



TQUK Level 3 Diploma in Healthcare Support (RQF)

603/2494/6

Qualification Summary

Key Information

Level

Level 3

Sector

Health & Social Care

Internal/External

Internal

Qualification Type

Occupational Qualification

Operational Start Date

01/11/2017

Recommended Minimum Age

16

Total Credits

65

Qualification Status

Available To Learners

Assessment Methods

Portfolio of Evidence

SSA

01.3 Health and social care

Overall Grading Type

Pass/Fail

Permitted Delivery TypesBlended
Classroom
Distance
Online**Guided Learning Hours**

388



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**Visit www.tquk.org
in order to stay up to
date with the latest
qualification news.**





Welcome to TQUK

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation, sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](https://www.tquk.org/register-of-regulated-qualifications) website.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website www.tquk.org for news of our latest developments.



Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification. Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on www.tquk.org. Qualification specifications can be found also be found on www.tquk.org. Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact [TQUK](https://www.tquk.org).



Brand Guidelines

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there **must** be no changes or amendments made to it, in terms of colour, size, border and shading. The logo **must** only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo **must** be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK **should** be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK **should** be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it **must** immediately discontinue the use of TQUK's logo, name and qualifications.



Qualification Details

The Qualification

The TQUK Level 3 Diploma in Healthcare Support (RQF) is regulated by Ofqual.

The TQUK Level 3 Diploma in Healthcare Support (RQF) can be completed within or outside of an apprenticeship however it is the mandatory qualification requirement that must be completed by all Senior Healthcare Support Worker apprentices before they can go through the gateway to end point assessment.

The competence requirements for the end point assessment of the Senior Healthcare Support Worker Apprenticeship Standard is set out in the Assessment Plan. The qualification includes a mandatory study skills unit which develops writing and research skills which are required to carry out job roles at this level and are beneficial to those wishing to progress to Higher Education. Guidance for centres can be found in Appendix 2. Guidance to assist learners to choose optional units to support a variety of job roles can be found in Appendix 1.

Qualification Purpose

The purpose of the qualification is to support the Senior Healthcare Support Worker role in the workplace and to enable learners to progress to a higher level qualification in the same or related subject area. The qualification develops learners knowledge, skills and competence in healthcare support settings. The qualification develops competence therefore, learners must have access to a workplace to enable assessment to take place..

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years and above.

Progression

Successful learners can progress to specialist health qualifications, an apprenticeship or to health related undergraduate programmes.

Structure

Learners must achieve 65 credits; 45 credits from the 15 mandatory units and a further 20 from the optional units

Mandatory Units

Unit ref.	Title	Level	GLH	Credit Value
Y/616/4061	Causes and spread of infection	2	20	2
D/616/4059	Cleaning, decontamination and waste management	2	20	2
L/616/4056	Duty of care in care settings	3	8	1
T/616/4049	Promote communication in care settings	3	25	3

K/616/4050	Promote effective handling of information in care settings	3	16	2
A/616/4053	Promote equality and inclusion in care settings	3	18	2
F/616/4054	Promote health, safety and wellbeing in care settings	3	45	6
T/616/4052	Promote person-centred approaches in care settings	3	39	6
M/616/4051	Promote personal development in care settings	3	10	3
J/616/4055	Responsibilities of a care worker	2	16	2
R/616/4057	Safeguarding and protection in care settings	2	26	3
H/616/4063	Study Skills for senior healthcare support workers	3	15	4
Y/616/4058	The principles of infection prevention and control	2	30	3
D/616/4062	Understand mental health problems	3	16	3
R/616/4060	Understand mental well-being and mental health promotion	3	20	3

Optional Units

Unit ref.	Title	Level	GLH	Credit Value
A. Optional Units				
K/617/2570	Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs	3	37	6
F/616/4152	Administer medication to individuals and monitor the effects	3	30	5
A/617/0614	Administer oral nutritional products to individuals	3	23	4
L/616/4087	Advise and inform individuals on managing their condition	3	36	5
H/617/0638	Anatomy and physiology for maternity support workers	3	20	2
F/617/2560	Assist and support individuals to use alternative and augmentative communication systems (AAC)	3	35	5
H/617/2566	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	29	5
J/617/2558	Assist in planning and evaluating learning activities	2	22	3
J/617/0650	Assist in receiving, handling and dispatching clinical specimens	2	17	2
K/617/2567	Assist in testing individuals' abilities prior to planning physical activities	3	38	5
H/617/0591	Assist in the administration of medication	2	25	4
M/617/0612	Assist in the administration of oxygen	3	40	5
D/617/0654	Assist in the delivery of perioperative care and support to individuals	3	31	4
D/617/2551	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	28	4
L/617/0665	Assist individuals who have mental health problems when they are transferring between agencies and services	3	6	2
F/617/0632	Assist others to monitor individuals' progress in managing dysphagia	3	38	5
K/616/8759	Assist others to plan presentations	2	16	2
H/617/2552	Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	3	35	5
K/616/4646	Assist the practitioner to carry out health care activities	2	13	2
H/617/3278	Assure the effective functioning of radiographic image processing equipment	3	25	4
F/616/4085	Awareness of the Mental Capacity Act 2005	3	28	3
R/617/0635	Care for a newborn baby	3	32	4
F/616/4071	Care for individuals with naso-gastric tubes	3	19	3
A/616/4067	Care for individuals with urethral catheters	3	30	4
M/616/4079	Care for the elderly	2	10	2

J/616/4105	Care for the physical and nutritional needs of babies and young children	3	45	6
R/616/4074	Carry out arterial puncture and collect arterial blood	3	30	4
Y/616/4075	Carry out blood collection from fixed or central lines	3	30	4
F/617/0579	Carry out intravenous infusion	3	22	4
J/617/0602	Carry out vision screening	3	34	4
A/617/0595	Carry out wound drainage care	3	23	4
Y/616/8711	Collaborate in the assessment of environmental and social support in the community	3	23	4
T/616/8764	Collate and communicate health information to individuals	3	10	2
K/616/4100	Communicate with children and young people in care settings	3	25	4
M/617/0626	Communicate with individuals about promoting their health and wellbeing	3	15	3
D/617/0606	Conduct external ear examinations	3	28	4
R/617/0604	Conduct hearing assessments	3	15	4
L/616/8768	Conduct routine maintenance on clinical equipment	3	30	4
T/616/4651	Contribute to monitoring the health of individuals affected by health conditions	2	18	2
J/616/4654	Contribute to the care of a deceased person	2	24	3
A/617/0628	Contribute to the discharge of individuals to carers	2	11	2
M/616/4826	Contribute to the effectiveness of teams	2	5	2
F/617/0646	Contribute to the safe use of medical devices in the perioperative environment	2	29	4
T/616/8781	Control the use of physical resources in a health setting	3	25	3
H/616/4077	Coordinate the progress of individuals through care pathways	3	10	4
T/617/2555	Deliver exercise sessions to improve individuals' health and wellbeing	3	32	5
K/616/8776	Deliver training through demonstration and instruction	3	21	3
R/616/4642	Dementia Awareness	2	7	2
J/617/2561	Develop activities and materials to enable individuals to reach specific communication goals	3	38	5
K/617/0639	Develop and agree individualised care plans for babies and families	4	38	5
L/617/2559	Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use	3	25	4
T/616/4102	Develop positive relationships with children and young people	3	30	4
D/616/4093	Effective communication and building relationships in mental health work	3	17	5
A/616/4103	Enable children and young people to understand their health and well-being	4	38	5
Y/617/0667	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	3	41	8
H/616/4094	Enable individuals with mental health problems to develop alternative coping strategies	4	16	4
A/616/4098	Enable mental health service users and carers to manage change	3	11	3
L/617/0617	End of life and dementia care	3	10	2
M/617/2568	Examine the feet of individuals with diabetes	3	18	3
R/617/0666	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	3	32	5
A/616/4165	Facilitate learning and development activities to meet individual needs and preferences	3	35	5
H/616/8758	Give presentations to groups	3	26	4
T/617/0627	Human structure and functionality	3	20	8
K/617/2553	Implement hydrotherapy programmes for individuals and groups	3	35	5
L/616/4090	Implement therapeutic group activities	3	25	4

F/617/0629	Inform an individual of discharge arrangements	2	10	2
L/617/0584	Insert and secure nasogastric tubes	3	30	4
D/616/8760	Interact with and support individuals using telecommunications	3	36	5
T/616/9252	Maintaining quality standards in the health sector	2	8	1
F/616/8766	Make recommendations for the use of physical resources in a health setting	3	15	4
A/616/8765	Manage the availability of physical resources to meet service delivery needs in a health setting	3	33	5
A/616/4232	Managing symptoms in end of life care	3	30	4
L/617/2562	Manufacture equipment or medical devices for individuals within healthcare	3	30	4
Y/617/0653	Measure and record individuals' body fluid balance in a perioperative environment	3	23	4
T/616/4648	Monitor and maintain the environment and resources during and after health care activities	2	20	3
A/617/2556	Monitor and review individuals progress in relation to maintaining optimum nutritional status	3	26	3
Y/617/2564	Monitor individuals' progress in relation to managing their body weight and nutrition	3	26	3
D/617/2565	Monitor individuals' progress in relation to managing their body weight and nutrition	3	26	3
K/616/4159	Move and position individuals in accordance with their care plan	2	26	4
D/616/4076	Obtain a client history	3	22	3
J/616/4072	Obtain and test capillary blood samples	3	30	4
D/616/4644	Obtain and test specimens from individuals	2	15	2
L/616/4073	Obtain venous blood samples	3	24	3
T/617/0661	Operate equipment for intraoperative cell salvage blood collection	3	40	5
A/617/0662	Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process	3	39	5
J/616/8767	Perform first line calibration on clinical equipment to ensure it is fit for use	3	20	3
A/616/4070	Perform intravenous cannulation	4	36	5
H/617/0610	Perform routine electrocardiograph (ECG) procedures	3	30	4
H/617/0641	Perform the non-scrubbed circulating role for perioperative procedures	2	23	3
A/617/0645	Prepare anaesthetic environment and provide support for pre and post operative anaesthesia and recovery	3	38	5
M/617/0660	Prepare and apply dressings and drains to individuals in the perioperative environment	2	18	2
M/617/0657	Prepare and dress for scrubbed clinical roles	2	28	4
T/617/0658	Prepare and provide surgical instrumentation and supplementary items for the surgical team	3	43	6
D/617/3277	Prepare and reproduce permanent radiographic images	3	23	4
F/617/0663	Prepare equipment for intraoperative cell salvage blood collection	2	17	2
A/617/0659	Prepare equipment for intraoperative cell salvage blood processing	2	26	4
D/617/0590	Prepare for and carry out extended feeding techniques	3	27	4
H/616/4645	Prepare individuals for healthcare activities	2	9	2
A/616/4652	Principles of health promotion	2	13	2
H/617/2034	Project management	3	18	4
D/616/4191	Promote positive behaviour	3	44	6
F/616/4653	Promotion of general health and well-being	2	12	2

L/617/0634	Provide advice and information to enable parents to promote the health and well-being of their newborn babies	3	22	3
T/617/2569	Provide advice on foot care for individuals with diabetes	4	31	4
L/616/4669	Provide agreed support for foot care	2	23	3
Y/617/2550	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	38	5
R/617/2563	Provide support for individuals with communication and interaction difficulties	3	39	5
R/616/4690	Provide support for leisure activities	2	20	3
R/616/4687	Provide support for mobility	2	14	2
L/616/4655	Provide support for sleep	2	13	2
K/616/8633	Provide support to individuals to continue recommended therapies	3	20	3
K/616/4162	Provide support to maintain and develop skills for everyday life	3	28	4
D/616/4157	Provide support to manage pain and discomfort	2	15	2
L/617/0648	Provide support to the surgical team when preparing individuals for operative and invasive procedures	3	32	4
K/617/0642	Receive and handle clinical specimens within the sterile field	3	30	4
D/617/0668	Recognise indications of substance misuse and refer individuals to specialists	3	24	4
A/617/0600	Remove wound closure materials	2	24	3
F/617/0596	Remove wound drains	3	34	4
J/617/0633	Reprocess endoscopy equipment	3	30	4
M/616/4647	Select and wear appropriate personal protective equipment for work in health care settings	2	15	2
K/616/8874	Service improvement in the health sector	2	15	2
Y/616/8451	Support carers to meet the care needs of individuals	3	30	4
M/617/0674	Support child and young person development	3	25	3
L/616/4106	Support children and young people experiencing transitions	3	7	3
T/617/0675	Support children and young people with additional needs	4	45	6
Y/617/0670	Support children and young people with mental health conditions	3	42	5
J/616/4086	Support independence in the tasks of daily living	3	37	5
M/616/4082	Support individuals at the end of life	3	50	6
J/617/0390	Support individuals during a period of change	3	29	4
Y/617/0622	Support individuals during emergency situations	3	27	3
R/617/0621	Support individuals during the last days of life	4	40	5
F/617/2557	Support individuals in undertaking their chosen activities	3	24	4
D/616/8449	Support individuals to access and manage direct payments	4	20	4
R/616/4639	Support individuals to access and use information about services and facilities	2	20	3
K/616/4078	Support individuals to access and use services and facilities	3	25	4
H/617/0624	Support individuals to access education, training or employment	4	31	4
R/616/8450	Support individuals to access housing and accommodation services	3	31	4
J/616/4640	Support individuals to carry out their own health care procedures	2	15	2
R/616/4091	Support individuals to develop and run support groups	3	24	3
M/616/4650	Support individuals to eat and drink	2	15	2
M/616/4177	Support individuals to live at home	3	29	4
Y/616/4643	Support individuals to manage continence	2	19	3
K/617/0625	Support individuals to manage dysphagia	4	35	5
D/617/0623	Support individuals to manage their finances	3	20	3

K/616/4095	Support individuals to manage their own recovery from mental health problems	3	10	3
L/616/4641	Support individuals to meet personal care needs	2	16	2
L/616/4185	Support individuals to prepare for and settle in to new home environments	3	23	3
A/616/4649	Support individuals undergoing healthcare activities	2	22	3
T/616/4083	Support individuals who are bereaved	3	30	4
M/616/4244	Support individuals who are distressed	2	21	3
M/617/2571	Support individuals with cognition or learning difficulties	3	34	5
D/617/0640	Support individuals with feeding babies	3	26	4
A/616/4179	Support individuals with specific communication needs	3	35	5
D/617/0637	Support parents or carers to interact with and care for their newborn baby	3	30	4
D/617/0671	Support parents/carers and those in a parental role to care for babies during their first year	3	36	5
M/616/4096	Support positive risk taking for individuals	3	32	4
F/616/4233	Support the spiritual wellbeing of individuals	3	26	3
R/617/0618	Supporting individuals with loss and grief before death	3	5	2
L/617/0651	Transport, transfer and position individuals and equipment within the perioperative environment	3	32	5
K/617/0608	Understand advance care planning	3	25	3
H/617/0669	Understand care and support planning and risk management in mental health	3	14	4
M/616/4101	Understand child and young person development	3	30	4
L/617/0620	Understand end of life care for individuals with specific health needs	3	21	4
F/616/4099	Understand how to safeguard the well-being of children and young people	3	25	3
F/617/0615	Understand long-term conditions and frailty	3	20	3
K/617/0673	Understand mental health and behaviour management of children and young people	3	10	4
Y/616/4092	Understand mental health interventions	3	14	4
H/617/0672	Understand risk management in the paediatric mental health setting	3	25	3
J/616/8638	Understand the administration of medication	3	24	3
A/616/4084	Understand the context of supporting individuals with learning disabilities	3	35	4
J/617/0664	Understand the legal, policy and service framework in mental health	3	16	5
H/616/4080	Understand the process and experience of dementia	3	22	3
T/616/4097	Understanding suicide interventions	4	43	6
H/616/4158	Undertake agreed pressure area care	2	30	4
F/616/4068	Undertake personal hygiene activities with individuals	2	24	3
K/616/4064	Undertake physiological measurements	3	23	3
J/616/4069	Undertake stome care	3	30	4
M/616/4065	Undertake tissue viability risk assessments	3	16	3
T/616/4066	Undertake treatments and dressings of lesions and wounds	3	23	4
D/617/0587	Undertake urethral catheterisation processes	3	28	4
Y/616/4089	Work in partnership with families to support individuals	3	27	3
F/616/4104	Work with babies and young children to support their development and learning	3	45	6

Barred Units

Barred Unit Combinations	
Assist in the administration of medication. (H/617/0591)	F/616/4152
Maintaining quality standards in the health sector. (T/616/9252)	K/616/8874

Duration

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training. Guided Learning Hours for this qualification is 388.

Directed Study

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 262 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning. Total Qualification Time for this qualification is 650 hours.

Grading and Assessment

Qualifications developed to meet the criteria in this specification must be assessed in accordance with the Assessment Principles developed by Skills for Health to complement Ofqual requirements.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

Units which develop and assess competence will be assessed in the workplace. Assessors will observe learners in their workplace assessing their knowledge and skills to enabling them to achieve the qualification. Assessors will make informed judgements about the range of evidence a learner produces to meet the assessment criteria. All learning outcomes must be met to achieve a Pass - there is no grading.

Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUKs qualifications. The policies and procedures will also support a recognised centres quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Qualification Delivery

Pre-Qualification Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learners current knowledge and/or skills. Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centres responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUKs procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Requirements

Trainer/Assessor

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Centre Devised Assessment

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Useful Resources

Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Skills for Health <http://www.skillsforhealth.org.uk/>

Skills for Care <http://www.skillsforcare.org.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+

learners in England

Learning Aim Reference Service (LARS) [https://www.gov.uk/government/publications/individualisedlearner-](https://www.gov.uk/government/publications/individualisedlearner-record-ilr-sources-of-data)

[record-ilr-sources-of-data](https://www.gov.uk/government/publications/individualisedlearner-record-ilr-sources-of-data)

DAQW Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education

www.deni.gov.uk for public funding in Northern Ireland.

