All Wales Maternity Support Worker Curriculum

The National Curriculum for the Education and Development of Maternity Support Workers

Stage 2
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## All Wales Maternity Support Worker Curriculum

### Abbreviations

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<th>Description</th>
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<tr>
<td>APEL</td>
<td>Assessment of Prior Experiential Learning</td>
</tr>
<tr>
<td>BTEC</td>
<td>Business and Technology Education Council</td>
</tr>
<tr>
<td>CSIP</td>
<td>Care Services Improvement Partnership</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>CQFW</td>
<td>Credit and Qualifications Framework for Wales</td>
</tr>
<tr>
<td>HPW</td>
<td>Health Professions Wales</td>
</tr>
<tr>
<td>KSF</td>
<td>Knowledge and Skills Framework</td>
</tr>
<tr>
<td>MSW</td>
<td>Maternity support worker</td>
</tr>
<tr>
<td>NHS</td>
<td>National Health Service</td>
</tr>
<tr>
<td>NLIAH</td>
<td>National Leadership and Innovation Agency for Healthcare</td>
</tr>
<tr>
<td>NOS</td>
<td>National Occupational Standards</td>
</tr>
<tr>
<td>NVQ</td>
<td>National Vocational Qualification</td>
</tr>
<tr>
<td>OCN</td>
<td>Open College Network</td>
</tr>
<tr>
<td>QALL</td>
<td>Quality Assured Lifelong Learning</td>
</tr>
<tr>
<td>QCF</td>
<td>Qualifications and Credit Framework</td>
</tr>
<tr>
<td>RCM</td>
<td>Royal of College of Midwives</td>
</tr>
<tr>
<td>SfH</td>
<td>Skills for Health</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Fund</td>
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<tr>
<td>VRQ</td>
<td>Vocationally Related Qualification</td>
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Introduction

The All Wales Curriculum for Maternity Support Workers (MSWs) has been designed to offer a flexible and transferable curriculum that will be recognised nationally and provide a standardised coherent approach to educational provision for MSWs in Wales. The National Health Service (NHS) Career Framework (NHS Wales 2008) differentiates roles of staff within the NHS and the definition of MSWs is mapped to this framework with MSWs defined as workers who have:

“A higher level of responsibility than support worker, probably studying for or have attained National Vocational Qualification (NVQ) Level 3 or Assessment of Prior Experiential Learning (APEL).”

(NHS Wales 2008:31)

The Royal College of Midwives (RCM 1999, 2004) supports the need for appropriate training of support workers in maternity services to maximise their skills and competencies within a framework of recognised qualifications that encapsulates theoretical knowledge and practical skills. This curriculum has been developed in partnership between National Leadership and Innovation Agency for Healthcare (NLIAH), Skills for Health (SfH) and RCM Wales. The curriculum encompasses a combination of both practical and theoretical components and a range of teaching, learning and assessment strategies which will develop the knowledge and skills required by MSWs to enable them to support midwives, women and babies in a range of maternity care settings.

A taught structured programme comprising seven units that are credit based and mapped to National Occupational Standards (NOS) and the Knowledge and Skills Framework (KSF) will provide theoretical knowledge. These credit based units which were created for this curriculum will be developed as a Vocationally Related Qualification (VRQ) and submitted for recognition and accreditation by Open College Network (OCN) Wales and Edexcel.

It is anticipated that while this programme will fall under the Quality Assured Lifelong Learning (QALL) pillar of the Credit and Qualifications Framework for Wales (CQFW), at the earliest opportunity, it will be the subject of an application to the UK Qualification and Credit Framework (QCF) to enable the learning to be a fully recognised UK qualification, transferable across the UK and Europe.

This taught programme of learning was developed from NOS and will provide underpinning knowledge for learners to develop competence through the achievement of NVQ Health (Maternity Support) Level 3.

Learners who successfully complete the programme will be awarded:

NVQ Health (Maternity Support) Level 3 with either:
OCN Level 3 Certificate in Maternity Support Work OR
Edexcel BTEC (Business and Technology Education Council) Level 3 Certificate in Maternity Support Work

In addition, it is envisaged that in the longer term, Key Skills will form a third component of this prescribed programme.
The OCN and Edexcel credit based units may also be undertaken as standalone individual units by other support workers as part of Continuing Professional Development (CPD).

It is intended that this VRQ will become the preferred curriculum in the United Kingdom (UK) specifically designed for the education and training provisions of support workers in maternity services. The qualification is designed to underpin and reflect the diverse and changing requirements of maternity services within the UK. The philosophy of the curriculum acknowledges the need for flexibility and innovation in progressing development needs of unregistered staff within the NHS and private health care sector. Learning opportunities will enthuse and inspire MSWs to advance knowledge and skills and midwives, women and babies will benefit from the support of competent and appropriately skilled MSWs.
Rationale

MSWs are essential members of the multidisciplinary team and investing in their education and training needs recognises the valuable contributions they make to maternity services throughout the NHS and adds to the skill mix of maternity teams. The impetus to support the education and training of MSWs has come from the recognised need to develop a flexible and sustainable workforce that will improve recruitment and retention of both midwives and MSWs and deliver high quality maternity services.

The training provisions for support staff in maternity services throughout the UK is currently diverse in terms of frequency, content, duration, accreditation, level and educational providers and this is compounded by a confusing array of titles given to workers at various levels, which lack consistency (Health Professions Wales (HPW) 2004, NHS Employers 2006, Care Services Improvement Partnership (CSIP) 2007, King’s College Florence Nightingale School of Nursing and Midwifery 2007, NHS Employers 2007, NHS National Workforce Projects 2008). Training that is not standardised at national level creates confusion with regard to clear roles and responsibilities and does not allow for the transferability of skills. In terms of governance this lack of clarity poses risks with the potential for inappropriate tasks to be delegated to MSWs.

Training MSWs to a national standard will provide greater consistency and ensure clarity in terms of roles and tasks to be delegated to them. A standardised approach will ensure equitable educational provisions for MSWs that will support lifelong learning and equip MSWs to function across the range of maternity care settings: antenatal clinics, community, birth centres, midwifery led care units and obstetric led care units. One of the key features of the All Wales Curriculum is that it will equip MSWs with the knowledge and skills to work with flexibility across a range of maternity care settings rather than focusing on roles in specific areas.

Many support workers within the UK have achieved NVQs which are not currently credit based. The All Wales Curriculum will include NVQs and a taught programme so that both the skills and knowledge of learners are recognised and accredited. Achievements that are recognised through the award of credits and qualifications conform to the QCF (Ofqual 2008). Providing a curriculum that is accredited is responsive to CPD needs of support workers and demonstrates commitment to investing in high quality education and training for non-registered staff.

Mission Statement

To provide an accredited, recognised, transferable and flexible education programme for MSWs across Wales that standardises the knowledge and skills required by workers in the role.
Aims

The All Wales Curriculum aims to:

- Develop the knowledge and skills of MSWs to enable them to provide proficient support to midwives, women and babies.
- Provide clarity for midwives and women with regards roles and tasks that MSWs are trained to undertake.
- Raise the profile of MSWs.

Target Learners

The All Wales Curriculum is designed to appeal to:

- Existing support workers in maternity care settings.
- Existing support workers from other healthcare settings wishing to seek employment in maternity care settings.
- New recruits with no previous experience of working within a healthcare setting.

Awarding Bodies

OCN Wales and Edexcel will be the submitting bodies for the credit based units. The qualification awarded to learners on completion of the credit based units will be either OCN Level 3 Certificate in Maternity Support Work OR Edexcel BTEC Level 3 Certificate in Maternity Support Work.

Any awarding body licensed to provide the NVQ in Health may be used to register the learners on the NVQ Health (Maternity Support) Level 3.

Further guidance regarding awarding bodies and implementing accredited learning is outlined in appendix 1.

Assessment of Prior Experiential Learning (APEL)

Individuals with considerable experience may present evidence to the assessors of the awards to gain exemptions.
Benefits

The advantages and benefits of an All Wales Curriculum are wide-ranging and will:

- Provide a comprehensive and innovative educational experience for MSWs.
- Reward MSWs with credit based learning.
- Enable MSWs to work flexibly across a range of maternity settings.
- Provide transferability of skills within maternity settings.
- Identify unambiguous roles and tasks that may be undertaken by MSWs.
- Support midwives to have a better understanding of what MSWs are trained to do and what tasks may be delegated to them.
- Enable midwives to delegate appropriate tasks to MSWs.
- Raise the profile of MSWs and maternity services.
- Enhance CPD opportunities for MSWs.

Education Providers

The curriculum may be provided by NHS Trusts or educational institutions that are registered with relevant, approved awarding bodies and programme coordinators will facilitate theoretical components and assessment processes. For programmes delivered by educational institutions a current midwife registrant, with or working towards a teaching qualification, should be identified as a programme coordinator. Trusts may appoint a midwife with a teaching qualification to act as programme coordinator.

The role of the programme coordinator is to:

- Liaise with midwifery managers for selection and recruitment processes.
- Provide induction day/s.
- Organise study days: book venues, resources.
- Produce a scheme of work for learning hours.
- Maintain learners’ attendance records.
- Facilitate training of midwives acting in assessor roles.
- Liaise with awarding bodies and ensure quality assurance processes for certification are maintained.
- Assess the work, skills and knowledge of candidates.
- Submit relevant documentation to awarding bodies for verification.
- Liaise with midwifery managers to organise clinical placements.
- Evaluate the programme.
Assessor Support for Learners

Learners will receive support from designated assessors in line with NVQ requirements. As learners progress with the programme of learning support will encompass pastoral support and written and verbal feedback of progress and achievements.

Teaching and Learning Strategies

The teaching and learning strategies are based on sound adult education theories (Bloom 1956, Knowles 1970) and a range of theoretical concepts have been referred to in the construction of the programme. It is acknowledged that learners accessing the programme may have a wealth of experience and knowledge and the teaching and learning strategies employed will introduce new concepts, develop and enhance existing skills and progress underpinning knowledge.

Reflective practice will be embedded throughout the curriculum. The use of reflective practice based on models of reflection (Kolb 1984, Boud et al 1985, Gibbs 1988, and Johns 1995) will enrich learning and equip learners to link theory to practice. Applying reflective practice will assist in learning from clinical experiences and events and will improve practice.

Learners accessing the programme may have a range of previous work experiences and diverse educational backgrounds. In recognition of this inclusive learning will be achieved through the use of a range of resources and teaching and learning activities which will include:

- Lectures
- Group work
- Reflective writing
- Presentations
- Group discussions
- Visual aids-DVDs/Videos
- Workbooks
- Scenarios/role play
- Demonstrations
- Debates
- Seminars
- Quizzes

All of the above activities will be reflected in the assessment strategy.

The curriculum should also provide formal teaching and learning opportunities for clinically based midwives undertaking teaching and assessing courses/programmes of study. Opportunities for midwives to engage with classroom based teaching and learning activities supports CPD needs of midwives and may be negotiated with programme coordinators.
Assessment Strategy

The importance of ‘assessment’ is that it describes any processes that appraise an individual’s knowledge, understanding, abilities or skills. There are many different forms of assessment, serving a variety of purposes. These include:

- Promoting learning by providing the individual with feedback, normally to help improve her/his performance.
- Evaluating the learner’s knowledge, understanding, abilities or skills.
- Enabling the public, employers and programme providers to know that an individual has attained competence that reflect the standards as outlined in the requirements of the awarding body.

Assessment Principles

The assessments measure the unit learning outcomes and are congruent with the learning and teaching methods used.

- Assessments provide an opportunity for learners to demonstrate their learning.
- There is variety in the range and type of assessments used within the programme to measure the learner’s achievement of competence.
- The nature of the assessment will be explained to learners by programme coordinators and the assessors.
- The learner will receive regular feedback with regard to progress and development from the assessor.

Criteria for Assessment

Each OCN/Edexcel credit based unit has a specific set of assessment criteria. Each competency in the NVQ Health (Maternity Support) Level 3 has a specific set of performance criteria, scope and knowledge specifications.

Throughout the programme learners will maintain a portfolio that contains evidence that can be assessed against the OCN and Edexcel credit based units and the competences.

Assessment methods will include:

- Observation - skills, presentations, group discussion, role play, simulation.
- Practical demonstrations.
- Written - questions, reflections, essays, workbooks, reports.
- Oral questions and answers.
Programme Overview

The programme comprises 7 modules to be delivered over 70 weeks to include 26 credits. The following units, shown in table 1, will deliver underpinning knowledge for the competences.

Table 1.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Duration</th>
<th>Level</th>
<th>Credits</th>
<th>Learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternity Support Worker: Working as a Member of a Multidisciplinary Team</td>
<td>8 weeks</td>
<td>3</td>
<td>3</td>
<td>15 formal teaching, 15 guided study</td>
</tr>
<tr>
<td>Maternity Support Worker: Anatomy and Physiology</td>
<td>8 weeks</td>
<td>2</td>
<td>3</td>
<td>15 formal teaching, 15 guided study</td>
</tr>
<tr>
<td>Maternity Support Worker: Health, Safety and Security</td>
<td>8 weeks</td>
<td>3</td>
<td>3</td>
<td>15 formal teaching, 15 guided study</td>
</tr>
<tr>
<td>Maternity Support Worker: Clinical Skills</td>
<td>15 weeks</td>
<td>3</td>
<td>6</td>
<td>30 formal teaching, 30 guided study</td>
</tr>
<tr>
<td>Maternity Support Worker: Obtaining Blood Samples</td>
<td>8 weeks</td>
<td>3</td>
<td>3</td>
<td>15 formal teaching, 15 guided study</td>
</tr>
<tr>
<td>Maternity Support Worker: Caring for Women and Babies</td>
<td>15 weeks</td>
<td>3</td>
<td>6</td>
<td>30 formal teaching, 30 guided study</td>
</tr>
<tr>
<td>Maternity Support Worker: Health Promotion</td>
<td>8 weeks</td>
<td>3</td>
<td>2</td>
<td>10 formal teaching, 10 guided study</td>
</tr>
<tr>
<td>Total 7 units</td>
<td>Total 70 weeks</td>
<td>Total 26 credits</td>
<td>Total 260 hours</td>
<td></td>
</tr>
</tbody>
</table>

- MSWs accessing the curriculum are expected to be working in clinical practice a minimum of 15 hours per week.
- A 1 day introduction is recommended prior to the commencement of the programme.
- To offer flexibility annual leave hours may be taken during units to suit individual/service needs.
- Frequency of formal learning hours can be determined by programme facilitators.

Units are mapped to NOS, competences, and the KSF as detailed in table 2.
Table 2.

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit level</th>
<th>Unit Credits</th>
<th>Links NOSs</th>
<th>Links to KSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternity Support Worker: Working as a Member of a Multidisciplinary Team</td>
<td>3</td>
<td>3</td>
<td>HSC31* HSC35 HSC241 CFA201</td>
<td>Core 1 Level 2 Core 5 Level 1 HWB5 Level 2</td>
</tr>
<tr>
<td>Maternity Support Worker: Anatomy and Physiology</td>
<td>2</td>
<td>3</td>
<td>HSC23</td>
<td>Core 2 Level 1</td>
</tr>
<tr>
<td>Maternity Support Worker: Health, Safety and Security</td>
<td>3</td>
<td>3</td>
<td>HSC32* GEN6* GEN7</td>
<td>Core 3 Level 2</td>
</tr>
<tr>
<td>Maternity Support Worker: Clinical Skills</td>
<td>3</td>
<td>6</td>
<td>HSC31* HSC32* CHS19* CHS7 GEN6*</td>
<td>Core 3 Levels 1 &amp; 2 HWB2 Level 2 HWB6 Level 1 HWB7 Levels 2 &amp; 3</td>
</tr>
<tr>
<td>Maternity Support Worker: Obtaining Blood Samples</td>
<td>3</td>
<td>3</td>
<td>BDS2* BDS11*</td>
<td>HWB2 Level 2 HWB6 Levels 1 &amp; 2 HWB7 Level 2</td>
</tr>
<tr>
<td>Maternity Support Worker: Caring for Women and Babies</td>
<td>3</td>
<td>6</td>
<td>HSC31* HSC226* HSC314* HSC320* HSC388* HSC49 CHS12</td>
<td>Core 1 Level 2 Core 5 Level 1 HWB3 Level 2 HWB4 Level 2 HWB5 Level 2</td>
</tr>
<tr>
<td>Maternity Support Worker: Health Promotion</td>
<td>3</td>
<td>2</td>
<td>HSC320* PHP13</td>
<td>HWB4 Level 2 HWB1 Level 2</td>
</tr>
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</table>

* Must be completed to achieve NVQ Health (Maternity Support) Level 3

Learners accessing the whole VRQ must take the units below in the order stated:
1. Maternity Support Worker: Working as a Member of a Multidisciplinary Team
2. Maternity Support Worker: Anatomy and Physiology
3. Maternity Support Worker: Health, Safety and Security

Following completion of the above units the remaining units may be undertaken in any order and this will be determined by programme coordinators.

Units are mapped to NOS. Learners are required to complete ALL of the competences indicated with * to achieve NVQ Health (Maternity Support) Level 3. The required competences for NVQ Health (Maternity Support) Level 3 may be undertaken in any order throughout the programme but must be completed by the end of the programme.
Competences: Codes and Titles

*These competences are required to be completed for achievement of NVQ Health (Maternity Support) Level 3. For full descriptions of these units refer to appendix 4.

- *HSC31*: Promote effective communication for and about individuals
- *HSC32*: Promote, monitor and maintain health, safety and security in the working environment
- *HSC226*: Support individuals who are distressed
- *HSC314*: Care for newly born baby when the mother is unable to do so
- *HSC320*: Support professional advice to help parents to interact with and take care of their newly born baby (ies)
- *HSC388*: Relate to families, parents and carers
- *CHS19*: Undertake physiological measurements
- *GEN6*: Prepare environments and resources for use during clinical/therapeutic activities
- *BDS11*: Obtain venous blood samples
- *BDS2*: Obtain and test capillary blood samples

Learners are not required to complete the competences indicated below. As part of CPD learners may choose to complete some or all of these competences and this should be negotiated with programme facilitators. Full descriptions of these competences are available on the Skills for Health website: www.skillsforhealth.org.uk

- CHS7: Obtain and test specimens from individuals
- CHS12: Undertake treatments and dressings related to the care of lesions and wounds
- GEN7: Monitor and manage the environment and resources during and after clinical/therapeutic activities
- HSC23: Develop your knowledge and practice
- HSC35: Promote choice, well-being and the protection of all individuals
- HSC49: Develop and maintain an environment which safeguards and protects children and young people
- HSC241: Contribute to the effectiveness of teams
- CfA201: Carry out your responsibilities at work
- PHP13: Provide information to individuals, groups and communities about promoting health and wellbeing
Unit Descriptors

The following descriptors provide an overview of each unit within the programme.

Detailed learning outcomes and assessment requirements for each unit are included in the appendices:

Appendix 2 - OCN units
Appendix 3 - Edexcel units
Appendix 4 – National Occupational Standards

Maternity Support Worker: Working as a Member of a Multidisciplinary Team

This unit aims to provide learners with a clear understanding of the role of the MSW as part of the multidisciplinary team. This unit will provide learners with the core understanding of the role and scope of practice of MSWs. Learners will examine how their role differs from other professionals within the multidisciplinary team in maternity services. This unit provides an overview of communication skills that contribute to effective team working within the multidisciplinary team in line with relevant legislation, policies and procedures. This unit will provide an overview of midwifery and medical terminology. Learners will explore the ethical considerations affecting communication such as confidentiality, discriminatory practice, language, and attitudes. This unit also provides an overview of individuals’ rights relating to informed choice and consent. On completion of this unit and relevant competences the MSW will be equipped with the skills to work as an effective member of the multidisciplinary team.

Maternity Support Worker: Anatomy and Physiology

This unit aims to provide learners with a clear understanding of fundamental aspects of the anatomy and physiology of the female reproductive system and breast. Learners will gain an overview of the physical changes in pregnancy. The completion of this unit will enable the MSW to apply theoretical knowledge to practice.
Maternity Support Worker: Health, Safety and Security

This unit aims to provide learners with a clear understanding of the essential aspects of health, safety and security in maternity care settings. Learners will gain an overview of current health, safety and security legislation and guidelines relevant to the organisation in which they are working. Learners will examine personal responsibility for health, safety and security and how this is promoted and maintained in the workplace. This unit will provide learners with an understanding of the legal framework for child protection and protection of vulnerable adults. Learners will gain an overview of the role of the MSW in protection of babies and women and the referral processes. On completion of this unit and relevant competences the MSW will be equipped to safely prepare equipment and care areas for procedures. Learners will also be able to demonstrate how to summon emergency aid and how to respond in emergency situations. This unit also provides the essential understanding of infection control principles and the application in the maternity care settings.

Maternity Support Worker: Clinical Skills

This unit aims to provide learners with the knowledge required in order for MSWs to undertake clinical skills under the supervision of the midwife. Learners will gain an overview of current legislation, policies and guidelines that affect work practice when undertaking clinical procedures. Learners will examine the normal ranges of physiological measurements for women. Learners will gain an understanding of the recognition of adverse clinical signs in women and babies. On completion of this unit and relevant competences the MSW will be able to undertake physiological measurements from women, prepare women for elective caesarean section and remove urinary catheters and venous cannula. The MSW will also be able to obtain specimens from women and babies and label and arrange transport of specimens.

Maternity Support Worker: Obtaining Blood Samples

This unit aims to provide learners with a clear understanding of the fundamental aspects of obtaining venous and capillary blood samples. Learners will gain an overview of the anatomy and physiology of blood vessels. On completion of this unit and relevant competences the MSW will be able to undertake venous and capillary blood sampling from women and capillary blood sampling from babies.
Maternity Support Worker: Caring for Women and Babies

This unit aims to explore the role of MSWs in supporting the midwife in caring for women and babies. Learners will examine patterns of care for women and babies and gain an insight into the contexts which affect relationships in midwifery care settings. Learners will gain an overview of the importance of nutritional health and diet for women during the postnatal period. Learners will also gain an overview of strategies for supporting distressed women and their families. On completion of this unit and relevant competences the MSW will be able to undertake hygiene care needs of women and babies. The MSW will be able to support women and their families with infant feeding and the application of the United Nations International Children’s Fund (UNICEF) - Baby Friendly Initiative “Ten Steps.”

Maternity Support Worker: Health Promotion

This unit aims to provide learners with an overview of the concepts of health promotion in a midwifery context. Learners will explore a range of health promotion activities for women and their families. On completion of this unit and relevant competences the MSW will be able to undertake a health promotion activity with a mother.
References


Guidance on Implementing Accredited Learning

The difference between training and “education” is that by and large, “education” refers to learning that develops skills towards the goal of recognition.

For learning to be recognised, it needs to conform to agreed quality standards and the key standard is that the learner must be assessed to measure their learning achievement.

The programme described in this document conforms to “education” rather than training because the learners will be assessed, in a formal manner, according to set criteria and using a consistent strategy for all learners. This enables the learning to be assessed consistently across all locations where it is delivered.

The programme recognises the learner’s achievement through the award of credits and in order to satisfy the regulations for awarding credits there must be clear quality assurance measures in place wherever the learning is delivered and assessed. These quality measures involve a hierarchy of checking to ensure that the same rules apply fairly to all learners and to ensure that the assessment is robust and reliable.

Units

The first element in the hierarchy is called a “Unit”. Units are the skeleton of a programme and set out:

- The level (the depth of study skills required by the learner)
- The credit value (the hours it takes for the average learner to be able to pass the assessment, divided by ten)
- The Learning Outcomes (the objectives for the learner)
- The Assessment Criteria (what will be assessed to check that the learner has achieved the objective)
- The Assessment Strategy (how the criteria will be assessed)

The Unit ensures consistency for the learners across all settings and guides the tutors and assessors.

The units required for this programme have been supplied because they form the basis of the accreditation.
Appendix 1

Assessment

The second element in the hierarchy is assessment. Assessment refers, very simply, to checking that the learner has achieved the requisite knowledge, skills and behaviours that are required by the learning outcomes.

Assessment should be carried out by a recognised, qualified, experienced, skilled assessor. For NVQs, there is a qualification that must be attained by assessors called the A1 award which involves working with learners through a number of units.

VRQs do not require this qualification, although it may help, but for VRQs the designated assessor should conform to certain criteria in terms of qualification, experience and skills.

Maternity departments implementing this award will need to ensure that those designated to assess learners are sufficiently qualified, experienced and skilled.

It is essential that where assessors operate, they do so as a team and as such they occasionally sample each others assessments, set meetings to standardise their practice and keep accurate records of learner achievement.

Internal Verification

For all accredited learning there is a third stage in the quality assurance hierarchy. This is internal verification. An internal verifier is someone who ensures that the practice of the programme deliverers and the assessors are conforming to the rules of the unit.

The internal verifier will sample assessments (usually a percentage of the learners), and will ask to see a range of learners from the most able to those who have not done so well. They will check that standards have been consistently and fairly applied by checking learners’ portfolios, teaching materials, assessment and marking sheets etc.

If there are any issues, they will raise these with the assessors and provide guidance for improvement. They may also speak to learners to get their view on how the learning is delivered and assessed.

Maternity departments implementing this programme will need to ensure that there are sufficient assessors for the number of learners, and that there are designated and trained internal verifiers to ensure that assessment is completed fairly and consistently by the team of assessors.
External Verification

Credits are awarded by a licensed awarding body, referred to as a “recognised body.” They are granted permission by a government agency to register learners for awards, certificates, diplomas and credits and to ensure that when a learner has been assessed, and has passed the assessment, that they have confidence in the provider to the extent that they will make the award.

With this in mind, they grant permission to a learning provider and they refer to this location as a “Centre” or “Assessment Centre.”

In order to implement this programme, learners and assessors must be linked to an assessment centre. This could be established within the maternity department or, it could be an existing Trust corporate assessment centre or even a local Further Education College. It will be necessary to seek advice from corporate training departments about the best model for the assessment centre provision for this programme. It will also be important to discuss with the assessment centre which awarding body will provide the credits for the learners.

The assessment centre is entrusted with assessing learners and verifying that the assessment has been undertaken fairly and consistently. The awarding body provides another stage in the quality assurance process by appointing an external verifier who visits the centre to ensure that the awarding bodies’ standards have been applied to the learners by sampling portfolios, assessments, marking records and speaking to learners.

Maternity departments implementing this programme will need to expect external verification of their assessment and internal verification by an awarding body.

Simple Checklist

The following simple checklist may help thinking through the implementation of accredited learning:

- How many learners will we have a year?
- How many assessors will we need?
- Who will be our assessors?
- Will the assessors require training?
- Who will be our internal verifier/s?
- Will we need to train our internal verifier/s?
- Will we have sufficient learners to open our own assessment centre?
- Would it be more practical or prudent to ask to use an existing assessment centre within the Trust e.g. Corporate assessment centre? Nursing directorate assessment centre?
- What are the relative merits of awarding bodies that are able to award credits or qualifications for our learners?
### Maternity Support Worker: Working as a Member of a Multidisciplinary Team

**National Code:** PH53CY086  
**Level:** Three  
**Credit Value:** 3  
**OPUS id:** CAF381

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
</tbody>
</table>
| 1. Know the role and responsibilities of a maternity support worker in a multidisciplinary team. | 1.1 Summarise the role and scope of practice of a maternity support worker in a multidisciplinary team to include  
  • Accountability and delegation  
  • Chaperoning  
  • Lone working  
  • Clerical duties  
  • Record keeping  

  1.2 Summarise the roles and scope of practice of other members of the multidisciplinary team. |
| 2. Know the communication skills needed by a maternity support worker.          | 2.1 Explain the use of verbal and non verbal communication skills in a midwifery context.  

  2.2 Describe how to reduce barriers to communication to include  
  • English for Speakers of Other Languages (ESOL)  
  • Learning difficulties  
  • Sensory Impairment  

  2.3 Discuss how to communicate information to those people who have the right and need to know it, consistent with legislation, policies and procedures.  

  2.4 Explain how to provide active support which enables individuals to communicate their views, preferences and needs. |
| 3. Understand how communication is affected by ethical considerations.         | 3.1 Explain the effects of discriminatory practice, language and attitudes on those using and working in midwifery services.  

  3.2 Explain the importance of confidentiality and data protection in a midwifery context.  

  3.3 Summarise the requirements of informed choice and consent. |
Assessment Information

Guidance:
This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:
Key:
P = Prescribed – this assessment method must be used to assess the unit.
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<td>O</td>
</tr>
<tr>
<td>Written question &amp; answer/test/exam</td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>P</td>
</tr>
<tr>
<td>Report</td>
<td></td>
</tr>
<tr>
<td>Oral question and answer</td>
<td>O</td>
</tr>
<tr>
<td>Written description</td>
<td>O</td>
</tr>
<tr>
<td>Reflective log / diary</td>
<td>O</td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Role play/simulation</td>
<td>P</td>
</tr>
<tr>
<td>Practical demonstration</td>
<td>O</td>
</tr>
<tr>
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<td>O</td>
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<td>Production of artefact</td>
<td>O</td>
</tr>
<tr>
<td>Practice file</td>
<td>O</td>
</tr>
</tbody>
</table>

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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<tr>
<td>Information Technology</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Application of Number</td>
<td>Improving Own Learning and Performance X</td>
</tr>
</tbody>
</table>

Notes: ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

Other Mappings:
NOS HSC23, HSC241, HSC31, HSC32 HSC35 CFA201 KSF CORE 1 LEVEL 2, CORE 5 LEVEL 1, HWB5 LEVEL 2

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## Maternity Support Worker: Anatomy and Physiology

National Code: **PH52CY087**  
Level: **Two**  
Credit Value: **3**  
OPUS id: **CAF380**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
<tr>
<td>1. Know the anatomy and physiology of the female reproductive system.</td>
<td>1.1 Describe the structure and function of the female reproductive system to include:</td>
</tr>
<tr>
<td></td>
<td>• Ovaries</td>
</tr>
<tr>
<td></td>
<td>• Fallopian tubes</td>
</tr>
<tr>
<td></td>
<td>• Uterus</td>
</tr>
<tr>
<td></td>
<td>• Cervix</td>
</tr>
<tr>
<td></td>
<td>• Vagina</td>
</tr>
<tr>
<td></td>
<td>• Labia</td>
</tr>
<tr>
<td></td>
<td>• Perineum</td>
</tr>
<tr>
<td>2. Know the anatomy and physiology of the breast.</td>
<td>2.1 Describe the anatomy and physiology of the breast.</td>
</tr>
<tr>
<td></td>
<td>2.2 Describe lactation.</td>
</tr>
<tr>
<td>3. Know the physical changes in pregnancy.</td>
<td>3.1 Describe the changes that occur in pregnancy to include:</td>
</tr>
<tr>
<td></td>
<td>• Fetal development</td>
</tr>
<tr>
<td></td>
<td>• Maternal weight gain</td>
</tr>
<tr>
<td></td>
<td>• Effect on renal system</td>
</tr>
<tr>
<td></td>
<td>• Effect on cardio vascular system</td>
</tr>
<tr>
<td></td>
<td>• Effect on metabolism</td>
</tr>
<tr>
<td></td>
<td>• Effect on musculo skeletal system</td>
</tr>
<tr>
<td></td>
<td>• Effect on respiratory system</td>
</tr>
<tr>
<td></td>
<td>3.2 List what would make a pregnancy high risk.</td>
</tr>
</tbody>
</table>
Assessment Information

Guidance:
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<td>Written description</td>
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<td>Application of Number</td>
<td>Improving Own Learning and Performance</td>
</tr>
</tbody>
</table>

Notes: ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

Other Mappings:
NOS HSC23 KSF CORE 2 LEVEL 1

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Appendix 2

Maternity Support Worker: Health Safety and Security

National Code: PH53CY087  
Level: Three  
Credit Value: 3  
OPUS id: CAF382

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
</tbody>
</table>
| 1. Understand roles and responsibilities for Health Safety and Security in the maternity setting. | 1.1 Identify current health, safety and security legislation and guidelines relevant to the workplace.  
1.2 Explain personal responsibility for health, safety and security in the care setting to include  
• the systems for safeguarding self, colleagues, mothers and babies.  
• recording and reporting incidents  
1.3 Explain how to prepare equipment and care areas for procedures in the care setting.  
1.4 Summarise personal responsibilities for attending mandatory training in manual handling, fire safety, Basic Life Support.  
1.5 Explain how and when to summon emergency aid to include medical and non medical emergencies. |
| 2. Know how to protect a child or vulnerable adult. | 2.1 Summarise the legal framework for child protection and protection of vulnerable adults.  
2.2 Summarise the responsibilities and the limits of the maternity support worker role in protection and the procedure for referring a woman or baby to a registered practitioner. |
| 3. Understand the cause and spread of infection in maternity settings. | 3.1 Explain the causes and types of infections to include:  
• Viral  
• Bacterial  
• Fungal |
| 4. Know how to prevent and control the spread of infection. | 4.1 In line with current policies and practice in a maternity setting:  
• Summarise the precautions and practices for the prevention and control of infection  
• Describe hand washing techniques and gloving  
4.2 Explain the roles and responsibilities of staff in relation to infection prevention and control. |
Assessment Information

Guidance:
This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

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Signposting Key Skills

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</tbody>
</table>

Notes: ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

Other Mappings:
NOS HSC23, HSC32, GEN6, GEN7 KSF CORE 3 LEVEL 2

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### Appendix 2

#### Maternity Support Worker: Clinical Skills

National Code: **PH53CY088**  
Level: **Three**  
Credit Value: **6**  
OPUS id: **CAF383**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
<tr>
<td>1. Understand current legislation, policy and good practice when undertaking clinical procedures.</td>
<td>1.1 Identify current legislation and local policies and guidelines which will affect work practice when undertaking clinical procedures.</td>
</tr>
</tbody>
</table>
| 2. Know how to undertake physiological measurements from women. | 2.1 Explain how to measure and record:  
• Temperature  
• Pulse  
• Respiration  
• Blood pressure  
• Height, weight and body mass index  
• Urinalysis |
| 3. Know how to obtain and process microbiological specimens from women and babies. | 3.1 Explain how to obtain, label and transport microbiological specimens to include:  
• Urine  
• Skin  
• Eye  
• Wounds  
• Cord  
• Faeces |
| 4. Recognise adverse clinical signs in women and babies. | 4.1 Explain adverse clinical signs in women and babies.  
4.2 Explain the scope of the maternity support worker in response to adverse clinical signs. |
5. Know how to remove a urinary catheters.

5.1 Explain how to remove a urinary catheter to include:
- Aseptic technique
- Emptying the bag and recording the contents
- Deflating the balloon
- Removing the catheter
- Disposing of the catheter and bag, and any other contaminated products
- When to check the woman, post procedure
- When to refer to a registered practitioner.

6. Know how to remove a venous cannula.

6.1 Explain how to remove a venous cannula to include:
- The purpose of a venous cannula
- Aseptic technique
- Recording procedure
- Applying dressings
- Safe disposal of sharps and contaminated products
- Checking the wound site post procedure
- When to refer to a registered practitioner

7. Know how to prepare a woman for elective Caesarean Section.

7.1 Explain how to prepare a woman for elective Caesarean Section in line with organisational protocols and policies.

### Assessment Information

**Guidance:**
This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

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<tr>
<td>Report</td>
<td>P</td>
</tr>
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<td>Oral question and answer</td>
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<tr>
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</tr>
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<td>Reflective log / diary</td>
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</tbody>
</table>
Appendix 2

Signposting Key Skills

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</tr>
</tbody>
</table>

**Notes:** ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

**Other Mappings:**
NOS: HSC23 HSC31, HSC32, CHS19, CHS7, GEN 6 KSF: HWB2 LEVEL 2, HWB6 LEVEL 1, HWB7 LEVELS 2 & 3, CORE 3 LEVELS 1 AND 2

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## Maternity Support Worker: Caring for Women and Babies

National Code: **PH53CY089**  
Level: **Three**  
Credit Value: **6**  
OPUS id: **CAF384**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
<tr>
<td>1. Understand the contexts which affect relationships in midwifery settings.</td>
<td>1.1 Explain the factors that influence positive relationships.</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain how relationships can be adversely affected by:</td>
</tr>
<tr>
<td></td>
<td>• Domestic abuse</td>
</tr>
<tr>
<td></td>
<td>• Cultural expectations</td>
</tr>
<tr>
<td></td>
<td>• Mental ill health</td>
</tr>
<tr>
<td>2. Understand patterns of care for women and babies.</td>
<td>2.1 Explain the patterns of care in midwifery led, obstetric led and community led care of women and their babies.</td>
</tr>
<tr>
<td></td>
<td>2.2 Explain the role of health professionals in the care of women and their babies to include:</td>
</tr>
<tr>
<td></td>
<td>• General Practitioner</td>
</tr>
<tr>
<td></td>
<td>• Midwife</td>
</tr>
<tr>
<td></td>
<td>• Community Midwife</td>
</tr>
<tr>
<td></td>
<td>• Specialist Community Public Health Nurse</td>
</tr>
<tr>
<td></td>
<td>• Practice Nurse</td>
</tr>
<tr>
<td>3. Know how to care for a newborn baby.</td>
<td>3.1 Summarise conditions which may be observed in babies to include:</td>
</tr>
<tr>
<td></td>
<td>• Skin rashes</td>
</tr>
<tr>
<td></td>
<td>• Cord condition</td>
</tr>
<tr>
<td></td>
<td>• Types of stools</td>
</tr>
<tr>
<td></td>
<td>• Urine</td>
</tr>
<tr>
<td></td>
<td>• Pseudo-menstruation</td>
</tr>
<tr>
<td></td>
<td>• Cradle cap</td>
</tr>
<tr>
<td></td>
<td>• Sticky eyes</td>
</tr>
</tbody>
</table>
### 3.2 Summarise how to care for babies to include:
- Monitoring weight
- Types of nappies
- Skin care
- Eye care
- Cord care
- Thermo-regulation
- Washing and bathing
- Screening tests
- The use of vitamin K

### 3.3 Explain how to reduce the risks of Sudden Infant Death Syndrome

### 4. Know how to feed a newborn baby.

| 4.1 | Compare the benefits and disadvantages of breast feeding and bottle feeding. |
| 4.2 | Explain artificial feeding to include: |
|     | • Sterilisation of feeding equipment |
|     | • Making up of feeds |
| 4.3 | Explain common breast feeding problems. |
| 4.4 | Explain how to support a woman wanting to express breast milk. |

### 5. Understand the UNICEF Baby Friendly Initiative.

| 5.1 | Explain the UNICEF BFI ‘Ten Steps’. |
| 5.2 | Explain how the UNICEF BFI principles are implemented by a maternity support worker in the organisation. |

### 6. Know how to undertake postnatal care of a woman.

| 6.1 | Explain postnatal hygiene needs to include: |
|     | • Lochia |
|     | • Wound care (to include perineal trauma) |
|     | • Constipation |
| 6.2 | Explain the importance of nutritional health and diet in post natal care. |
| 6.3 | Explain strategies for supporting distressed women and their families to include in: |
|     | • Pain |
|     | • Bereavement |
|     | • Socio-economic problems |
Assessment Information

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<th>Wider Key Skill</th>
</tr>
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</tr>
<tr>
<td>Information Technology</td>
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</tr>
<tr>
<td>Application of Number</td>
<td>Improving Own Learning and Performance</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Notes: ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

Other Mappings:
NOS HSC23 HSC226 HSC31, HSC314, HSC 320, HSC 388, HSC49, CHS12 KSF CORE 1 LEVEL 2, CORE 5 LEVEL 1, HWB3 LEVEL 2, HWB5 LEVEL 2

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### Appendix 2

#### Maternity Support Worker: Obtaining Blood Samples

**National Code:** PH53CY090  
**Level:** Three  
**Credit Value:** 3  
**OPUS id:** CAF385

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
</tbody>
</table>
| 1. Know how to take a blood sample from a woman and a baby. | 1.1 Explain how to take venous and capillary samples to include:  
• The anatomy and physiology of blood vessels  
• Sampling sites  
• Factors that influence blood clotting  
• Scope of practice  
• Aseptic technique  
• Preparing and supporting women and babies  
• Selecting and preparing equipment  
• Minimising discomfort  
• Contraindications to sampling  
• Recognising, managing and supporting adverse reactions  
• Dressing the wound site  
• Safe disposal of sharps and contaminated materials  
• Recording the procedure  
• Labelling and dispatching specimens.  
1.2 Explain the differences in practice between taking samples from a baby and a woman. |
Assessment Information

Guidance:
This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:
Key:
P = Prescribed – this assessment method must be used to assess the unit.
O = Optional – this assessment method could be used to assess the unit.

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>Role play/simulation</td>
</tr>
<tr>
<td>Written question &amp; answer/test/exam</td>
<td>P</td>
</tr>
<tr>
<td>Essay</td>
<td>Practical demonstration</td>
</tr>
<tr>
<td>Report</td>
<td>Group discussion</td>
</tr>
<tr>
<td>Oral question and answer</td>
<td>Performance/exhibition</td>
</tr>
<tr>
<td>Written description</td>
<td>Production of artefact</td>
</tr>
<tr>
<td>Reflective log / diary</td>
<td>Practice file</td>
</tr>
</tbody>
</table>

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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</tr>
</tbody>
</table>

Notes: ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

Other Mappings:
NOS BDS2, BDS11, HSC23 KSF HWB2 LEVEL 2, HWB6 LEVELS 1 & 2, HWB7 LEVEL 2

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## Maternity Support Worker: Health Promotion

National Code: **PH53CY091**  
Level: **Three**  
Credit Value: **2**  
OPUS id: **CAF386**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner should be able to:</td>
<td>The learner has achieved this outcome because s/he can:</td>
</tr>
</tbody>
</table>
| **1. Understand the concept of health promotion in a midwifery context.** | **1.1** Explain the importance of health promotion activities for women and their families in the following areas:  
• UNICEF Baby Friendly Initiative  
• Smoking Cessation  
• Aqua Natal  
• Sure Start/Flying Start  
• Healthy Eating  
**1.2** Summarise the requirements for health promotion activities for women and their families. |
| **2. Know how to undertake health promotion activities.** | **2.1** Undertake a health promotion activity with a mother. |
Assessment Information

Guidance:
This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:
Key:
P = Prescribed – this assessment method must be used to assess the unit.
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<tbody>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>Practical demonstration</td>
<td>O</td>
</tr>
<tr>
<td>Report</td>
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</tr>
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</tr>
</tbody>
</table>

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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<td>Problem solving</td>
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<tr>
<td>Application of Number</td>
<td>Improving Own Learning and Performance</td>
</tr>
</tbody>
</table>

Notes: ASSESSMENT WILL BE UNDERTAKEN BY A REGISTERED MIDWIFE

Other Mappings:
NOS HSC 226, HSC320, PHP13 KSF HWB4 LEVEL 2, HWB1 LEVEL 2

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Appendix 3

Edexcel units
(Approved, awaiting validation)

Unit title: Maternity Support Worker: Working as a Member of a Multidisciplinary Team

QCF Level: 3
Credit value: 3

Unit abstract

This unit aims to provide learners with a clear understanding of the role of the MSW as part of the multidisciplinary team. This unit will provide learners with the core understanding of the role and scope of practice of MSWs. Learners will examine how their role differs from other professionals within the multidisciplinary team in maternity services. This unit provides an overview of communication skills that contribute to effective team working within the multidisciplinary team in line with relevant legislation, policies and procedures. This unit will provide an overview of midwifery and medical terminology. Learners will explore the ethical considerations affecting communication such as confidentiality, discriminatory practice, language, and attitudes. This unit also provides an overview of individuals’ rights relating to informed choice and consent.

Learning outcomes

On completion of this unit learner should:
1. Know the role and responsibilities of a MSW in a multidisciplinary team
2. Know the communication skills needed by a MSW
3. Understand how communication is affected by ethical considerations
# Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Mapping to National Occupational Standards and/or other statutory requirements</th>
<th>Mapping to KSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve each outcome a learner must demonstrate the ability to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Know the role and responsibilities of a midwifery assistant in a multidisciplinary team</td>
<td>1.1 Summarise the roles and responsibilities of a midwifery assistant</td>
<td>HSC31 HSC35 HSC241 CFA201 HSC23</td>
<td>Core 1 Level 2</td>
</tr>
<tr>
<td></td>
<td>1.2 Summarise the roles and scope of practice of other members of the multidisciplinary team</td>
<td></td>
<td>Core 5 Level 1</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>HWB5 Level 2</td>
</tr>
<tr>
<td>2. Know the communication skills needed by a midwifery assistant</td>
<td>2.1 Analyse the use of verbal and non verbal communication skills in a midwifery context</td>
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<tr>
<td></td>
<td>2.2 Explain the potential effects of discriminatory practice on those using and working in midwifery services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Explain the importance of confidentiality and data protection in a midwifery context</td>
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<tr>
<td></td>
<td>2.4 Summarise the requirements of informed choice and consent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand how communication is affected by ethical considerations</td>
<td>3.1 Evaluate models of reflection used in midwifery services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Explain the importance of confidentiality and data protection in a midwifery context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Summarise the requirements of informed choice and consent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Unit content

1. Understand the role and scope of practice of a MSW
   Scope of practice: Accountability and delegation; Chaperoning; Lone working; Clerical duties including booking antenatal/postnatal appointments; accessing results; Record keeping

2. Understand the role and scope of practice of other members of the multidisciplinary team
   Members of the MDT: Obstetricians; Paediatricians; Anaesthetists; Registered Nurses; ODAs; Porters; Receptionists

3. Understand communication skills
   Communication skills: Verbal and non verbal communication; Barriers to communication including ESOL; Learning difficulties; sensory impairment; Midwifery and medical terminology

4. Understand ethical considerations
   Ethical considerations: Individuals rights and preferences consistent with legislation, policies and protocols; Confidentiality and data protection; Choice and consent

Assessment Guidance:

Learners should be able to demonstrate an awareness of the diversity of people, the importance of recognising equality, the legislation which supports this, and the rights and responsibilities of individuals with whom they work. They should be introduced to concepts of anti-discriminatory practice and the factors that impact on equality of opportunity. The skills required of a maternity support worker as part of a team can be developed through the use of videos, discussion and role plays.

As part of the assessment, learners are required to show an understanding of the different roles which comprise the team. This could be in the form of a piece of writing, a detailed poster, presentations, or the use of one or a number of case studies from the work setting. Learners need practice in reflection so that they are able to review and evaluate how an awareness of difficulties in communication can help to prevent misunderstandings between individuals with whom they work and for whom they are giving care.

Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.
Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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<tbody>
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<td>Application of Number</td>
<td>X Improving Own Learning and Performance</td>
</tr>
</tbody>
</table>

Assessment Information

Assessment of all units in the qualification must be undertaken by a registered midwife.

The maternity support worker units must be undertaken in the following order:
1. Maternity support worker: working as part of a multidisciplinary team
2. Maternity support worker: anatomy and physiology
3. Maternity support worker: health safety and security

The following units may be undertaken in any order
4. Maternity support worker: clinical skills
5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
Appendix 3

Unit title: Anatomy and Physiology for Maternity Care Assistants

QCF Level: 2  
Credit value: 3

Unit abstract

This unit aims to provide learners with a clear understanding of the fundamental aspects of human anatomy and physiology of the female reproductive system and breast. Learners will gain an overview of the physical changes to the systems during pregnancy.

Learning outcomes

On completion of this unit learner should:
1. Know the anatomy and physiology of the female reproductive system
2. Know the anatomy and physiology of the breast
3. Know the physical changes in pregnancy

Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>NOS Links</th>
</tr>
</thead>
</table>
| 1. Know the anatomy and physiology of the female reproductive system | 1.1 Summarise the structure and function of the female reproductive system  
1.2 Identify and summarise the actions of hormones | HSC23  
Core 2 Level 1 |
| 2. Know the anatomy and physiology of the breast | 2.1 Describe the anatomy and physiology of the breast  
2.2 Describe lactation |  |
| 3. Know the physical changes in pregnancy | 3.1 Describe the changes that occur in pregnancy  
3.2 List what would make a pregnancy high risk |  |
Unit content

1. Know the anatomy and physiology of the female reproductive system
   Reproductive system: Ovaries; Fallopian tubes; Uterus; Cervix; Vagina; Labia; Perineum
   Action of hormones in: menstrual cycle; pregnancy; labour; lactation

2. Know the anatomy and physiology of the breast
   Breast: structure; tissues; lactation process

3. Know the physical changes in pregnancy
   normal pregnancy: fetal development; maternal weight gain; effect on renal system; effect on cardio vascular system; effect on metabolism; effect on musculo skeletal system; effect on respiratory system.

Assessment Guidance:

Learners need to present evidence to demonstrate their knowledge of the female reproductive system and the changes effected by pregnancy. Learners could produce a visual display which could be used as a teaching aid for newly pregnant women. Annotated diagrams could be useful evidence, particularly for the anatomy and physiology of the breast and the changes which occur during lactation.

Initial small group investigations into a specific aspect of a learning outcome could be supplemented to ensure that each learner fulfils this requirement. Evidence from this unit may contribute to the unit: Maternity support worker: care of mother and baby. Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.

Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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<td>Application of Number</td>
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</table>
Appendix 3

Assessment Information

Assessment of all units in the qualification must be undertaken by a registered midwife.

The maternity support worker units must be undertaken in the following order:
1. Maternity support worker: working as part of a multidisciplinary team
2. Maternity support worker: anatomy and physiology
3. Maternity support worker: health safety and security

The following units may be undertaken in any order
4. Maternity support worker: clinical skills
5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
Unit title: Maternity Support Worker: Health Safety and Security

QCF Level: 3
Credit value: 3

Unit abstract

This unit aims to provide learners with a clear understanding of the essential aspects of health, safety and security in maternity care settings. Learners will gain an overview of current health, safety and security legislation and guidelines relevant to the organisation in which they are working. Learners will examine personal responsibility for health, safety and security and how this is promoted and maintained in the workplace. This unit will provide learners with a theoretical understanding of how to prepare equipment and care areas for procedures. Learners will also understand the process of how to summon emergency aid and respond in emergency situations. This unit will provide learners with an understanding of the legal framework for child protection and protection of vulnerable adults. Learners will gain an overview of the role of the MSW in protection of babies and women and the referral processes. This unit also provides the essential understanding of infection control principles.

Learning outcomes

On completion of this unit learner should:
1. Understand roles and responsibilities for health safety and security in the maternity setting.
2. Know how to protect a child or vulnerable adult.
3. Understand the cause and spread of infection in maternity settings.
4. Know how to prevent and control the spread of infection.
# Appendix 3

## Learning outcomes and assessment criteria

<table>
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<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Mapping to National Occupational Standards and/or other statutory requirements</th>
<th>Links to KSK</th>
</tr>
</thead>
</table>
| **1. Understand roles and responsibilities for Health Safety and Security in the maternity setting.** | 1.1 Identify current legislation and guidelines relevant to personal security in the workplace  
1.2 Explain personal responsibility for health, safety and security in a maternity setting  
1.3 Explain how to prepare equipment and care areas for antenatal procedures  
1.4 Summarise personal responsibilities for attending mandatory training in manual handling, fire safety, Basic Life Support  
1.5 Explain how and when to summon emergency aid | HSC32  
GEN6  
GEN7  
HSC23 | **Core 3 Level 2** |
| **2. Know how to protect a child or vulnerable adult**                            | 2.1 Summarise the legal framework for protecting individuals  
2.2 Summarise the responsibilities and the limits of the Maternity Assistant role in protection  
2.3 Explain the procedure for referring a woman or baby to a registered practitioner | | |
| **3. Understand the cause and spread of infection in maternity settings**          | 3.1 Explain the causes and types of infections | | |

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*All Wales Maternity Support Worker Curriculum*
4. Know how to prevent and control the spread of infection

| 4.1 Summarise the precautions for the prevention and control of infection in a maternity setting |
| 4.2 Explain the current legislation relevant to infection prevention and control |
| 4.3 Explain the roles and responsibilities of staff in relation to infection prevention and control |

**Unit content**

1. Understand roles and responsibilities for Health Safety and Security in the maternity setting.

- **legislation and guidelines**: current; relevant
- **equipment**: routine equipment for ante-natal procedures
- **personal responsibility**: the systems for safeguarding self, colleagues, mothers and babies; recording and reporting incidents
- **mandatory training**: manual handling; fire safety; Basic Life Support; emergency aid: medical and non medical emergencies

2. Know how to protect a child or vulnerable adult

- **legal framework**: current relevant legislation; child protection; protection of vulnerable adults (POVA)
- **role**: responsibilities and limits
- **procedure**: for referral to registered practitioner

3. Understand the cause and spread of infection in maternity settings

- **causes and types of infections**: viral; bacterial; fungal

4. Know how to prevent and control the spread of infection

- **precautions**: e.g hand washing; asepsis etc
- **current legislation**: relevant legislation e.g HASAWA
- **roles responsibilities and boundaries**: in relation to infection control

**Assessment Guidance:**

Learners must demonstrate safe practice in all aspects of their work. They will need to show that they fully understand the implications of the relevant legislation in relation to safety and protection, health and safety at work and mandatory training. Attendance at appropriate training events will provide some evidence provided this is assessed appropriately and in accordance with the requirements of this specific
Appendix 3

section of the health service. In addition to demonstrating safe hand washing techniques, learners should also understand the nature of different microbes and how they are transmitted; named examples from each category should be given as well as how spread can be prevented. Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.

Key Skills

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The following units may be undertaken in any order
4. Maternity support worker: clinical skills
5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
Unit title: Clinical Skills for Maternity Support Workers

QCF Level: 3
Credit value: 6

Unit abstract

This unit aims to provide learners with the knowledge required in order for MSWs to undertake clinical skills under the supervision of the midwife. Learners will gain an overview of current legislation, policies and guidelines that affect work practice when undertaking clinical procedures. Learners will examine the normal ranges of physiological measurements for women. This unit will enable learners to understand the process of undertaking physiological measurements, preparing women for elective caesarean section and removal of urinary catheters and venous cannula from women. Learners will gain an understanding of how to obtain specimens from women and babies and the process of labelling and transportation of specimens. Learners will gain an understanding of the recognition of adverse clinical signs in women and babies.

Learning outcomes

On completion of this unit learner should:
1. Understand current legislation, policy and good practice when undertaking clinical procedures
2. Know how to undertake physiological measurements from women
3. Know how to obtain and process microbiological specimens from women and babies
4. Recognise adverse clinical signs in women and babies
5. Know how to remove a urinary catheters
6. Know how to remove a venous cannula
7. Know how to prepare a woman for elective Caesarean Section
### Appendix 3

**Learning outcomes and assessment criteria**

<table>
<thead>
<tr>
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<th>Assessment criteria</th>
<th>Mapping to National Occupational Standards and/or other statutory requirements</th>
<th>Mapping to KSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve each outcome a learner must demonstrate the ability to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand current legislation and guidelines which will affect work practice when undertaking clinical procedures</td>
<td>1.1 Identify current legislation and local policies and guidelines which will affect work practice when undertaking clinical procedures</td>
<td>HSC31 HSC32 CHS19 CHS7 GEN6 HSC23</td>
<td>Core 3 Levels 1 &amp; 2 HWB2 Level 2 HWB6 Level 1 HWB7 Levels 2 &amp; 3</td>
</tr>
<tr>
<td>2. Understand how to undertake physiological measurements from women</td>
<td>2.1 Explain the procedures for taking and recording routine physiological measurements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand the process of obtaining, labelling and transporting microbiological specimens</td>
<td>3.1 Explain how to obtain, label and transport microbiological specimens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Recognise adverse clinical signs</td>
<td>4.1 Explain signs of infection</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4.2 Explain signs of haemorrhage</td>
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<tr>
<td></td>
<td>4.3 Explain the procedure for recording adverse clinical signs</td>
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<tr>
<td></td>
<td>4.4 Explain how to record adverse clinical signs</td>
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</tr>
<tr>
<td>5. Understand how to remove urinary catheters</td>
<td>5.1 Explain how to remove a urinary catheter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Understand how to remove a venous cannula</td>
<td>6.1 Explain how to remove a venous cannula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Understand how to prepare women for elective caesarean section procedures</td>
<td>7.1 Explain how to prepare a woman for elective Caesarean Section</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit content

1. Understand current legislation and guidelines which will affect work practice when undertaking clinical procedures.
Local policies and guidelines; National guidelines and legislation

2. Understand how to undertake physiological measurements from women
routine physiological measurements: temperature; pulse; respiration; blood pressure; height; weight; body mass index (BMI); urinalysis

3. Understand the process of obtaining, labelling and transporting microbiological specimens
microbiological specimens: urine; skin; eye; wounds; cord; faeces

4. Understand adverse clinical signs
signs; of infection; of haemorrhage
Recording: procedure; documentation; when to refer to a registered practitioner
• Recognition of adverse clinical signs in women and babies
• The scope of the MSW in response to adverse clinical signs

5. Understand how to remove urinary catheters
• Aseptic technique, emptying the bag and recording contents
• Deflating the balloon
• Removing and disposal of catheter
• Checking the woman post procedure
• When to refer to a registered practitioner

6. Understand how to remove a venous cannula
Purpose of the cannula; Aseptic technique; Recording the procedure; Applying dressings; Safe disposal of sharps and contaminated products; Checking the wound site post procedure; when to refer to a registered practitioner

7. Understand how to prepare women for elective caesarean section procedures
Organisational protocols and policies in relation to this procedure

Assessment Guidance:
This unit is practical in nature and allows learners to develop practical skills for the care of women and their babies. They will need specific training by a competent person, preferably a qualified midwife. Learners should have the opportunity to gain underpinning knowledge, explore the relevant legislation, and participate in a variety of clinical activities. Time spent with different mothers and babies should allow for observation, recording of information. Learners should demonstrate an awareness of diversity and the importance of promoting equality. Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.
Appendix 3

Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

<table>
<thead>
<tr>
<th>Key Skill</th>
<th>Wider Key Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>X Working with others</td>
</tr>
<tr>
<td>Information Technology</td>
<td>X Problem solving</td>
</tr>
<tr>
<td>Application of Number</td>
<td>X Improving Own Learning and Performance</td>
</tr>
</tbody>
</table>

Assessment Information

Assessment of all units in the qualification must be undertaken by a registered midwife.

The maternity support worker units must be undertaken in the following order:
1. Maternity support worker: working as part of a multidisciplinary team
2. Maternity support worker: anatomy and physiology
3. Maternity support worker: health safety and security

The following units may be undertaken in any order
4. Maternity support worker: clinical skills
5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
Unit title: Maternity Support Worker: Caring for Women and Babies

QCF Level: 3
Credit value: 6

Unit abstract

This unit aims to explore the role of MSWs in supporting the midwife in caring for women and babies. Learners will examine patterns of care for women and babies and gain an insight into the contexts which affect relationships in midwifery care settings. This unit will provide learners with a clear understanding of the hygiene care needs for women and babies and also infant feeding. Learners will gain an overview of the importance of nutritional health and diet for women during the postnatal period. Learners will also gain an overview of strategies for supporting distressed women and their families.

Learning outcomes

On completion of this unit learner should:
1. Understand the negative contexts which affect relationships in midwifery settings
2. Understand patterns of care for mothers and babies
3. Know how to care for a newborn baby
4. Know how to feed a newborn baby
5. Understand the UNICEF Baby Friendly Initiative
6. Know how to undertake postnatal care of a woman
# Appendix 3

## Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Mapping to National Occupational Standards and/or other statutory requirements</th>
<th>Mapping to KSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve each outcome a learner must demonstrate the ability to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand the negative contexts which affect relationships in midwifery settings</td>
<td>1.1 Explain the factors that influence positive relationships</td>
<td>HSC31, HSC226, HSC314, HSC320, HSC388, HSC49, CHS12, HSC23</td>
<td>Core 1 Level 2</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain how relationships can be adversely affected</td>
<td></td>
<td>Core 5 Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HWB5 Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HWB4 Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HWB5 Level 2</td>
</tr>
<tr>
<td>2. Understand patterns of care for mothers and babies</td>
<td>2.1 Compare the patterns of care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Explain the role of the Specialist Community Public Health Nurse in the care of mothers and their babies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Know how to care for a newborn baby</td>
<td>3.1 Summarise conditions which may be observed in neonates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Summarise how to care for a neonate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Explain how to reduce the risks of Sudden Infant Death Syndrome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Know how to feed a newborn baby</td>
<td>4.1 Explain the UNICEF Baby Friendly Initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2 Compare breast feeding and bottle feeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3 Explain artificial feeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.4 Explain the causes of common breast feeding problems and the strategies for managing them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

5. Understand the UNICEF Baby Friendly Initiative

5.1 Explain the UNICEF BFI ‘Ten Steps’
5.2 Explain how the UNICEF BFI principles are implemented by a maternity support worker in the organisation

6. Know how to undertake postnatal care of a woman

6.1 Explain postnatal hygiene needs
6.2 Explain the importance of nutritional health and diet in postnatal care
6.3 Explain strategies for supporting distressed women and their families

Unit content

1. Understand the negative contexts which affect relationships in midwifery settings

Relationships: positive effects; negative effects; domestic abuse; cultural expectations; mental ill health

2. Understand patterns of care for mothers and babies

Patterns of care: midwifery led, obstetric led and community led care of mothers and their babies; role of the Specialist Community Public Health Nurse

3. Know how to care for a new born baby

Conditions: Skin rashes; Cord condition; Types of stools; Urine; Pseudo-menstruation; cradle cap; sticky eyes
Care for a neonate: monitoring weight; types of nappies; skin care; eye care; cord care; temperature regulation; washing and bathing; screening tests

4. Know how to feed a new born baby

Feeding: UNICEF Baby Friendly Initiative; breast feeding; bottle feeding; Sterilisation of feeding equipment; Making up of feeds; common problems in breast feeding

5. Understand the UNICEF Baby Friendly Initiative

BFI ‘Ten Steps’; supporting the mother to breast feed

6. Know how to undertake postnatal care of a woman

Postnatal hygiene needs: lochia; wound care (to include episiotomy); constipation nutritional health; post natal diet; considerations e.g. breast feeding requiring higher calorific intake etc
Distressed women and their families: pain; bereavement; socio-economic problems
Appendix 3

Assessment Guidance:

This sizeable unit consolidates many of the skills developed through the achievement of the earlier units in this programme. It gives learners the opportunity to show how they have progressed within the role of Maternity Support Worker and how they have been able to reflect on their attitudes to systems, people with whom they work and their own development. They should be able to demonstrate anti-discriminatory practice and be aware of the factors that impact on equality of opportunity. Delivery should be as practical and flexible as possible, recognising the diverse needs of learners. Simulation of situations and group discussion should play a major part and where possible, tutors should act as facilitators to encourage learners to reflect, question, observe and be guided into making positive decisions.

Many of the skills required of a maternity support worker can be assessed within this unit and evidence in a variety of forms is acceptable. Observation will support any future NVQ assessment if current and applicable. Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.

Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

<table>
<thead>
<tr>
<th>Key Skill</th>
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Assessment Information

Assessment of all units in the qualification must be undertaken by a registered midwife.

The maternity support worker units must be undertaken in the following order:
1. Maternity support worker: working as part of a multidisciplinary team
2. Maternity support worker: anatomy and physiology
3. Maternity support worker: health safety and security

The following units may be undertaken in any order
4. Maternity support worker: clinical skills
5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
Unit title: Maternity Support Worker: Obtaining Venous Blood

QCF Level: 3
Credit value: 3

Unit abstract
This unit aims to provide learners with a clear understanding of the fundamental aspects of obtaining venous and capillary blood samples. Learners will gain an overview of the human anatomy and physiology of blood vessels. This unit will enable learners to understand the theoretical aspects of undertaking venous and capillary blood sampling.

Learning outcomes
On completion of this unit learner should:
1. Know how to take a blood sample from a woman and a baby

Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>1. Know how to take a blood sample</td>
<td>To achieve each outcome a learner must demonstrate the ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Explain how to take venous and capillary samples</td>
<td>BDS2 BDS11 HSC23</td>
<td>HWB2 Level 2 HWB6 Levels 1&amp;2 HWB7 Level 2</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain the differences in practice between taking samples from a child and an adult</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit content
1. Know how to take a blood sample
venous and capillary samples; the anatomy and physiology of blood vessels; sampling sites; factors that influence blood clotting; scope of practice; Aseptic technique; Preparing and supporting the patient; Selecting and preparing equipment; Minimising discomfort; Contraindications to sampling; Recognising and managing adverse reactions; Dressing the wound site; Safe disposal of sharps and contaminated materials; Recording the procedure; Labelling the specimen; Reporting findings to a registered practitioner
Appendix 3

differences in practice: considerations when the patient is an adult; considerations when the patient is a baby; Scope of practice

Assessment Guidance:

This practical unit requires learners to demonstrate their skill in taking venous and capillary blood samples. Learners will need opportunities to observe competent practitioners as well as simulated practice sessions to develop their skills, until such time as they are considered competent to obtain venous blood for assessment purposes.

Explanation of the anatomy and physiology of blood vessels is best demonstrated by annotated diagrams but learners should be able to demonstrate a clear understanding of likely adverse reactions in discussion with their assessor. Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.

Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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<td></td>
<td>Performance</td>
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Assessment Information

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3. Maternity support worker: health safety and security

The following units may be undertaken in any order
4. Maternity support worker: clinical skills
5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
Unit title: Maternity Support Worker: Health Promotion

QCF Level: 3
Credit value: 2

Unit abstract

This unit aims to provide learners with an overview of the concepts of health promotion in a midwifery context. Learners will explore a range of health promotion activities for women and their families. Practical activity will require learners to undertake a health promotion activity with a mother.

Learning outcomes

On completion of this unit learner should:
1. Understand the concept of health promotion in a midwifery context
2. Know how to undertake health promotion activities

Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Mapping to National Occupational Standards and/or other statutory requirements</th>
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</tr>
</thead>
</table>
| 1. Understand the concept of health promotion in a midwifery context | 1.1 Explain the importance of health promotion activities for women and their families  
1.2 Summarise the requirements for health promotion activities for women and their families | HSC320 PHP13 | HWB4 Level 2  
HWB1 Level 2 |
| 2. Know how to undertake health promotion activities | 2.1 Undertake a health promotion activity with a mother | | |


Appendix 3

Unit content

1. Understand the concept of health promotion in a midwifery context
   content of health promotion activities: UNICEF Baby Friendly Initiative; smoking cessation; aqua natal; Sure Start/Flying Start; healthy eating

2. Know how to undertake health promotion activities
   health promotion plan: appropriate for new mothers

Assessment Guidance:

As part of the assessment, learners are required to produce evidence of understanding of the differing needs of individuals in relation to lifestyle and health. This could be in the form of a piece of writing, a detailed poster, recordings of group discussions, presentations, or the use of one or a number of case studies. The most suitable case studies could be taken from the learner’s work place but it is important to obtain consent from the individuals concerned, and to respect confidentiality. Evidence of understanding of factors that influence the behaviour of individuals in society could be provided by a variety of methods, such as detailed posters or presentations. Learners also need to show that they understand how a range of initiatives can contribute to good health.

When undertaking a health promotion activity with a new mother, learners should provide evidence of initial discussion and agreement about the activity. This could take the form of a written statement or record of the discussion. It would be useful if the health promotion activity could be observed as this would contribute to the learner’s NVQ evidence if appropriate.

Learners need to demonstrate that they recognise the importance of factors such as dietary preferences and religious/cultural influences. Learners who word process their work and research topics using the internet may provide some evidence towards the Information Technology key skill.

Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

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5. Maternity support worker: caring for women and babies
6. Maternity support worker: obtain blood samples
7. Maternity support worker: health promotion
HSC31: Promote effective communication for and about individuals

About this workforce competence

This workforce competence covers promoting effective communication for and about individuals. This involves identifying ways of communicating effectively on difficult, complex and sensitive issues, supporting others to communicate and updating and maintaining records and reports.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced DIAB_DA1 and DANOS BI5 during rationalisation of the database.

Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

Core 1: Communication

Level 3: Develop and maintain communication with people about difficult matters and/or in difficult situations

Keywords

Origin

This competence is from the Health and Social Care suite of National Occupational Standards (2004) (Level 3 core).
## Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active support</td>
<td>Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.</td>
</tr>
<tr>
<td>Arrange</td>
<td>Arranging the environment, furniture etc. to enable effective communication.</td>
</tr>
<tr>
<td>Communication and language needs and preferences</td>
<td>Are the individuals’ needs and preferences in terms of their preferred language and ways of communicating with you, and you communicating and responding to them.</td>
</tr>
<tr>
<td>Individuals</td>
<td>The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.</td>
</tr>
<tr>
<td>Key people</td>
<td>Are those people who are key to an individual’s health and social well-being. These are people in the individual’s lives who can make a difference to their health and well-being.</td>
</tr>
<tr>
<td>Others</td>
<td>Are other people within and outside your organisation that are necessary for you to fulfil your job role.</td>
</tr>
<tr>
<td>Reactions</td>
<td>Reactions include non-verbal and verbal cues that indicate that the individual is distressed, does not understand etc.</td>
</tr>
<tr>
<td>Rights</td>
<td>The rights that individuals have to: be respected, be treated equally and not be discriminated against, be treated as an individual, be treated in a dignified way, privacy, be protected from danger and harm, be cared for in a way that meets their needs, takes account of their choices and also protects them, access information about themselves, communicate using their preferred methods of communication and language.</td>
</tr>
<tr>
<td>Specific aids</td>
<td>Specific aids that will enable individuals with speaking, sight or hearing difficulties, additional needs or learning difficulties, to receive and respond to information.</td>
</tr>
</tbody>
</table>
Appendix 4

Scope
This section provides guidance on possible areas to be covered in this competence.

Communication and language needs and preferences

The:

a) individual’s preferred spoken language;
b) use of signs;
c) symbols;
d) pictures;
e) writing;
f) objects of reference;
g) communication passports;
h) other non verbal forms of communication;
i) human and technological aids to communication

Difficult, complex and sensitive communications

Are likely to be:

a) distressing;
b) traumatic;
c) frightening;
d) threatening;
e) pose a risk to and/or have serious implications for the individuals and/or key people;
f) communications that might be difficult to understand and assimilate;
g) communications on sensitive issues would include issues of a personal nature

Extra support
Can include the use of:

a) key people;
b) interpreters;
c) translators;
d) signers;
e) specialist equipment to aid the individuals’ communication abilities

Key people
Include:

a) family;
b) friends;
c) carers;
d) others with whom the individual has a supportive relationship
Performance Criteria

You need to:

1. obtain, record and pass on information about the individual’s communication and language needs and preferences
2. work with individuals to understand their preferred methods of communication and language and ensure that any specific aids they require are available
3. identify different styles and methods of communicating to meet the needs and preferences of individuals and key people
4. seek information and advice from key people where:
   - you have difficulty communicating with individuals using their preferred communication methods and language
   - the issues to be communicated are outside your expertise
5. seek information on:
   - the issues to be communicated with the individuals and key people
   - how to deal with any potential reactions to the communication
6. change your approach and seek additional help:
   - to meet the individual’s changing needs
   - where the communication methods are inappropriate or ineffective
7. select, use and arrange the environment to facilitate effective communication and aid understanding
8. check that individuals have the appropriate support to communicate their views, wishes and preferences
9. use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people
10. communicate in ways which:
    - are sensitive to the individual’s needs, concerns and reactions
    - are appropriate to the content and purpose of the communication
11. give individuals sufficient time to understand the content of the communication
12. observe and respond appropriately to the individual’s reactions during communications
13. work with individuals to help clarify any misunderstandings
14. support individuals to deal with the content and their reactions to the communication
15. take appropriate action when individuals’ reactions to the information may result in risk or harm to the individual, others and yourself
Appendix 4

16. record and report the processes and outcomes from the communication according to confidentiality agreement and legal and organisational requirements

17. support individuals to:
   • express how they want to communicate with others
   • communicate using their preferred methods of communication and language

18. ensure that any specific aids are set up to enable individuals to communicate

19. support others who are communicating with individuals to:
   • understand them
   • communicate using, or through others that are able to use, the individuals’ preferred methods of communication and language

20. encourage individuals to:
   • engage with others and to respond appropriately
   • express their feelings and emotions in acceptable ways
   • overcome barriers to communication
   • find alternative methods of communication

21. identify legal and organisational requirements and procedures for recording and reporting on individuals

22. identify, record and pass on information about the individual’s communication and language needs

23. seek permission from the appropriate people to access records

24. access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements

25. record and report:
   • any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements
   • any decisions you have made and actions you have taken about the individual’s support needs and condition
   • any conflicts that have arisen and actions taken to resolve these

26. record and report any difficulties you have in accessing and updating records and reports

27. involve and support individuals to contribute and understand records and reports concerning them

28. ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures
The National Curriculum for the Education and Development of Maternity Support Workers

Appendix 4

Knowledge and understanding
You need to apply:

Values
K1. A working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights:
   a) relating to individuals’ and key people’s language and communication preferences
   b) on equal treatment for language and communication
   c) when completing records and reports

K2. A working knowledge of how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language

K3. A working knowledge of methods and ways of communicating that support equality and diversity and are effective when dealing with, and challenging discrimination when communicating with, individuals and key people

Legislation and organisational policy and procedures
K4. A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating on difficult, complex and sensitive issues and recording and reporting

K5. A working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
   a) accessing records and information about an individual’s communication and language needs and preferences
   b) recording, reporting, confidentiality and sharing information, including data protection
   c) communicating with individuals

Theories and practice
K6. A working knowledge of where to go and the best ways to find out about and get advice about individuals’ communication and language needs, wishes and preferences

K7. A working knowledge of how and where to access information and support that can inform your knowledge and practice about communication and language skills

K8. A working knowledge of theories relevant to the individuals with whom you work, about:

K9. A working knowledge of human growth and development and its affect on communication and language skills and abilities

K10. A working knowledge of in relation to specific conditions in your area of practice that can affect communication and language of individuals and key people
Appendix 3

K11. A working knowledge of how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work

K12. A working knowledge of power and how it can be used and abused when communicating on difficult, sensitive and complex issues

K13. A working knowledge of factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur

K14. A working knowledge of methods to support individuals to communicate

K15. A working knowledge of specific aids to communication that may be used in your area of work

K16. A working knowledge of how to arrange the environment and position yourself to maximise communication and interaction

K17. A working knowledge of conflicts and dilemmas created by difficulties in communication and language in your area of work

K18. A working knowledge of how to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people

K19. A working knowledge of the skills, styles and methods of communicating difficult, complex and sensitive messages and how to deal with the outcomes

K20. A working knowledge of the environments that are most appropriate for communicating difficult, complex and sensitive messages

K21. A working knowledge of where, why and how to access permissions to access records and reports

K22. A working knowledge of the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals

K23. A working knowledge of how to, and why you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports
HSC32: Promote, monitor and maintain health, safety and security in the working environment

**Status**: National Occupational Standards (NOS)

**About this workforce competence**

This workforce competence covers keeping yourself, individuals and others for whom you are responsible, safe and secure within your working environment and minimising risks arising from emergencies.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced HCS E3, Diab_HE3 and DANOS BD4 during rationalisation of the database.

**Links**

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

**Core 3**: Health, safety and security

**Level 2**: Monitor and maintain health, safety and security of self and others

**Keywords**

**Origin**

This competence is from the Health and Social Care suite of National Occupational Standards (2004) (Level 3 core).

**Glossary**

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

- **Accident**: Unforeseen major and minor incidents where an individual is injured
- **Emergencies**: Immediate and threatening danger to individuals and others
- **Hazards**: Something with the potential to cause harm
- **Incidents**: Occurrences that require immediate attention to avoid possible danger and harm to people, goods and/or the environment
Appendix 4

**Individuals**

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

**Key people**

Are those people who are key to an individual’s health and social well-being. These are people in the individual’s lives who can make a difference to their health and well-being.

**Others**

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

**Right to enter**

Those people who have a right to be on the property, it excludes people who may have a court order against them and those who have no need to be on the premises.

**Rights**

The rights that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

**Risk assessments**

A document that identifies actual and potential risks and specifies actions related to specific activities and functions.

**Risks**

The likelihood of the hazards potential being realised.

**The working environment**

This will include all environments in which you work.
Scope
This section provides guidance on possible areas to be covered in this competence.

Accidents
Include:
- a) falls;
- b) hazards in the environment;
- c) illness;
- d) disability;
- e) weaknesses;
- f) sensory and cognitive impairment;
- g) frailty

Incidents
Include:
- a) intruders;
- b) chemical spillages;
- c) lost keys, purses etc.,
- d) missing individuals;
- e) individuals locked out;
- f) contamination risk;
- g) aggressive and dangerous encounters;
- h) bomb scares

Key people
Include:
- a) family;
- b) friends;
- c) carers;
- d) others with whom the individual has a supportive relationship

Risks
Include:
- a) the possibility of danger, damage and destruction to the environment and goods;
- b) the possibility of injury and harm to people

The working environment
Include:
- a) within an organisation’s premises;
- b) in premises of another organisation;
- c) in someone’s home;
- d) out in the community

Working practices
Include:
- a) activities;
- b) procedures;
- c) use of materials or equipment;
- d) working techniques
Appendix 4

Performance Criteria

You need to:

1. follow organisational safety and security procedures
2. check people’s right to enter, be in and around the premises and the environment in which you are working
3. take appropriate actions to deal with people who do not have a right to enter, be in and around the premises and the environment in which you are working
4. before starting and during work activities, you identify and minimise health, safety and security risks, seeking additional support where necessary
5. monitor work areas and working practices to ensure that they:
   - are safe and free from hazards
   - conform to legal and organisational requirements for health and safety
6. take account of individuals’ needs, wishes, preferences and choices, whilst ensuring your own and the safety of individuals, key people and others when carrying out your work activities
7. take appropriate action, following legal and organisational requirements, to:
   - ensure that equipment and materials are used and stored correctly and safely
   - deal with the spilling of hazardous and non hazardous materials
   - dispose of waste immediately and safely
8. follow, and support others to understand and follow correct safety procedures
9. report health and safety issues to the appropriate people and complete health, safety and security records, within confidentiality agreements and according to legal and organisational requirements
10. identify and work with others to identify, minimise and manage potential risks and hazards in the working environment and when undertaking work activities
11. operate within the limits of your own role and responsibilities, in relation to health and safety
12. use, and support others to use:
   - safe procedures and techniques for moving and handling
   - approved methods and procedures when carrying out potentially hazardous work activities
   - appropriate risk assessments
13. identify and report, encourage and support others to identify and report any issues in the working environment, that may put yourself and others at risk
14. act as a role model in promoting health, safety and security
15. take appropriate action where there is the likelihood of an accident or injury
16. ensure that the appropriate people know where you are at all times
17. support others to complete health and safety records correctly
18. take appropriate and immediate action to deal with health and environmental emergencies and incidents, summoning assistance immediately when this is necessary
19. identify and make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
20. provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
21. make the area around the person with the emergency as private and safe as possible
22. follow, and help others to follow, the correct safety procedures in incidents and emergencies
23. offer appropriate support to others involved in the incident and emergency
24. record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements

Knowledge and understanding
You need to apply:

Values
K1. A working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights when working with individuals, key people and others when monitoring and promoting health and safety
K2. A working knowledge of how to provide active support and promote individuals’ rights, choices and well-being whilst promoting healthy and safe working practices and minimising risks from incidents and emergencies

Legislation and organisational policy and procedures
K3. A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others in relation to health, safety and dealing with incidents and emergencies
K4. A working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
   a) data protection, including recording, reporting, storage, security and sharing of information
   b) risk assessment and management
   c) the protection of yourself, individuals, key people and others from danger, harm and abuse
   d) monitoring and maintaining health, safety and security in the working environment
   e) dealing with incidents and emergencies
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K5. A working knowledge of the purpose of, and arrangements for supervision when involved in incidents and emergencies

**Theory and practice**

K6. A working knowledge of how and where to access information and support that can inform your practice on health, safety and dealing with incidents and emergencies

K7. A working knowledge of the effects of stress and distress on yourself, individuals, key people and others

K8. A working knowledge of conditions and issues you are likely to face in your work with individuals and key people

K9. A working knowledge of methods of supporting individuals to:
   a) express their needs and preferences
   b) understand and take responsibility for promoting their own health and care
   c) assess and manage risks to their health and well-being

K10. A working knowledge of how to work with, and resolve conflicts that you are likely to meet

K11. A working knowledge of methods of:
   a) monitoring activities and the environment to minimise risk and keep the environment free from hazards
   b) storing different equipment and materials safely and securely
   c) minimising the risk of contamination and infection

K12. A working knowledge of how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger to yourself, individuals, key people and others with whom you work and are responsible for

K13. A working knowledge of procedures, techniques and the differing types of equipment to enable you to lift, move and handle people, materials and items safely

K14. A working knowledge of how to assess risks to yourself, individuals, key people and others

K15. A working knowledge of the type of security and health incidents and emergencies that might happen in your area of work and working environment

K16. A working knowledge of the appropriate action to take for different security and health incidents and emergencies

K17. A working knowledge of your own capabilities to deal with an accident and emergency, and when and how to summon additional help

K18. A working knowledge of how to promote health and safety to others, including the modelling of good practice

Printed from www.skillsforhealth.org.uk
HSC226: Support individuals who are distressed

Status: National Occupational Standards (NOS)

About this workforce competence

This workforce competence covers supporting individuals who are distressed. This involves identifying aspects of individuals' lives that may cause distress, working with individuals and others to deal with their distress, and supporting individuals through periods of stress and distress.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced DANOS AB1 during rationalisation of the database.

Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

**HWB4:** Enablement to address health and wellbeing needs

**Level 2:** Enable people to meet ongoing health and wellbeing needs

Keywords

Origin

This workforce competence is from the Health and Social Care suite of National Occupational Standards (2004).

Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

**Active support**

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

**Individuals**

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.
All Wales Maternity Support Worker Curriculum

Appendix 4

Key people
Are those people who are key to an individual’s health and social well-being. These are people in the individual’s lives who can make a difference to their health and well-being.

Others
Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights
The rights that individuals have to: be respected; be treated equally and not be discriminated against; be treated as an individual; be treated in a dignified way; privacy; be protected from danger and harm; be cared for in the way that meets their needs, takes account of their choices and also protects them; access information about themselves; communicate using their preferred methods of communication and language.

Scope
This section provides guidance on possible areas to be covered in this competence.

Communicate using:
- a) the individual’s preferred spoken language;
- b) the use of signs;
- c) symbols;
- d) pictures;
- e) writing;
- f) objects of reference;
- g) communication passports;
- h) other non verbal forms of communication;
- i) human and technological aids to communication.

Key people
Include:
- a) family;
- b) friends;
- c) carers;
- d) others with whom the individual has a supportive relationship.

Stress and distress
Include that caused by:
- a) loss of all types;
- b) bereavement;
- c) coping with changing conditions;
- d) personal crises;
- e) having to relearn existing skills;
- f) having to develop new skills and coping strategies.
**Performance Criteria**

You need to:

1. seek and acquire information, advice and support to prepare you to work with individuals who are distressed

2. support individuals to:
   - identify and communicate their thoughts and feelings about the aspects of their lives that cause distress and frustration
   - communicate the aspects of their lives where the distress is temporary and those that are continuous
   - identify how they usually deal with aspects of their lives that cause distress, and whether these are effective

3. work with individuals in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs

4. support individuals who become distressed and frustrated when communicating about aspects of their lives that cause distress

5. seek additional support and take appropriate action when you are unable to support individuals

6. treat any information within confidentiality agreements and according to legal and organisational requirements

7. work with individuals and others to:
   - examine areas of the individual’s life where they and key people could make changes to minimise and prevent distress
   - alleviate and remove likely causes of distress

8. support individuals to deal with occasions/activities where distress is expected, and try to minimise the distress to others

9. work with individuals, key people and others to prevent individuals from harming themselves where the individuals, and your knowledge of their needs and circumstances, indicate that they may do so

10. seek assistance from others when you are unable to deal with the individual’s distress

11. work with others to support individuals when additional support is required

12. seek advice to help individuals and key people through troubled, stressful and distressed times

13. seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved

14. support individuals to:
   - understand that being distressed about aspects of their lives is not unusual
Appendix 4

- communicate their thoughts and feelings about their troubles, stress and distress
- access information and other resources that may help them through the troubled, stressful and distressed times
- access and use other support systems where you are unable to provide appropriate support

15. work with individuals who are troubled, stressed and distressed in ways that acknowledge their dignity, culture and beliefs

16. take immediate and appropriate action to deal with occasions where the individual's behaviour causes concern

17. offer appropriate support where other people who are disturbed by the individual’s expression of stress and distress

18. record and report on:
   - the individual’s distress and the actions taken
   - events, procedures and outcomes
within confidentiality agreements and according to legal and organisational requirements

Knowledge and understanding

You need to apply:

Values

K1. A working knowledge of legal and organisational requirements on equality, diversity, discrimination and rights when supporting individuals who are distressed

K2. A working knowledge of how your own values in relation to dealing and coping with stress and distress might differ from those of individuals and key people and how to deal with this

K3. A working knowledge of conflicts which might arise between when individuals and key people are distressed and how to deal with this

K4. A working knowledge of how to provide active support and promote the individual’s rights, choices and well-being when supporting them who are distressed

Legislation and organisational policy and procedures

K5. A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals who are distressed

K6. A working knowledge of current local, UK and European legislation, and organisational requirements, procedures and practices for:
   a) accessing records and information
b) recording, reporting, confidentiality and sharing information, including data protection

c) supporting individuals who are distressed

K7. health, safety, assessing and managing risks associated with supporting individuals who are stressed, distressed and frustrated

K8. A working knowledge of the purpose of, and arrangements for your supervision when working with individuals and key people who are stressed, distressed and frustrated

**Theory and practice**

K9. A working knowledge of actions to take key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances

K10. A working knowledge of the common causes of stress and distress

K11. A working knowledge of how stress and distress can affect individuals when undertaking new activities and developing new ways of coping with changes in their lives, needs, conditions and circumstances

K12. A working knowledge of signs and symptoms associated with levels of stress, distress and frustration that indicate specialist intervention generally and specifically for the individuals with whom you are working

K13. A working knowledge of how stress and distress can affect how individual’s communicate

K14. A working knowledge of the impact of stress and distress on key people and others within the care environment in which you work

K15. A working knowledge of methods of supporting individuals to:
  - share with you the aspects of their lives that are troubling them and causing them stress and distress
  - use their strengths, their own potential and that in their network to manage stress and distress
  - cope with stress and distress in a constructive way

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Appendix 4

HSC314: Care for a newly born baby when the mother is unable to do so

Status: National Occupational Standards (NOS)

About this workforce competence

This workforce competence covers providing direct care for babies when the mother is unable to do so. This includes feeding babies, clothing babies and keeping them clean and ensure babies are safe, secure and free from danger, harm and abuse.

Users of this competence will need to ensure that practice reflects up to date information and policies.

Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

**HWB5**: Provision of care to meet health and wellbeing needs

**Level 2**: Undertake care activities to meet health and wellbeing needs of individuals with a greater degree of dependency

Keywords

Origin

This competence is from the Health and Social Care suite of National Occupational Standards (2004).

Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

**Active support**

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

**Babies**

Babies in this unit are newly born

**Carers**

Carers are those taking the main parental role/guardianship of the baby

**Others**

Are other people within and outside your organisation that are necessary for you to fulfil your job role
### Parents
The biological and step parents of the children and young people

### Rights
The rights that all concerned have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

### Scope
This section provides guidance on possible areas to be covered in this competence.

### Performance Criteria
You need to:
1. clean and dry your hands prior to and following handling the baby and preparing their food
2. use the correct methods to prepare and store equipment and feeds and to dispose of left over food
3. use the correct methods and any sterilisation procedures to make the feed
4. make up feeds to the required quantities
5. feed babies in a suitable place and position to encourage digestion and satisfaction, when they indicate that they are hungry or when feeding is required for nutritional purposes
6. record babies progress and feeds accurately, seeking support and advice if problems occur
7. prepare the environment and equipment for bathing and changing babies prior to undressing them
8. bathe, wash, dry, change and dress babies, handling them safely throughout
9. stimulate, relate to and interact with babies when bathing and dressing them
10. observe and treat any dryness or sores on babies skin
11. dress babies in suitable clothes for the environmental temperature and conditions
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12. clean and store equipment and materials safely and ready for re-use
13. follow organisational procedures and practices when disposing of soiled nappies
14. update any records that are required and report anything you have observed during bathing and dressing which causes concern to the appropriate people, within confidentiality agreements and according to legal and organisational requirements
15. check that identification labels are secure and correctly placed, reporting any discrepancies to the appropriate person
16. check the identification of anyone wanting to handle babies and only pass the babies to anyone who has permission to handle and care for them
17. ensure that babies are placed in a safe and secure location and position
18. relate to and interact with babies to help them feel safe and secure
19. take appropriate steps to ensure that there is no person or item of equipment/furniture within the environment that could cause or put babies in danger, harm or abuse them
20. complete and store accurate records within confidentiality agreements and according to legal and organisational requirements

Knowledge and understanding
You need to apply:

Values
K1. A working knowledge of legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
K2. A working knowledge of how to provide active support and place the preferences and best interests of the babies with whom you are working at the centre of everything you do
K3. A working knowledge of how to ensure that you protect the rights and the interests of babies
K4. A working knowledge of how to work in partnership with parents, families, carers and those within and outside your organisation to enable the babies’ needs, wishes and preferences to be met, taking account of any limitations of anyone’s rights

Legislation and organisational policy and procedures
K5. A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when caring for newly born babies
K6. A working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
a) data protection, including recording, reporting, storage, security and sharing of information
b) health and safety
c) risk assessment and management
d) promoting the well-being and protection of babies
e) promoting secure and permanent relationships for babies
f) parental rights and responsibilities
g) working with newly born babies
h) working with parents, families and carers to promote the well-being and life chances of babies

K7. A working knowledge of how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers

K8. A working knowledge of health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding them

Theory and practice

K9. A working knowledge of how and where to access information and support that can inform your practice about working with babies

K10. A working knowledge of how and where to access information and support that can inform your practice about working with babies government reports, inquiries and research reports into serious failures to protect babies

K11. A working knowledge of theories relevant to the babies with whom you work, about:
a) pre-speech and verbal and non-verbal behaviour and cues
b) human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
c) social, emotional, intellectual and language development and factors that might enhance and inhibit these in babies up to two years of age
d) the ways in which babies can be stimulated

K12. A working knowledge of working in integrated ways to promote babies’ well-being

K13. A working knowledge of the responsibilities and limits of your relationships with babies and parents, families and carers

K14. A working knowledge of methods of effective engagement with babies

K15. A working knowledge of type of support for disabled babies and parents

K16. A working knowledge of the reasons for and who to report feeding problems and anything unusual with babies

K17. A working knowledge of the normal state, and changes in, urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies
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K18. A working knowledge of safest ways of positioning and handling babies for their health and safety and to encourage interaction

K19. A working knowledge of positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent’s personal beliefs and preferences

K20. A working knowledge of why the environment in which the babies are fed should be suitable and why this should be close to the mother where possible

K21. A working knowledge of why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly

K22. A working knowledge of the reason for, and how to report babies’ first stools and urine

K23. A working knowledge of why different parts of babies bodies are bathed differently and why particular attention should be paid to creases

K24. A working knowledge of the reasons for informing the mother about the baby’s feed and progress

K25. A working knowledge of the ways in which babies:

a) develop during the first ten days of life

b) develop relationships with their carers in their early days of life

K26. A working knowledge of the difference between sterilisation and social cleanliness

K27. A working knowledge of the importance of consistency and continuity of care provided to babies

K28. A working knowledge of the effects of environmental conditions and temperatures on babies
HSC320: Support professional advice to help parents to interact with and take care of their newly born baby(ies)

Status: National Occupational Standards (NOS)

About this workforce competence

This workforce competence covers supporting professional advice to help parents to interact with and take care of their newly born baby(ies). This includes supporting parents and reinforcing actions and advice that keep babies safe, secure and free from danger, harm and abuse. It also covers supporting parents and reinforcing actions and advice for feeding and keeping babies clean and to parents to bond with, relate to and understand the needs of their babies.

Users of this competence will need to ensure that practice reflects up to date information and policies.

Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

HWB4: Enablement to address health and wellbeing needs

Level 3: Enable people to address specific needs in relation to health and wellbeing

Keywords

Origin

This competence is from the Health and Social Care suite of National Occupational Standards (2004).

Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

Abuse Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

Active support Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

Baby Children within the first 10 days of their lives
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Danger
The possibility of harm and abuse happening

Harm
The effects of a child/young person being physically, emotionally or sexually injured or abused

Others
Are other people within and outside your organisation that are necessary for you to fulfil your job role

Rights
The rights that all concerned have to:
• be respected
• be treated equally and not be discriminated against
• be treated as an individual
• be treated in a dignified way
• privacy
• be protected from danger and harm
• be cared for in the way they choose
• access information about themselves
• communicate using their preferred methods of communication and language

Scope
This section provides guidance on possible areas to be covered in this competence.

Communicate
using:
a) the individual’s preferred spoken language;
b) the use of signs;
c) symbols;
d) pictures;
e) writing;
f) objects of reference;
g) communication passports;
h) other non verbal forms of communication;
i) human and technological aids to communication

Danger
could be:
a) imminent;
b) in the short term;
c) in the medium term;
d) in the longer term

Harm and abuse
within this unit will cover:
a) neglect;
b) physical, 
c) emotional and sexual abuse;
d) bullying;
e) self-harm;
f) reckless behaviour
Performance Criteria

You need to:

1. observe parents and baby, giving appropriate support to ensure that the baby is safe, secure and free from danger harm and abuse
2. provide active support to enable parents to communicate the level of assistance they require, seeking other assistance, where necessary
3. encourage parents who have raised issues about their baby’s safety, protection and security, to:
   • take account of the advice they have been given
   • take appropriate action to ensure the baby’s safety, protection
   • and security without being overprotective
4. reinforce the advice parents have been given as you assist them to handle and position the baby
5. encourage the parents to:
   • check the baby is safe before leaving them unattended
   • only pass on and leave the baby with people who are known to be safe and who are able to take care of the baby
6. reinforce advice given about changing the coverings, clothing and dressings for the baby when:
   • the conditions and temperature change
   • they show signs that they are too hot or cold
7. encourage relatives and friends, who wish to, to be actively involved in caring for the baby, its safety, protection and security
8. discuss and agree any difficulties with the parents and the level of assistance they require, seeking other assistance, where necessary
9. encourage the parents to:
   • wash and dry their hands prior to and following nappy changing and feeding
   • monitor the baby’s condition and the content of her/his nappy in order to recognise anything that is abnormal
   • dispose of the baby’s nappy and other waste in a safe, hygienic manner and place
10. encourage and assist the parents to prepare themselves, the environment and the equipment prior to bathing the baby
11. assist parents to prepare feeds, and feed their baby regularly and according to their own preferences and the advice they have been given
12. observe, and where necessary, support parents to address the baby’s comfort, hygiene and well-being needs when handling, washing, nappy changing and dressing them
13. record and report to the appropriate people on:
   • the parent’s progress
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• anything unusual in the baby’s condition
• concerns regarding the parent’s handling of the baby to the
• within confidentiality agreements and according to legal and organisational requirements

14. encourage and support parents to:
• handle and interact with the baby
• interact with, and observe their baby prior to, during and after feeding
• deal with baby’s needs when he/she cries and help the parents to understand the reasons for doing these

15. reinforce the information of others about how the parents should handle and interact with their baby, taking account of the parent’s needs and circumstances

16. work with parents to help them accept their baby, explaining and reinforcing the advice of others about the importance of bonding with the baby

17. positively reinforce the actions of parents when they bond with and relate to their baby

Knowledge and understanding
You need to apply:

Values
K1. A working knowledge of legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child

K2. A working knowledge of how to provide active support and place the preferences and best interests of the babies and the parents with whom you are working at the centre of everything you do

K3. A working knowledge of how to ensure that you protect the rights and interests of babies and parents

K4. A working knowledge of how to work in partnership with parents, families, carers and those within your organisation to enable babies’ needs, to be met, taking account of any limitations of anyone’s rights

Legislation and organisational policy and procedures
K5. A working knowledge of regulation, codes of practice and conduct that apply to you and others for codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when caring for newly born babies

K6. A working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
• data protection, including recording, reporting, storage, security and sharing of information
b) health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding them
c) risk assessment and management
d) promoting the well-being and protection of babies
e) promoting secure and permanent relationships for babies
f) parental rights and responsibilities
g) working with newly born babies
h) working with parents, families and carers to promote the well-being and life chances of babies

K7. A working knowledge of how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers

K8. A working knowledge of frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of babies

**Theory and practice**

K9. A working knowledge of how and where to access information and support that can inform your practice about working with parents and babies

K10. A working knowledge of government reports, inquiries and research reports into serious failures to protect parents and babies

K11. A working knowledge of theories relevant to babies with whom you work, about:
   a) pre-speech and verbal and non-verbal behaviour and cues
   b) human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
   c) social, emotional, intellectual and language development and factors that might enhance and inhibit these in babies up to two years of age
   d) the ways in which babies can be stimulated

K12. A working knowledge of working in integrated ways to promote babies’ and parent’s well-being

K13. A working knowledge of the responsibilities and limits of your relationships with babies and parents, families and carers

K14. A working knowledge of methods of effective engagement with babies

K15. A working knowledge of type of support for disabled babies and parents

K16. A working knowledge of the ways in which babies:
   a) develop during the first ten days of life
   b) develop relationships with their carers in their early days of life

K17. A working knowledge of the impact which personal beliefs, preferences (including privacy) and previous experience may have on the handling, caring, washing, changing, dressing and feeding of babies

K18. A working knowledge of safest ways of positioning and handling babies for their health and safety and to encourage interaction
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K19. A working knowledge of positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent’s personal beliefs and preferences

K20. A working knowledge of the effects of environmental conditions and temperatures on the baby

K21. A working knowledge of why the environment in which babies are fed should be suitable and why this should be close to the parents

K22. A working knowledge of why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly

K23. A working knowledge of the reasons for and who to report feeding problems and anything unusual with the baby

K24. A working knowledge of the reasons for, and how to report babies’ first stools and urine

K25. A working knowledge of the normal state, and changes in, urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies

K26. A working knowledge of why different parts of babies bodies are bathed differently and why particular attention should be paid to creases

K27. A working knowledge of the reasons for confirming the level of assistance with the parent and following this up with observation and support

K28. A working knowledge of why parents should be encouraged to identify any person they hand their baby to and why they should not leave the baby unattended

K29. A working knowledge of why babies need to be identified by labels and where to place these

K30. A working knowledge of why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby

K31. A working knowledge of why parents should be encouraged to review the feeding process and adapt them for their baby

K32. A working knowledge of normal changes and common problems that can occur in the mother’s breasts and nipples during the first week

K33. A working knowledge of how to help the mother express milk and when expressed milk should be used

K34. A working knowledge of the best methods of reinforcing practice with parents and carers to increase their effectiveness in terms of safety, protection, security and the effects of the environment on the baby

Printed from www.skillsforhealth.org.uk
HSC388: Relate to families, parents and carers

**Status:** National Occupational Standards (NOS)

### About this workforce competence

This workforce competence covers relating to families, parents and carers. This involves developing relationships with families, parents and carers, exchanging information with families, parents and carers, and sharing the care and support of individuals and children and young people.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced DANOS AB10 during rationalisation of the database.

### Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

- **HWB4:** Enablement to address health and wellbeing needs
- **Level 3:** Enable people to address specific needs in relation to health and wellbeing

### Keywords

- **Origin**

This competence is from the Health and Social Care suite of National Occupational Standards (2004).

### Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

- **Active support**
  Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

- **Carer**
  Any person who cares for the physical, social and emotional well-being of the individuals/children and young people

- **Children and young people**
  Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to
receive children and young people’s services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter.

**Families**
People who are legally related to individuals/children and young people and those who through relationships have become an accepted part of their family.

**Individuals**
The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

**Others**
Are other people within and outside your organisation that are necessary for you to fulfil your job role.

**Parents**
People with legal parental responsibility.

**Rights**
The rights that all concerned have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

**Risks**
The likelihood of danger, harm or abuse arising from anything or anyone.
Scope
This section provides guidance on possible areas to be covered in this competence.

Preferred form of communication
Includes:
  a) the individual’s preferred spoken language;
  b) the use of signs;
  c) symbols;
  d) pictures;
  e) writing;
  f) objects of reference;
  g) communication passports;
  h) other non verbal forms of communication;
  i) human and technological aids to communication

Risks
Include the possibility of:
  a) danger, damage and destruction to the environment and goods;
  b) injury and harm to people;
  c) self-harm;
  d) bullying;
  e) abuse;
  f) reckless behaviour

Performance Criteria
You need to:
1. develop relationships with families, parents and carers to promote the
development and well-being of individuals/children and young people and to help them manage risks
2. ensure your relationship with families, parents and carers respects their experience, expertise, abilities, culture and history
3. take account of families’, parents’ and carers’ experience, expertise, abilities, culture and history when promoting the individual’s and/or child/young person’s development, safety, protection and well-being
4. ensure your relationship with families, parents and carers is based on a clear understanding of your role and responsibilities to them and the individuals/children and young people
5. work with families, carers and others to identify and secure resources to support your relationships with families, parents and carers
6. contribute to identifying what support you need to manage any risks and conflicts
7. work with the families, parents and carers to identify and communicate information they are entitled to and that would assist them in achieving agreed outcomes for individuals/children and young people
8. identify the families, parents and carers preferred form of communication and take appropriate action to meet their needs

9. support families, parents and carers to understand legal and organisational requirements for confidentiality and disclosure

10. support families, parents and carers to understand how they can make comments, complain and the access they have to independent representation and advocacy

11. support families, parents and carers to understand why your work is person-centred and actively contributes to addressing the individual’s/child’s/young person’s health, educational, emotional and physical, social and leisure needs

12. inform families, parents and carers about the individual’s/child’s/young person’s development and achievements, in ways they can understand

13. highlight, within the confidentiality agreements, any issues raised by individuals/children and young people about their relationships, contact and personal needs with the families, parents and carers

14. contribute to reviewing, negotiating and agreeing any changes needed to ensure a more beneficial sharing of information within confidentiality agreements and legal and organisational requirements

15. work with all involved to agree your contribution to the care and support of the individuals/children and young people

16. work with all concerned to agree how and by whom the care and support of the individuals/children and young people will be monitored and reviewed

17. discuss with the families, parents and carers their needs and aspirations for the individuals/children and young people and whether, and how these can be achieved

18. clarify to families, parents, carers and others your contribution to the care and support of the individuals/children and young people and arrangements for resolving difficulties, problems, conflicts and crises

19. observe, record and report, to appropriate people on:
   • the individual’s/child’s/young person’s achievements and talents
   • their behaviour
   • their participation in activities
   • any significant changes

20. report any serious concerns to the appropriate people within and outside your organisations:
   • without delay
   • within confidentiality agreements
   • according to legal and organisational requirements

21. work with all involved to review the processes, successes, areas that need to be improved and the outcomes for individuals/children and young people

22. record and report on actions, processes and outcomes within confidentiality agreements and according to legal and organisational requirements
Knowledge and understanding

You need to apply:

Values

K1. A working knowledge of legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when relating to families, parents and carers

K2. A working knowledge of how to provide active support and place the preferences and best interests of individuals/children and young people at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks

K3. A working knowledge of the rights of families, parents and carers in relation to individuals/children and young people including any restrictions placed upon them

K4. A working knowledge of dilemmas between the individual's/children and young people's rights and the rights of families, parents and carers and your role and responsibilities in relating to families, parents and carers

K5. A working knowledge of how to deal with and challenge discrimination when relating to families, parents and carers

Legislation and organisational policy and procedures

K6. A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when relating to families, parents and carers

K7. A working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
   a) data protection, including recording, reporting, storage, security and sharing of information
   b) health and safety
   c) risk assessment and management
   d) protecting families, parents, carers, individuals and children and young people with whom you work from danger, harm and abuse
   e) relating to families, parents and carers
   f) working with others to provide integrated services

K8. A working knowledge of practice and service standards relevant to your setting

K9. A working knowledge of how to access records and information on families, parents, carers, and individuals and children and young people

Theory and practice

K10. A working knowledge of how and where to access information and support that can inform your practice when relating to families, parents and carers
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K11. A working knowledge of relevant government reports, inquiries and research

K12. A working knowledge of theories relevant to:
   a) effective relationships with families, parents and carers
   b) the role and contribution of families, parents and carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals/children and young people

K13. A working knowledge of methods of communicating and forming relationships with families, parents and carers

K14. A working knowledge of conditions and issues you are likely to face in your work with families, parents and carers

K15. A working knowledge of the responsibilities and limits of your relationships with families, parents and carers

K16. A working knowledge of how to work with, and resolve conflicts that you are likely to meet

K17. A working knowledge of procedures, best practice and factors that you need to take account of when working and sharing the care of individuals/children and young people

K18. A working knowledge of factors that are likely to affect the care of individuals and children and young people that you need to discuss with family, parents and carers

K19. A working knowledge of aspects of the individual’s/child’s and young person’s care that you need to discuss with families, parents and carers

K20. A working knowledge of factors to take account of when deciding how much information to divulge

K21. A working knowledge of how to interact with families, parents and carers and involve them positively in the care of the individuals/children and young people

K22. A working knowledge of reasons why families, parents and carers should and should not be directly involved in the care of individuals/children and young people and the actions to take if families, parents and carers wish to be involved

K23. A working knowledge of issues that are likely to arise and/or have arisen with the individual/child/young person that may necessitate communication with and involvement of families, parents and carers

K24. A working knowledge of how and where to access information and support that can inform your practice when relating to families, parents and carers

K25. A working knowledge of relevant government reports, inquiries and research

K26. A working knowledge of theories relevant to:
   - a) effective relationships with families, parents and carers
   - b) the role and contribution of families, parents and carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals/children and young people
| K27. | A working knowledge of methods of communicating and forming relationships with families, parents and carers |
| K28. | A working knowledge of conditions and issues you are likely to face in your work with families, parents and carers |
| K29. | A working knowledge of the responsibilities and limits of your relationships with families, parents and carers |
| K30. | A working knowledge of how to work with, and resolve conflicts that you are likely to meet |
| K31. | A working knowledge of procedures, best practice and factors that you need to take account of when working and sharing the care of individuals/children and young people |
| K32. | A working knowledge of factors that are likely to affect the care of individuals and children and young people that you need to discuss with family, parents and carers |
| K33. | A working knowledge of aspects of the individual’s/child’s and young person’s care that you need to discuss with families, parents and carers |
| K34. | A working knowledge of factors to take account of when deciding how much information to divulge |
| K35. | A working knowledge of how to interact with families, parents and carers and involve them positively in the care of the individuals/children and young people |
| K36. | A working knowledge of reasons why families, parents and carers should and should not be directly involved in the care of individuals/children and young people and the actions to take if families, parents and carers wish to be involved |
| K37. | A working knowledge of issues that are likely to arise and/or have arisen with the individual/child/young person that may necessitate communication with and involvement of families, parents and carers |
| K38. | A working knowledge of how to assess and deal with situations when families, parents and carers and/or the individual/child/young person may be at risk |
| K39. | A working knowledge of how to work in partnership with families, parents, carers, individuals and children and young people and others within and outside your organisation |
| K40. | A working knowledge of how to assess and deal with situations when families, parents and carers and/or the individual/child/young person may be at risk |
| K41. | A working knowledge of how to work in partnership with families, parents, carers, individuals and children and young people and others within and outside your organisation |
Appendix 4

GEN6: Prepare environments & resources for use during clinical/therapeutic activities

Status: National Occupational Standards (NOS)

About this workforce competence

This workforce competence covers your role in preparing environments and resources so that they are ready for designated clinical/therapeutic procedures.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced EUSC_12 and Diab_HE4 during rationalisation of the database.

Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

HWB7: Interventions and treatments

Level 1: Assist in providing interventions and/or treatments

Keywords

Origin

This is a new workforce competence developed for General Healthcare by Skills for Health

Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

Additional protective equipment includes types of personal protective equipment such as visors, protective eyewear and radiation protective equipment

Contaminated includes items contaminated with body fluids, chemicals or radionuclides.
Any pack/item opened and not used should be treated as contaminated.
Needs of the individuals relating to individual characteristics that influence choice and set up of equipment and other resources (e.g. mobility, protection from radiation etc.)

Personal protective clothing includes items such as plastic aprons, gloves - both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all in one trouser suits and gowns. These may be single use disposable clothing or reusable clothing

Scope
This section provides guidance on possible areas to be covered in this competence.

Environmental conditions include:
- a) temperature
- b) humidity
- c) ventilation
- d) general and directional light levels

Procedure Both routine and specialist

Resources Resources could be:
- a) fixed items of equipment
- b) portable items of equipment
- c) consumables
- d) disposable items (e.g. gowns)
- e) notes

Standard precautions and health and safety measures A series of interventions which will minimise or prevent infection and cross infection, including:
- a) handwashing/cleansing before during and after the activity
- b) the use of personal protective clothing and additional protective equipment when appropriate
- It also includes:
- a) handling contaminated items
- b) disposing of waste
- c) safe moving and handling techniques
- d) untoward incident procedures
Appendix 4

Performance Criteria
You need to:

1. gather together all essential resources in advance of the procedure
2. check and confirm that all resources are in a suitable, safe condition for the procedure to be carried out
3. dispose of any damaged or out of date items in an appropriate safe place in accordance with local procedures
4. handle resources safely, correctly and hygienically
5. set up and prepare resources in the appropriate manner and time for the activity to be carried out and the needs of the individual
6. confirm that sufficient and necessary forms for record taking are available for immediate use
7. correctly apply standard precautions and other relevant health and safety measures appropriate to the setting and the procedure
8. make sure that environmental conditions within the immediate environment are set to appropriate levels to maintain individual comfort throughout the procedure
9. position the equipment:
   a) correctly for the requirements of the procedure
   b) to reduce risks
10. promptly investigate any problems with the environment and resources and report any which you cannot solve to the relevant person to deal with them

Knowledge and understanding
You need to apply:

Legislation, policy and good practice

K1. A factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to:
   a) health and safety and infection control
   b) the handling of equipment and other resources
   c) accountability and responsibility for checking equipment and other resources, including vicarious liability

K2. A working understanding of your responsibilities under the current European and national legislation, local policies and protocols on your actions within the health care environment

K3. A working understanding of the importance of following standard precautions relevant to the clinical/therapeutic activity and the protective clothing which may be worn for the individual’s and your protection
K4. A working understanding of the potential consequences of poor practice in relation to the application of standard precautions

K5. A working understanding of what is and is not a sterile field and how the correct level of cleanliness may be achieved for the clinical/therapeutic activity, the client and the setting

K6. A working understanding of your role and the importance of working within your own sphere of competence

K7. A working understanding of the roles and responsibilities of other team members

K8. A working understanding of the importance of selecting and preparing resources according to the individual’s plan of care

K9. A working understanding of the importance of having all resources ready before starting the procedure

**Materials and equipment**

K10. A working understanding of the essential resources required for the activity including any personal protective clothing needed for yourself and/or the individual

K11. A working understanding of the clinical/therapeutic activity to be undertaken and the importance of preparing and setting out essential resources safely and efficiently

K12. A working understanding of the types of essential resources which are sensitive to environmental changes and how this affects their storage and use

K13. A factual awareness of the nature and function of equipment used and how to check whether or not it is functioning correctly

K14. A working understanding of how to set up and prepare equipment including any adjustments which are specific to an individual’s needs

**Care and support of the individual**

K15. A factual awareness of the environmental conditions appropriate for the type of clinical/therapeutic activity to be undertaken

K16. A factual awareness of how to adjust environmental conditions in order to maintain the individual’s comfort

**Procedures and techniques**

K17. A working understanding of the procedures and techniques associated with the preparation of the environment and resources for use during the clinical/therapeutic activity

K18. A working understanding of the importance of handling resources safely and correctly and how to do so
Appendix 4

K19 A factual awareness of the methods for ensuring all resources to be used during the clinical/therapeutic activity (including electrical equipment) are in a suitable and safe condition and the extent of the your responsibility for this, in line with local health and safety guidelines

K20 A working understanding what procedures you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others

K21 A working understanding the relevant person to whom you should refer problems with the environment and/or resources

K22 A factual awareness of the correct procedure for reporting problems or faults with resources

Records and documentation

K23 A working understanding of the types of records and documentation which may be required for the clinical/therapeutic activity and how they should be prepared

K24 A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

Printed from www.skillsforhealth.org.uk
BDS2: Obtain and test capillary blood samples

Status: National Occupational Standards (NOS)

About this workforce competence

This workforce competence covers the collection of capillary blood samples using either manual or automated lancets, testing of the sample where this is required or sending it elsewhere for laboratory testing. Samples may include those for blood sugar determination, haemoglobin levels and Guthrie testing of the new born.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced Diab_FA3 during rationalisation of the database.

Links

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

**HWB6:** Assessment and treatment planning

**Level 1:** Undertake tasks related to the assessment of physiological and psychological functioning

Keywords

Origin

This workforce competence has been developed for Blood Donor Support by Skills for Health.

Glossary

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

Additional protective equipment

includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment

Contaminated

includes: items ‘contaminated’ with body fluids, chemicals or radionuclides.

any pack/item opened and not used should be treated as contaminated
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**Individual**
the person from whom a capillary blood sample is being obtained

**Personal protective clothing**
includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits.
these may be single use disposable clothing or reusable clothing

**Scope**
This section provides guidance on possible areas to be covered in this competence.

**Adverse reaction/event**
including:
- a) anxiety/fear
- b) pain
- c) re-bleed
- d) haematoma
- e) nerve damage

**Appropriate staff member**
include:
- a) registered nurse
- b) midwife
- c) health visitor
- d) doctor
- e) social worker

**Materials and equipment**
including those for:
- a) preparing and caring for the sampling site
- b) obtaining the sample such as manual and automated lancets; capillary devices, blood sugar monitors, slides,
- c) testing the sample
- d) recording results
- e) labelling
- f) single use
- g) multiple use

**Packaging**
includes:
- a) bio-hazard bags
- b) trays
- c) sample racks

**Settings**
include:
- a) clinical environments (e.g. wards and clinics),
- b) non-clinical environments (e.g. individual’s home, blood collection venues)
Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection, including:

a) hand washing/cleansing before during and after the activity
b) the use of personal protective clothing and additional protective equipment when appropriate.

It also includes:

a) handling contaminated items
b) disposing of waste
c) safe moving and handling techniques
d) untoward incident procedures

Test

a) electronically
b) non-electronically

Performance Criteria

You need to:

1. apply standard precautions for infection control and any other relevant health and safety measures
2. select and prepare the site for obtaining the capillary blood sample immediately before the blood is obtained, in line with organisational procedures
3. obtain the required amount of blood of the required quality, using the selected materials and equipment into the container(s) and/or onto the appropriate strips or slides, in the correct order and in a manner which will cause minimum discomfort to the individual
4. take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site
5. apply pressure to the puncture site following completion to encourage closure and blood clotting
6. promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly
7. label the sample, if it is not to be tested immediately clearly, accurately and legibly, using computer prepared labels where appropriate
8. place sample in the appropriate packaging, ensure the correct request forms are attached and put in the appropriate place for transport or storage if required
9. ensure immediate transport of the sample to the relevant department when blood sampling and investigations are urgent
10. document all relevant information clearly, accurately and correctly in the appropriate records
Appendix 4

11. when appropriate, test the blood sample correctly using the appropriate method in line with organisational procedure

12. recognise and interpret results accurately or pass them onto an appropriate staff member for interpretation

13. record results fully and accurately in the appropriate manner and place and report to the appropriate staff member

14. give clear and accurate information to the individual about the results of tests, if available and within the limits of your responsibility

15. respond to questions from the individual clearly and accurately in an appropriate manner, level and pace or refer them to an appropriate staff member.

16. ensure that the individual is informed if any further action is required/the next stage in the process

Knowledge and understanding

You need to apply:

Legislation, policy and good practice

K1. A factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining and testing capillary blood samples

K2. A working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols

K3. A working understanding of the importance of obtaining positive confirmation of individuals’ identity and consent before starting the procedure, and effective ways of getting positive identification

K4. A working understanding of the importance of confidentiality and the measures taken to ensure it is appropriately maintained

K5. A factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence

K6. A working understanding of the importance of applying standard precautions and the potential consequences of poor practice

K7. A working understanding of how infection is spread and how its spread may be limited, including how to use or apply the particular infection control measures needed when working with blood
Anatomy and physiology
K8. A factual awareness of the structure and purpose of capillary blood vessels
K9. A factual awareness of blood clotting processes and factors influencing blood clotting
K10. A working understanding of the normal or expected results for particular tests and therefore what constitutes an abnormal result

Care and support of the individual
K11. A factual awareness of the different reasons for obtaining capillary blood samples taken
K12. A working understanding of the concerns that individuals may have in relation to capillary blood sampling
K13. A working understanding of the sites which can be used for capillary sampling and what the factors that need to be considered in selecting the best site to use (including the individual’s own preference)
K14. A working understanding of why it is important to clean the sites from which you will obtain samples, and the appropriate ways of doing this
K15. A working understanding of the limits of your role and the circumstances in which you would need to refer to another person
K16. A working understanding of the contra-indications which indicate that capillary sampling should be stopped and advice sought
K17. A working understanding of what is likely to cause discomfort to individuals during and after the collection of capillary blood samples, and how such discomfort can be minimised
K18. A working understanding of what can cause problems in obtaining capillary blood samples, what can be done to stimulate blood flow and when another site should be used
K19. A factual awareness of the common adverse reactions/events which individuals may have to blood sampling, how to recognise them and action(s) to take if they occur

Materials and equipment
K20. A working understanding of the equipment and materials are needed for capillary blood sampling and testing
K21. A working understanding of the sorts of equipment and materials which are sensitive to environmental changes and how this affects their storage and use
K22. A working understanding of which equipment and instruments are re-usable and which must be discarded after one use
Appendix 4

K23. A factual awareness of the different types of containers/slides which are used for collecting capillary blood samples

K24. A factual awareness of the types of samples which have particular packaging, storage and transfer requirements and what these requirements are

K25. A working understanding of how and when to label samples if required

Procedures and techniques

K26. A working understanding of the importance of ensuring sites for capillary blood sampling are cleaned effectively, and how and when this should be done

K27. A working understanding of the process and procedure for obtaining capillary blood samples, including the correct sequence of actions

K28. A working understanding of the factors involved in the procedures which could affect the quality of the blood

K29. A working understanding of the importance of collecting capillary blood samples of the right quality, and how to achieve this

K30. A working understanding of the complications and problems may occur during the collection of capillary blood samples, how to recognise them and what action(s) to take

K31. A working understanding of how to perform relevant tests

Records and documentation

K32. A working understanding of how to record test results, and the importance of clear and accurate documentation

K33. A working understanding of the information that needs to be recorded on labels and other documentation when sending capillary blood samples to the laboratory

K34. A working understanding of the importance of completing labels and documentation clearly, legibly and accurately, and the possible consequences of confusing (muddling) samples or incorrect labelling

K35. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

Printed from www.skillsforhealth.org.uk
BDS11: Obtain venous blood samples

**Status:** National Occupational Standards (NOS)

**About this workforce competence**

This workforce competence covers the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations as part of their care plan, or from potential donors in blood and blood component donor sessions. This workforce competence is not intended to cover the actual collection of blood or blood components within donor sessions.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced Diab_FA2 during rationalisation of the database.

**Links**

This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

**HWB6:** Assessment and treatment planning

**Level 1:** Undertake tasks related to the assessment of physiological and psychological functioning

**Keywords**

**Origin**

This workforce competence has been developed for Blood Donor Support by Skills for Health.

**Glossary**

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

**Additional protective equipment** includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment

**Contaminated** includes: items ‘contaminated’ with body fluids, chemicals or radionuclides. any pack/item opened and not used should be treated as contaminated
Individual: the person from whom the venous blood sample has been obtained, this can include blood donors or prospective donors, and clients/patients in other care settings.

Personal protective clothing: includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Scope: This section provides guidance on possible areas to be covered in this competence.

Adverse reaction/event includes those related to:
- a) venepuncture/phlebotomy - haematoma
- b) arterial puncture
- c) pain
- d) nerve damage
- e) re-bleed
- f) allergy
- g) phlebitis
- h) vaso-vagal reaction
- i) anxiety/fear

Appropriate action includes:
- a) checking tourniquet is providing sufficient venous engorgement
- b) removing collection system and starting again at a different site
- c) obtaining support from a more experienced practitioner

Blood collection system includes:
- a) needles and syringes,
- b) vacu-container systems,
- c) ‘butterflies’

Dressing includes:
- a) standard plaster,
- b) hypoallergenic plaster,
- c) gauze,
- d) bandage

Materials and equipment include:
- a) those for preparing and caring for the venous access site
- b) documentation and labelling
- c) needles and syringes/vacu-containers
Packaging includes:

a) bio-hazard bags,
b) trays,
c) sample racks

Standard precautions and health and safety measure

A series of interventions which will minimise or prevent infection and cross infection, including:

a) hand washing/cleansing before during and after the activity
b) the use of personal protective clothing and additional protective equipment when appropriate

It also includes:

a) handling contaminated items
b) disposing of waste
c) safe moving and handling techniques
d) untoward incident procedures

Tourniquet

Includes: re-useable and disposable tourniquets specifically designed for the purpose

Performance Criteria

You need to:

1. apply standard precautions for infection control and any other relevant health and safety measures
2. select and prepare an appropriate site for obtaining the venous blood, immediately before the blood is obtained, in line with organisational procedures
3. apply, use and release a tourniquet at appropriate stages of the procedure
4. gain venous access using the selected blood collection system, in a manner which will cause minimum discomfort to the individual
5. obtain the blood from the selected site:
   in the correct container according to investigation required
   in the correct volume
   in the correct order when taking multiple samples
6. take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site
7. mix the blood and anti-coagulant thoroughly when anti-coagulated blood is needed
8. promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly
9. remove blood collection equipment and stop blood flow with sufficient pressure at the correct point and for the sufficient length of time to ensure bleeding has stopped
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10. apply a suitable dressing to the puncture site according to guidelines and/or protocols, and advise the individual about how to care for the site

11. label blood samples clearly, accurately and legibly, using computer prepared labels where appropriate

12. place samples in the appropriate packaging and ensure the correct request forms are attached

13. place samples in the nominated place for collection and transportation, ensuring the blood is kept at the required temperature to maintain its integrity

14. document all relevant information clearly, accurately and correctly in the appropriate records

15. ensure immediate transport of the blood to the relevant department when blood sampling and investigations are urgent

Knowledge and understanding

You need to apply:

Legislation, policy and good practice

K1. A factual knowledge of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining venous blood

K2. A working knowledge of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols

K3. A working knowledge of the importance of obtaining positive confirmation of individuals’ identity and consent before starting the procedure, and effective ways of getting positive identification

K4. A factual knowledge of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence

K5. A working knowledge of the importance of applying standard precautions and the potential consequences of poor practice

K6. A working knowledge of how infection is spread and how its spread may be limited - including how to use or apply the particular infection control measures needed when working with blood

Anatomy and physiology

K7. A factual knowledge of the structure of blood vessels

K8. A factual knowledge of the position of accessible veins for venous access in relation to arteries, nerves and other anatomical structures
K9. A factual knowledge of blood clotting processes and factors influencing blood clotting

**Care and support**

K10. A working knowledge of the extent of the action you can take, which includes any information you may give, particularly in relation to clinical issues

K11. A working knowledge of the contra-indications and changes in behaviour and condition, which indicate that the procedure should be stopped, and advice sought

K12. A working knowledge of the concerns which donors may have in relation to you obtaining venous blood

K13. A working knowledge of how to prepare donors for obtaining venous blood, including how their personal beliefs and preferences may affect their preparation

K14. A working knowledge of what is likely to cause discomfort to individuals during and after obtaining venous blood, and how such discomfort can be minimised

K15. A working knowledge of common adverse reactions/events to blood sampling, how to recognise them and the action(s) to take if they occur

**Materials and equipment**

K16. A working knowledge of the type and function of different blood collection systems

K17. A working knowledge of what dressings are needed for different types of puncture sites, how to apply and what advice to give individuals on caring for the site

**Procedures and techniques**

K18. A working knowledge of the factors to consider in selecting the best site to use for venous access

K19. A working knowledge of the equipment and materials needed for venepuncture/phlebotomy and how to check and prepare blood collection systems

K20. A working knowledge of the importance of ensuring venous access sites are cleaned effectively, and how and when this should be done

K21. A working knowledge of the correct use of tourniquets

K22. A working knowledge of the importance of correctly and safely inserting and removing needles

K23. A working knowledge of how to recognise an arterial puncture, and the action to take if this occurs

K24. A working knowledge of the factors involved in the procedure which could affect the quality of the blood
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K25. A working knowledge of the remedial action you can take if there are problems in obtaining blood

K26. A working knowledge of the complications and problems may occur during venepuncture, how to recognise them and what action(s) to take

K27. A working knowledge of when and how to dress venous puncture sites

Reporting, recording and documentation

K28. A working knowledge of the information that needs to be recorded on labels and other documentation

K29. A working knowledge of the importance of completing labels and documentation clearly, legibly and accurately

K30. A working knowledge of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff
CHS19: Undertake physiological measurements

Status: National Occupational Standards (NOS)

About this workforce competence
This workforce competence covers taking and recording physiological measurements as part of the individuals care plan.

Measurements include: blood pressure - both by manual and electronic; pulse rates and confirming pulses at a variety of sites e.g. pedal pulses; pulse oximetry; temperature, respiratory rates, peak flow rates; height; weight; body mass index (BMI); girth.

These activities could be done in a variety of care settings, including hospitals wards and other departments including out patients, nursing homes, the individuals own home, GP surgeries etc.

The recording of such measurements must take into account the individuals overall condition, and the delegation of these measurements to you may change as the individual’s condition changes, and sometimes this skill will fall outside of your role and responsibility. Any adverse conditions may result in other members of the care team undertaking these measurements.

Users of this competence will need to ensure that practice reflects up to date information and policies.

This competence replaced HCS I4, Diab_FA1, Diab_FA5 and DANOS AH6 during rationalisation of the database.

Links
This workforce competence has indicative links with the following dimension and level within the NHS Knowledge and Skills Framework (October 2004):

HWB6: Assessment and treatment planning

Level 1: Undertake tasks related to the assessment of physiological and psychological functioning

Keywords

Origin
This is a new workforce competence developed for Clinical Healthcare Support by Skills for Health.

Glossary
This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.
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Additional protective equipment
includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment

Contaminated
includes: items ‘contaminated’ with body fluids, chemicals or radionuclides.
any pack/item opened and not used should be treated as contaminated

Individual
the person from whom the venous blood sample has been obtained, this can include blood donors or prospective donors, and clients/patients in other care settings.

Personal protective clothing
includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits.
These may be single use disposable clothing or reusable clothing

Scope
This section provides guidance on possible areas to be covered in this competence.

Appropriate documentation
includes individual’s:
  a) notes
  b) charts
Appropriately prepared includes:
  a) fully charged if electrical,
  b) with batteries,
  c) clean ear pieces on stethoscopes

Equipment
includes:
  a) sphygmomanometers of electronic blood pressure
  b) recording devices
  c) stethoscope
  d) thermometers including tympanic membrane sensors
  e) a watch with second hand
  f) pulse oximeter
  g) documentation
  h) charts

Prescribed sequence
includes
  a) lying and standing blood pressure
  b) respiratory rate before and after medication such as bronchodilators
  c) temperature after procedures put in place to reduce raised temperature such as fan therapy, removing clothing/bed clothing
Prescribed time includes:
- a) hourly
- b) four hourly
- c) twice daily
- d) daily
- e) weekly
- f) before food
- g) before hot/cold drinks
- h) on return from operating theatre or other treatment/investigation

Significant changes include:
- a) collapse
- b) cardiac arrest
- c) bleeding
- d) postural
- e) hypotension

Standard precautions and health and safety measure a series of interventions which will minimise or prevent infection and cross infection, including:
- a) hand washing/cleansing before during and after the activity
- b) the use of personal protective clothing and additional protective equipment when appropriate

It also includes:
- a) handling contaminated items
- b) disposing of waste
- c) safe moving and handling techniques
- d) untoward incident procedures

Performance Criteria
You need to:
1. apply standard precautions for infection control and apply other necessary health and safety measures
2. take the measurement at the prescribed time and in the prescribed sequence
3. use the appropriate equipment in such a way as to obtain an accurate measurement
4. reassure the individual throughout the measurement and answer questions and concerns from the patient clearly, accurately and concisely within own sphere of competence and responsibility
5. refer any questions and concerns from or about the patient relating to issues outside your responsibility to the appropriate member of the care team
6. seek a further recording of the measurement by another staff member if you are unable to obtain the reading or if you are unsure of the reading.
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7. observe the condition of the individual throughout the measurement
8. identify and respond immediately in the case of any significant changes in the individual's condition or any possible risks
9. recognise and report without delay any measurement which falls outside of normal levels
10. record your findings accurately and legibly in the appropriate documentation

Knowledge and understanding

You need to apply:

Legislation, policy and good practice

K1. A factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to undertaking physiological measurements
K2. A working understanding of your responsibilities and accountability in relation to the current European and national legislation and local policies and protocols
K3. A factual awareness of the importance of working within your own sphere of competence when and seeking clinical advice when faced with situations outside your sphere of competence
K4. A working understanding of the importance of applying standard precautions and the potential consequences of poor practice
K5. A working understanding of why individuals need to be informed about what is happening
K6. A working understanding of what is meant by “consent”.
K7. An in-depth understanding of why the recordings are necessary and the importance of undertaking measurements as directed

Care and support of the individual

K8. An in-depth understanding of the help individuals may need before you can undertake the measurement
K9. An in-depth understanding of why it is necessary to adjust clothing for some physiological measurements

Materials and equipment

K10. A working understanding of:
   a) the equipment used for different measurements
   b) any alternative equipment available
   c) the importance of ensuring it is appropriately prepared.
Procedures and techniques

K11. A working understanding of common conditions which necessitate the recording of physiological measurements within your work environment.

K12. A working understanding of how blood pressure is maintained

K13. A working understanding of the differentiation between systolic and diastolic blood pressure and what is happening to the heart in each reading

K14. A working understanding of the normal limits of blood pressure

K15. A working understanding of conditions where blood pressure may be high or low

K16. A working understanding of how body temperature is maintained

K17. A working understanding of what normal body temperature is

K18. A working understanding of what is meant by pyrexia, hyper-pyrexia and hypothermia

K19. A working understanding of what is normal respiratory rate

K20. A working understanding of what affects respiratory rates in individuals, ill and well

K21. A working understanding of the normal limits of pulse rates

K22. A working understanding of what affects pulse rates - raising it and lowering it

K23. A working understanding of the sites in the body where pulse points can be found

K24. A working understanding of why an individual's pulse oximetry needs to be measured

K25. A working understanding of the findings when obtaining pulse oximetry, and the implications of these findings

K26. A working understanding of what BMI is and how it is used in weight/dietary control

K27. A working understanding of the factors that influence changes in physiological measurements

Records and documentation

K28. A working understanding of the importance of recording all information clearly and precisely in the relevant documentation

K29. A working understanding of the importance of reporting all information to the registered practitioner

K30. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff
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