Exercise Sessions to Improve Individuals' Health and Well-being	5	50	32	Three
T/650/1634	CBF736	Assisting in the Implementation of Programmes to Increase Mobility, Movement and Functional Independence	5	50	35	Three
Y/650/1635	CBF737	Implementing Hydrotherapy Programmes for Individuals and Groups	5	50	32	Three
J/618/6380	CBF254	Obtaining and Handling Venous Blood Samples	4	40	34	Three
T/618/4849	CBF054	Performing Intravenous Cannulation	4	40	34	Three
K/618/4850	CBF055	Obtaining and Testing Capillary Blood Samples	4	40	30	Three
K/618/4833	CBF046	Performing Routine Electrocardiograph Procedures	4	40	30	Three
Y/618/4830	CBF043	Undertaking Physiological Measurements	3	30	23	Three
A/650/1636	CBF738	Receiving And Handling Clinical Specimens within the Sterile Field	3	30	21	Three

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

12

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
D/650/1637	CBF739	Preparing the Anaesthetic Environment and Providing Support for Pre- and Post-Operative Anaesthesia and Recovery	5	50	35	Three
F/650/1638	CBF740	Providing Support for Surgical Teams when Preparing Individuals for Operative and Invasive Procedures	4	40	30	Three
H/650/1639	CBF741	Carrying Out Wound Drainage Care	4	40	23	Three
L/650/1640	CBF742	Preparing and Providing Surgical Instrumentation and Supplementary Items for Surgical Teams	6	60	42	Three
K/650/1603	CBF703	Transporting, Transferring and Positioning Individuals and Equipment in the Perioperative Environment	4	40	32	Three
M/650/1641	CBF743	Conducting Routine Maintenance on Clinical Equipment	4	40	30	Three
L/650/1604	CBF704	Measuring and Recording Individuals' Body Fluid Balance in a Perioperative Environment	3	30	21	Three
M/650/1605	CBF707	Assisting in the Delivery of Perioperative Care and Support to Individuals	3	30	21	Three
R/650/1642	CBF744	Carrying Out Blood Collection from Fixed or Central Lines	5	50	35	Three

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

13

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
R/650/1606	CBF708	Contributing to the Safe Use of Medical Devices in the Perioperative Environment	4	40	25	Two
T/650/1607	CBF709	Preparing Documentation, Materials, Components and Other Items for the Preparation of Aseptic Products	5	50	32	Two
F/618/6538	CBF312	Obtaining and Testing Specimens from Individuals	3	30	22	Two
Y/650/1608	CBF710	Selecting and Using Appropriate Attire when Working in Healthcare Settings	2	20	14	Two
A/650/1609	CBF711	Preparing and Dressing for Scrubbed Clinical Roles	3	30	21	Two
H/650/1610	CBF712	Assisting in Receiving, Handling and Dispatching Clinical Specimens	2	20	17	Two
J/650/1611	CBF713	Preparing Aseptic Products	4	40	28	Two
K/650/1612	CBF714	Preparing and Applying Dressings and Drains to Individuals in the Perioperative Environment	3	30	20	Two
L/650/1613	CBF715	Cleaning, Decontamination and Waste Management	2	20	16	Two
T/618/4768	CBF017	Diabetes Awareness	3	30	24	Three
H/618/4829	CBF042	Preparing for and Carrying Out Extended Feeding Techniques	4	40	27	Three

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

14

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
D/618/4831	CBF044	Undertaking Urethral Catheterisation Processes	4	40	28	Three
H/618/4832	CBF045	Undertaking Stoma Care	4	40	30	Three
M/618/4848	CBF053	Promoting Nutrition and Hydration in Health and Social Care Settings	5	50	36	Three
M/618/4770	CBF018	Providing Support When Working in End of Life Care	7	70	52	Three
M/618/4834	CBF047	Supporting Individuals to Manage Dysphagia	5	50	35	Three
A/618/4738	CBE989	Undertake Agreed Pressure Area Care	4	40	30	Two
T/650/1643	CBF745	Providing Advice and Information to Support Parents to Promote the Health and Well-being of their New-born Babies	4	40	26	Three
Y/650/1644	CBF746	Caring For New-Born Babies	4	40	32	Three
A/650/1645	CBF747	Supporting Parents and Carers and Those in a Parental Role to Care for Babies During Their First Year	5	50	36	Three
D/650/1646	CBF748	Supporting Individuals with Feeding Babies	4	40	28	Three
F/650/1647	CBF749	Supporting Families Who Have a Child with a Disability	3	30	24	Three
H/650/1648	CBF750	Anatomy and Physiology for Maternity Support Workers	2	20	13	Three
K/618/4752	CBF003	Understand the Process and Impact of Dementia	3	30	22	Three
R/650/1615	CBF717	Preparing Individuals for Healthcare Activities	2	20	16	Two

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

15

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	TQT	GLH	Level
J/650/1649	CBF751	Supporting Individuals Undergoing Healthcare Activities	3	30	21	Three
L/650/4610	CBG084	Reprocessing Endoscopy Equipment	4	40	28	Three
F/651/2899	CBG632	Preparing and Escorting Patients to Theatre	8	80	56	Three

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

16

Unit Details

Title	Promoting Communication in Healthcare Support
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF721
Unit Reference No	K/650/1621

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to communicate effectively and how to overcome communication barriers to meet individual needs and preferences.

Learning Outcomes	Assessment Criteria
1. Understand effective communication in healthcare settings.	1.1. Identify different reasons why people communicate. 1.2. Explain how effective communication affects relationships in healthcare settings.
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals. 2.2. Summarise the factors to consider when promoting effective communication. 2.3. Demonstrate a range of communication methods and styles to meet individual needs. 2.4. Demonstrate how to respond to an individual's reactions when communicating.
3. Be able to reduce barriers to communication.	3.1. Identify potential barriers to effective communication. 3.2. Explain how individuals from different backgrounds may use or interpret communication methods in different ways. 3.3. Demonstrate ways to overcome barriers to communication. 3.4. Demonstrate strategies that can be used to clarify misunderstandings. 3.5. Explain how to access support or services to enable individuals to communicate effectively.
4. Be able to apply confidentiality principles and practices.	4.1. Explain what is meant by the term confidentiality. 4.2. Demonstrate ways to maintain confidentiality in day-to-day communication. 4.3. Explain the potential tension that may occur between maintaining an individual's confidentiality and disclosing concerns.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence	Learner notes/written work Learner log/diary Peer notes Record of observation

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

17

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

18

Title	Promoting and Implementing Health and Safety in Healthcare
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	50
OCN NI Unit Code	CBF724
Unit Reference No	L/650/1622

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to promote and implement health and safety in own work setting.

Learning Outcomes	Assessment Criteria
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1. Identify legislation relating to health and safety in a healthcare work setting. 1.2. Explain the main points of health and safety policies and procedures agreed with an employer. 1.3. Analyse the main health and safety responsibilities of: a) self b) an employer or manager c) others in a work setting 1.4. Identify specific tasks in a work setting that should not be carried out without special training.
2. Be able to carry out own responsibilities for health and safety.	2.1. Use policies and procedures or other agreed ways of working that relate to health and safety. 2.2. Support others to understand and follow safe practices. 2.3. Monitor and report potential health and safety risks. 2.4. Carry out risk assessments in relation to health and safety. 2.5. Demonstrate working in ways that minimise potential risks and hazards. 2.6. Access additional support or information relating to health and safety.
3. Understand procedures for responding to accidents and sudden illness.	3.1. Explain different types of accidents and sudden illness that may occur in own work setting. 3.2. Explain procedures to be followed if an accident or sudden illness should occur.
4. Be able to reduce the spread of infection.	4.1. Explain own role in supporting others to follow practices that reduce the spread of infection. 4.2. Demonstrate the recommended method for hand washing. 4.3. Demonstrate ways to ensure that own health and hygiene do not pose a risk to individuals or others in the workplace.
5. Be able to move and handle equipment and other objects safely.	5.1. Explain the main points of legislation that relate to moving and handling. 5.2. Explain principles for moving and handling equipment and other objects safely. 5.3. Move and handle equipment and other objects safely.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

19

6. Be able to handle hazardous substances and materials.	6.1. Describe types of hazardous substances that may be found in a work setting.
	6.2. Demonstrate safe practices for:
	   a) storing hazardous substances
	   b) using hazardous substances
	   c) disposing of hazardous substances and materials

7. Be able to promote fire safety in a work setting.	7.1. Explain practices that prevent fires from:
	   a) starting
	   b) spreading
	7.2. Demonstrate measures that prevent fires from starting.
	7.3. Explain emergency procedures to be followed in the event of a fire in a work setting.
	7.4. Ensure that clear evacuation routes are maintained at all times.

8. Be able to implement security measures in a work setting.	8.1. Demonstrate use of agreed procedures for checking the identity of anyone requesting access to:
	   a) premises
	   b) information
	8.2. Demonstrate use of measures to protect own security and the security of others in a work setting.
	8.3. Explain the importance of ensuring that others are aware of own whereabouts.

9. Know how to manage the impact of negative stress.	9.1. Summarise common signs and indicators of stress. 9.2. Summarise signs that indicate own stress. 9.3. Analyse factors that tend to trigger own stress. 9.4. Critically compare strategies for managing stress.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

20

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

21

Title	Understanding Protection and Safeguarding
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE678
Unit Reference No	H/617/8299

Unit purpose and aim(s): This unit will enable the learner to understand protection and safeguarding. The learner will also be able to identify signs and symptoms of abuse and possible contributory factors, know how to respond to suspected or alleged abuse, understand ways to reduce the likelihood of abuse and be able to identify and report unsafe practices.

Learning Outcomes	Assessment Criteria
1. Understand protection and safeguarding.	1.1. Describe what is meant by the following terms: a) protection of individuals at risk b) individuals in need of protection c) safeguarding children d) harm, abuse and neglect 1.2. Describe the boundaries of confidentiality and when it is appropriate to share information. 1.3. Classify individuals and organisations responsible for protecting: a) individuals at risk b) individuals in need of protection c) safeguarding children 1.4. Summarise sources of support and information in relation to protection and safeguarding.
2. Understand signs and symptoms of abuse and possible contributory factors.	2.1. Define the following types of abuse and describe the signs and/or symptoms associated with them: a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) institutional abuse f) self-neglect g) neglect by others h) exploitation i) domestic violence and abuse j) human trafficking k) hate crime 2.2. Describe factors that may contribute to an individual being more vulnerable to abuse.
3. Know how to respond to suspected or alleged abuse.	3.1. Describe appropriate action to be taken in the event of the following: a) suspicion that an individual is being abused b) an individual alleges that they are being abused 3.2. Describe methods to ensure that evidence of abuse is preserved.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

22

4. Understand the national and local context of safeguarding and protection from abuse.	4.1. Summarise national policies and local procedures that relate to safeguarding and protection from abuse.
	4.2. Summarise sources of information and advice in relation to own role in safeguarding and protecting individuals from abuse.
5. Understand ways to reduce the likelihood of abuse.	5.1. Describe how the likelihood of abuse may be reduced by: a) working with person centred values b) encouraging active participation c) promoting choice and rights
	5.2. Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse.
6. Know how to identify and report unsafe practices.	6.1. Describe unsafe practices that may affect the well-being of individuals.
	6.2. Describe action to be taken if unsafe practices have been identified.
	6.3. Describe action to be taken if suspected abuse or unsafe practices have been reported and to date no action has been taken.

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

23

Title	Engaging in Personal Development in Healthcare Support
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF725
Unit Reference No	M/650/1623

Unit purpose and aim(s): This unit will enable the learner to understand the concepts of personal development and reflective practice which are important to healthcare support roles.

Learning Outcomes	Assessment Criteria
1. Understand what is required for competence in own work role.	1.1. Explain the duties and responsibilities of own work role. 1.2. Explain expectations about own work role as expressed in relevant standards.
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided. 2.2. Demonstrate the ability to reflect on practice. 2.3. Evaluate how own values, belief systems and experiences may affect working practice.
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards. 3.2. Demonstrate use of feedback to evaluate own performance and inform development.
4. Be able to agree a personal development plan.	4.1. Identify three sources of support for planning and reviewing own development. 4.2. Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities. 4.3. Demonstrate how to work with others to agree own personal development plan.
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice. 5.2. Explain how reflective practice has led to improved ways of working. 5.3. Demonstrate how to record progress in relation to personal development.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

24

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

25

Title	Promoting and Maintaining Quality Standards in Healthcare Support Practice
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF726
Unit Reference No	R/650/1624

Unit purpose and aim(s): This unit will enable the learner to understand the importance of maintaining the quality of own work and that of others through monitoring practice and service provision to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others.

Learning Outcomes	Assessment Criteria
1. Understand how to provide a quality service within legislation, policies and procedures.	1.1. Explain the importance of meeting quality standards as determined by legislation, policies and procedures. 1.2. Explain how others may be encouraged to meet quality standards. 1.3. Explain the benefits of maintaining quality standards.
2. Understand working with others to provide a quality service.	2.1. Explain own personal responsibilities for working with others. 2.2. Explain what is meant by accountability when working with others. 2.3. Explain the importance of working effectively with others to provide a quality service.
3. Know how to monitor quality standards.	3.1. Explain methods of monitoring quality standards. 3.2. Explain how to appropriately inform other staff of quality issues. 3.3. Explain how resources can be monitored and maintained. 3.4. Explain the benefits of monitoring quality in order to maintain and improve standards.
4. Understand how the use of prioritisation of workload impacts positively on service quality.	4.1. Summarise factors that can affect own workload. 4.2. Explain how prioritising work will contribute to the maintenance and improvement of service quality.

Assessment Guidance		

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

26

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

27

Title	Promoting Equality and Inclusion in Healthcare
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBF727
Unit Reference No	T/650/1625

Unit purpose and aim(s): This unit will enable the learner to understand the fundamental concepts of equality, diversity and inclusion in healthcare practice.

Learning Outcomes	Assessment Criteria
1. Understand the importance of diversity, equality and inclusion within healthcare support and impact of discrimination.	1.1. Explain what is meant by each of the following within the context of healthcare support : a) diversity b) equality c) inclusion 1.2. Explain the potential effects of discrimination. 1.3. Explain how inclusive practice promotes equality and supports diversity within healthcare support.
2. Be able to work in an inclusive way within healthcare support.	2.1. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role. 2.2. Demonstrate how to interact with individuals in a manner that respects their beliefs, culture, values and preferences.
3. Be able to promote diversity, equality and inclusion.	3.1. Demonstrate actions that model inclusive practice. 3.2. Explain ways to support others to promote equality and rights. 3.3. Explain how to challenge discrimination in a way that promotes positive change.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

28

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

29

Title	The Role of the Healthcare Worker
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBF692
Unit Reference No	J/650/1586

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to work in ways that are agreed with the employer and work effectively in partnership with others.

Learning Outcomes	Assessment Criteria
1. Understand working relationships in healthcare.	1.1. Describe how a working relationship is different from a personal relationship. 1.2. Describe different working relationships in health and social care settings. 1.3. Outline three factors that may contribute to stressful situations with colleagues within the work team. 1.4. Identify the appropriate policy and the procedure to be followed if poor or dangerous practices are encountered in a healthcare setting.
2. Be able to work in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role. 2.2. Access full and up-to-date details of agreed ways of working. 2.3. Implement agreed ways of working.
3. Be able to work in partnership with others.	3.1. Describe why it is important to work in partnership with others. 3.2. Demonstrate ways of working that may enhance partnership working. 3.3. Identify skills and approaches that may be effective in resolving conflicts. 3.4. Demonstrate how and when to access support and advice regarding partnership working and resolving conflicts.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

30

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

31

Title	Principles of Infection Prevention and Control
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF694
Unit Reference No	L/650/1588

Unit purpose and aim(s): This unit will enable the learner to understand the national and local policies in relation to infection control, employer and employee responsibilities in this area and how appropriate procedures and risk assessment can help minimise the risk of an outbreak of infection.

Learning Outcomes	Assessment Criteria
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Describe employees' roles and responsibilities in relation to the prevention and control of infection. 1.2. Describe employers' responsibilities in relation to the prevention and control infection.
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Summarise key aspects of current legislation and regulatory body standards relevant to the prevention and control of infection. 2.2. Describe local and organisational policies relevant to the prevention and control of infection, including Covid 19.
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection. 3.2. Describe the potential impact of an outbreak of infection on individuals and organisations.
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term risk. 4.2. Summarise potential risks of infection within the workplace. 4.3. Describe the process and importance of carrying out a risk assessment.
5. Be able to use Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Identify four different types of PPE. 5.2. Explain reasons for the use of each of the types of PPE identified in 5.1. 5.3. Outline current relevant regulations and legislation relating to PPE. 5.4. Outline employees' and employer's responsibilities regarding the use of PPE. 5.5. Describe the correct practice for the application and removal of PPE 5.6. Describe the correct procedure for disposal of used PPE. 5.7. Demonstrate the correct use of PPE.
6. Be aware of good personal hygiene and hand washing in the prevention and control of infections.	6.1. Summarise the key principles of good personal hygiene. 6.2. Explain when and why hand washing should be carried out. 6.3. Identify the types of products that should be used for hand washing. 6.4. Illustrate the correct sequence and technique for hand washing. 6.5. Describe correct procedures relating to skincare.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

32

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

33

Title	Measuring and Recording Individuals' Body Fluid Balance
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBG436
Unit Reference No	M/650/9030
Learn Direct Code	PA3

Unit purpose and aim(s): This unit will enable the learner to understand how to measure, record and review an individual's fluid balance while developing an understanding of the procedures which underpin measuring individual's fluid balance and the importance of doing so.

Learning Outcomes	Assessment Criteria
1. Understand safe procedures relating to measuring and recording an individual's fluid balance.	1.1. Explain reasons for measuring an individual's fluid balance and wound drainage. 1.2. Summarise factors that may affect fluid input, output and wound drainage. 1.3. Explain the potential hazards associated with measuring an individual's body fluids and wound drainage. 1.4. Identify adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting. 1.5. Illustrate organisational policies and procedures on correct disposal of single use equipment and other hazardous waste. 1.6. Summarise organisational policies and procedures for reporting and recording faulty equipment. 1.7. Explain why it is important to work within own sphere of competence.
2. Be able to measure, record and review an individual's body fluid balance.	2.1. Confirm individual's identity and gain valid and informed consent. 2.2. Apply standard precautions for infection control. 2.3. Implement health and safety measures relevant to recording an individual's body fluid balance. 2.4. Measure individual's fluid input and output using equipment in line with local policy and protocol. 2.5. Record individual's body fluid balance in line with local policy and protocol. 2.6. Identify the difference between body fluid and other fluids. 2.7. Review fluid balance measurements in line with local policy and protocol. 2.8. Explain why it is necessary to report any problems in measuring or recording individual's fluid balance in line with local policy and protocol. 2.9. Report results in line with local policy, procedures and protocol.
3. Be able to manage equipment after measuring an individual's body fluid balance.	3.1. Clean reusable equipment after use using the correct materials in line with local policy, procedures and protocols. 3.2. Return equipment to the storage or collection location.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

34

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

35

Title	Providing Support for Mobility
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF693
Unit Reference No	K/650/1587

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to safely support mobility activities, covering effective preparation, support and observations of mobility activities.

Learning Outcomes	Assessment Criteria
1. Understand the impact of mobility.	1.1. Define what is meant by mobility. 1.2. Describe how different health conditions may affect and be affected by mobility. 1.3. Summarise the effects that reduced mobility may have on an individual's well-being. 1.4. Describe the benefits of maintaining and improving mobility.
2. Be able to prepare for mobility activities.	2.1. Agree mobility activities with the individual and others. 2.2. Remove or minimise hazards in the environment before a mobility activity. 2.3. Check suitability of an individual's clothing and footwear for safety and mobility. 2.4. Check the safety and cleanliness of mobility equipment and appliances.
3. Be able to support individuals to maintain a level of mobility.	3.1. Promote the active participation of an individual during a mobility activity. 3.2. Assist an individual to use mobility appliances correctly and safely. 3.3. Give feedback and encouragement to an individual during mobility activities.

4. Be able to observe, record and report on activities which support mobility.	4.1. Observe an individual in order to monitor changes and responses during a mobility activity.
	4.2. Record observations of mobility activity.
	4.3. Report on progress and problems relating to the mobility activity including:
	  a) choice of activities
	  b) equipment
	  c) appliances
	  d) support provided

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

36

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

37

Title	Promoting Person Centred Approaches in Healthcare
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF728
Unit Reference No	Y/650/1626

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to implement and promote person-centred approaches in healthcare settings.

Learning Outcomes	Assessment Criteria
1. Understand person-centred approaches in healthcare.	1.1. Explain how and why person-centred values must influence all aspects of healthcare work. 1.2. Evaluate the use of individualised care plans in applying person-centred values.
2. Be able to work in a person-centred way.	2.1. Work with an individual and others to identify the individual's history, preferences, wishes and needs. 2.2. Explain ways to implement person-centred values into practice in a complex or sensitive situation. 2.3. Explain the importance of adapting actions and approaches in response to an individual's changing needs or preferences.
3. Be able to establish appropriate consent when providing care or support.	3.1. Analyse three factors that influence the capacity of an individual to express consent. 3.2. Establish consent for an activity or action. 3.3. Explain steps to be taken if consent cannot be readily established.
4. Be able to implement and promote active participation.	4.1. Summarise different ways of applying active participation in meeting individual needs. 4.2. Work with an individual and others to agree how active participation will be implemented. 4.3. Demonstrate how application of active participation can address the holistic needs of an individual. 4.4. Demonstrate ways to promote understanding and use of active participation.
5. Be able to support an individual's right to make choices.	5.1. Explain what is meant by the term informed consent. 5.2. Support an individual to make informed choices.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

38

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

39

Title	Collection of Used Equipment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	19
OCN NI Unit Code	CBF696
Unit Reference No	Y/650/1590

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills needed to safely collect used equipment in line with organisational policies, legislation and guidance while maintaining health and safety.

Learning Outcomes	Assessment Criteria
1. Be able to collect used equipment.	1.1. Select the appropriate personal protective equipment (PPE) to be worn in a given area. 1.2. Wear the correct PPE for area identified in AC 1.1. 1.3. Identify appropriate collection equipment. 1.4. Describe the colour coding for different bags and containers. 1.5. Describe the responsibilities of the healthcare support worker when collecting used equipment and the consequences of not meeting these responsibilities. 1.6. Collect dirty items from designated areas using the correct equipment. 1.7. Describe the importance of ensuring the containers and bags are sealed and labelled correctly. 1.8. Identify where used items are received. 1.9. Unload items in the correct place for sorting.
2. Be able to implement standard precautions for infection prevention.	2.1. Maintain collection equipment in a clean and serviceable condition. 2.2. Describe the process and purpose of the segregated decontamination. 2.3. Describe the importance of following the housekeeping schedule and the potential consequences of non-compliance. 2.4. Identify the consequences of poor practice if used items are not received and dealt with in the appropriate way. 2.5. Summarise the key features of relevant legislation and organisational procedures in relation to infection prevention and health and safety. 2.6. Describe the process for the removal and disposal of PPE.
3. Be able to complete records according to organisational requirements.	3.1. Record the receipt of collection equipment into a department. 3.2. Maintain accurate records in accordance with the relevant legislation, organisational policies and procedures. 3.3. Report accidents and incidents in accordance with organisational requirements. 3.4. Report any issues which are outside the healthcare support worker's own sphere of competence to the relevant member of staff.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

40

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

41

Title	Preparing, Loading and Operating Decontamination Equipment
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF729
Unit Reference No	A/650/1627

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge needed to prepare, load and operate the decontamination equipment in line with organisational policies, legislation and guidance while maintaining health and safety.

Learning Outcomes	Assessment Criteria
1. Be able to apply standard procedures for preparing, loading and operating decontamination equipment.	1.1. Select with justification appropriate personnel protective equipment (PPE) for use whilst preparing, loading and operating decontamination equipment. 1.2. Explain function of each piece of decontamination equipment used in AC 1.1. 1.3. Identify checks to be carried out on decontamination equipment used in AC 1.1 in line with relevant legislation and guidance requirements. 1.4. Complete housekeeping responsibilities in relation to the decontamination area equipment. 1.5. Describe the operating instructions for washer/disinfectors. 1.6. Explain the process to be followed when abnormal performance of decontamination equipment is identified. 1.7. Summarise the concentration of detergents, other chemicals and quality of water used in the decontamination process.
2. Be able to decontaminate items.	2.1. Disassemble a tray for use in a washer/disinfector. 2.2. Check off instruments against checklist, taking note of comments made by the user 2.3. Explain the importance of keeping together sets of items being processed. 2.4. Scan items for tracking and traceability purposes in accordance with organisational procedures. 2.5. Identify items requiring special attention and handling in accordance with manufacturer's instructions. 2.6. Explain the importance of ensuring, when manually cleaning, that the correct ratio of water to chemicals is used and maximum water temperature.
3. Be able to follow manufacturers' and organisational guidelines when cleaning equipment and instruments.	3.1. Dismantle items to be processed and where appropriate, use brush and jet spray ensuring instrument is fully submerged if items are to be manually cleaned. 3.2. Maintain permissible weight and reach limits in accordance with manual handling regulations. 3.3. Load items in the correct position with maximum exposure to the process.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

42

	3.4. Summarise time and temperature requirements to achieve decontamination and disinfection of items processed in the washer/disinfector.
	3.5. Explain the procedure to be followed with inadequately cleaned items.
	3.6. Remove and disposal of PPE appropriately.

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

43

Title	Preparing Re-Useable Medical Devices for Sterilisation
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF730
Unit Reference No	D/650/1628

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge necessary to unload the washer/disinfector, prepare and pack medical devices for sterilisation in line with organisational policies, legislation and guidance while maintaining health and safety.

Learning Outcomes	Assessment Criteria
1. Be able to prepare decontaminated equipment in the clean room.	1.1. Unload the washer/disinfectors. 1.2. Check that the parameters of the wash cycle have been met. 1.3. Check visually that all devices are clean and dry including inspecting delicate devices in a way that will avoid damage. 1.4. Explain the process and purpose of inspecting and assembling equipment. 1.5. Explain the importance of being able to recognise instruments processed by the department. 1.6. Test instrumentation to ensure correct operation. 1.7. Follow organisational processes when medical devices are missing or in need of repair.
2. Be able to identify standard precautions for infection prevention.	2.1. Select the appropriate personal protective equipment (PPE) to be worn in the clean change area. 2.2. Wear the correct PPE for the clean area. 2.3. Summarise requirements of the health, hygiene and dress code policy. 2.4. Compare and contrast what is meant by dirty room including wash area and clean room. 2.5. Explain the checks routinely carried out in a clean room to ensure that it remains a clean environment and meets the relevant legislation and organisational procedures. 2.6. Explain the importance of rejecting damaged or dirty devices.
3. Be able to pack medical devices for sterilisation.	3.1. Scan items into computer for tracking and traceability purposes. 3.2. Place instruments into tray in the correct position using tray sheets, establishing that all items are present. 3.3. Confirm devices are suitable for function and serviceability. 3.4. Identify when rigid containers must be used. 3.5. Identify types of packaging materials used for items to be sterilised. 3.6. Explain how and why items are packaged as disinfected only. 3.7. Apply different methods of wrapping and sealing ensuring theatres can open aseptically.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

44

| | 3.8. Secure packaging, using the correct labels and tape. |
| | 3.9. State the consequences of not following the correct processes on packaging and labelling. |

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

45

Title	Carrying Out Sterilisation and Product Release of Re-Useable Medical Devices
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	15
OCN NI Unit Code	CBF731
Unit Reference No	F/650/1629

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to carry out effective sterilisation processes on re-useable medical devices.

Learning Outcomes	Assessment Criteria
1. Be able to handle medical devices in accordance with organisational policies.	1.1. Select appropriate and use correctly Personal Protective Equipment (PPE) in a given area. 1.2. Store raw materials in the correct manner. 1.3. Summarise procedures for transferring raw materials into the working areas. 1.4. Use batch codes correctly to identify raw materials. 1.5. Store sterilised devices in accordance with policies and procedures. 1.6. Summarise checks to be carried out on the sterilising equipment in line with relevant legislation and guidance requirements.

2. Be able to load and unload sterilisers.	2.1. Identify the process for steriliser tests to be undertaken for the following periods and the importance of each:
	  a) daily
	  b) weekly
	  c) quarterly
	  d) annually
	2.2. Scan for tracking and traceability of useable medical devices.
	2.3. Load items into steriliser using the correct procedure.
	2.4. Monitor printout to ensure the parameters have been met on completion of cycle.
	2.5. Unload and cool items from steriliser.
	2.6. Explain the records and logs to be maintained in relation to use of sterilisers and their importance.

3. Understand product release protocols and their importance.	3.1. Explain the methods used to ensure that tracking and traceability of useable medical devices is achieved. 3.2. Identify checks to be undertaken prior to product release.

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

46

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

47

Title	Understanding How to Monitor the Decontamination Process
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	12
OCN NI Unit Code	CBF732
Unit Reference No	K/650/1630

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge necessary to ensure the appropriate monitoring of the decontamination process while ensuring quality management systems are maintained.

Learning Outcomes	Assessment Criteria
1. Understand how to monitor the decontamination process.	1.1. Explain the importance of monitoring all aspects of the decontamination cycle in accordance with the following: a) legislation and guidance b) quality management systems c) organisational policies and procedures 1.2. Explain the process and the purpose of tracking and traceability. 1.3. Explain the importance of testing all decontamination equipment in line with the following: a) legislation and guidance b) quality management systems c) organisational policies and procedures
2. Understand the requirements and responsibilities for the decontamination process of medical devices.	2.1. Explain the purpose of a quality management system and required standards. 2.2. Explain the importance of analysing records to monitor and measure medical device decontamination performance and to ensure quality maintenance. 2.3. Explain how to ensure tracking and traceability is safe and reliable. 2.4. Explain the process and purpose of internal and external audits in relation to decontamination of medical devices.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

48

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

49

Title	Sorting Used Equipment and Disposal of Waste
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBF701
Unit Reference No	H/650/1601

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills required to sort used equipment and dispose of waste in line with organisational policies, legislation and guidance while maintaining health and safety.

Learning Outcomes	Assessment Criteria

1. Be able to handle returned re-useable medical devices.	1.1. Select appropriate personal protective equipment (PPE) to be worn in a given area.
	1.2. Use correct PPE for this area identified in AC 1.1. to undertake the following tasks:
	  a) unload trolleys, containers and boxes safely
	  b) unwrap and scan items into the computer
	  c) sort and place items in the appropriate place according to the organisation's cleaning and disinfection process
	1.3. Describe the procedures to be followed when hazardous and non-confirming objects are found in the returned items.
	1.4. Describe why it is important to check returns against tray checklists in accordance with organisational requirements.

2. Be able to complete records according to organisational requirements to include tracking and traceability.	2.1. Summarise the precautions to be followed when handling contaminated waste in returned items. 2.2. Dispose of waste in line with legislation and organisational requirements. 2.3. Describe the consequences of not complying with organisational and legislation requirements when disposing of waste. 2.4. Describe the process for removal and disposal of PPE.
3. Be able to complete records according to organisational requirements to include tracking and traceability.	3.1. Describe the reasons why DIN trays and containers must be matched to sets. 3.2. Maintain accurate and complete electronic records. 3.3. Follow relevant legislation, policies and procedures for sorting returned items. 3.4. Report accidents and incidents in accordance with legislation and organisational requirements. 3.5. Report any issues which are outside own sphere of competence to the relevant member of staff.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

50

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

51

Title	Monitoring And Resolving Customer Service Problems
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBF733
Unit Reference No	L/650/1631

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge needed to monitor and resolve customer service problems and to identify and remedy repeated problems.

Learning Outcomes	Assessment Criteria
1. Be able to resolve customer service problems.	1.1. Respond positively to customer service problems following organisational guidelines. 1.2. Resolve customer service problems within limits of own authority. 1.3. Work with others to resolve customer service problems. 1.4. Keep customers informed of the actions being taken. 1.5. Verify with customers that they are comfortable with the actions being taken. 1.6. Resolve problems with service systems and procedures that may affect customers before customers become aware of them. 1.7. Inform managers and colleagues of the steps taken to resolve specific problems.
2. Be able to identify repeated customer service problems and options for resolving them.	2.1. Identify repeated customer service problems and options for resolving them. 2.2. Analyse advantages and disadvantages of each option identified in AC 2.1. 2.3. Work with others to select the best option based on analysis undertaken in AC 2.2 balancing customer expectations with the needs of the organisation.
3. Understand how to monitor and resolve customer service problems.	3.1. Summarise organisational procedures and systems for dealing with customer service problems. 3.2. Explain organisational procedures and systems for identifying repeated customer service problems. 3.3. Explain how successful resolution of customer service problems contributes to external customer loyalty and improved working relationships with service partners or internal customers. 3.4. Explain how to negotiate with and reassure customers while their problems are being resolved.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

52

4. Be able to take action to avoid repetition of customer service problems.	4.1. Obtain appropriate organisational approval to change organisational guidelines to reduce the chance of a customer service problem being repeated.
	4.2. Action this agreed solution.
	4.3. Keep customers informed in a positive and clear manner of steps being taken to resolve customer service problems.
	4.4. Monitor changes actioned in AC 4.2 and adjust them as appropriate.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

53

Title	Planning, Allocating and Monitoring Work of a Team
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF734
Unit Reference No	M/650/1632

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge needed to support team achievement through appropriate work allocation and effective monitoring.

Learning Outcomes	Assessment Criteria
1. Be able to plan work for a team.	1.1. Explain the importance of agreeing team objectives with own manager prior to presenting to the team. 1.2. Develop a plan for a team to meet identified agreed team objectives, taking into account capacity and capabilities of the team.
2. Be able to allocate work across a team.	2.1. Present and agree objectives with a team. 2.2. Agree work allocation and specific, measurable, achievable, realistic, and timely (SMART) objectives with team members. 2.3. Agree standard of work required by team.
3. Be able to manage team members to achieve team objectives.	3.1. Explain the importance of supporting individual team members to achieve team objectives taking into account their own capabilities and capacity.
4. Be able to monitor and evaluate the performance of team members.	4.1. Evaluate team members' work against agreed standards and objectives. 4.2. Identify methods to monitor and resolve conflict within a team. 4.3. Evaluate possible causes for team members not meeting team objectives.
5. Be able to improve the performance of a team.	5.1. Summarise ways of improving team performance and maintaining motivation. 5.2. Provide constructive feedback to team members to support improvement in their performance. 5.3. Select and implement ways of effectively improving team performance from those identified in AC 5.1.

Assessment Guidance		
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

54

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

55

Title	Monitoring and Maintaining the Environment and Resources During and After Healthcare and Clinical Activities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF702
Unit Reference No	J/650/1602

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills needed to maintain and monitor the environment and resources under supervision during healthcare activities.

Learning Outcomes	Assessment Criteria
1. Know the procedures for monitoring and maintaining the environment and resources.	1.1. Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability. 1.2. Identify the procedures relating to monitoring the environment during given healthcare activities in own work practice. 1.3. Identify the resources required during given healthcare activities in own work practice. 1.4. Describe the procedures for reporting problems with the environment and resources, beyond own scope of practice. 1.5. Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled.
2. Be able to operate healthcare and clinical equipment.	2.1. Describe why it is important to ensure healthcare and clinical equipment is safe to use. 2.2. Apply standard precautions for infection control when handling healthcare and clinical equipment. 2.3. Implement health and safety measures when handling healthcare and clinical equipment. 2.4. Operate healthcare and clinical equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice.
3. Be able to monitor and maintain the environment and resources.	3.1. Maintain correct environmental conditions at the levels required for a given activity. 3.2. Replenish and replace resources as required for a given activity. 3.3. Describe why it is important to check correct quality and quantity resources for a given activity. 3.4. Return unused and/or surplus resources to the correct storage location. 3.5. Store resources in line with local policy, procedures or protocol at the end of a given activity. 3.6. Maintain monitoring records in line with national and local policies and protocols.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

56

4. Be able to clean resources correctly in own work area.	4.1. Maintain appropriate levels of cleanliness required in own work area.
	4.2. Clean fixed resources after use in line with national and local policies and protocols.
	4.3. Clean reusable resources and make safe prior to storage.
	4.4. Dispose of waste in line with national and local policy.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

57

Title	Delivering Exercise Sessions to Improve Individuals' Health and Well-being
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF735
Unit Reference No	R/650/1633

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills needed to design, develop and carryout exercise sessions appropriate to an individuals' needs.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions.
2. Understand the role of exercise and its physical effects.	2.1. Explain the physical effects of exercise. 2.2. Summarise main aspects of cardiovascular anatomy and physiology which are relevant to exercise. 2.3. Explain the role of exercise in improving self-esteem, confidence and motivation.
3. Understand the principles and rationales for exercise programmes.	3.1. Explain what is meant by frequency, intensity, time, and type (FITT) principles and their application to exercise sessions. 3.2. Explain the principles used in designing and developing exercise sessions. 3.3. Explain the importance of using warm up and cool down exercises as part of a session. 3.4. Explain potential adverse reactions to exercise and the procedures for dealing with them. 3.5. Explain factors to be considered in risk assessments for exercise sessions for individuals and groups. 3.6. Explain ways to measure and evaluate individuals' responses to exercise.
4. Understand the use of exercise equipment.	4.1. Explain the functions and limitations of exercise equipment encountered in own work practice.
5. Be able to deliver exercise sessions.	5.1. Instruct individuals to carry out exercise activities safely. 5.2. Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals. 5.3. Provide encouragement and feedback to promote individuals' confidence and motivation. 5.4. Collaborate with individuals to agree on intended outcomes of exercise sessions. 5.5. Plan future goals with individuals to meet their needs and abilities. 5.6. Create accurate records of all aspects of exercise sessions in line with national and local policy and protocol.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

58

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

59

Title	Assisting In the Implementation of Programmes to Increase Mobility, Movement and Functional Independence
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF736
Unit Reference No	T/650/1634

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills needed to plan, carryout and evaluate appropriate treatment programmes for individuals with restricted movement.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence.
2. Understand health issues related to restoring movement and functional independence.	2.1. Explain the physical and psychological benefits of functional exercise. 2.2. Explain the link between movement, mobility and functional independence 2.3. Identify and explain the functions of the main muscle groups and joints in the body. 2.4. Explain the psychological effects of physical disability on individuals including impact on functional independence. 2.5. Explain the conditions typically encountered in own role which may cause difficulties in movements and mobility.
3. Understand treatment programmes related to restoring movement and functional independence.	3.1. Explain treatment programmes for individuals with restricted movements, mobility and functional independence encountered in own role. 3.2. Explain the functions of equipment and materials used in own role and the hazards associated with them. 3.3. Summarise potential signs of adverse reactions to mobility and movement programmes.
4. Be able to assist in implementing programmes to restore mobility, movement and functional independence.	4.1. Obtain valid informed consent from the individual. 4.2. Position the individual appropriately. 4.3. Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in treatment plan. 4.4. Support and encourage the individual to practise existing and newly developed skills during treatment programme. 4.5. Encourage the individual to practise skills developed during treatment in their daily life. 4.6. Monitor the individual during and after treatment in line with treatment plan. 4.7. Explain monitoring processes to be used and their importance in treatment programmes.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

60

5. Be able to create records and provide information to the practitioner.	5.1. Feedback information to the practitioner to inform future treatment in line with local policy and protocol.
	5.2. Create accurate records of treatment activities and individual's condition in line with national and local policy and protocol.
	5.3. Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence.
	5.4. Explain the importance of reporting adverse reactions and the potential consequences of poor practice.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

61

Title	Implementing Hydrotherapy Programmes for Individuals and Groups
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF737
Unit Reference No	Y/650/1635

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge needed to carryout hydrotherapy sessions which are appropriate to an individual's needs while maintaining health and safety.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes. 1.2. Explain the importance of only working within own scope of practice.
2. Know musculoskeletal system of the body.	2.1. Identify the main bones, muscle groups and joints of the body. 2.2. Explain the functions of muscle, ligaments and tendons. 2.3. Summarise the normal ranges of movement of the main joints in the body.
3. Understand the principles of hydrotherapy practice.	3.1. Explain the principles and main benefits of hydrotherapy. 3.2. Identify the potential dangers and adverse reactions related to hydrotherapy and the actions to be taken. 3.3. Explain response procedures to follow in emergency situations in hydrotherapy. 3.4. Explain the reasons for respecting the vulnerability of individuals in the hydrotherapy environment. 3.5. Explain the importance of taking refreshment and rest during hydrotherapy programmes. 3.6. Explain the applications of hydrotherapy equipment.
4. Be able to implement hydrotherapy programmes.	4.1. Verify the environment is suitable for hydrotherapy programmes. 4.2. Obtain valid and informed consent from an individual prior to activities. 4.3. Assist individuals to enter and exit the pool. 4.4. Carry out specified activities under direction of the practitioner as outlined in the treatment goals. 4.5. Monitor the safety and well-being of individuals during and after treatment in line with national and local policy and protocol. 4.6. Explain the importance of monitoring an individual's condition during hydrotherapy programmes. 4.7. Ensure self and individual take rest and refreshment as appropriate.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

62

| 5. Be able to report to the practitioner on the outcomes of the hydrotherapy programme. | 5.1. Create accurate records of the programme activities and the individual's condition in line with national and local policy and protocol. |
| | 5.2. Feedback information to the practitioner to inform future planning. |

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

63

Title	Obtaining and Handling Venous Blood Samples
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBF254
Unit Reference No	J/618/6380

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills involved in the use of venepuncture/phlebotomy techniques and procedures to obtain and handle venous blood samples.

Learning Outcomes	Assessment Criteria
1. Understand legislation, policy and good practice related to obtaining venous blood samples.	1.1. Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.
2. Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1. Explain the structure of venous blood vessels. 2.2. Explain blood clotting processes and the factors that influence blood clotting. 2.3. Outline the position of venous blood vessels in relation to arteries, nerves and other structures.
3. Be able to prepare to obtain venous blood samples.	3.1. Confirm the individual's identity and obtain valid consent. 3.2. Communicate with the individual in a manner which: a) provides relevant information b) provides support and reassurance c) addresses needs, concerns and anxieties d) is respectful of personal beliefs and preferences 3.3. Select and prepare appropriate equipment for obtaining the venous blood sample. 3.4. Select and prepare an appropriate site taking into account the individual's preferences.
4. Be able to obtain venous blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection prevention and control. 4.3. Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual. 4.4. Use the agreed procedure to obtain the venous blood sample to include: a) utilisation of containers b) required volume of blood c) correct sequence when obtaining multiple samples d) application and use of tourniquets at appropriate stages e) stimulation of blood flow or selection of alternative site where necessary f) utilisation of anti-coagulant with sample when necessary 4.5. Respond to any indication of adverse reaction, complication or problem during the procedure.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

64

	4.6. Explain the correct procedure to deal with an arterial puncture when it occurs.
	4.7. Terminate the blood collection procedure following guidelines and/or protocols to include:
	a) removal of blood collection equipment
	b) stopping blood flow
	c) stopping bleeding
	d) application of suitable dressing
	e) personal care advice to the individual
5. Be able to prepare venous blood samples for transportation.	5.1. Explain the importance of accurate and appropriate labelling, packaging, transportation and storage of blood samples to include:
	a) legibility of labelling and documentation
	b) temperature control of storage
	c) immediacy of transportation
	5.2. Label, package and store venous blood samples ready for transportation in lines with organisational policy, regulation and agreed ways of working.

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

65

Title	Performing Intravenous Cannulation
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBF054
Unit Reference No	T/618/4849

Unit purpose and aim(s): This unit will enable the learner to understand how to insert intravenous cannulae to facilitate access to the blood system for treatment or diagnostic purposes in adults.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice relating to intravenous cannulation.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines in relation to performing intravenous cannulation.
2. Understand the importance of working within own role when performing intravenous cannulation.	2.1. Explain the importance of working within own role when performing intravenous cannulation and when advice should be sought.
3. Understand the purpose and functions of intravenous cannulation.	3.1. Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannula. 3.2. Summarise indications and reasons for intravenous cannulation. 3.3. Explain factors which influence the choice of cannula and the site to be used. 3.4. Explain preparation and positioning of an individual for insertion of intravenous cannula. 3.5. Explain potential risks associated with the insertion of intravenous cannula. 3.6. Evaluate current evidence-based practice relating to the management of risks associated.
4. Be able to prepare to carry out intravenous cannulation.	4.1. Implement health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection control. 4.3. Verify an individual's identity and gain valid consent. 4.4. Communicate information in a way that is sensitive to the personal beliefs and preferences of an individual and which may alleviate anxiety. 4.5. Perform checks to ensure an individual's privacy and dignity is maintained at all times. 4.6. Prepare equipment for intravenous cannulation in line with organisational policies and protocols. 4.7. Assess potential risks prior to and during the procedure taking appropriate action if required, seeking clinical advice and support if events or risks are beyond own level of competence.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

66

5. Be able to carry out intravenous cannulation.	5.1. Demonstrate how to identify and prepare an appropriate site for cannulation, using the correct size and type of cannula. 5.2. Position and use a tourniquet to engorge the selected vein with blood in accordance with organisational policies and good practice guidelines. 5.3. Insert the cannula into selected vein using the approved technique and confirm correct siting, positioning and patency of cannula. 5.4. Apply an approved dressing to fix the cannula in position. 5.5. Flush the cannula when in situ according to organisational policies. 5.6. Attach and secure the correct giving set to where infusion is required following approved procedures. 5.7. Dispose of hazardous waste appropriately following organisational policies before leaving the care area.
6. Be able to monitor and report on the intravenous cannulation.	6.1. Observe for any sign, condition or behaviour which may signify adverse reactions to the procedure and report in line with organisational policy and protocol. 6.2. Report and record accurately the cannulation procedure in accordance with agreed ways of working. 6.3. Monitor and maintain the cannulation site at regular intervals to avoid infection and maintain access.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

67

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

68

Title	Obtaining and Testing Capillary Blood Samples
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF055
Unit Reference No	K/618/4850

Unit purpose and aim(s): This unit will enable the learner to understand how to obtain capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Learning Outcomes	Assessment Criteria
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples.	1.1. Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.
2. Understand the anatomy and physiology of capillary blood samples and reasons for obtaining and testing.	2.1. Illustrate the structure and purpose of capillary blood vessels. 2.2. Explain three reasons for obtaining and testing capillary blood samples. 2.3. Explain blood clotting processes and the factors that influence blood clotting.
3. Be able to prepare to obtain capillary blood samples.	3.1. Verify an individual's identity and obtain valid consent. 3.2. Check and confirm that an individual has complied with any pre-procedural instruction. 3.3. Select and prepare an appropriate site for obtaining the sample taking into account an individual's preferences and previous experience. 3.4. Provide support and reassurance to address an individual's needs and concerns. 3.5. Communicate accurate information in a way that is sensitive to an individual's personal beliefs and preferences.
4. Be able to obtain capillary blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection prevention and control. 4.3. Obtain capillary blood samples of the required volume and quantity ensuring minimal discomfort to an individual. 4.4. Use selected materials, equipment and containers or slides in accordance with agreed procedures. 4.5. Ensure stimulation of blood flow. 4.6. Select alternative sites if necessary. 4.7. Carry out the correct procedure for encouraging closure and blood clotting at the site. 4.8. Respond to any indication of an adverse reaction, complication or problem during the procedure. 4.9. Explain actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

69

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

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

70

Title	Performing Routine Electrocardiograph Procedures
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF046
Unit Reference No	K/618/4833

Unit purpose and aim(s): This unit will enable the learner to understand how to record electrocardiograph (ECG) at rest and undertake ambulatory ECG procedures.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine ECG procedures. 1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines. 1.3. Explain own responsibilities in relation to reporting acts or omissions in care that could be detrimental to the outcome of the procedure.
2. Understand the purpose and functions of ECGs.	2.1. Explain the purpose of ECG procedures. 2.2. Summarise the type, common characteristics and set up requirements of recording devices used in ECG procedures. 2.3. Illustrate the structure and function of the heart. 2.4. Demonstrate how to identify a normal ECG and relate this to the conduction system of the heart. 2.5. Illustrate the correct positioning of electrodes for at rest and ambulatory procedures. 2.6. Explain why it is important to position electrodes correctly. 2.7. Explain what is meant by the term artifact in relation to ECG including potential sources and how they may be identified. 2.8. Summarise three steps that may be taken to reduce the impact of artifacts on an ECG reading.
3. Be able to prepare for routine ECG procedures.	3.1. Apply health and safety measures relevant to routine ECG procedures. 3.2. Apply standard precautions for infection control. 3.3. Verify an individual's identity, reason for referral and obtain valid consent prior to ECG procedure. 3.4. Verify an individual is fit to undergo the procedure. 3.5. Communicate the procedure effectively to an individual in an accessible way. 3.6. Summarise factors or special requirements, which may affect the test or test results.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

71

	3.7. Seek guidance where alternative arrangements are required to meet special requirements. 3.8. Demonstrate how to establish the suitability of the equipment for the procedure. 3.9. Prepare sites and position electrodes taking into account any special requirements that have been identified.
4. Be able to carry out routine ECG procedures.	4.1. Check that an individual's privacy and dignity is maintained at all times. 4.2. Maintain constant observation of an individual throughout the procedure to ensure safety and well-being. 4.3. Communicate information in an accessible way that is sensitive to the personal beliefs and preferences of an individual. 4.4. Demonstrate how to effectively encourage an individual to relax and remain immobile throughout a resting ECG. 4.5. Summarise three reasons why an ambulatory ECG may need to be stopped. 4.6. Check an individual understands the need for recording signs and symptoms, throughout an ambulatory ECG. 4.7. Label documents and tracings accurately and in line with organisational policies.

Assessment Guidance

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

72

Title	Undertaking Physiological Measurements
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF043
Unit Reference No	Y/618/4830

Unit purpose and aim(s): This unit will enable the learner to understand how to take and record physiological measurements as part of the individual's care plan including the knowledge and understanding of the importance of accurate measuring and recording.

Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements.	1.1. Summarise current legislation, national guidelines, organisational policies and protocols that promote good working practices.
2. Understand the importance, characteristics and measurement of physiological states.	2.1. Explain the characteristics of blood pressure including: a) blood pressure maintenance b) differentiation between systolic and diastolic blood pressure c) normal limits d) conditions of high or low blood pressure 2.2. Explain the characteristics of body temperature including: a) temperature maintenance b) normal body temperature c) pyrexia, hyper-pyrexia and hypothermia 2.3. Explain the characteristics of respiratory rates including: a) normal respiratory rates b) factors affecting respiratory rates in ill and well individuals 2.4. Explain the characteristics of pulse rates including: a) normal pulse rates limits b) factors affecting pulse rates – raising or lowering c) pulse sites on the body d) the requirement for pulse oximetry measurements e) analysis and implication of pulse oximetry findings 2.5. Explain the relationship between Body Mass Index (BMI) and weight/dietary control. 2.6. Explain the importance of undertaking physiological measurements. 2.7. Explain the major factors that influence changes in physiological measurements. 2.8. Explain how physiological measurements may need to be adapted for the individual.
3. Be able to prepare to take physiological measurements.	3.1. Communicate effectively with an individual in order to explain what and why physiological measurements will be undertaken. 3.2. Demonstrate how to effectively reassure an individual during the physiological measurement process.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

73

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

74

Assessment Guidance		
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Assessment Method	**Definition**	**Possible Content**
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

75

Title	Receiving and Handling Clinical Specimens within the Sterile Field
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF738
Unit Reference No	A/650/1636

Unit purpose and aim(s): This unit will enable the learners who work in a scrubbed role, to understand the skills and knowledge required to receive and handle clinical specimens safely within the sterile field.

Learning Outcomes	Assessment Criteria

1. Understand how to receive and handle clinical specimens within the sterile field.	1.1. Identify the different types of specimens received and handled within the perioperative environment.
	1.2. Summarise requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained.
	1.3. Summarise different types and uses of container and transport media in the perioperative environment.
	1.4. Explain the potential consequences of poor practice related to the following:
	  a) handling
	  b) labelling
	  c) transporting clinical specimens
	1.5. Explain how to deal with hazards associated with receiving and handling clinical specimens.
	1.6. Explain the pathogenic causes of wound infections.
	1.7. Explain the consequences of contamination of clinical specimens.

2. Be able to receive and handle clinical specimens within the sterile field.	2.1. Apply standard precautions for infection control. 2.2. Apply health and safety measures relevant to handling clinical specimens. 2.3. Obtain valid and informed consent to collect clinical specimens. 2.4. Receive specimens in line with local policies and procedures. 2.5. Maintain the sterile field when passing specimens to appropriate persons. 2.6. Ensure specimens are labelled and all documentation has been completed in line with local policies and procedures. 2.7. Process and dispatch clinical specimens in line with local policies and procedures.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

76

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

77

Title	Preparing The Anaesthetic Environment and Providing Support for Pre- and Post-Operative Anaesthesia And Recovery
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF739
Unit Reference No	D/650/1637

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to work safely and competently within the anaesthetic and recovery environments including the preparation of equipment and the care of individuals, knowing normal parameters for clinical readings while maintaining appropriate health and safety measures.

Learning Outcomes	Assessment Criteria
1. Understand health and safety measures specific to carrying out activities in the anaesthetic and recovery environments.	1.1. Explain the standard precautions required for preparing the anaesthetic and recovery environments. 1.2. Explain the potential consequences of poor practice in preparation of the anaesthetic and recovery environments. 1.3. Explain the importance of wearing personal protective equipment in the anaesthetic and recovery environments. 1.4. Explain the importance of using equipment in line with manufacturers' instructions and local policies and protocols. 1.5. Explain how to recognise clinical emergencies and provide support to the registered practitioner.
2. Understand the parameters for clinical readings taken in the anaesthetic and recovery environments.	2.1. Identify the normal parameters for each of the following: a) temperature b) pulse c) blood pressure d) respiration e) oxygen saturation levels f) urinary output 2.2. Explain how to measure an individual's: a) temperature b) blood pressure c) respiration d) oxygen saturation levels e) urinary outputs 2.3. Explain how anaesthesia may affect an individual's: a) temperature b) Pulse c) blood pressure d) respiration e) oxygen saturation levels f) urinary output 2.4. Explain the common adverse reactions an individual may experience related to anaesthetic and recovery care. 2.5. Explain the importance of promptly reporting any abnormal clinical readings to the registered practitioner.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

78

		2.6. Explain the importance of reporting any issues beyond own competence in accordance with local policies and protocols.
3.	Be able to prepare and maintain anaesthetic and recovery equipment for the reception of individuals.	3.1. Apply health and safety measures relevant to anaesthetic and recovery equipment. 3.2. Apply standard precautions for infection prevention and control. 3.3. Ensure equipment and documentation is available for the registered practitioner. 3.4. Document and report any equipment that is unfit for use according to local policies and protocols. 3.5. Clean reusable equipment in line with local policies and protocols. 3.6. Dispose of single use equipment and waste according to local policies and protocols. 3.7. Maintain the stock of disposable equipment, intravenous fluids and clean linen.
4.	Be able to assist the registered practitioner in caring for individuals in the anaesthetic and recovery environments.	4.1. Confirm the individual's identity and gain valid and informed consent. 4.2. Maintain the individual's privacy, dignity and comfort when they are transferred and received into the anaesthetic and recovery environments. 4.3. Work within own sphere of competence, recognising when to refer to issues. 4.4. Use effective verbal and non-verbal skills to support individuals, prior to and after anaesthesia or sedations, overcoming any possible communication difficulties. 4.5. Support the registered practitioner in the assessment, management and reassurance of the individual in the anaesthetic and recovery environments. 4.6. Monitor the individual as delegated by the registered practitioner in accordance with the care plan. 4.7. Measure and record clinical observations, reporting any deviation from normal parameters to the registered practitioner. 4.8. Record all appropriate and relevant information accurately and legibly in line with local policies and protocols.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

79

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

80

Title	Providing Support for Surgical Teams When Preparing Individuals for Operative and Invasive Procedures
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF740
Unit Reference No	F/650/1638

Unit purpose and aim(s): This unit will enable the learner who supports the surgical team when preparing individuals for operative procedures to understand the skills and knowledge related to preparing individuals for operative and invasive procedures and selecting, handling and disposing of surgical instruments and supplementary items.

Learning Outcomes	Assessment Criteria
1. Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice.	1.1. Explain how to apply standard precautions to the preparation of individuals for operative and invasive procedures their importance. 1.2. Identify potential sources of contamination when preparing individuals for operative and invasive procedures. 1.3. Explain the dangers of re-using single use equipment.
2. Understand factors to be considered in the choice of surgical instruments and supplementary items during operative procedures.	2.1. Explain the types, purpose and functions of four standard surgical instruments and four supplementary items used in the surgical environment. 2.2. Explain two potential hazards to staff of using and handling surgical instruments and identify ways to minimise the risk of harm. 2.3. Explain factors affecting the choice of surgical instruments and supplementary items. 2.4. Explain factors which inform the choice of sites for attachment of surgical instruments to an individual. 2.5. Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection.
3. Be able to support others to prepare individuals for operative and invasive procedures.	3.1. Confirm the individual's identity and gain valid informed consent. 3.2. Apply standard precautions for infection prevention and control. 3.3. Implement health and safety measures relevant to the individual, the procedure and environment. 3.4. Identify the individual's operative site, clarifying any queries with the appropriate person. 3.5. Support others to prepare the individual for an operative or invasive procedure, maximising their dignity, comfort and safety.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

81

4. Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures.	4.1. Select and handle surgical instruments and supplementary items safely and in line with the manufacturers' instructions. 4.2. Select an appropriate site in the sterile field for attaching surgical instruments and supplementary items to an individual. 4.3. Account for and record all items and swabs used in the preparation of the operative site in line with local policies and protocols. 4.4. Dispose of waste generated during surgical preparation in line with local policies and protocols.

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

82

Title	Carrying Out Wound Drainage Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF741
Unit Reference No	H/650/1639

Unit purpose and aim(s): This unit will enable the learner to understand how to undertake wound drainage care and monitoring, through the appropriate use of equipment while applying effective infection prevention and control procedures.

Learning Outcomes	Assessment Criteria
1. Understand how to undertake wound drainage care safely.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care. 1.2. Explain the importance of the following while undertaking wound drainage procedures: a) complying with health and safety guidance b) using aseptic techniques which adhere to local guidelines
2. Understand the principles of wound drainage and use of related equipment.	2.1. Explain the main principles of wound drainage. 2.2. Explain the types, purposes and function of wound drainage measurement materials and equipment. 2.3. Explain aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care. 2.4. Summarise techniques for preparing and applying drains and dressings. 2.5. Identify the potential consequences of contamination.
3. Understand procedures and techniques involved in wound drainage.	3.1. Explain the importance of following care plans and the potential effects of poor practice. 3.2. Explain the purpose of measuring wound drainage and how potential hazards and inaccuracies may be avoided. 3.3. Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss. 3.4. Summarise the process of disposal of hazardous waste and equipment.
4. Be able to prepare for wound drainage care.	4.1. Confirm the individual's identity and gain valid and informed consent to carry out the activity. 4.2. Communicate appropriate information in a way that is reassuring and sensitive to the personal beliefs and preferences of an individual. 4.3. Implement health and safety measures relevant to the procedure and the environment. 4.4. Confirm all equipment and materials are fit for purpose. 4.5. Apply standard precautions for infection control and prevention.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

83

5. Be able to carry out wound drainage care and record and report outcomes from procedure.	5.1. Use appropriate techniques and equipment to observe and measure wound drainage fluids in line with care plan.
	5.2. Explain the importance of referring any changes or adverse reactions which are outside own competence to a practitioner.
	5.3. Attach replacement drainage collection systems, maintaining sterility and individual's comfort and dignity.
	5.4. Check drains and seals are secure, intact and functioning.
	5.5. Dispose of hazardous waste and equipment in line with local policies and procedures.
	5.6. Record and report outcomes from procedure.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

84

Title	Preparing and Providing Surgical Instrumentation and Supplementary Items for Surgical Teams
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF742
Unit Reference No	L/650/1640

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills necessary to prepare and provide surgical instrumentation and items for surgical teams in line with health and safety procedures while maintaining the integrity of the sterile field.

Learning Outcomes	Assessment Criteria
1. Understand how to prepare and provide surgical instrumentation and items for surgical teams in line with health and safety procedures and protocols.	1.1. Explain how the sterile field contributes to infection control in the operative setting. 1.2. Explain how to maintain the sterile field during surgical procedures and the actions to take if it is compromised. 1.3. Explain the types, purposes and functions of six commonly used surgical instruments and the potential hazards associated with their use. 1.4. Explain four common supplementary items and their use during surgery. 1.5. Summarise procedures for identifying and reporting problems with instruments and items during preparation and throughout the procedure. 1.6. Explain the principles and techniques for counting instruments, sharps, swabs and supplementary items and their importance.
2. Be able to prepare surgical instruments and supplementary items for surgical teams.	2.1. Apply standard precautions for infection control. 2.2. Maintain compliance with health and safety guidance at all times. 2.3. Check surgical instruments and supplementary items before preparation and confirm that they are within expiry date, safe and fit for purpose. 2.4. Select and prepare required surgical instruments and supplementary items for given procedure. 2.5. Set up surgical instruments and supplementary items to meet the needs of the operative procedure and patients plan of care. 2.6. Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols.
3. Be able to provide surgical instruments and supplementary items for surgical teams.	3.1. Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the sterile field. 3.2. Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field. 3.3. Clarify any uncertainty over the requirements of the surgical team with the appropriate person.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

85

		3.4. Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care.
		3.5. Count and record instruments, sharps, swabs and supplementary items during the process and prior to close and completion in line with national and local policies and protocols.
4. Be able to dispose of waste from the sterile field.		4.1. Dispose of and transfer used instruments and supplementary items to the non-sterile area for accounting, tracking and traceability in line with local policies and protocols.
		4.2. Update records in line with national guidelines.
		4.3. Remove and dispose of drapes in line with local policies and protocols.
		4.4. Maintain the dignity of the individual throughout the procedure in line with local policy and protocol.

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

86

Title	Transporting, Transferring and Positioning Individuals and Equipment in the Perioperative Environment
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF703
Unit Reference No	K/650/1603

Unit purpose and aim(s): This unit will enable the learner to understand the knowledge and skills needed to avoid musculo-skeletal and soft tissue injury to the individual, themselves and other staff, while transferring, transporting and positioning individuals in the perioperative environment.

Learning Outcomes	Assessment Criteria
1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative environment.	1.1. Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied. 1.2. Summarise the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures. 1.3. Explain why it is important to use personal protective equipment. 1.4. Identify three situations when additional protective equipment may be required.
2. Understand the requirements for pressure area care in the perioperative environment.	2.1. Illustrate how to contribute to the maintenance of individuals' skin integrity in the perioperative environment. 2.2. Explain how to use risk assessment documents for pressure area care during transfers and positioning. 2.3. Explain why it is important to use appropriate equipment to minimise the risk of tissue damage. 2.4. Explain why it is important to use the appropriate documents in line with local policies and protocols when recording and reporting.
3. Be able to prepare to transport individuals within the perioperative environment.	3.1. Identify the nature of the task required in discussion with the appropriate person or registered practitioner. 3.2. Apply standard precautions for infection control. 3.3. Implement health and safety measures relevant to transporting individuals within the perioperative environment. 3.4. Check that the transport equipment is clean, safe and functioning in line with local policies and protocols. 3.5. Report any potential hazards to the appropriate team member. 3.6. Verify the identity of the individual who needs to be moved. 3.7. Inform the individual of the nature and purpose of the transfer and the role of people involved.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

87

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

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

88

Title	Conducting Routine Maintenance on Clinical Equipment
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF743
Unit Reference No	M/650/1641

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge needed to carry out routine preventative or first line corrective maintenance activities on clinical equipment, ensuring that clinical equipment in use remains safe and fit for its intended purpose.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment.
2. Understand procedures involved in conducting routine maintenance on clinical equipment.	2.1. Summarise the frequency of maintenance for three pieces of clinical equipment in own work environment. 2.2. Summarise the expected performance parameters, principles of operation, capabilities and limitations of the clinical equipment in own work environment. 2.3. Explain the requirements for routine preventative and first line corrective maintenance where appropriate. 2.4. Summarise factors affecting decisions on maintenance activity. 2.5. Explain actions to be taken if a fault or error diagnosis message is displayed. 2.6. Summarise types of and different records required for maintenance of equipment.
3. Prepare to carry out routine maintenance on clinical equipment.	3.1. Prioritise action based on maintaining services. 3.2. Access relevant data from technical or supporting manuals to assist with routine maintenance. 3.3. Apply standard precautions for infection control prior to maintenance. 3.4. Confirm equipment is correctly set up for preventive or first line corrective maintenance or fault diagnosis activities.
4. Carry out routine maintenance on clinical equipment.	4.1. Notify any issues affecting the preventive or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol. 4.2. Assess decontamination status and requirements of equipment to be maintained. 4.3. Conduct planned preventive or first line corrective maintenance in line with local policy and protocol. 4.4. Check equipment is functioning against operational parameters in order to confirm operational status.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

89

	4.5. Seek advice or support when preventive or first line corrective maintenance activity falls outside own level of expertise.
	4.6. Dispose of waste materials in accordance with local policy and protocol.
5. Report and record on routine maintenance carried out on clinical equipment.	5.1. Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule.
	5.2. Update and maintain records in line with local policy and protocol.

Assessment Guidance

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

90

Title	Measuring and Recording Individuals' Body Fluid Balance in a Perioperative Environment
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF704
Unit Reference No	L/650/1604

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to measure, record and review an individual's fluid balance in the perioperative environment and also develop understanding of the procedures which underpin measuring individuals' fluid balance and the importance of doing so.

Learning Outcomes	Assessment Criteria
1. Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment.	1.1. Explain reasons for measuring an individual's fluid balance and wound drainage. 1.2. Summarise factors that may affect fluid input, output and wound drainage. 1.3. Explain the potential hazards associated with measuring an individual's body fluids and wound drainage. 1.4. Identify adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting. 1.5. Illustrate organisational policies and procedures on correct disposal of single use equipment and other hazardous waste. 1.6. Summarise organisational policies and procedures for reporting and recording faulty equipment. 1.7. Explain why it is important to work within own sphere of competence.
2. Be able to measure, record and review individuals' body fluid balance in a perioperative environment.	2.1. Confirm individual's identity and gain valid and informed consent. 2.2. Apply standard precautions for infection control. 2.3. Implement health and safety measures relevant to recording an individual's body fluid balance. 2.4. Measure individual's fluid input, output and wound drainage using equipment in line with local policy and protocol. 2.5. Record individual's body fluid balance in line with local policy and protocol. 2.6. Identify the difference between body fluid and other fluids. 2.7. Review fluid balance measurements in line with local policy and protocol. 2.8. Explain why it is necessary to report any problems in measuring or recording individual's fluid balance in line with local policy and protocol. 2.9. Report results in line with local policy and protocol.
3. Be able to manage equipment after measuring individuals' body fluid balance.	3.1. Clean reusable equipment after use using the correct materials in line with local policy and protocols. 3.2. Return equipment to the storage or collection location.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

91

Assessment Guidance		
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

92

Title	Assisting in the Delivery of Perioperative Care and Support to Individuals
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF707
Unit Reference No	M/650/1605

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to effectively and safely monitor individuals in the perioperative environment and to know how the perioperative environment and procedures affect individuals' responses to clinical interventions.

Learning Outcomes	Assessment Criteria
1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care.	1.1. Explain the effects of pre-medication and sedation on an individual and how these affect support and monitoring requirements. 1.2. Explain the importance of ensuring the environment is suitable for a conscious or unconscious individual. 1.3. Identify factors in the perioperative environment and procedures which could cause stress and distress to an individual. 1.4. Summarise the signs of distress which may be exhibited by an individual in the perioperative environment and how these affect support requirements.
2. Be able to support individuals in a perioperative environment according to their care plan.	2.1. Use appropriate verbal and non-verbal communication to support an individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan. 2.2. Communicate information in a way that is sensitive to the personal beliefs and preferences of an individual. 2.3. Respond to an individual's questions, referring those outside own sphere of competence to others in accordance with local policy and protocol. 2.4. Provide support and care to an individual to promote their comfort in the perioperative environment.
3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans.	3.1. Explain the importance of closely monitoring an individual in the perioperative environment. 3.2. Identify any changes in and concerns regarding an individual's condition in line with local policy and protocol. 3.3. Seek advice about changes in and concerns regarding an individual's condition in line with local policy and protocol. 3.4. Record outcomes of monitoring activities in line with local policy and protocol. 3.5. Obtain and communicate relevant information regarding an individual's care requirements to other team members in line with local policy and protocol.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

93

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

94

Title	Carrying Out Blood Collection from Fixed or Central Lines
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF744
Unit Reference No	R/650/1642

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to collect blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for collecting blood from fixed or central lines. 1.2. Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice.
2. Understand the procedures involved in the collection of arterial blood.	2.1. Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur. 2.2. Explain the different types of fixed or central line blood collection systems and equipment and situations in which they may be used. 2.3. Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol.
3. Be able to prepare to carry out blood collection.	3.1. Confirm an individual's identity and gain valid consent. 3.2. Prepare individuals and environment to support privacy and dignity. 3.3. Support individuals to be in the correct position for the collection of blood. 3.4. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of an individual. 3.5. Apply standard precautions for infection control. 3.6. Apply health and safety measures relevant to the procedure and environment.
4. Be able to carry out blood collection procedures.	4.1. Control the blood flow throughout the collection procedure in line with local policy and protocol. 4.2. Attach the blood collection equipment to the blood collection site in the fixed or central line. 4.3. Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol. 4.4. Follow local protocols when unable to collect the required sample of blood. 4.5. Flush the line with sterile solution to maintain patency on completion of the blood collection.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

95

	4.6.	Support an individual to dress once the procedure has been completed.
5. Be able to record, report and forward on blood samples.	5.1.	Label blood samples according to local protocol.
	5.2.	Request analysis of blood samples in line with local organisational policy and protocol.
	5.3.	Document blood collection procedure in accordance with local organisational policy and protocol.
6. Be able to monitor and report on blood collection.	6.1.	Monitor an individual and report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local organisational policy and protocol.
	6.2.	Seek immediate assistance when remedial action is required but beyond own scope of practice.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

MANDATORY ACTIVITY:

This activity must be carried out following agreed clinical protocols and initially under the supervision and guidance of an appropriately experienced and trained practitioner until learner competence has been established. The application of the principles of asepsis is of paramount importance.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

96

Title	Contributing to the Safe use of Medical Devices in the Perioperative Environment
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF708
Unit Reference No	R/650/1606

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to handle, monitor and check medical devices in the perioperative environment.

Learning Outcomes	Assessment Criteria
1. Understand health and safety requirements when using medical devices in the perioperative environment.	1.1. Summarise how sterile fields are maintained in the perioperative environment. 1.2. Describe the sterilisation processes used for medical devices. 1.3. Describe the role of traceability systems and recording mechanisms in health and safety. 1.4. Describe the importance of compliance with specific organisational health and safety policies and procedures for medical devices and the implications of non-compliance. 1.5. Summarise how to sort and dispose of equipment, instruments, soft packs and waste materials in line with local policies and protocols. 1.6. Identify three different types of waste and spillage and how to dispose of them.
2. Be able to check and handle medical devices in the perioperative environment safely and in accordance with procedures.	2.1. Apply standard precautions for infection control. 2.2. Implement health and safety measures relevant to handling medical devices. 2.3. Check equipment, instruments and soft pack items for signs of damage, returning those unsuitable for use to the appropriate location and completing the appropriate documentation. 2.4. Use packs in strict rotation and store them in the agreed location. 2.5. Report shortages of supplies to the appropriate member of the team and record these actions.
3. Be able to check the integrity of instrument trays.	3.1. Check instrument trays before and after use to confirm they contain the specified items, recording and reporting any missing items to the appropriate team member. 3.2. Locate and replace any missing items and record and report to the appropriate team member. 3.3. Identify, report and record any faulty equipment, instruments or soft pack items to the appropriate team member.
4. Be able to dispose of used items and equipment safely.	4.1. Dispose of single use equipment in line with local policies and protocols. 4.2. Collect, sort and store items for decontamination and sterilisation, in accordance with local policies and protocols.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

97

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

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

98

Title	Preparing Documentation, Materials, Components and Other Items for the Preparation of Aseptic Products
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF709
Unit Reference No	T/650/1607

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to prepare documentation, materials, components and other items for the preparation of aseptic products within healthcare settings.

Learning Outcomes	Assessment Criteria
1. Be able to apply current legislation, policy, good practice, organisational and professional codes of practice and ethical standards within healthcare settings.	1.1. Summarise key aspects of health and safety legislation relevant to own work role. 1.2. Explain three potential consequences of not adhering to relevant standard operating procedures including the relevant health and safety and COSHH procedures. 1.3. Work within relevant standard operating procedures including the relevant health and safety and COSHH procedures. 1.4. Work using the correct prescription or order.
2. Know how to prepare, monitor and maintain suitable working environments.	2.1. Select and wear appropriate clothing. 2.2. Clean the appropriate environmental areas using the correct equipment and materials. 2.3. Maintain cleanliness and tidiness of the environmental work area. 2.4. Monitor relevant environmental parameters ensuring where appropriate they are within set limits. 2.5. Identify potential sources of contamination to ensure delivery of a quality product.
3. Know how to complete aseptic product documentation accurately.	3.1. Complete worksheets according to local guidelines and protocols. 3.2. Select and confirm the correct worksheet for the aseptic product, completing any calculations as appropriate. 3.3. Allocate the batch number and expiry date for the aseptic product. 3.4. Make clear and accurate entries on all the relevant documentation.
4. Know how to prepare starting materials for the preparation of aseptic products.	4.1. Generate complete, accurate and legible labels. 4.2. Ensure that all labels produced are accounted for. 4.3. Select the correct starting materials and consumables, for the product, recording the relevant information on corresponding worksheet. 4.4. Confirm starting materials and consumables are fit for purpose. 4.5. Disinfect starting materials and consumables for transfer to the clean room.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

99

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

Assessment Guidance

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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

100

Title	Obtaining and Testing Specimens from Individuals
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF312
Unit Reference No	F/618/6538

Unit purpose and aim(s): This unit will enable the learner to understand how to obtain and test specimens (excluding blood samples) from individuals.

Learning Outcomes	Assessment Criteria
1. Understand types of specimens that may be obtained from individuals, equipment and materials used and associated tests and investigations.	1.1. Describe four different types of specimens that may be obtained from individuals and the tests and investigations that may be carried out on each. 1.2. Identify the correct equipment and materials used in the collection and transport of specimens.
2. Be able to prepare to obtain specimens from individuals.	2.1. Demonstrate how to verify an individual's identity and obtaining valid and informed consent prior to taking specimens. 2.2. Demonstrate how to ensure an individual's privacy and dignity is maintained at all times during the process of obtaining specimens. 2.3. Demonstrate how to effectively identify any aspects of the individual's ethnic and religious background which might affect the process of obtaining specimens. 2.4. Demonstrate how to communicate with the individual in a manner appropriate to their needs and preferences. 2.5. Demonstrate required preparations have been completed correctly including preparing: a) materials b) equipment c) environment d) personal protective equipment (PPE)
3. Be able to obtain specimens from individuals.	3.1. Provide the correct container for an individual to be able to provide a specimen for themselves. 3.2. Collect specimen where an individual cannot provide the specimen for themselves. 3.3. Describe possible problems that may arise in collecting specimens and how and when these should be reported. 3.4. Demonstrate the correct collection, labelling and storage of specimens. 3.5. Complete and attach relevant documentation accurately.
4. Be able to test specimens.	4.1. Demonstrate applying the appropriate tests for specimens obtained. 4.2. Demonstrate the application of health and safety measures appropriate to the procedure and environment including applying: a) standard precautions for infection prevention and control

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

101

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

Assessment Guidance

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

102

Title	Selecting and Using Appropriate Attire When Working in Healthcare Settings
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBF710
Unit Reference No	Y/650/1608

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to choose, wear and dispose of the appropriate attire and personal protective equipment (PPE) for work in Healthcare settings.

Learning Outcomes	Assessment Criteria
1. Understand legislation, local policy and protocol in relation to appropriate attire and personal presentation for working in healthcare settings.	1.1. Outline organisational policies and protocols in relation to preparing and selecting appropriate attire for working in healthcare settings. 1.2. Describe standard precautions for infection prevention and control which affect own practice in preparing and preparing and selecting appropriate attire for working, including those required due to Covid-19 or other prevailing healthcare issues. 1.3. Describe how and when to cleanse own hands in line with local policy and protocol. 1.4. Describe why it is important to maintain a professional appearance and presentation. 1.5. Describe why it is important to remove personal clothing, makeup and fashion items as required by own work setting.
2. Be able to select and use PPE in a healthcare setting.	2.1. Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken. 2.2. Select and use PPE in designated work area only according to own role and procedures to be undertaken. 2.3. Describe how PPE may become unsuitable for use and the actions to take if this happens. 2.4. Remove and dispose of PPE in line with local policy and protocol to minimise cross infection. 2.5. Identify additional protection equipment to be worn when there is a risk of aerosol blood, body fluids or radiation. 2.6. Explain the importance of promptly reporting reduction in stocks of PPE. 2.7. Identify when synthetic non-powered unsterile gloves and apron should be used.

Assessment Guidance		
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

103

	OR A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

104

Title	Preparing and Dressing for Scrubbed Clinical Roles
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF711
Unit Reference No	A/650/1609

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to prepare and dress for the scrubbed clinical role and be able to apply these in practice.

Learning Outcomes	Assessment Criteria
1. Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles.	1.1. Summarise how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment. 1.2. Describe what is meant by an aseptic environment and the sterile field. 1.3. Describe why it important to report any potential contamination in line with local policies and procedures.
2. Know how to work within own sphere of competence.	2.1. Outline the importance of understanding and working within own sphere of competence. 2.2. Identify the action to be taken in relation to issues outside own sphere of competence.
3. Understand how to dress for scrubbed clinical roles.	3.1. Explain how to follow infection control procedures in preparation for the scrubbed clinical role. 3.2. Describe factors which affect the choice of personal protective clothing for different procedures. 3.3. Describe why it is important to wear personal protective clothing for the scrubbed clinical role. 3.4. Describe why it is necessary to change personal protective equipment which has become unsuitable.
4. Be able to work within scrubbed clinical roles.	4.1. Apply standard precautions for infection control. 4.2. Implement health and safety measures relevant to scrubbed clinical roles. 4.3. Select and wear personal protective equipment in line with local policies and protocols. 4.4. Identify and maintain the sterile field by following theatre etiquette and protocols. 4.5. Dispose of used personal protective equipment appropriately. 4.6. Report any potential contamination in line with local policies and protocols.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

105

Assessment Guidance		
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

106

Title	Assisting in Receiving, Handling and Dispatching Clinical Specimens
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	17
OCN NI Unit Code	CBF712
Unit Reference No	H/650/1610

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to assist in receiving, handling and dispatching clinical specimens safely.

Learning Outcomes	Assessment Criteria
1. Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens.	1.1. Describe how the standard precautions for infection control apply when receiving, handling and dispatching specimens. 1.2. Describe what is meant by the sterile field and how to avoid it being compromised. 1.3. Summarise actions to be taken when there is a breakdown in the sterile field.
2. Understand the reasons for use of containers and transport media for different clinical specimens.	2.1. Identify three different types and uses of containers and transport media used in the perioperative environment. 2.2. Compare and contrast three types of specimens and how these are received, handled and dispatched. 2.3. Describe the potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens.
3. Be able to assist others to receive, handle, label and dispatch clinical specimens.	3.1. Apply standard precautions for infection control when assisting others to receive, handle, label and dispatch clinical specimens. 3.2. Implement health and safety measures relevant to handling clinical specimens. 3.3. Use the correct container and transport medium for the type of specimen as directed by the appropriate person. 3.4. Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the appropriate person. 3.5. Notify the appropriate person of any queries relating to clinical specimens which are outside own competence but within own scope of practice. 3.6. Update records in line with local policies and protocols.

Assessment Guidance		
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

107

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

108

Title	Preparing Aseptic Products
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF713
Unit Reference No	J/650/1611

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to prepare aseptic products while monitoring, preparing and maintaining suitable working healthcare environments.

Learning Outcomes	Assessment Criteria
1. Be able to apply current legislation, policy, good practice, organisational and professional codes of practice and ethical standards.	1.1. Summarise standard operating procedures (SOPs) including the appropriate health and safety procedures relevant to own job role. 1.2. Work within relevant standard operating procedures including the relevant health and safety procedures and within own limits of responsibility.
2. Be able to monitor the working environment.	2.1. Carry out relevant environmental monitoring. 2.2. Check that parameters are within the set limits. 2.3. Take appropriate action if the environmental parameters are outside the set limits.
3. Be able to prepare and maintain suitable working environments.	3.1. Dress in the appropriate clean room clothing following correct gowning procedure. 3.2. Clean and prepare the environmental areas using the correct materials. 3.3. Disinfect starting materials, equipment and consumables prior to introduction into and within the work area. 3.4. Clean and decontaminate all work areas using the correct cleaning method, removing all waste. 3.5. Store and dispose of waste materials in accordance with legal requirements.
4. Be able to prepare aseptic products.	4.1. Prepare aseptic products using correct processes and equipment according to worksheet and standard operating procedures. 4.2. Label aseptic products, making all necessary accuracy checks and complete documentation in line with local policy.
5. Be able to operate within the limitations of own job role.	5.1. Take the corrective action within limits of own responsibility in the event of an accident, incident or error during the preparation. 5.2. Complete required documentation. 5.3. Report any problems or issues beyond own job limitations or area of responsibility to the appropriate person. 5.4. Feedback any near misses or errors to appropriate person to minimise future errors.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

109

Assessment Guidance		
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

110

Title	Preparing and Applying Dressings and Drains to Individuals in the Perioperative Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF714
Unit Reference No	K/650/1612

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to select and apply dressings and attach drains in the perioperative environment and according to individual requirements while maintaining health and safety.

Learning Outcomes	Assessment Criteria

1. Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains.	1.1. Explain the principles of the following:
	  a) asepsis
	  b) antisepsis
	  c) cross infection
	1.2. Describe potential sources of contamination when preparing surgical fields and how this can be prevented.
	1.3. Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination.
	1.4. Summarise the principles of wound healing and wound care.
	1.5. Identify the correct dressings and drains appropriate to different types and sizes of wound.

2. Understand how medical devices are used in the application of dressings, wound supports and drains.	2.1. Describe the purpose and function of medical devices used in the application of dressings and drains. 2.2. Describe potential hazards associated with the use of medical devices to apply dressings and drains. 2.3. Describe factors which inform the choice of medical devices for the application of dressings and drains to individuals. 2.4. Describe factors which inform the choice of sites for attaching medical devices.
3. Be able to select and prepare dressings and drains according to individual requirements.	3.1. Confirm individual's identity and gain valid and informed consent. 3.2. Provide individual with appropriate information and reassuring when preparing to administer a dressing or drain. 3.3. Apply standard precautions for infection control. 3.4. Implement health and safety measures relevant to preparing dressings and drains. 3.5. Identify, through discussion with individual, any allergies they may have which may affect the types of dressing used. 3.6. Select and prepare dressings to suit the size and type of wound and promote healing. 3.7. Prepare drains according to local policies and protocols.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

111

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

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

112

Title	Cleaning, Decontamination and Waste Management
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBF715
Unit Reference No	L/650/1613

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to maintain a clean environment in accordance with national policies and to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

Learning Outcomes	Assessment Criteria
1. Understand how to maintain a clean environment.	1.1. State the general principles for environmental cleaning. 1.2. Describe the purpose of cleaning schedules. 1.3. Describe how the correct management of the environment minimises the spread of infection. 1.4. Describe the reason for the national policy for colour coding of cleaning equipment.
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process. 2.2. Describe how and when cleaning agents are used. 2.3. Describe how and when disinfecting agents are used. 2.4. Describe the role of personal protective equipment (PPE) during the contamination process. 2.5. Describe the concept of risk in dealing with specific types of contamination. 2.6. Describe how the level of risk determines the type of agent that may be used to decontaminate. 2.7. Describe how equipment should be cleaned and stored.
3. Understand the importance of good waste management practice.	3.1. Identify the different categories of waste and the associated risks. 3.2. Describe how to dispose of the different types of waste safely and without risk to others. 3.3. Describe how waste should be stored prior to collection. 3.4. Identify the legal responsibilities in relation to waste management. 3.5. Summarise how to reduce the risk of sharps injury.

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence	Learner notes/written work Learner log/diary Peer notes Record of observation

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

113

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

114

Title	Diabetes Awareness
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF017
Unit Reference No	T/618/4768

Unit purpose and aim(s): The unit will enable the learner to understand what diabetes is, the different types of diabetes and how to support an individual to manage diabetes.

Learning Outcomes	Assessment Criteria
1. Understand diabetes and the associated implications.	1.1. Explain what is meant by diabetes and the potential long-term complications to an individual's health as a result of having diabetes. 1.2. State the approximate number of individuals who have: a) Type 1 diabetes b) Type 2 diabetes 1.3. Summarise what is meant by the terms hyperglycaemia and hypoglycaemia.
2. Know the most common types of diabetes, causes and treatments.	2.1. Explain the key characteristics of Type 1 and Type 2 diabetes including: a) common causes b) treatments 2.2. Summarise five possible signs and symptoms of diabetes. 2.3. Explain three contributing risk factors that may lead to the development of Type 2 diabetes.
3. Understand how to implement a person centred approach when supporting individuals with diabetes.	3.1. Explain the importance of using individualised care plans to support those with diabetes. 3.2. Explain the key features of a care plan for an individual with newly diagnosed Type 2 diabetes. 3.3. Explain the importance of checking the individual's understanding of their new care plan. 3.4. Explain how to work with an individual with diabetes and their carer to optimise the individual's self-care skills. 3.5. Explain the importance of supporting the individual with diabetes to make informed decisions. 3.6. Explain the procedure for referring an individual to support for managing diabetes.
4. Understand the nutritional needs of individuals with diabetes.	4.1. Explain the basic principles of a balanced diet. 4.2. Explain how the following affect blood glucose levels: a) simple carbohydrates b) complex carbohydrates 4.3. Explain the role of a nutritional plan in the control of diabetes, identifying who would typically be involved in the development of the plan and how to report any related problems arising from its implementation.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

115

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

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

116

Title	Preparing for and Carrying Out Extended Feeding Techniques
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	27
OCN NI Unit Code	CBF042
Unit Reference No	H/618/4829

Unit purpose and aim(s): This unit will enable the learner to understand how to prepare for and carry out extended feeding techniques to ensure individuals maintain appropriate nutritional and fluid intake in a range of settings.

Learning Outcomes	Assessment Criteria
1. Understand legislation and agreed ways of working when using extended feeding techniques.	1.1. Explain legislation, protocols and agreed ways of working that impact on working practices related to extended feeding. 1.2. Explain the importance of following specified extended feeding procedures.
2. Understand anatomy and physiology in relation to extended feeding and importance of nutrition and fluids.	2.1. Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding. 2.2. Summarise conditions when extended feeding methods are required. 2.3. Explain the importance of fluid and maintaining nutritional balance to the health of individuals.
3. Understand extended feeding techniques.	3.1. Explain techniques for extended feeding. 3.2. Summarise equipment and materials that may be used for extended feeding. 3.3. Summarise ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences. 3.4. Explain how to identify and deal with adverse reactions which may occur: a) during procedures b) following procedures
4. Be able to prepare for extended feeding.	4.1. Prepare for extending feeding by confirming the following: a) availability of adequate and relevant fluids and feeds b) identity and valid consent of the individual c) equipment and materials are appropriate to the procedure and fit for purpose 4.2. Position an individual to ensure safety and comfort to facilitate the method of extended feeding.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

117

5. Be able to carry out and complete extended feeding techniques.	5.1. Attach and position feeding tubes correctly and securely that prevents discomfort and promotes the dignity of an individual.
	5.2. Carry out extended feeding safely according to the individual's plan of care.
	5.3. Observe the individual throughout the activity and respond to any adverse reactions.
	5.4. Assess the comfort of the individual following extended feeding making adjustments to improve comfort as required.
	5.5. Maintain appropriate communication with the individual during the extended feeding.
6. Be able to manage risks relating to extended feeding.	6.1. Summarise potential risks associated with extended feeding.
	6.2. Explain potential sources and consequences of contamination related to extended feeding.
	6.3. Explain why it is important to: a) maintain the correct level of cleanliness b) pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
	6.4. Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure.
	6.5. Dispose of the following in accordance with legislation and agreed ways of working: a) used equipment, materials and feeds b) body fluids including those aspirated prior to feeding
7. Be able to maintain records and report on extended feeding.	7.1. Maintain accurate records.
	7.2. Consult with others who may be involved in reviewing the nutritional and fluid intake of an individual.
	7.3. Report any findings regarding the extended feeding process which may have an impact on the individual's care plan.

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

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

118

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

119

Title	Undertaking Urethral Catheterisation Processes
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF044
Unit Reference No	D/618/4831

Unit purpose and aim(s): This unit will enable the learner to understand how to insert urethral catheters, including re-catheterisation, following agreed protocols and procedures, and the importance of regular monitoring and care of the urethral catheter after insertion.

Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation.	1.1. Summarise the key aspects of current legislation, national guidelines, local policies and protocols that promote good working practices. 1.2. Explain the conditions and constraints which informs who undertakes this procedure and why. 1.3. Summarise when good practice highlights when it may be necessary to seek assistance from an appropriate member of staff. 1.4. Compare and contrast the ethical issues surrounding the catheterisation of males and females.
2. Understand urethral catheterisation procedures and how it relates to genito-urinary system.	2.1. Illustrate the anatomy and physiology of the male and female genito-urinary system. 2.2. Summarise the correct procedures relating to urethral catheterisation.
3. Be able to prepare to insert urethral catheters.	3.1. Summarise the types of catheters that may be used. 3.2. Select an appropriate catheter for a given situation. 3.3. Identify local anaesthetic agents available and summarise their use when inserting urethral catheters. 3.4. Verify an individual's identity and obtain valid consent prior to catheterisation.
4. Be able to insert urethral catheters.	4.1. Demonstrate how to effectively ensure the individual's privacy and dignity is maintained at all times. 4.2. Demonstrate how to effectively apply standard precautions for infection control. 4.3. Demonstrate how to effectively apply health and safety measures relevant to the procedure and environment. 4.4. Communicate appropriately with an individual providing reassurance during the procedure. 4.5. Carry out insertion of the catheter safely and correctly, with minimal trauma to an individual including: a) securing the catheter b) adjust it correctly c) attach it correctly to the appropriate drainage system

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

120

5. Be able to monitor and care for the urethral catheter after insertion.	5.1. Monitor the catheterisation equipment and materials to check they are functioning correctly. 5.2. Empty draining bags. 5.3. Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan. 5.4. Maintain cleanliness of the catheter and surrounding area through regular hygiene care. 5.5. Take appropriate action to remedy any problems which may arise. 5.6. Identify when extra advice and guidance may be needed.
6. Be able to care for and support an individual during and after procedures.	6.1. Assess an individual's comfort level making adjustments as required during and after the procedure. 6.2. Identify if an individual is experiencing any adverse effects and the appropriate actions to be taken. 6.3. Communicate information effectively to an individual on the care of the catheter and attachments. 6.4. Display sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity.
7. Understand the effects of long-term urethral catheterisation on health and well-being.	7.1. Explain the potential impact of long-term catheterisation on health and well-being including: a) risk of infection b) body image c) sexuality d) self-esteem

Assessment Guidance

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

121

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

122

Title	Undertaking Stoma Care
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF045
Unit Reference No	H/618/4832

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals with a bowel/bladder stoma.

Learning Outcomes	Assessment Criteria
1. Understand current legislation national guidelines, policies, protocols and good practice related to stoma care.	1.1. Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care. 1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which inform good practice when carrying out stoma care.
2. Understand the anatomy and physiology in relation to conditions requiring stoma care.	2.1. Summarise three reasons why a stoma may be necessary. 2.2. Illustrate the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy. 2.3. Summarise the potential consequences of contamination of stoma drainage systems. 2.4. Summarise the effects of diet and mobility on stoma function.
3. Be able to prepare individuals for stoma care.	3.1. Verify an individual's identity and gain valid consent prior to stoma care. 3.2. Communicate information in a manner that is accessible and sensitive to the personal beliefs and preferences of an individual. 3.3. Carry out preparatory checks according to an individual's care plan. 3.4. Apply standard precautions for infection prevention and control following organisational policy and national guidelines. 3.5. Apply health and safety measures relevant to the procedure and environment. 3.6. Prepare equipment and materials for stoma care according to an individual's plan of care.
4. Be able to carry out stoma care for individuals.	4.1. Summarise factors which may affect the level of assistance required. 4.2. Negotiate agreement in relation to the level of support required with an individual. 4.3. Carry out stoma care in line with organisational policy and according to an individual's care plan. 4.4. Explain actions to take if the prepared stoma care equipment appears to be inappropriate or unsuitable. 4.5. Demonstrate how to effectively support individuals to select and consume food and drink which may help support effective stoma functioning.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

123

	4.6. Assist individuals to take any medication prescribed to maintain effective stoma function.
	4.7. Demonstrate how to provide individuals with opportunities to dispose of their own used stoma care equipment and maintain their own personal hygiene.
	4.8. Demonstrate how to provide active support for individuals to manage their own stoma.
	4.9. Dispose of equipment and soiled linen in line with organisational policies.
5. Be able to monitor and check individuals following stoma care.	5.1. Monitor an individual's condition throughout stoma care procedures.
	5.2. Check for any adverse effects and potential complications related to stoma care procedures.
	5.3. Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred.
	5.4. Record accurately the outcomes of stoma care activity and in line with organisational policies.
	5.5. Identify when further support and advice may be needed and how it may be accessed.

Assessment Guidance

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

124

Title	Promoting Nutrition and Hydration in Health and Social Care Settings
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBF053
Unit Reference No	M/618/4848

Unit purpose and aim(s): This unit will enable the learner to understand how to plan and promote health and well-being through nutrition and hydration in health and social care settings.

Learning Outcomes	Assessment Criteria
1. Understand a balanced diet.	1.1. Summarise the main food groups and sources of essential nutrients including their role in promoting good health and well-being. 1.2. Evaluate the impact of a poor diet on health and well-being.
2. Understand nutritional guidelines.	2.1. Summarise current national nutritional guidelines for a balanced diet. 2.2. Explain how and where to access additional support and information relating to nutrition and hydration.
3. Be able to promote nutrition in health and social care settings.	3.1. Explain the importance of a balanced diet. 3.2. Plan and promote an appropriate balanced diet with an individual within a health and social care setting. 3.3. Evaluate the effectiveness of the balanced diet with an individual and others if required.
4. Be able to promote hydration in health and social care settings.	4.1. Explain the importance of hydration for health and well-being. 4.2. Summarise potential signs of dehydration. 4.3. Demonstrate how to effectively support and promote hydration with an individual and others if required by identifying and agreeing actions. 4.4. Evaluate the effectiveness of the hydration plan with an individual and others if required
5. Understand how to prevent malnutrition in health and social care settings.	5.1. Summarise factors that may affect nutritional intake. 5.2. Explain risk factors that may lead to malnutrition. 5.3. Summarise signs of malnutrition. 5.4. Explain how to ensure foods and drinks have increased nutritional density through fortification within a health and social care setting. 5.5. Explain the appropriate use of nutritional supplements within a health and social care setting.
6. Be able to carry out, monitor, record and review nutritional screening in health and social care settings.	6.1. Explain the purpose of nutritional screening. 6.2. Carry out appropriate nutritional screening with an individual within a health and social care setting. 6.3. Summarise possible issues with nutrition or hydration identified through nutritional

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

125

		screening including appropriate actions as required.
		6.4. Monitor, record and review actions following nutritional screening.
7. Be able to monitor and record nutrition and hydration needs of an individual in health and social care settings.		7.1. Summarise own and others' roles and responsibilities in assessing and managing the nutritional and hydration needs with an individual.
		7.2. Explain ways in which nutrition and hydration can be monitored.
		7.3. Monitor and record nutrition and hydration of an individual in accordance with their plan of care.
8. Understand factors that affect dietary requirements in health and social care settings.		8.1. Summarise at least four factors that may create barriers to healthy eating for different groups in health and social care settings.
		8.2. Explain why individuals in health and social care settings may have special dietary requirements.
		8.3. Explain what dietary adaptations may be required for individuals who have: a) Dementia b) Dysphagia c) Coeliac Disease d) Diabetes e) Limited motor skills

Assessment Guidance

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

126

Title	Providing Support When Working in End of Life Care
Level	Three
Credit Value	7
Guided Learning Hours (GLH)	52
OCN NI Unit Code	CBF018
Unit Reference No	M/618/4770

Unit purpose and aim(s): This unit will enable the learner to effectively support individuals and key people at the end of life.

Learning Outcomes	Assessment Criteria
1. Understand the legal requirements and agreed ways of working to protect the rights of individuals at the end of life and how it applies to own role.	1.1. Summarise legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care. 1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.
2. Understand factors affecting end of life care.	2.1. Summarise what is meant by the term key people in relation to individuals at end of life. 2.2. Summarise two theories about the emotional and psychological processes that individuals and key people may experience with the approach of death. 2.3. Explain how the beliefs, religion and culture of individuals and key people may influence end of life care. 2.4. Explain why key people may have an influencing role in an individual's end of life care. 2.5. Explain why support for an individual's health and well-being may not always relate to their terminal condition.
3. Understand advance care planning in relation to end of life care.	3.1. Summarise the benefits to an individual of having as much control as possible over their end of life care. 3.2. Explain the purpose of advance care planning in relation to end of life care. 3.3. Explain the importance of own role in supporting and recording decisions about advance care planning. 3.4. Summarise ethical and legal issues that may arise in relation to advance care planning.
4. Understand how to provide support to individuals and key people during end of life care.	4.1. Explain the importance of supporting the individual and key people to explore their thoughts and feelings about death and dying. 4.2. Summarise three ways to support the individual and key people that respects their beliefs, religion and culture. 4.3. Explain ways to help the individual feel respected and valued throughout the end of life period. 4.4. Explain using examples how an individual's well-being can be enhanced by: a) the environment b) use of equipment and aids c) alternative therapies

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

127

		4.5. Explain the importance of partnership working with key people to support the individual's well-being.
5.	Understand how to address sensitive issues in relation to end of life care.	5.1. Explain the importance of recording significant conversations during end of life care.
		5.2. Explain factors that influence who should give significant news to an individual or key people.
		5.3. Summarise two potential conflicts and two legal or ethical issues that may arise in relation to death, dying or end of life care.
		5.4. Analyse approaches that may be used to appropriately address conflicts identified in AC5.3.
6.	Understand the role of organisations and support services available to individuals and key people in relation to end of life care.	6.1. Summarise the role of two support organisations or specialist services that may contribute to end of life care.
		6.2. Evaluate the role and value of an advocate in relation to end of life care.
		6.3. Explain how advocacy may be established and when it may be beneficial.
		6.4. Explain why support for spiritual needs may be especially important at the end of life.
7.	Understand how to access support for the individual or key people from the team members or other support groups.	7.1. Explain why it is important to identify when support would best be offered by other members of the team or other support groups.
		7.2. Explain the importance of liaising with other members of the team or support groups to provide identified support for the individual or key people.
8.	Understand how to support individuals through the process of dying.	8.1. Explain how to contribute to addressing any distress experienced by the individual promptly and in agreed ways.
		8.2. Explain how support may be adapted to reflect the individual's changing needs or responses.
		8.3. Explain the importance of recognising when an individual and key people need to be alone.
9.	Understand the actions to take following the death of individual.	9.1. Explain why it is important to know about an individual's wishes for their after-death care.
		9.2. Summarise the actions to take immediately following an expected death.
		9.3. Summarise ways to support key people immediately following an individual's death.
10.	Understand how to manage own feelings in relation to the dying or death of an individual.	10.1. Summarise at least three strategies that could be used to manage own feelings in relation to an individual's dying or death.
		10.2. Summarise three support systems to help deal with own feelings in relation to an individual's dying or death.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

128

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

129

Title	Supporting Individuals to Manage Dysphagia
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF047
Unit Reference No	M/618/4834

Unit purpose and aim(s): This unit will enable the learner to understand how to support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

Learning Outcomes	Assessment Criteria
1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with dysphagia. 1.2. Explain why individuals with dysphagia should be encouraged to promote their own health and well-being. 1.3. Summarise the types of skill development activities that may be carried out with individuals to help them develop swallowing skills.
2. Understand how dysphagia affects individuals.	2.1. Summarise the main clinical causes of dysphagia and how they are identified. 2.2. Summarise major risks and secondary difficulties associated with dysphagia. 2.3. Illustrate the anatomy and physiology relevant to maintaining a safe swallow. 2.4. Explain how an individual's ability to swallow is affected by: a) sensory impairment b) loss of bodily function c) loss of cognition 2.5. Explain how to provide a suitable environment for affected individuals.
3. Understand the importance of nutritional intake for individuals with dysphagia.	3.1. Explain the impact of oral intake on nutrition for an individual with dysphagia. 3.2. Summarise safe practices with regard to preparing oral intake. 3.3. Summarise reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia. 3.4. Summarise the terminology to categorise the texture of both food and liquids as set by the International Dysphagia Diet Standardisation Initiative (IDDSI).
4. Be able to support individuals in managing dysphagia through participating in therapy programmes.	4.1. Verify an individual's identity and gain valid consent prior to carrying out therapy programmes. 4.2. Demonstrate how to effectively explain the skill development activities to an individual. 4.3. Support an individual's active participation with skill development activities as specified in the individual's care programme. 4.4. Seek advice from care team if the level of support required by an individual is beyond own scope of practice.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

130

5. Be able to provide information to colleagues regarding individuals' treatment.	5.1. Update records regarding the support provided accurately in line with local policy and protocol. 5.2. Provide feedback to the individual's therapist and care team to aid future care planning.

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

131

Title	Undertake Agreed Pressure Area Care
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBE989
Unit Reference No	A/618/4738

Unit purpose and aim(s): This unit will enable the learner to understand how to care for and maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning Outcomes	Assessment Criteria
1. Understand the anatomy and physiology of the skin in relation to pressure area care.	1.1. Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores. 1.2. Illustrate where the pressure sites of the body are located. 1.3. Summarise factors which might put an individual at risk of skin breakdown and pressure sores. 1.4. Describe how incorrect handling and moving techniques can damage the skin. 1.5. Describe a range of interventions that can reduce the risk of skin breakdown and pressure sores. 1.6. Describe changes to an individual's skin condition that should be reported.
2. Understand good practice in relation to own role when undertaking pressure area care.	2.1. Summarise legislation and national guidelines affecting pressure area care. 2.2. Describe agreed ways of working relating to pressure area care. 2.3. Describe why team working and effective communication are important in relation to providing pressure area care.
3. Be able to follow the agreed care plan.	3.1. Describe why it is important to follow the agreed care plan. 3.2. Verify the agreed care plan has been checked prior to undertaking the pressure area care. 3.3. Summarise any concerns with the agreed care plan prior to undertaking the pressure area care. 3.4. Summarise actions to take where any concerns with the agreed care plan are noted. 3.5. Identify the pressure area risk assessment tools which are used in own work area. 3.6. Describe why it is important to use appropriate and agreed risk assessment tools.
4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care.	4.1. Identify the aids and equipment used to relieve pressure. 4.2. Describe safe use of aids and equipment. 4.3. Describe where current information and support can be obtained in relation to: a) materials b) equipment c) resources

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

132

5. Be able to prepare to undertake pressure area care.	5.1. Prepare equipment and environment in accordance with health and safety guidelines and individual's care plan. 5.2. Demonstrate how to obtain valid consent from the individual for pressure area care.

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

Assessment Guidance

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Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

133

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

134

Title	Providing Advice and Information to Support Parents to Promote the Health and Well-being of Their New-born Babies
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBF745
Unit Reference No	T/650/1643

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to provide advice and information to parents to enable them to promote the health and well-being of their new-born babies, adopting a suitable lifestyle to optimise the health and well-being of the babies, themselves and the whole family.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents and carers on the health and well-being of new-born babies.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents and carers on the health and well-being of new-born babies. 1.2. Summarise local policies for child safety and protection. 1.3. Explain how to work in partnership with parents and carers and significant others. 1.4. Explain the rights and responsibilities of parents and carers for their child and own role in relation to this. 1.5. Explain how to obtain advice and information to support own practice. 1.6. Explain how to report any concerns about the parent and carer or child's health, safety or well-being in line with local policy and protocol. 1.7. Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. 1.8. Explain the importance of confidentiality when accessing records and information.
2. Understand the requirements for health and well-being of new-born babies and their parents and carers.	2.1. Explain the differing needs of babies at the different stages of physical, social, emotional and cognitive development. 2.2. Explain the main trends and changes relating to the care of new-born babies. 2.3. Explain how parents and carers adopting a healthy lifestyle can promote both their own and their babies health and well-being. 2.4. Explain the benefits of empowering parents and carers to manage the care of their babies, including the involvement of the father or father figure. 2.5. Explain the principles and practice of infant feeding during the first year. 2.6. Explain how the needs of new-born babies may affect those who care for them. 2.7. Explain the impact of family and environment, including parenting capacity on the health and well-being of babies.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

135

		2.8. Identify factors that may contribute to increased risk of significant harm to new-born babies and how to respond to any concerns.
3. Be able to provide advice and information that enables parents and carers to meet the health and well-being needs of their new-born babies.		3.1. Explain the purpose of own role and role of organisation to parents and carers. 3.2. Explain the importance of confirming the parents and carers understanding of how to promote and protect the health and well-being of their baby. 3.3. Involve parents and carers in identifying their requirements for promoting and protecting the health and well-being of their baby, including required advice and information. 3.4. Provide information in a way that enables parents and carers to make informed choices regarding the care of their baby. 3.5. Demonstrate how to discuss with parents and carers potential lifestyle changes that will increase their capacity to manage their parenting responsibilities and optimise their own health and well-being, encouraging them to set achievable targets. 3.6. Assist parents and carers in developing realistic and achievable plans for promoting and protecting the health and well-being of their baby. 3.7. Provide information to parents and carers on how to access services, information and other resources available locally or nationally. 3.8. Update records in line with local policy and protocol. 3.9. Agree dates to review progress and requirements with parents and carers.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

136

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

137

Title	Caring For New-Born Babies
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF746
Unit Reference No	Y/650/1644

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to provide care for new-born babies that contributes to their development and well-being, whilst keeping babies safe and secure.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for new-born babies.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the care of new-born babies. 1.2. Summarise local policies for child safety and protection. 1.3. Explain how to work in partnership with parents or carers and significant other. 1.4. Explain the rights and responsibilities of parents or carers for their child and own role in relation to this. 1.5. Explain how to obtain advice and information to support own practice. 1.6. Explain how to report any concerns about the parent, carer or child's health, safety or well-being in line with local policy and protocol. 1.7. Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol. 1.8. Explain the importance of confidentiality when accessing records and information.
2. Understand how to meet the physical, social, emotional and developmental needs of new-born babies.	2.1. Explain the normal observations or measurements of new-born babies in relation to each of the following: a) temperature b) skin c) umbilical cord d) eyes e) hair f) muscle tone g) urine h) stools i) genitalia 2.2. Explain how to recognise when a new-born baby may be becoming unwell. 2.3. Summarise the physical, social and emotional developmental needs of babies during the first ten days of life. 2.4. Explain how to anticipate and respond to the needs of new-born babies using non-verbal cues. 2.5. Explain the health, safety and hygiene requirements of new-born babies. 2.6. Explain the importance of providing consistency and continuity of care for new-born babies.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

138

		2.7.	Explain how to protect the rights and interests of babies.
3.	Be able to contribute to the safety of new-born babies within own care.	3.1.	Create a care environment which ensures a new-born baby is safe, secure and free from danger, harm and abuse.
		3.2.	Handle, move and position a baby safely to encourage interaction and help them feel secure, in line with local policy and protocol.
		3.3.	Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible.
		3.4.	Update and store records in line with local policy and protocol.
4.	Be able to feed, bathe and clothe new-born babies in line with local policy and protocol.	4.1.	Apply standard precautions for infection control.
		4.2.	Apply health and safety measures relevant to the procedure and environment.
		4.3.	Prepare environment and equipment for feeding, bathing and clothing new-born babies according to their individual needs.
		4.4.	Dispose of leftover food in line with local policy and protocol.
		4.5.	Undress the baby, wash, bathe and dry them, following safe hygiene and care principles.
		4.6.	Monitor skin condition, treating any dryness or soreness in accordance to care plan.
		4.7.	Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature.
		4.8.	Dispose of soiled nappies, clean and store equipment in line with local policy and protocol.
		4.9.	Update records, referring any observations and actions to the appropriate person.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

139

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

140

Title	Supporting Parents and Carers and Those in a Parental Role to Care for Babies During Their First Year
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBF747
Unit Reference No	A/650/1645

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to provide support to parents and carers to care for and protect babies in the first year of their lives and to offer advice regarding the health and safety needs of children and how to support their development.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies. 1.2. Explain local policies for child safety and protection. 1.3. Explain how to work in partnership with parents and carers and significant others. 1.4. Explain the rights and responsibilities of parents and carers for their child and own role in relation to this. 1.5. Explain how to obtain advice and information to support own practice. 1.6. Explain how to report any concerns about the parent/carer or child's health, safety or well-being in line with local policy and protocol. 1.7. Explain how to access records and information on the needs and preferences of babies, parent and carers, in line with local policy and protocol. 1.8. Explain the importance of confidentiality when accessing records and information.

2. Understand how to support the physical, social, emotional and cognitive development of babies during their first year.	2.1. Explain the expected indicators for babies during their first year of:
	  a) physical development
	  b) pre-speech development and verbal/non-verbal behaviour and cues
	  c) language and communication development
	  d) social and emotional development
	2.2. Explain how parents and carers can encourage development of babies during their first year.
	2.3. Explain the importance of play to overall baby development and the role of adults and other children in encouraging this.
	2.4. Explain the impact of factors that can affect the health, well-being, behaviour, skills, abilities and development of parents/carers and their children.
	2.5. Explain how personal beliefs, previous experiences and preferences of parents and carers may impact the ways in which they care for their child.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

141

3.	Be able to provide active support to parents and carers in relation to keeping their babies safe.	3.1.	Demonstrate how to involve parents and carers in identifying their requirements in meeting the rights and protection needs of their baby.
		3.2.	Demonstrate how to explain to parents and carers the importance of only leaving the baby with people who are capable of caring for young children.
		3.3.	Support parents and carers to follow safety measures when handling their baby.
		3.4.	Provide encouragement, guidance and support to parents and carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile.
		3.5.	Explain how active parenting can benefit the baby.
4.	Be able to provide active support to parents and carers to look after the health needs of their babies.	4.1.	Support parents and carers to prepare themselves, the environment and the baby for bathing.
		4.2.	Support parents and carers to maintain their baby's comfort, health and well-being during handling, washing, nappy changing and dressing.
		4.3.	Support parents and carers to monitor their baby's condition for signs of discomfort and distress.
		4.4.	Demonstrate how to explain to parents and carers the importance of taking action in response to signs of discomfort and distress from their baby and the need to seek immediate attention in case of an emergency.
		4.5.	Demonstrate how to appropriately reinforce advice given to parents and carers about sleeping positions, room and body temperature, coverings and clothing.
		4.6.	Encourage parents and carers to seek advice and support about any aspects of their baby's care.
		4.7.	Support parents and carers to make informed choices when their baby persistently cries.
		4.8.	Demonstrate how to explain to parents and carers the importance of seeking support if they feel overwhelmed by the needs of their baby.
5.	Be able to provide active support to parents and carers in meeting the developmental needs of their babies.	5.1.	Demonstrate how to discuss with parents and carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development.
		5.2.	Support parents and carers to interact and play with their baby using play materials that supports each aspect of their developmental capabilities.
		5.3.	Update records on the parents and carers progress in line with local policy and protocol, referring any concerns to an appropriate person.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

142

Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

143

Title	Supporting Individuals with Feeding Babies
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF748
Unit Reference No	D/650/1646

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to support individuals in their choice of feeding method and to provide advice and information to the mother and key people on each feeding method.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies.	1.1. Summarise current legislation, national guidelines, policies, procedures and good practice guidelines relating to feeding babies. 1.2. Explain how local policies on feeding supports child safety and protection. 1.3. Explain how to work in partnership with individuals, carers and significant others. 1.4. Explain the rights and responsibilities of individuals and carers for their child and own role in relation to this. 1.5. Explain how to report any concerns about the individual's, carer or child's health, safety or well-being in line with local policy and procedures. 1.6. Explain how to access records and information on the needs and preferences of babies, individuals and carers, in line with local policy and procedures. 1.7. Explain the importance of confidentiality when accessing records and information. 1.8. Explain how to obtain advice and information to support own practice.
2. Know how to feed babies in line with evidence based practice.	2.1. Summarise factors which can impact on the choice of feeding method. 2.2. Explain the anatomy and physiology related to milk production and breastfeeding. 2.3. Explain health benefits of breastfeeding and how to promote these to individuals. 2.4. Explain the importance of promoting skin to skin contact. 2.5. Explain how the maternal health of individuals can impact on breast feeding. 2.6. Explain the behaviour and feeding cues of babies. 2.7. Explain the changing patterns of stool and urine related to the different feeding methods. 2.8. Explain how to position the individual and baby for feeding. 2.9. Explain different methods, techniques and equipment required for the different methods of feeding.
3. Be able to communicate with individuals when assisting with feeding babies.	3.1. Communicate with individuals and significant others in a way that is sensitive to the personal beliefs and preferences of the individual.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

144

4. Be able to support the individual with feeding babies.	4.1. Demonstrate how to discuss with the individual how they wish to feed the baby.
	4.2. Explain the importance of providing an environment to support breastfeeding.
	4.3. Demonstrate how to discuss with an individual the importance of the baby's hydration and nutrition.
	4.4. Explain the benefits of different feeding methods and respond to any concerns an individual and significant others may have, including: a) breast feeding b) bottle-fed using expressed milk c) bottle-fed using artificial milk d) syringe feeding e) cup feeding f) weaning
	4.5. Demonstrate appropriate health and safety measures and standard precautions for infection control in line with local policy and procedures.
	4.6. Assist with the positioning of an individual and baby.
	4.7. Demonstrate how to support an individual to feed a baby using the appropriate method and equipment.
	4.8. Explain how to wind a baby and the reasons why winding is necessary.
	4.9. Respond appropriately to any situations which are outside of the scope of your role.
	4.10. Complete records in accordance with organisational requirements.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

145

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

146

Title	Supporting Families Who Have a Child with a Disability
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF749
Unit Reference No	F/650/1647

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to support families who have a child with a disability by understanding the potential impact on the family and supporting them to engage with support networks.

Learning Outcomes	Assessment Criteria
1. Understand the impact on a family of having a child with a disability.	1.1. Explain the emotional impact that a diagnosis can have on families. 1.2. Explain how the impact of having a child with a disability can be rewarding and challenging. 1.3. Explain using a theory of loss, the emotional experience that families may encounter after diagnosis of a life limiting disability. 1.4. Explain how having a child with a disability may affect interpersonal relationships within a family. 1.5. Identify the changes that may need to be made to family life, social life, work and accommodation to meet the needs of a child with a disability. 1.6. Explain why it is important for family members to have opportunities to explore feelings and experiences.
2. Be able to support families who have a child with a disability.	2.1. Establish with the family the support they require. 2.2. Work with the family to identify different ways that needs can be met. 2.3. Support family members to discuss feelings and experiences related to having a child with a disability.
3. Be able to support families with a child with a disability to use informal networks and community resources.	3.1. Explain available informal networks and community resources there are for children with disabilities and their families. 3.2. Provide information to a family about community resources and informal networks to enable them to make choices. 3.3. Support a family to use community resources and informal networks.
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability.	4.1. Identify support and resources that a child with a disability may need. 4.2. Summarise the roles four other professionals and agencies that may provide support to families with a child with a disability. 4.3. Provide information to a family about professionals and agencies that may provide support. 4.4. Identify when referrals should be made to other professionals or agencies.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

147

	4.5. Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability.
	4.6. Review outcomes for a family of partnership working.
	4.7. Identify and report any additional support required by a family.

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

148

Title	Anatomy and Physiology for Maternity Support Workers
Level	Three
Credit Value	2
Guided Learning Hours (GLH)	13
OCN NI Unit Code	CBF750
Unit Reference No	H/650/1648

Unit purpose and aim(s): This unit will enable the learner to understand the anatomy and physiology of the female reproductive system and breast and the physical changes that happen to the body during pregnancy.

Learning Outcomes	Assessment Criteria
1. Understand the anatomy and physiology of the female reproductive system.	1.1. Summarise the structure and function of the female reproductive system. 1.2. Explain the role of hormones in female reproduction.
2. Understand the anatomy and physiology of the breast.	2.1. Explain the structure of the breast. 2.2. Explain the process of lactation.
3. Understand physical changes during pregnancy.	3.1. Explain the physical changes in the body due to pregnancy. 3.2. Explain physical changes which may pose a risk to pregnancy.

Assessment Guidance	

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

149

Title	Understand the Process and Impact of Dementia
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF003
Unit Reference No	K/618/4752

Unit purpose and aim(s): This unit will enable the learner to understand the neurology of dementia and how individuals may experience it.

Learning Outcomes	Assessment Criteria
1. Understand the neurology of dementia.	1.1. Summarise the causes of dementia syndrome. 1.2. Explain the types of memory impairment commonly experienced by individuals with dementia. 1.3. Explain the way that individuals process information with reference to the abilities and limitations experienced by individuals with dementia. 1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia. 1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Summarise the impact of early diagnosis and follow up to diagnosis on the individual with dementia and their family. 2.2. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working. 2.3. Explain the process of reporting possible signs of dementia within agreed ways of working. 2.4. Explain the possible impact of receiving a diagnosis of dementia on the individual, their family and significant others.
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare and contrast a person-centred and a non-person-centred approach to dementia care. 3.2. Summarise different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia. 3.3. Explain how myths and stereotypes related to dementia may affect the individual and their carers. 3.4. Illustrate ways in which individuals and carers can be supported to overcome their fears regarding dementia.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

150

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

151

Title	Preparing Individuals for Healthcare Activities
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	16
OCN NI Unit Code	CBF717
Unit Reference No	R/650/1615

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to safely and effectively prepare individuals for different healthcare activities.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities.	1.1. Identify relevant current legislation, national guidelines, local policies, protocols and good practice guidelines when preparing an individual for different healthcare activities. 1.2. Describe own role, activities and accountabilities in relation to preparing individuals for healthcare activities.
2. Be able to prepare individuals for healthcare activities.	2.1. Confirm individual's identity and obtain valid consent. 2.2. Maintain individual's privacy and dignity at all times. 2.3. Apply standard precautions for infection prevention and control. 2.4. Confirm individual has complied with any pre-procedural instruction. 2.5. Provide support and reassurance to individual maintaining sensitivity to their personal beliefs and preferences. 2.6. Respond to questions individuals may have, referring to others as required. 2.7. Prepare the individual for the healthcare activity in accordance with the requirements of the activity ensuring: a) optimal position of the individual b) optimal position of medical equipment c) secure storage of personal articles 2.8. Explain how to respond to any issue or emergency situation that arises.
3. Be able to record and report healthcare activities.	3.1. Record information in line with national and local policy and protocol. 3.2. Describe how to report any issues that arise to the appropriate person.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

152

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

153

Title	Supporting Individuals Undergoing Healthcare Activities
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF751
Unit Reference No	J/650/1649

Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to support individuals during and after healthcare activities.

Learning Outcomes	Assessment Criteria

1. Understand healthcare activities to support individuals.	1.1. Explain relevant anatomy and physiology of an individual in relation to a chosen healthcare activity.
	 1.2. Explain the purposes and use of medical equipment and devices required for given procedure.
	 1.3. Explain the roles and responsibilities of team members.
	 1.4. Summarise protection and precautionary measures including:
	    a) appropriateness to the procedure being carried out
	    b) how they should be applied
	    c) implications and consequences of not applying these measures
	 1.5. Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states.
	 1.6. Explain how to complete records of the actions taken and the individual's condition during a healthcare activity.

2. Be able to prepare individuals to undergo healthcare activities.	2.1. Confirm the individual's identity and gain valid consent. 2.2. Explain any potential concerns and worries that an individual may have in relation to healthcare activities and ways to respond to these. 2.3. Explain the procedure to the individual. 2.4. Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences. 2.5. Refer any concerns or questions to others if these are outside the scope of own role or knowledge. 2.6. Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.
3. Be able to support individuals undergoing healthcare activities.	3.1. Reassure the individual throughout the procedure 3.2. Apply standard precautions for infection prevention and control. 3.3. Apply health and safety measures relevant to the healthcare activity, the environment and the individual's needs.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

154

	3.4. Explain any potential ill effects or adverse reactions in relation to given healthcare activity and actions to be taken
	3.5. Ensure that an individual's privacy and dignity is maintained at all times.
4. Be able to support individuals following the healthcare activities.	4.1. Provide individuals with appropriate facilities and support for the period of recovery.
	4.2. Monitor an individual and recognise signs of ill effects or adverse reactions.
	4.3. Summarise instructions and advice to be given to individuals and relevant others to support recovery after healthcare activity.
	4.4. Confirm any requirements for transport and escorts.
	4.5. Maintain confidentiality of information in accordance with legislation, guidelines and procedure.

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

155

Title	Reprocessing Endoscopy Equipment
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBG084
Unit Reference No	L/650/4610
Learn Direct Code	PA3

Unit purpose and aim(s): This unit will enable the learner to understand legislation, policy and good practice in relation to the reprocessing of endoscopy equipment.

Learning Outcomes	Assessment Criteria
1. Understand current legislation, national guidelines, policies, protocols, and good practice related to the reprocessing of endoscopy equipment.	1.1. Summarise key aspects of the following in relation to the reprocessing of endoscopy equipment: a) current legislation b) national guidelines c) policies d) protocols e) good practice guidelines 1.2. Explain own responsibilities and accountability when carrying out the reprocessing of endoscopy equipment in relation to the following which affect work practice: a) current legislation b) national guidelines c) organisational policies d) protocols
2. Understand endoscopic procedures and the reprocessing of endoscopy equipment .	2.1. Explain four endoscopic procedures including equipment used. 2.2. Summarise the admission and discharge procedures for reprocessing endoscopic equipment. 2.3. Summarise trusted and recognised sources of information on endoscopic procedures, including evidence-based information and how they can be accessed.
3. Be able to carry out reprocessing procedures.	3.1. Check endoscopy equipment is accounted for following an endoscopic procedure. 3.2. Maintain compliance with health and safety guidance at all times when reprocessing endoscopy equipment. 3.3. Test reprocessing equipment prior to use. 3.4. Reprocess endoscopy equipment in accordance with local and organisational policies and protocols. 3.5. Dispose of any used, damaged, or out of date items in accordance with local and organisational policies and protocols. 3.6. Restore endoscopy equipment and related environmental conditions in preparation for next procedure.
4. Be able to record and report on the reprocessing of endoscopy equipment.	4.1. Record and report on the reprocessing of endoscopy equipment in accordance with local and organisational policies and procedures including: a) Reporting endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance b) maintaining accurate records

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

156

	c) liaising with relevant staff and others

Assessment Guidance

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

157

Title	Preparing and Escorting Patients to Theatre
Level	Three
Credit Value	8
Guided Learning Hours (GLH)	56
OCN NI Unit Code	CBG632
Unit Reference No	F/651/2899
Learn Direct Code	PA3

Unit purpose and aim(s): This unit will enable the learner to understand how complete required pre-operation documentation and patient care checklists and ensure safe transfer of patients to the theatre setting.

Learning Outcomes	Assessment Criteria

1. Understand pre-operative safety checks, patient consent and importance of effective communication.	1.1. Explain the importance of providing appropriate information to patients and what information may be shared within own role and responsibilities.
	1.2. Explain the importance of having a pre-operative checklist for the following:
	   a) to provide an effective communication tool
	   b) to present information in a clear and accurate manner
	   c) to maintain patient safety in the pre-operative journey
	1.3. Describe the steps to be taken when completing the pre-operative theatre checklist.
	1.4. Explain how informed consent should be obtained including:
	   a) who is responsible
	   b) different consent forms used and what they are used for
	1.5. Summarise the role of the National Joint Registry and associated documentation.

2. Be able to complete pre-operative checklist relating to documentation, observations and tests.	2.1. Complete all relevant documentation identifying the following:
	   a) patient's past medical history
	   b) infection status
	   c) moving and handling requirements
	   d) handling restraints of patient
	   e) communications needs
	   f) blood results
	   g) swab results
	   h) allergies
	   i) Venous Thromboembolism (VTE) Assessment
	   j) Creutzfeldt-Jakob Disease (CJD) assessment status
	2.2. Complete relevant observations and tests to include:
	   a) urinalysis test if applicable
	   b) pregnancy test if applicable
	   c) blood sugar if required

3. Be able to complete pre-operative checklist relating to patient communication and clinical care.	3.1. Inform patient of the process and specific pre-operative preparation instructions. 3.2. Provide the patient with the opportunity to ask questions and raise any concerns. 3.3. Gain consent from the patient including checking the consent documentation.

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

158

		3.4. Complete clinical observations and documentation on both Early Warning Score (EWS) chart and Pre-Operative checklist. 3.5. Assist patient with personal hygiene as required. 3.6. Check and confirm, where necessary, that affected limb/digit is clearly marked. 3.7. Ensure patient labels are printed and available.
4. Be able to prepare patient for transfer to theatre.		4.1. Provide theatre gown and cap and assist patient to appropriately put on theatre gown and cap. 4.2. Assist patient into bed, if required, using effective and appropriate safe manual handling techniques. 4.3. Prepare patient for transport and where necessary disconnect any plugs and set mechanical devices to transfer mode. 4.4. Attach pre-warming device to appropriate surgical gown as required. 4.5. Attend to patient's toileting needs.
5. Be able to hand handover patient to theatre.		5.1. Perform theatre handover checks on patient including: a) checking and confirming patient details b) cross referencing checks with patient ID band and patient's notes
6. Understand how to escalate concerns.		6.1. Describe concerns that could arise during preparation and transfer of a patient to theatre and the appropriate escalation process to be followed. 6.2. Summarise three specific circumstances where it is not appropriate in own role to escort a patient to theatre and identify who should do so in each circumstance.

Assessment Guidance

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

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner written work Record of observation Record of discussion Record of supervised practice
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner written work Record of supervised practice – to be signed by Registrant Record of discussion

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

159

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

160

Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Verification report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

Standardisation

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

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

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

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

161

Administration

Registration
A centre must register learners within 20 working days of commencement of a qualification.

Certification
Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

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

Equality, Fairness and Inclusion
OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

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

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

162

OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland)
Qualification Number: 610/0588/5

OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland)
Qualification Number: 610/0586/1

Operational start date: 15 March 2022
Operational end date: 28 February 2027
Certification end date: 28 February 2030

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OCN NI Level 3 Certificate in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0588/5
OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland) Qualification No. 610/0586/1
Updated: 29 August 2024 v1.2

163