Sample Assessment Materials (SAMs)

NCFE CACHE Level 2 Technical Occupational Entry in Healthcare Support (Diploma)

QN: 610/4528/7

Version: v1.0 November 2023

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Assessment 1: AHP 3 Contribute to monitoring the health of individuals affected by health conditions

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Report

You have been asked to write a report:

- explaining the importance of monitoring the health of individuals affected by a health condition
- describing ways that the health of individuals can be monitored
- explaining why changes to recording and reporting requirements in relation to an individual's health condition may be required
- explaining how consent would be gained for individuals who do not have the capacity to consent.

(AHP 3: LO1, AC1.1,1.2, 2.3, 3.3)

Task 2

Observation of practice and work product (care plan below).

If you are working in a care setting you will be able to carry out this observation of practice in the setting. If not, you will be able to work from the attached scenario and care plan to complete these outcomes.

You will be observed providing an individual with support and care in line with their care plan.

You will need to read the care plan then identify and carry out appropriate observations, to monitor the health condition of the individual in your care, recording and reporting your findings in line with agreed ways of working.

During this observation you will need to take immediate action when an individual's health changes and raises a cause for concern. You will need to review the individual's changing needs for their health and the information required. Ensuring that you understand the changes and how these will change the requirements for monitoring and implement the required changes to the monitoring processes.

Scenario below.

Assessor observation/expert witness testimony.

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
2.1 Identify what **observations** have been agreed to monitor the health condition of an individual.	
2.2 Confirm that valid consent has been obtained.	
2.4 Carry out required observations in ways that: • respect the individual's dignity and privacy.	
2.4 Carry out required observations in ways that: • reassure the individual and minimise any fears or concerns.	
3.1 Identify requirements for recording and reporting on changes in the individual's condition and wellbeing	
3.2 Record required indicators of an individual's condition.	
4.1 Take immediate action when changes in an individual's health cause concern.	
4.2 Work with **others** to review information about changes in an individual's health.	
4.3 Clarify own understanding about changes to requirements for monitoring.	
4.4 Implement required changes to monitoring processes.	

Scenario for task 2

Observe Alex in their home during mealtimes. Agree with Alex that you will do this and explain that you are observing them because it has been noted that they are not eating as much as they used to. Since Alex is diabetic, not getting regular and healthy meals is a concern.

Explain what information you will be recording and why.

Record changes noted and complete the section on actions to be taken in this scenario.

Care plan

Individual's information

Full name	Alex Kingstone			Preferred Name	Alex		
NHS number	YBDFBE4362						
Address	Example Care Plan St						
Phone number	0987654321			Date of birth	24/05/1948		
Gender	MALE		FEMALE		PREFER NOT TO SAY		
Marital status	Married			Religion			
Ethnicity				Language			
Who individual wants involved in care decisions	Name			Relationship			
	Telephone			Emails			
	Name			Relationship			
	Telephone			Emails			

Food and drink

Allergies

Individual is allergic to peanuts.

Specific health issues that affect diet

Individual is a diabetic and needs to follow a healthy and balanced diet with low sugar content. Mostly well controlled.

Favourite foods

Individual likes curry a lot.

Foods the individual does not like

Individual does not like to eat mushrooms or leeks.

Specialist equipment

Individual uses a frame on their plate to help them scoop up food, but they do not like this and will try to take the frame off the plate.

Care notes for today

What did individual eat?

Changes noted in individuals needs

Suggested actions to take

How will this change the care and how will you implement this?

Signed ….....
Dated ….....

(AHP 3: LO2, AC2.1, 2.2, LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4)

Unit learning outcomes

Task 1

AHP 3: LO1, AC1.1, 1.2, LO2, AC2.3, 3.3

Task 2

AHP 3: LO2, AC2.1, 2.2, 2.4, LO3, AC3.1, 3.2, 3.3, LO4, AC 4.1, 4.2, 4.3, 4.4

Evidence requirements

Task 1

Report

Task 2

Assessor observation/expert witness testimony

Work product

Assessment 2: AHP 4 Principles of health promotion

Introduction

Your assessor may be able to holistically assess this evidence to cover some of the learning outcomes and assessment criteria from the mandatory units.

Task 1

You have been asked to write a report to show your understanding of factors that influence health and the effectiveness of health promotion materials.
Your report must:

- define concepts of health and health promotion
- explore national health policies and local initiatives
- discuss the effectiveness of health promotion materials – more than one point of view should be included within your discussion.

(AHP 4: LO1, AC1.1, 1.3, LO3, AC3.3)

Task 2

In the table below, outline the effects that each factor can have on health.

Factors	Outline of the effects on health
Social class	
Housing	
Employment	
Culture	
Attitudes	
Values and beliefs	

(AHP 4: LO1, AC1.2)

Task 3

You have been asked to prepare an information booklet focussing on behaviour change that can be placed in the reception area of a local GP surgery for patients to read.

Your booklet must identify theories of behaviour change and should include:

- social cognitive theory
- theory of planned behaviour
- transtheoretical model.

(AHP 4: LO2, AC2.1)

Task 4

Write a short report that outlines factors that influence behaviour change and describes the barriers to change.

Your report must include the following **factors**:

- threat
- fear
- response efficacy
- self-efficacy
- barriers
- benefits
- subjective norms
- attitudes
- intentions
- cues to action
- reactance.

(AHP 4: LO 2, AC2.2, 2.3)

Task 5

Complete the tables below to demonstrate your understanding of appropriate and inappropriate methods of communication.

Appropriate methods of communication in health promotion

Inappropriate methods of communication in health promotion

(AHP 4: LO3, AC3.1)

Task 6

You have been asked to produce a poster that informs others of a range of health promotion communication methods.

Your poster must be:

- informative
- educative
- persuasive
- prompting.

(AHP 4: LO3, 3.2)

Unit learning outcomes

Task 1

AHP 4: LO1, AC1.1, 1.3, LO3, AC3.3

Task 2

AHP 4: LO1, AC1.2

Task 3

AHP 4: LO2, AC2.1

Task 4

AHP 4: LO2, AC2.2, 2.3

Task 5

AHP 4: LO3, AC3.1

Task 6

AHP 4: LO3, AC3.2

Evidence requirements

Task 1

Report

Task 2

Table

Task 3

Information booklet

Task 4

Report

Task 5

Table

Task 6

Poster

Poster Assessment 3: AN 70 Provide support to manage pain and discomfort

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Answer the following questions to demonstrate that you understand approaches to managing pain and discomfort, and that you know how to assist in minimising an individuals' pain or discomfort.

Explain the importance of a holistic approach to managing pain and discomfort.

Complete the table to describe the different approaches to alleviate pain and minimise discomfort in individuals.

Key pain management strategies include	Description
Pain medicines.	
Physical therapies (such as heat or cold packs, massage, hydrotherapy and exercise).	
Psychological therapies (such as cognitive behavioural therapy, relaxation techniques and meditation).	
Mind and body techniques (such as acupuncture).	
Community support groups	

Outline agreed ways of working that relate to managing pain and discomfort.

Describe how pain and discomfort may affect an individual's holistic wellbeing and communication.

Explain how to recognise that an individual is in pain when they are not able to verbally communicate this.

Using an assessment tool that may be used within a workplace, explain in detail how this is used to evaluate pain levels in individuals.

(AN70: LO1, AC1.1, 1.2, 1.3, LO2, AC2.1, 2.3, 2.5)

Task 2

Reflective account activity.

Complete a reflective account to demonstrate you are able to work with individuals to identify their needs and preferences in relation to provide support to manage pain and discomfort.

Patient A has been admitted to your care setting and has severe pressure sores on their buttocks and ankles. Using this scenario, reflect on how you could have completed the following:

- encourage the individual to express their pain or discomfort
- support other carers to recognise when individuals are in pain or discomfort
- encourage an individual and their carers to use self-help methods of pain control, and what methods were these?
- assist the individual to be positioned safely and comfortably, including what was the position used and if any, what equipment did you use to support this?
- carry out agreed measures to alleviate pain and discomfort
- carry out required monitoring activities relating to management of an individual's pain or discomfort
- complete records in line with agreed ways of working
- report findings and concerns as required.

Reflecting on this activity:

- identify your strengths
- what went well
- identify areas you could improve on and what you would do differently next time.

(AN70: LO2, AC2.2, 2.4, 2,6, 2.7, 2,8, LO3, AC3.1, 3.2, 3.3.)

Task 3

Scenario

Patient A has been admitted to your care setting and has severe pressure sores on their ankles and elbows. Patient A is unable to walk for long periods and uses a wheelchair when going on social outings but can weight bear and pull themselves up to move and reposition. Patient A requires staff to administer their medication.

Assessor observation/expert witness testimony.

Please provide a copy of this sheet to your, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support to manage pain and discomfort.

Note to expert witness

Please state in detail what you have observed the learner completing from the following simulated activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Simulated activities	**Refer to the learner by name and state what tasks they have carried out to meet the simulated activities.**
2.2 Encourage an individual to express their pain or discomfort.	
2.4 Support carers to recognise when individuals are in pain or discomfort.	
2.6 Encourage an individual and their carers to use self-help methods of pain control.	
2.7 Assist an individual to be positioned safely and comfortably.	
2.8 Carry out agreed measures to alleviate pain and discomfort.	
3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort.	
3.2 Complete records in line with agreed ways of working.	
3.3 Report findings and concerns as required.	

(AN70: LO2, AC2.2, 2.4, 2,6, 2.7, 2,8, LO3, AC3.1, 3.2, 3.3.)

Unit learning outcomes

Task 1

AN70: LO1, AC1.1, 1.2, 1.3, LO2, AC2.1, 2.3, 2.5

Task 2

AN70: LO2, AC2.2, 2.4, 2,6, 2.7, 2,8, LO3, AC3.1, 3.2, 3.3

Task 3

AN70: LO2, AC2.2, 2.4, 2,6, 2.7, 2,8, LO3, AC3.1, 3.2, 3.3

Evidence requirements

Task 1

Knowledge activity

Task 2

Reflective account activity

Task 3

Assessor observation/expert witness testimony activity

Assessment 4: HSC AS 1 Support activities for individuals and groups that promote wellbeing

Introduction

Your assessor may be able to holistically assess this evidence to cover some of the learning outcomes and assessment criteria from the mandatory units.

Task 1

You have been asked to produce an information leaflet to show your understanding of the impact of activity on the wellbeing of individuals.

Your information leaflet must:

- define activity provision within the context of adult care
- give examples of the types of activities that focus on self-care social interaction
- describe how activities can be beneficial to an individual's identity, self-esteem and contentment
- describe how engagement and participation in activities can support an individual's wellbeing
- explain how to support individuals to participate in an activity-based model of care.

Activity-based model of care may include:

- daily living, interactions and personal care
- choice and control
- self-care activities
- experts by experience.

(HSC AS 1: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5)

Task 2

Simulated assessment

Scenario

You have been asked to facilitate a discussion with individuals or groups who are attending a day service at the local community centre. The aim of the discussion is to establish activities that meet the interests, choices, preferences and needs of each individual. There are carers present to support each individual.

Part 1

Prior to the group discussion you must first identify interests, choices, preferences and needs of each individual. The individual's carer will be present for support.

You must discuss with each individual:

- their interests, choices, preferences and needs
- activities that meet their interests, choices, preferences and needs
- any type and level of support needed for participation in activities.

Part 2

After the initial discussions, you will now facilitate a discussion to enable the individuals to communicate with another individual or within a group. You must support the individuals and the group to understand the activities, agree and plan desired activities.

Part 3

Choose one activity identified by the two individuals or the group and complete a risk assessment.

The 5-step risk assessment process is a systematic approach to identifying, assessing, and controlling risks. It is a simple and effective way to improve safety and reduce the likelihood of accidents and injuries.

The 5 steps are:

1. Identify the hazards.

2. Decide who might be harmed and how.

3. Evaluate the risks and decide on precautions.

4. Record your findings and implement them.

5. Review your risk assessment and update if necessary.

Risk assessment example.

Risk assessment				
Location	**Date**	**Review date**	**Written by**	
Hazards	**Who might be harmed and how?**	**How are you controlling the risks?**	**Further actions needed**	**Who needs to carry out the actions?**

Part 4

As part of the facilitation of the session you must close the discussion by:

- seeking feedback from individuals and group members on their experiences of the activities and support provided
- encouraging individuals and group members to make suggestions for maintaining or improving activities
- contributing to the review and evaluation of activities to improve outcomes for individuals and group members
- contribute to agreeing changes to activities or processes to improve outcomes for individuals and group members
- reporting your findings in line with the agreed ways of working.

Note to assessor/expert witness

State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the assessment criteria.**
2.1 Work with individuals and others to identify interests, choices, preferences and needs.	
2.2 Agree with individuals' activities that meet the identified interests, choices, preferences and needs.	
2.3 Contribute to the risk-assessment process for participation in activities.	
2.4 Support individuals to understand the agreed activities.	
3.1 Provide support to engage and enable group members to communicate in a group setting.	
3.2 Work with group members to agree and plan desired activities.	
3.3 Support group members to understand the agreed activities.	

3.4 Encourage interaction between group members that promotes pleasure, co-operation, inclusion and well-being.	
4.1 Support individuals or groups in a way that promotes active participation.	
4.2 Observe and adjust support in response to any requests, changes or difficulties encountered.	
4.3 Give positive and constructive feedback to individuals during activities.	
4.4 Maintain records about activities in line with agreed ways of working.	
5.1 Seek feedback from individuals or group members on their experiences of the activities and support provided.	
5.2 Encourage individuals or group members to make suggestions for maintaining or improving activities.	
5.3 Contribute to the review and evaluation of activities to improve outcomes for individuals or group members.	
5.4 Contribute to agreeing changes to activities or processes to improve outcomes for individuals or group members.	
5.5 Report your findings in line with agreed ways of working.	

(HSC AS 1: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3, 5.4, 5.5)

Unit learning outcomes

Task 1

HSC AS 1: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2

HSC AS 1: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3, 5.4, 5.5

Evidence requirements

Task 1

Information leaflet

Task 2

Assessor observation/expert witness testimony activity

Risk assessment document

Record of findings

Assessment 5: HSC AS 6 Support individuals in the use of assistive living technology

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Written report.

You have been asked to produce a written report outlining the current legislation and codes of practice that safeguard an individual's dignity, autonomy, privacy and confidentiality in relation to the use of assistive living technology.

(HSC S 6: LO1, AC1.1)

Task 2

Observation of practice.

The observation can be carried out in the workplace or can be carried out in the classroom using the scenario below.

You will be observed by your tutor:

- providing some support for an individual who is using assistive living technologies
- supporting them to access information on this technology
- supporting the individual to explore any concerns or issues they may have about choosing and accessing assistive living technology
- supporting the individual to select the assistive living technology that will best meet their personal needs
- use the agreed process to establish consent
- you will report and record the use of assistive technology in line with the agreed ways of working (Note – this record can be used as a work produce described in task three) – during your observations you will:
    - encourage and support an individual and others to use assistive living technology
    - support an individual and others to assess their ability to use assistive living technology
    - support an individual and others to identify areas that require further support and guidance in relation to the use of assistive living technology
    - support an individual and others in the safe use of assistive living technology
    - support an individual and others to understand instructions on safe use of assistive living technology
    - provide an individual and others with information on the maintenance of assistive living technology
    - ensure an individual and others are aware of support available if assistive technology becomes inoperable including:
        - procedure
        - contact details
        - associated cost
    - enable an individual and others to provide feedback on the use of assistive living technology.

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to assessor/expert witness

State in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
3.1 Support an individual to access information about assistive living technology.	
3.2 Work with an individual to explore any concerns or issues they may have about choosing and using assistive living technology.	
3.3 Support an individual to select assistive living technology to meet their needs.	
3.4 Use agreed processes to establish consent.	
3.5 Report and record the use of assistive technology in line with **agreed ways of working**.	
4.1 Encourage and support an individual and others to use assistive living technology.	
4.2 Support an individual and others to assess their ability to use assistive living technology.	
4.3 Support an individual and others to identify areas that require further support and guidance in relation to the use of assistive living technology.	

4.4 Support an individual and others in the safe use of assistive living technology.	
4.5 Support an individual and others to understand instructions on safe use of assistive living technology.	
4.6 Provide an individual and others with information on the maintenance of assistive living technology.	
4.7 Ensure an individual and others are aware of support available if assistive technology becomes inoperable including: • procedure.	
4.7 Ensure an individual and others are aware of support available if assistive technology becomes inoperable including: • contact details.	
4.7 Ensure an individual and others are aware of support available if assistive technology becomes inoperable including: • associated cost.	

Scenario for task 2

You are supporting a client called Alex who is keen to live as independently as possible. They are capable of taking their own medication. However, they have difficulty in remembering to take this at the right time.

You are going to research the use of medication timers. There are some which have an alarm to let the client know to take the medication. They will also alert the care team if the box is not opened when the alarm goes off.

Meet with Alex and their partner to discuss the use of these and choose the one that suits their needs best.

Support Alex and their partner to understand how the device works and discuss what further support they might need to get used to using this and taking their medication independently.

Talk with Alex about how they can use this safely. Support them to understand how this will be safely maintained and what process will be followed if this stops working, and who can be contacted if this is the case, and the associated cost.

Ask Alex to use this device in your presence, so that you can confirm Alex knows how to use it. Request Alex provides feedback on its initial use.

Care plan
Individual's information

Full name	Alex Kingstone			Preferred Name	Alex		
NHS number	YBDFBE4362						
Address	Example Care Plan St						
Phone number	0987654321			Date of Birth	24/05/1948		
Gender	MALE		FEMALE		PREFER NOT TO SAY		
Marital status	Married			Religion			
Ethnicity				Language			
Who individual wants involved in care decisions	Name			Relationship			
	Telephone			Emails			
	Name			Relationship			
	Telephone			Emails			

Clinician and care team information

Doctor's name

Dr Anderson

Social worker's name

Robin Fairly

Medication

Alex has to take regular medication and takes this independently; however, they do have challenges in recalling the medication that they need to take at the right time. With this in mind this family have asked that a medical timer be arranged to support them taking the medication independently.

Care notes for today

What information did you find about the assisted living devices for medication management?

Record the discussion with individual and partner

Record agreed actions

Individual feedback

Healthcare support worker review

Signed ….....
Dated ….....

(HSC AS 6: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7,4.8)

NOTE – with some careful planning this can also link to evidence in HSC S 5, by adding some further outcomes when preparing the care plan for the individual.

Task 3

Part 1 – Work product or classroom-based activity on care planning

For this task you will be reviewing the support that you provided during task 2 and recording this in the individual's care plan.

- You will request the individual to provide feedback on their use of this technology, and how effective they felt this has been. You will record this feedback in the care plan. This will help form part of your review.
- You will then record your review on the use of any assistive technology used during task 2, in the care plan.

You will gain the individual's consent to undertake the support and to review this, if completed in the workplace.

(HSC AS 6: LO3, AC3.4, 3.5, LO4, AC4.1)

NOTE 1 – with some careful planning this can also link to evidence in HSC S 5, by adding some further outcomes when preparing the care plan for the individual.

Part 2 – Professional discussion

In the second part of this task, you will carry out a professional discussion with your tutor, where you will talk about the care plan that you have developed, explaining the important role that this document forms in supporting an individual. As part of this discussion, you will need to define the term "assistive living technology".

You will also need to explain:

- how assistive living technology supports an individual's quality of life, independence and wellbeing
- the types of assistive living technologies in relation to:
  - independent living
  - education, entertainment and social interaction
  - adapting and maintaining healthy living
- the benefits of using assistive living technology in person-centred care and support planning
- the limitations and barriers to using assistive living technology
- the process for assessing, implementing and reviewing the use of assistive living technology with an individual
- the roles and responsibilities of others that may be involved in the provision of assistive living technologies
- your own skills in information technology and digital literacy.

(HSC AS 6: LO1, AC1.2, 1.3, LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, LO4, AC4.8)

NOTE 1 – with some careful planning this can also link to evidence in HSC S 5, by adding some further outcomes to this discussion.

NOTE 2 – with some planning you can also look to combine in information for HSC S 6 by adding some further outcomes to this discussion.

Unit learning outcomes

Task 1

HSC AS 6: LO1, AC1.1

Task 2

HSC AS 6: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9

Task 3

HSC AS 6: LO1, AC1.2, 1.3, LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, LO3, AC3.4, 3.5, LO4, AC4.8,

Evidence requirements

Task 1

Written report

Task 2

Observation

Task 3

Work product

Professional discussion

Assessment 6: HSC AS 15 Understand personalisation in adult care

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge evidence.

Task 1

You have been asked to write a report to summarise current legislation, statutory guidance and national policies that promote personalisation. As part of this, define the term “personalisation” and explain the relationship between personalisation, rights, choice and control, independent living and Wellbeing. As part of this, define the term “personalisation” and explain the relationship between personalisation, rights, choice and control, independent living and wellbeing.
(HSC AS 15: LO1, AC1.1, 1.2, 1.3)

Task 2

You have been asked to produce a leaflet that gives information on the systems which promote personalisation. Within this leaflet you will need to ensure you:

- summarise local and national systems which promote personalisation:
    - local and national systems may include:
        - assessed and eligible
        - assessed and self-funded
        - personal budgets
        - direct payments
        - deferred payment agreements
        - carers allowance
        - benefits and grants
- identify types of care and support planning tools available.

(HSC AS 15: LO2, AC2.1, 2.2)

Task 3

You have been asked to design a presentation, to share with your colleagues, on the care planning process and how this plays a part in personalisation. In this presentation you will need to cover the following areas:

- explain the care planning process
- describe strategies to overcome barriers to personalisation
- outline the role of risk management in promoting personalised care
- describe types of support that individuals or their families can access in relation to personalised care services
- outline the role of independent advocacy in promoting personalisation.

(HSC AS 15: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5)

Unit learning outcomes

Task 1

HSC AS 15: LO1, AC1.1, 1.2, 1.3

Task 2

HSC AS 15: LO2, AC2.1, 2.2

Task 3

HSC AS 15: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5

Evidence requirements

Task 1

Written report

Task 2

Leaflet

Task 3

Presentation

Assessment 7: HSC AS 22 Support person-centred thinking, planning and review

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Written report

You have been asked to produce a written report about person-centred thinking, planning and review. In this report you need to:

- identify values underpinning person-centred thinking, planning and review
- describe the impact of person-centred thinking, planning and review on individuals and their families
- describe person-centred thinking tools:
  - person-centred thinking tools may include:
    - important to/for (recorded as a one-page profile)
    - working/not working
    - the doughnut
    - matching staff
    - relationship circle
    - communication charts
    - 4 plus 1 questions
    - citizenship tool
    - decision-making agreement
    - presence to contribution
    - dreaming
    - community connecting related tools
    - who am I? My gifts, capacities, my places
    - hopes and fears
    - mapping our network
    - passion audit
    - capacity mapping
- explain what a ‘one-page profile’ is
- describe the person-centred review process
- outline legislation, policy and guidance in relation to person-centred thinking, planning and review
- describe the relationship between person-centred planning and personalised services.

(HSC AS 22: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, , LO2, AC2.1, 2.2) (HSC AS 22: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO2, AC2.1, 2.2)

Task 2

Reflection
Written report

You will be reflecting on your practice and knowledge of the below outcomes to show how you support individuals you care for in line with person-centred thinking, planning and review:

- identify ways that person-centred thinking can be used:
    - with individuals
    - in teams
- describe the healthcare support worker's role in relation to person-centred thinking, planning and review
- identify challenges in relation to the implementation of person-centred thinking, planning and review
- describe how to overcome challenges in relation to the implementation of person-centred practice thinking, planning and review.

(HSC AS 22: LO2, AC2.3, LO3, AC3.1, 3.2, 3.3)

Task 3

Observation or simulation

For each outcome in this section, you need to provide practical evidence of your skills in supporting individuals.

For this, you will arrange to have a meeting with the individual in your care and you will spend time working with them to establish with them what is important to them and how they want to be supported.

You will need to:

- respond to the individual's decisions in the best way to enable them to have the maximum choice and control on their support needs
- ensure that the individual is kept at the centre of this process and that all you do supports them to maintain control of their own lives as much as possible
- ensure that you support the individual in their relationships and in being part of their community.

Scenario for meeting below

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
4.1 Use person-centred thinking to identify what is important to an individual.	

4.2 Establish with an individual how they want to be supported.	
4.3 Respond to how an individual makes decisions to enable them to have maximum choice and control.	
4.4 Use person-centred thinking to support the individual in: • their relationships.	
4.4 Use person-centred thinking to support the individual in: • being part of the community.	
4.5 Ensure the individual is central to the person-centred review process.	

Scenario for task 3

You will have a meeting with the client whose plan is below. Their name is Alex. You have been given some details about Alex in the plan below, but you will need to meet with them and their partner to discuss their needs and wishes.

Alex has had a stroke and this impacts on their speech, and they are supported a lot by their partner with their communication. Find out the ways that Alex likes to communicate. Talk about things that could support verbal communication for them if their partner is not around, so that they can be more independent.

What activities do they like to attend in the community and who do they like to maintain contact with?

Agree with Alex what support they want and need to maintain these.

Care plan
Individual's information

Full name	Alex Kingstone	Preferred name	Alex
NHS number	YBDFBE4362		

Address	Example Care Plan St			
Phone number	0987 654321	Date of birth	24/05/1948	
Gender	MALE	FEMALE	PREFER NOT TO SAY	
Marital status	Married	Religion		
Ethnicity		Language		
Who individual wants involved in care decisions	Name		Relationship	
	Telephone		Emails	
	Name		Relationship	
	Telephone		Emails	

Communication

Language		Communication aids	
Preferred method of support with communication			

Activities

Enjoys

People the individual likes to maintain contact with

Clubs the individual attends

Specialist equipment used to get around

Medication

Alex has to take regular medication and takes this independently; however, they do have challenges in recalling the medication that they need to take at the right time. With this in mind, this family have arranged for Alex to have a timed medication box with an alarm that reminds them to take the medication at the right time and alerts the care team if they do not open the box to take this.

(HSC AS 22: LO4, AC 4.1, 4.2, 4.3, 4.4, 4.5)

Unit learning outcomes

Task 1

HSC AS 22: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO2, AC2.1, 2.2

Task 2

HSC AS 22: LO2, AC2.3, LO3, AC3.1, 3.2, 3.3

Task 3

HSC AS 22: LO4, AC4.1, 4.2, 4.3, 4.4, 4.5

Evidence requirements

Task 1

Written report

Task 2

Written report

Task 3

Assessor observation/expert witness testimony

Assessment 8: HSC AS 24 Contribute to facilitating person-centred assessment. Planning, implementation and review

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Written assignment

In this assignment you are going to write about:

- the importance of a holistic approach to assessment and care planning
- how you can support individuals in your care to lead the assessment and care planning process
- the strategies you could use to ensure the assessment and planning process maximises an individual's ownership and control.

(HSC AS 24: LO1, AC1.1, 1.2, 1.3)

Task 2

Part (a) observation of working practice – planning meeting

For this assessment you will need to hold a meeting with an individual to review the care plan and how well this is meeting their needs.

Identify who the individual wants to be involved in the meeting to review their needs.

Establish a partnership approach to the assessment process.

How the assessment process should be carried out.

Who should be involved in the assessment process.

You will need to agree with an individual and others the intended outcomes of the assessment process and care plan.

Ensure that the assessment you carry out takes account of an individual's needs, strengths and aspirations.

All of you work together to identify support requirements and preferences.

(HSC AS 24: LO2, AC2.1, 2.2, 2,3, 2.4,

Scenario – part (a)

You have a client called Alex whom you are supporting. They need support in reviewing their plan of care. You will meet with Alex and talk with them about the people they want to be involved.

Alex tells you they want their sister and their partner involved in the planning meeting.

Alex wants to look at their personal care. They like to carry this out themselves, but they are becoming less able to do this themselves. Alex's partner says they can carry out this care, but their sister says this will be too much.

Agree with Alex how you will assess their capabilities and what areas of their personal care you will be looking at. Again, will Alex's sister and partner be involved in the assessment.?

Agree what outcomes you will be looking for from this assessment and explain how you will ensure that you take into account Alex's strengths and aspirations.

Care plan

Individual's information

Full name	Alex Kingstone	Preferred Name	Alex	
NHS number	YBDFBE4362			
Address	Example Care Plan St AA1 1AA			
Phone number	0987 654321	Date of birth	24/05/1948	
Gender	MALE	FEMALE	PREFER NOT TO SAY	
Marital status	Married	Religion	Christian	
Ethnicity	British	Language	English	
Who individual wants involved in care decisions	Name		Relationship	
	Telephone		Emails	
	Name		Relationship	
	Telephone		Emails	

Personal support care

Washing and dressing – what support is needed?

Oral care – what support Is needed?

Support aids

Note to assessor/expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
2.1 Following practitioner's guidance, establish with an individual: • a partnership approach to the assessment process.	
2.1 Following practitioner's guidance, establish with an individual: • how the assessment process should be carried out.	
2.1 Following practitioner's guidance, establish with an individual: • who should be involved in the assessment process.	
2.2 Agree with an individual and **others** the intended outcomes of the assessment process and **care plan**.	
2.3 Ensure that assessment takes account of an individual's needs, strengths and aspirations.	
2.4 Work with an individual and others to identify support requirements and preferences.	

Task 2

Part (b) – observation of working practice – drawing up a plan

This observation has been split into two exercises so that you can carry out the different stages of this activity.

The plan you develop in the meeting above identifies factors that may influence the type and level of care or support to be provided.

You will:

- explore options and resources for delivery of the care plan
- come to an agreement of the care plan delivery
- record the care plan in an accessible format
- agree methods for monitoring the care plan delivery and what sources of information you can draw on
- record all the changes in the support plan
- agree who should be involved in the review process
- obtain feedback from the individual and others in relation to their care plan and the support they receive as a result of this
- evaluate the care plan with others involved in this meeting
- work with the individual to agree revisions to the care plan
- agree what criteria you will be evaluating the plan of care against
- collate information from a variety of sources on the individual's needs.

(HSC AS 24: LO3, AC3.1, 3.2, 3.3, 3.4, LO5, AC5.1, 5.2, 5.3, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5)

Scenario – part (b)

Following on from Alex's meeting you will look at the options available for providing Alex with support with personal care. These include the partner, a member of the care team, options or aids to allow Alex to carry this out themself.

Explain why you made the choices you made with Alex and the family. In the sections below explain why this option was chosen.

Meet with Alex to gain feedback on the new support plan. Record this below.

Personal support care

Washing and dressing – why have you chosen the option in your plan?

Oral care – why have you chosen the option in your plan?

Support aids – explain how these can support the learner and how you can access these resources

How will this all be monitored?

What feedback do you get from meeting Alex and others?

Evaluate the care plan as a team

Any revisions from this meeting?

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to assessor/expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
3.1 Identify factors that may influence the type and level of care or support to be provided.	
3.2 Work with an individual and others to explore **options and resources** for delivery of the care plan.	
3.3 Contribute to the agreement of care plan delivery.	
3.4 Record the care plan in an accessible format.	

5.1 Agree methods for monitoring care plan delivery.	
5.2 Collate monitoring information from agreed sources.	
5.3 Record changes that impact the delivery of the care plan.	
6.1 Agree with an individual and others: • who should be involved in the review process.	
6.1 Agree with an individual and others: • the review criteria.	
6.2 Obtain feedback from an individual and others in relation to the care plan.	
6.3 Evaluate the care plan.	
6.4 Work with an individual and others to agree **revisions** to the care plan.	
6.5 Maintain records and reports.	

Task 3

Observation of working practice – supporting client in line with care plan

You will be observed by your tutor carrying out care in line with the care plan that is in place for the individual you are supporting. You will be supporting your colleagues to follow this plan of care. Where the individual's support needs change, you will need to report this and ensure the care plan is adjusted to meet the individual's changing needs or circumstances. Complete the appropriate reporting on work carried out.

Scenario and record below.

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies.
4.1 Carry out care plan activities.	
4.2 Support others to carry out care plan activities.	
4.3 Adjust the care plan in response to changing needs or circumstances.	
6.5 Maintain records and reports.	

Scenario – task 3

Alex's plan of care also includes the below details on their diet plan. Support Alex with a meal following this plan and supporting them to make choices about their meal. Support your colleague to follow this plan, when you have to step away, to record you have noticed that Alex is eating less than they normally would and they seem to be struggling more with eating independently.

Food and drink

Allergies

Individual is allergic to peanuts.

Specific health issues that affect diet

Individual is diabetic and needs to follow a healthy and balanced diet with low sugar content. Mostly well controlled.

Favourite foods

Individual likes curry a lot.

Foods that individual does not like

Individual do not like to eat mushrooms or leeks.

Specialist equipment

Individual uses a frame on their plate to help them scoop up food, but they do not like this and will try to take the frame off the plate.

Care notes for the day

What did individual eat?

Changes noted for individual needs

Signed: …….
Dated: ……...

(HSC AS 24: LO4, AC4.1, 4.2, 4.3, LO6, AC6.5)

Unit learning outcomes

Task 1

HSC AS 24: LO1, AC1.1, 1.2, 1.3

Task 2

HSC AS 24: LO2, AC2.1, 2.2, 2,3, 2.4, LO3, AC3.1, 3.2, 3.3, 3.4, LO5, AC5.1, 5.2, 5.3, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5

Task 3

HSC AS 24: LO4, AC4.1, 4.2, 4.3, LO6, AC6.5

Evidence requirements

Task 1

Written report

Task 2

2 x assessor observation/expert witness testimonies

Task 3

Assessor observation/expert witness testimony

Assessment 9: HSC AS 26 Support care plan activities

Introduction

Your assessor may be able to holistically assess this evidence to cover some of the learning outcomes and assessment criteria from the mandatory units.

Task 1

Direct observation of a simulated activity.

Scenario: person A requires support with their mobility. You must prepare to undertake care plan activities, followed by carrying out and recording the care plan activity. As part of your assessment, you must:

- discuss the care plan with person A and establish their preferences in relation to care plan activities
- complete the care plan activity record sheet:
  - record how the care plan activity was implemented
  - record any signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised
  - obtain feedback from the individual and others in relation to how well specific care plan activities meet the individual's needs and preferences
  - contribute to the review of how well specific care plan activities meet the individual's needs and preferences
  - contribute to agreement on changes that may need to be made to the care plan.

Person A's care plan
What care and support needs do I currently have?
I use a wheeled frame to get about, I do walk slowly, I like to have someone with me, to help guide me to where I am going as my eyesight is not very good. I need a healthcare support worker to help me get on and off my bed, chair, commode and toilet. I like to use my commode on a night as I am not very good at walking later on in the day. Once I am on the toilet I am able to do things for myself, I like someone nearby just in case I fall. I have a wheelchair for when I go out, I really enjoy visiting cathedrals and historic towns. I need someone to come with me to push my chair.
What are my desired outcomes?
• I want to be able to do as much for myself as possible. • I want to be able to continue to walk with my frame for as long as I can. • I want to continue going out on visits to different places, which I still enjoy.

How do I want staff to support me to achieve my desired outcomes?
• I know that I do not move very quickly, I need healthcare support workers to remember that if they are patient and encourage me, I can do a lot of things for myself. • healthcare support workers need to ensure that they come close to me to communicate, I have poor hearing and eyesight and at times feel I do not hear or see them. • I do not like using other people's frames or wheelchairs, mine is checked and is perfectly ok to use.

Care plan activities – record sheet
Care plan activity
A summary of the care plan activity.
Feedback from the individual and others in relation to how well the care plan activity meets their needs and preferences.
How well did the care plan activity meet the needs and preferences of the individual?

Agreed changes that need to be made to the care plan after reviewing the care plan activity

Note to assessor/expert witness

State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the assessment criteria**
1.2 Establish an individual's preferences in relation to care plan activities.	
1.3 Confirm with others own understanding of the support required for care plan activities.	
2.1 Provide support for care plan activities in accordance with the care plan and agreed ways of working.	
2.2 Encourage the active participation of an individual in care plan activities.	
2.3 Adapt actions to reflect an individual's needs and preferences during care plan activities.	

3.1 Record information in relation to the implementation of care plan activities.	
3.2 Record signs of discomfort, changes to an individual's needs or preferences, or other indications that care plan activities may need to be revised.	
4.2 Obtain feedback from an individual and others in relation to how well specific care plan activities meet the individual's needs and preferences.	
4.3 Contribute to the review of how well specific care plan activities meet the individual's needs and preferences.	
4.4 Contribute to agreement on changes that may need to be made to the care plan.	

(HSC AS 26: LO1, AC1.2, 1.3, LO2, AC2.1, 2.2, 2.3, LO3 AC3.1, 3.2, LO4, AC4.2, 4.3, 4.4)

Task 2

You have been asked to write a short report on the care plan activity that you have planned and supported.

In your report you must:

- identity sources of information in relation to an individual and specific care plan activities
- describe the healthcare support worker's role and the role of others in the reviewing of care plan activities.

(HSC AS 26: LO1, AC1.1, LO4, AC4.1)

Unit learning outcomes

Task 1

HSC AS 26: LO1, AC1.2, 1.3, LO2, AC2.1, 2.2, 2.3, LO3, AC3.1, 3.2, LO4, AC4.2, 4.3, 4.4

Task 2

HSC AS 26: LO1, AC1.1, LO4, AC4.1

Evidence requirements

Task 1

Assessor observation/expert witness testimony

Task 2

Report

Assessment 10: HSC S 1 Contribute to supporting individuals with acquired brain injury and their families and carers

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Barred units

This unit is barred against HSC S 2 – Understand the impact of acquired brain injury on individuals.

Task 1

Carry out research and complete the following.

Please remember to include all sources of reference within your responses.

Describe the following acquired brain injuries:

- traumatic brain injury
- mild/moderate brain injury
- severe brain injury.

Identify causes of acquired brain injury.

Outline types of brain injury.

Outline initial effects of acquired brain injury on individuals.

Identify the long-term effects of acquired brain injury, including:

- physical effects
- **functional effects**
- cognitive effects
- behavioural effects
- emotional effects.

Note – **functional effects** include the individual's ability to carry out day-to-day tasks, (for example, dressing, washing and cooking). It does not solely mean the physical ability but can also mean concentration, motivation for doing tasks.

Explain what is meant by:

- 'dysphasia'
- 'dysarthria'.

Describe how a lack of self-awareness may affect:

- an individual with acquired brain injury
- others.

Complete the table/chart below to show that you understand the impact that personality changes may have on an individual with acquired brain injury and others. Outline five changes in personality that may affect an individual as a result of acquired brain injury.

Changes in personality.	Outline how these changes in personality may affect an individual as a result of acquired brain injury.

Based on the changes in personality above complete to following table:

Others	Outline the impact of these changes on the following:
Team members	
Other colleagues	
Those who use or commission their own health or social care services	
Families, carers and advocates.	

(HSC S 1: LO1, AC1.2, 1.3, LO2, AC2.1, 2.2, 2.3, 2.4, 2.5)

Task 2

Complete a reflective account to demonstrate how you are able to respond to behaviour that challenges and are able to support families and carers of individuals with acquired brain injury.

Provide a brief of the individual and their situation, and reflect on how you:

- monitor patterns of behaviour
- work in partnership with others to ensure a consistent approach in responding to behaviour that challenges
- reflect on the impact of an individual's behaviour on own feelings and attitudes
- work in partnership with others to communicate with families and carers to identify support needs
- work in partnership with others to recognise when a primary carer is entitled to a Carer's Assessment and signpost
- report additional needs of primary carers.

Reflecting on this activity:

- identify your strengths
- what went well?
- identify areas you could improve on and what you would do differently next time?

(HSC S 1: LO4, AC 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3)

Task 3

Observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or a simulated activity providing support.

Note to assessor/expert witness

State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
4.2 Monitor patterns of behaviour.	
4.3 Work in partnership with others to ensure a consistent approach in responding to behaviour that challenges.	
4.4 Reflect on the impact of an individual's behaviour on own feelings and attitudes.	
4.5 Identify support available to respond to behaviour that challenges.	
5.1 Work in partnership with others to communicate with families and carers to identify support needs.	
5.2 Work in partnership with others to recognise when a primary carer is entitled to a Carer's Assessment and signpost.	
5.3 Report additional needs of primary carers.	

(HSC S 1: LO4, AC4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3)

Task 4

Outline the impact of changes that result from acquired brain injury on others.

Explain the importance of working in ways that are:

- person-centred

- family-centred.

Outline the rights of carers.

Identify two behaviours that challenge.

Identify support available to respond to behaviour that challenges.

Describe how to record and report behaviour that challenges (for example, ABC charts).

(HSC S 1: LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.5, 4.6)

Unit learning outcomes

Task 1
HSC S 1: LO1, AC1.2, 1.3, LO2, AC2.1, 2.2, 2.3, 2.4, 2.5
Task 2
HSC S 1: LO4, AC 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3
Task 3
HSC S 1: LO4, AC 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3
Task 4
HSC S 1: LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.5, 4.6

Evidence requirements

Task 1
Research activity and worksheet
Task 2
Reflective account
Task 3
Assessor observation/expert witness testimony
Task 4
Answer response to questions

Assessment 11: HSC S 2 Understand the impact of acquired brain injury on individuals

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Barred units

This unit is barred against HSC S 1 – Support individuals with acquired brain injury and their families and carers.

Task 1

Carry out research and create a poster and a leaflet that demonstrates that you understand acquired brain injury. Please remember to include all sources of reference, and you are permitted to use graphics and images within your poster.

You leaflet needs to:

- describe the following acquired brain injuries:
  - traumatic brain injury
  - mild/moderate brain injury
  - severe brain injury
- identify possible causes of acquired brain injury
- identify types of brain injury.

(HSC S 2: LO1, AC1.1, 1.2, 1.3)

Task 2

Research and create an information leaflet that supports your understanding of the impact of acquired brain injury on individuals. Please remember to include all sources of reference.

Your information leaflet must:

- outline initial effects of acquired brain injury on individuals
- identify the long-term effects of acquired brain injury, to include:
  - physical effects
  - **functional effects**
  - cognitive effects
  - behavioural effects
  - emotional effects.

Note – **functional effects** include the individual's ability to carry out day-to-day tasks (for example, dressing, washing and cooking). It does not solely mean the physical ability but can also mean concentration, motivation for doing tasks.

(HSC S 2: LO2, AC2,1, 2,2)

Task 3

Complete a presentation that demonstrates you understand the specialist communication needs of an individual with acquired brain injury. Your presentation can be in any format you wish.

Your presentation must:

- define the term 'dysphasia'
- define the term 'dysarthria'.

Describe the **communication challenges** presented to individuals and the practitioner by:

- dysphasia
- dysarthria.

Note – communication challenges are to include:

- word-finding
- indistinct speech.

Identify skills required to support an individual with specialist communication needs.

Describe technology available to meet an individual's communication needs.

(HSCS2: LO3, AC3.1, 3.2, 3.3, 3.4 3.5)

Task 4

Complete the table below to show that you understand the impact that personality changes may have on an individual with acquired brain injury and others. Identify four changes in personality that an individual may experience as a result of acquired brain injury.

Changes in personality.	**Identify four changes in personality that may affect an individual as a result of acquired brain injury.**
1.	
2.	
3.	
4.	

Describe the impact of lack of self-awareness on an individual with acquired brain injury.

Based on the changes in personality above, complete the following table:

Others	**Outline the impact of changes in personality above on others:**
Care worker team members.	

Other colleagues.	
Those who use or commission their own health or social care services.	
Families, carers and advocates.	

Describe the impact of lack of self-awareness on the individual with acquired brain injury.

(HSC S 2: LO4, AC4.1, 4.2, 4.3)

Task 5

Answer the following to demonstrate that you understand the impact of behaviours that challenge.

Describe 3 behaviours that can be challenging.

Outline the importance of a non-confrontational approach dealing with challenging situations.

Describe how behaviour that challenges may impact the following who are providing care to the individual:

- family
- friends
- care workers.

Identify the support available to manage behaviour that challenges.

Describe how to record and report behaviour that challenges.

(HSC S 2: LO5, AC5.1, 5.2, 5.3, 5.4, 5.5)

Unit learning outcomes

Task 1

HSC S 2: LO1, AC1.1, 1.2, 1.3

Task 2

HSC S 2: LO2, AC2,1, 2.2

Task 3

HSC S 2: LO3, AC3.1, 3.2, 3.3, 3.4 3.5

Task 4

HSC S 2: LO4, AC4.1, 4.2, 4.3

Task 5

HSC S 2: LO5, AC5.1, 5.2, 5.3, 5.4, 5.5

Evidence requirements

Task 1

Research activity and poster

Task 2

Information sheet

Task 3

Presentation

Task 4

Table/chart

Task 5

Answer responses to questions

Assessment 12: HSC S 5 Understand autism spectrum disorder (ASD)

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Written guide

You have some new staff joining your setting, where you provide care and support for young people with a variety of support needs. You have been asked by your manager to produce an introductory guide to autism spectrum disorder (ASD). In this guide you will need to provide details on the characteristics that are associated with ASD, and the points listed below:

- outline the differences in communication and social interaction associated with ASD
- outline how inflexibility and special interests may affect individuals on the autism spectrum
- describe how differences in sensory processing may affect the way an individual on the autism spectrum experiences their environment
- explain why it is important to recognise autism as a lifelong condition
- explain how characteristics, strengths and abilities vary between individuals on the autism spectrum
- describe a range of behavioural characteristics associated with ASD
- outline reasons for an individual's behaviour within the context of autism spectrum condition
- describe how to respond to an individual who is highly anxious or stressed.

(HSC S 5: LO1, AC1.1, 1.2, 1.3, 1.4, LO2, AC2.3, LO3, AC3.1, 3.2, 3.3)

NOTE – with some careful planning this can also link to evidence in HSC S 6, by adding some further outcomes when preparing the support plan for the individual. List outcomes that could be added below, if the learner is undertaking both units.

Task 2

Presentation

In addition to the guide that you have developed, you have been asked to produce a presentation that supports and provides further information for your new colleagues on autism spectrum disorder. In this presentation you need to outline:

- how autism can be considered a spectrum disorder
- different types of autism included on the spectrum
- other conditions which may be associated with autism spectrum disorder (ASD).

(HSC S 5: LO2, AC2.1, 2.2, 2.4)

Task 3

This task forms two parts:

Part 1 – Work Product or classroom-based activity on care planning

You have been asked to develop a support plan for an individual who has an autism spectrum disorder (ASD). This can be carried out individually or as part of a group activity. If working as part of a group, you will need to ensure you contribute to each learning outcome.

In the support plan you will need to:

- identify formal and informal support networks for an individual with an ASD
- outline why it is important to be aware of the impact of verbal and non-verbal communication on an individual with an ASD
- identify aspects of the environment that affect communication
- outline the use of visual communication systems for individuals with ASD to promote communication and social interaction
- identify sources of information and support relating to effective communication with individuals on the autism spectrum.

(HSC S 5: LO4, AC4.2, LO5, AC5.1, 5.2, 5.4, 5.6)

NOTE – with some careful planning this can also link to evidence in **HSC AS 6**, by adding some further outcomes when preparing the support plan for the individual. List outcomes that could be added below, if the learner is undertaking both units.

Part 2 – Professional discussion

In the second part of this task, you will carry out a professional discussion with your tutor. You will talk about the support plan that you have developed, explaining the important role that this document forms in supporting an individual in a person-centred way. As part of this discussion, you will need to ensure you explain:

- the importance of structure and routine which is individualised to match the wishes and needs of the individual
- why it is important to involve others in the support of individuals with an ASD
- acceptable ways of working to promote a consistent approach for others supporting an individual with an ASD
- how to contribute to the learning and development of an individual with an ASD
- how to reduce barriers to communication with an individual with autism
- examples of how assistive technology can be used to support communication and social interaction.

(HSC S 5: LO4, 4.1, 4.3, 4.4, 4.5, LO5, 5.3, 5.5)

NOTE 1 – with some careful planning this can also link to evidence in **HSC AS 6**, by adding some further outcomes to this discussion.

NOTE 2 – with some planning you can also look to combine in information for **HSC S 6** by adding some further outcomes to this discussion. Unit learning outcomes

Unit learning outcomes

Task 1

HSC S 5: LO1, AC1.1, 1.2, 1.3, 1.4, LO2, AC2.3, LO3, AC3.1, 3.2, 3.3

Task 2

HSC S 5: LO2, AC2.1, 2.2, 2.4

Task 3

HSC S 5: LO4, AC4.2, LO5, AC5 5.1, 5.2, 5.4, 5.6

HSC S 5: LO4, AC4.1, 4.3, 4.4, 4.5, LO5, AC5.3, 5.5

Evidence requirements

Task 1

Written guide

Task 2

Presentation

Task 3

Work product and professional discussion

Assessment 13: HSC S 6 Contribute to supporting individuals with autism spectrum disorder (ASD)

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Written guide

You have some new staff joining your setting, where you provide care and support for young people with a variety of support needs. You have been asked by your manager to produce an introductory guide to autism spectrum condition disorder (ASD). In this guide you will need to provide details on the characteristics that are associated with ASD. In your written guide:

- outline a range of theories relating to ASD
- explain characteristics that are associated with ASD
- describe the sensory processing and perceptual differences associated with autism.

(HSC S 6: LO2, AC2.1, 2.2, 2.3)

NOTE – with some careful planning this can also link to evidence in **HSC S 5**, by adding some further outcomes when preparing the support plan for the individual.

HSC S 5

1.1 Outline the differences in communication and social interaction associated with autism spectrum disorder condition (ASDC).

1.2 Outline how inflexibility and special interests may affect individuals on the autism spectrum.

1.3 Describe how differences in sensory processing may affect the way an individual on the autism spectrum experiences their environment.

1.4 Explain why it is important to recognise autism as a lifelong disorder condition.

2.3 Explain how characteristics, strengths and abilities vary between individuals on the autism spectrum.

3.1 Describe a range of behavioural characteristics associated with autism spectrum disorder.

3.2 Outline reasons for an individual's behaviour within the context of autism spectrum disorder.

3.3 Describe how to respond to an individual who is highly anxious or stressed.

Task 2

Observation

For a large part of this unit, you need to provide practical evidence of your skills in supporting someone with autism in a manner that suits them. These are all tasks that would be in the workplace and occur over a period of time. As such you can arrange for this to be completed in stages in the workplace or, for some outcomes, gather a witness testimony or reflection. If you are not working in a care setting however you can use the series of scenarios below.

Scenario 1:

- contribute to identifying the unique abilities, needs, strengths and interests of an individual with autism
- encourage an individual to recognise their strengths and abilities
- support an individual with an autism spectrum disorder (ASD) to develop their personal skills
- support an individual and others to develop strategies for managing the impact of an ASD
- support an individual and others to identify strategies and methods for communication
- use agreed strategies and methods to support an individual to communicate
- contribute to identifying patterns of behaviour associated with an individual's autism.

(HSC S 6: LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3)

Scenario 1

In this scenario you are supporting a client who is new to your care setting, and you will need to understand more about their needs in autism spectrum disorder. Before meeting this individual, you are going to research a little about autism and find out more about the possible unique abilities, needs, and strengths of a person with an autism spectrum disorder (ASD).

You will then meet this individual and find out about their unique abilities, needs strengths and interests. You will encourage them to recognise their strengths and abilities.

You will support them to consider the areas for personal development and skills that will support them in their life. Discuss with the individual the strategies they use to manage the impact of their ASD and to identify ways to develop this and to better develop their communication with others. Introduce the individual to other members of the care team and use the agreed methods of communication to support them in communicating with the other members of the care team.

Record these in the plan below and record any identified patterns of behaviour associated with an individual's autism.

Care plan

Individual's information

Full name	S Forbes	Preferred Name		
NHS number	MBGIKE3534			
Address	Example 2 Care Plan St			
Phone number	0123 456789	Date of Birth	19/07/1984	
Gender	MALE		FEMALE	Y	PREFER NOT TO SAY	
Marital status	Single	Religion		
Ethnicity		Language		
Who individual wants involved in care decisions	Name		Relationship	
	Telephone		Emails	
	Name		Relationship	
	Telephone		Emails	

Communication

Language		Communication aids	
Preferred method of support with communication			

Care notes for today

What are Sophie's strengths and skills?

What areas would she like to develop?

How can you support her in developing strategies to manage autism spectrum?

How will this be monitored and reported on?

Signed: ……

Dated: ….....

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
3.1 Contribute to identifying the unique abilities, needs, strengths and interests of an individual with autism.	
3.2 Encourage an individual to recognise their strengths and abilities.	
3.3 Support an individual with an autism spectrum disorder to develop their personal skills.	
3.4 Support an individual and **others** to develop **strategies** for managing the impact of an autism spectrum disorder.	
4.1 Support an individual and others to identify strategies and methods for communication.	
4.2 Use agreed strategies and methods to support an individual to communicate.	
4.3 Contribute to identifying patterns of behaviour associated with an individual's autism.	

Scenario 2:

- contribute to supporting an individual and others through a significant transition of the individual
- support an individual and others to recognise routines that are important to the individual
- support an individual to use routines to make sense and order of their daily life
- support an individual during changes to their daily routines
- follow agreed plan to adapt the physical sensory environment to:
    - reduce sensory overload
    - increase sensory stimulation
- following the practitioner's guidance, support an individual and others to develop strategies to manage the physical and sensory environment
- contribute to supporting an individual and others to select and access services and facilities
- following the practitioner's guidance, use strategies to support individuals with autism to develop skills for personal safety.

(HSC S 6: LO5, AC5.1, 5.2, 5.3, 5.4, 5.5, LO6, AC6.1, 6.2, 6.3)

Scenario 2

The individual is now moving into the setting where you work. Consider how you are going to support them with this transition. Meet with the individual again now they are in the setting and support them to consider routines that are important to them.

Ensure these routines are built into the care plan notes below, discuss any changes that the individual may want now they are in a new setting.

Talk to the individual and others who have provided care to them, to agree a plan for reducing sensory overload and ways to increase sensory stimulation. Draw on practitioner guidance and support to develop this and to develop skills for personal safety. You may need to do some research to enable you to support this individual with this.

Routines of individual

Morning routine

Lunch time routine

Dinner time routine

Bedtime routine

Any changes noted

Support needed to develop personal safety

Clubs individuals attends and support needed

People the individual wants to maintain contact with

Discuss sensory overload and stimulation. What is the individual aware of?

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
5.1 Contribute to supporting an individual and others through a significant transition of the individual.	
5.2 Support work with an individual and others to recognise routines that are important to the individual.	
5.3 Support an individual to use routines to make sense and order of their daily life.	

5.4 Support an individual during changes to their daily routines.	
5.5 Follow agreed plan to adapt the physical sensory environment to: • reduce sensory overload.	
5.5 Follow agreed plan to adapt the physical sensory environment to: • increase sensory stimulation.	
6.1 Following the practitioner's guidance, support an individual and others to develop strategies to manage the physical and sensory environment.	
6.2 Contribute to supporting an individual and others to select and access services and facilities.	
6.3 Following the practitioner's guidance, use strategies to support individuals with autism to develop skills for personal safety.	

Task 3

Written report

Describe the effects of other conditions that may co-occur with autism.
Describe how autism may affect speech and language development.

(HSC S 6: LO2, AC2.4, 2.5)

NOTE 1 – with some careful planning this can also link to evidence in **HSC AS 6**, by adding some further outcomes to this discussion.

NOTE 2 – with some planning you can also look to combine in information for **HSC S 5** by adding some further outcomes to this discussion.

Task 4

Question and answer

In this assignment you will be looking at the legislative framework that impacts on your working practices with individuals with autistic spectrum disorders (ASDs). In your assignment:

- outline the legislative frameworks that relate to an individual with ASD

- explain how legislative frameworks underpin the development of services for individuals with ASD.

You will then need to write about the actions that you would take if you have any concerns about an individual's safety and wellbeing.

(HSC S 6: LO1, AC1.1, 1.2 LO6, AC6.4)

Unit learning outcomes

Task 1

HSC S 6: LO2, AC2.1, 2.2, 2.3

Task 2

HSC S 6: LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, LO5, AC5.1, 5.2, 5.3, 5.4, 5.5, LO6, AC6.1, 6.2, 6.3

Task 3

HSC S 6: LO2, AC2.4, 2.5

Task 4

HSC S 6: LO1, AC1.1, 1.2, LO6, AC6.4

Evidence requirements

Task 1

Written guide

Task 2

2 x scenarios – assessor observation/expert witness testimony

Task 3

Written report

Task 4

Answer responses to questions

Assessment 14: HSC S 8 Support individuals with dementia

Introduction

Your assessor may be able to holistically assess this evidence to cover some of the learning outcomes and assessment criteria from the mandatory units.

Task 1

You have been asked to produce an information leaflet for carers who support individuals with dementia. Your leaflet must:

- explain what is meant by the term ‘dementia’
- describe the key functions of the brain that are affected by dementia
- explain why depression, delirium and age-related memory impairment may be mistaken for dementia.

(HSC S 8: LO1, AC1.1, 1.2, 1.3)

Task 2

Complete the table

Legislation and frameworks	How the legislation and frameworks relate to the care and support of individuals with dementia
Care Act 2014	
Equality Act 2010	
Living well with Dementia – the National Dementia Strategy 2009	
Mental Health Act 2007	
Mental Capacity Act 2005:	

• **lasting power of attorney** • **health and welfare**	
Human Rights Act 1998	

(HSC S 8: LO2, AC2.1)

Task 3

Write a report that demonstrates your understanding of legislation and frameworks in relation to the care and support of individuals with dementia.

Your report needs to:

- describe how agreed ways of working uphold the rights of an individual with dementia
- describe how the best interests of an individual with dementia are met through care and support
- describe what is meant by providing care and support in a least restrictive way, including deprivation of liberty
- identify the rights of carers.

(HSC S 8: LO2, AC2.2, 2.3, 2.4, 2.5)

Task 4

You have been asked to produce an information leaflet that can be given to carers of individuals with dementia to help facilitate positive interactions. Your information leaflet must:

- describe how dementia may influence an individual's behaviour and ability to communicate and interact
- describe techniques that can be used to facilitate positive interactions
- explain how information in relation to personality and life history can be used to support an individual to live well with dementia
- describe the role of carers and others in relation to the support of individuals with dementia.

(HSC S 8: LO3, AC3.1, 3.2, LO4, AC4.1 LO5, AC 5.1)

Task 5

Simulated assessment

Scenario

Person A has been diagnosed with dementia. They are still able to live independently, but they require some support with daily tasks and activities. You are their healthcare support worker. You work closely with their primary caregivers and are committed to supporting them as they progress through the disease.

Part 1

Complete a care plan with person A regarding daily tasks and activities to ensure their needs are being met. The care plan should be completed with the support of the carer and another colleague, this will enable the carers and others to support person A and enable person A to achieve their potential.

Care plan template

Person A's care plan
What care and support needs do I currently have?
What are my desired outcomes? Daily tasks and activities
How do I want my healthcare support worker and/or carer to support me to achieve my desired outcomes?

Part 2

After the completion of the care plan, you must assist a carer who is supporting person A with a daily task or activity.

Note to assessor/expert witness

State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet**
3.3 Adapt interactions in order to meet the communication needs of an individual with dementia.	
4.2 Implement person-centred strategies and techniques to consider: • history	
4.2 Implement person-centred strategies and techniques to consider: • cultural values	
4.2 Implement person-centred strategies and techniques to consider: • when planning to meet their needs.	
4.3 Support an individual with dementia in identifying risks for their care and support.	
4.4 Support an individual with dementia to access opportunities that meets their abilities, needs and preferences.	

4.5 Contribute to an environment which enables an individual with dementia to achieve their potential.	
5.2 Work with carers and others to support an individual with dementia.	
5.3 Support a carer to enable an individual with dementia to achieve their potential.	

(HSC S 8: LO2, AC2.3, LO3, AC3.3 LO4, AC4.2, 4.3, 4.4, 4.5, LO5, AC5.2, 5.3)

Unit learning outcomes

Task 1

HSC S 8: LO1, AC1.1, 1.2, 1.3

Task 2

HSC S 8: LO2, AC 2.1

Task 3

HSC S 8: LO2, AC2.2, 2.3, 2.4, 2.5

Task 4

HSC S 8: LO3, AC3.1, 3.2, LO4, AC4.1, LO5, AC5.1

Task 5

HSC S 8: LO2, AC2.3 LO3, AC3.3, LO4, AC4.2, 4.3, 4.4, 4.5, LO5, AC5.2, 5.3

Evidence requirements

Task 1

Leaflet

Task 2

Table

Task 3

Report

Task 4

Information leaflet

Task 5

Assessor observation/expert witness testimony

Assessment 15: HSC S 10 Diabetes awareness

Introduction

Your assessor may be able to holistically assess this evidence to cover some of the learning outcomes and assessment criteria from the mandatory units.

Task 1

You have been asked to produce a poster to assist your peers to understand diabetes. The poster will be displayed in the classroom.

Your poster must contain:

- a definition of the term ‘diabetes’
- an outline of the key features of type 1 and type 2 diabetes
- a description of the signs and symptoms of diabetes.

(HSC S 10: LO1, AC1.1, 1.2, 1.3, 1.4)

Task 2

You have been asked to create a handout to share with individuals that have been identified as “at risk” of developing type 2 diabetes.

Your handout needs to:

- identify risk factors associated with the development of type 2 diabetes
- describe ways that individuals can reduce their risks of developing type 2 diabetes
- outline the long-term health consequences of developing type 2 diabetes.

(HSC S 10: LO2, AC2.1, 2.2, 2.3)

Task 3

After the success of your handout, you have been asked to produce a booklet titled **“Are you hyper or hypo”**. The booklet will be available to staff, individuals at risk of diabetes, individuals living with diabetes and their friends, families or carers.

Your booklet needs to:

- define the terms ‘hypoglycaemia’ and ‘hyperglycaemia’
- identify causes of hypoglycaemia and hyperglycaemia
- list the signs and symptoms of hypoglycaemia and hyperglycaemia
- describe the actions to take in an individual is hypoglycaemic and hyperglycaemic.

(HSC S 10: LO4, AC 4.1, 4.2, 4.3, 4.4)

Task 4

You have been asked to write a report to demonstrate your understanding of the treatment and management option for individuals with diabetes and the links between diabetes and other conditions.

The following points should be included within your report:

- an outline of the treatments and other support available for individuals with diabetes, including:
  - nutritional
  - medication
  - exercise
- a description of the importance of support from others for individuals with diabetes
- examples of tests used to monitor diabetes, which include:
  - annual tests
  - daily (or more frequent) tests
- a description of the impact of intercurrent illness on individuals with diabetes
- an outline of how treatment for diabetes may be required to change in response to intercurrent illness
- a description of the links and possible complications between diabetes and:
  - dementia
  - depression
  - pregnancy
  - cardiovascular disease.

(HSC S 10: LO3.AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, 5.3)(HSC S 10: LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, 5.3)

Task 5

Write a short report to identify current legislation and codes of practice for safe working practices, that includes disposing of sharps, needles and lancets, and disposing of body fluids when monitoring individuals with diabetes.

(HSC S 10: LO6, AC6.1)

Task 6

Complete the table

Personal protective equipment (PPE)	Explain the use of PPE when supporting monitoring activity

(HSC S 10: LO6, AC6.2)

Unit learning outcomes

Task 1

HSC S 10: LO1, AC1.1, 1.2, 1.3, 1.4

Task 2

HSC S 10: LO2, AC2.1, 2.2, 2.3

Task 3

HSC S 10: LO4, AC4.1, 4.2, 4.3, 4.4)

Task 4

HSC S 10: LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, 5.3

Task 5

HSC S 10: LO6, AC6.1

Task 6

HSC S 10: LO6, AC6.2

Evidence requirements

Task 1

Poster

Task 2

Handout

Task 3

Booklet

Task 4

Report

Task 5

Report

Task 6

Table

Assessment 16: HSC S 12 Awareness of end of life care

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Task 1

Complete the table below:

	Explain how legislation, national guidelines and frameworks set the quality standards in the care you give for end of life care:
Legislation	
National guidelines	
Frameworks	

(HSC S 12: LO2, AC2.2)

Task 2

You have been asked to write a report on the different perspectives on death and dying. The following should be included:

- outline the factors that can affect an individual's views on death and dying
- outline the factors that can affect your own views on death and dying
- outline how the factors relating to views on death and dying can impact on practice
- define how attitudes of others may influence an individual's choices around death and dying
- explain why support for spiritual needs is important at the end of life
- explain how an individual's priorities and the ability to communicate may vary over time
- explain the practitioner's role in responding to questions and cues from individuals and others regarding their end of life experience

- identify others who may be involved within a multi-disciplinary end of life care team
- identify potential barriers to accessing end of life care services
- suggest strategies to overcome barriers to accessing end of life care services.

(HSC S 12: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO3, AC3.1, 3.2, LO4, AC4.2, 4.3, 4.4)

Task 3

You have been asked to design a leaflet that:

- explains the aims of end of life care
- includes a definition of “palliative care”
- explains the stages of the local end of life care pathway
- describes the principles of advance care planning
- explains mental capacity, advocacy and decision making in end of life care.
- identifies the range of support services and facilities available to individuals and others

(HSC S 12: LO2, AC2.1, 2.3, 2.4, 2.5, 2.6, LO4, AC4.1)

Task 4

You have been asked to produce a presentation that includes:

- your reflections on how you might respond to sensitive questions from individuals and others about end of life
- an outline of the strategies you could use to manage emotional responses from individuals and others
- an explanation of the importance of sharing information with individuals and others.

(HSC S 12: LO3, AC3.3, 3.4, 3.5)

Unit learning outcomes

Task 1

HSCS12: LO2, AC2.2

Task 2

HSC S 12: LO1, AC 1.1, 1.2, 1.3, 1.4, 1.5, LO3, AC3.1, 3.2, LO4, AC4.2, 4.3, 4.4

Task 3

HSC S 12: LO2, AC2.1, 2.3, 2.4, 2.5, 2.6, LO4, AC4.1

Task 4

HSC S 12: LO3, AC3.3, 3.4, 3.5

Evidence requirements

Task 1

Answer responses to questions

Task 2

Written report

Task 3

Leaflet

Task 4

Presentation

Assessment 17: HSC S 14 Contribute to supporting individuals with learning disabilities to access healthcare

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Please remember to include sources of reference throughout your work for this unit.

Task 1

Complete a report that demonstrates your understanding of legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare.

Your report should:

- outline legislation, polices and guidance in relation to supporting an individual with learning disabilities to access healthcare
- outline what is meant by a 'rights-based' approach to accessing healthcare

- explain why it is important to ensure an individual is able to give informed consent to their treatment in line with legislation, policies or guidance
- describe action to take if an individual cannot give informed consent to the treatment.

(HSC S 14: LO1, AC 1.1, 1.2, 1.3, 1.4)

Task 2

Create a leaflet that shows you understand the function of the healthcare services that an individual with learning disabilities may need to access.

Your leaflet needs to:

- list the range of healthcare services that an individual may need to access; to include healthcare services such as:
  - primary
  - acute
  - specialist
  - community.
- describe the work of each type of healthcare service
- outline the roles and responsibilities of professionals working in the different types of healthcare services that an individual may need to access.

(HSC S 14: LO2, AC 2.1, 2.2, 2.3)

Task 3

Complete the following questions to demonstrate your understanding of how plans for healthcare and regular health checks underpin long-term health and wellbeing for individuals with learning disabilities. Plans for healthcare in England to include Health Action Plans. You will also show that you know how to support individuals with learning disabilities to overcome barriers to accessing healthcare services.

Explain how plans for healthcare can be of benefit to an individual.

Identify regular health checks that an individual may have to support health and wellbeing.

Outline how missing regular health checks can impact on the individual's health and wellbeing.

Identify personal barriers to accessing healthcare services that an individual may experience.

Identify external barriers to accessing healthcare services that an individual may experience.

Identify reasons why an individual may be reluctant to access healthcare services.

Describe strategies to overcome barriers to accessing healthcare services.

(HSC S 14: LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, 5.3)

Task 4

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
4.1 Work with an individual and others to identify healthcare services the individual may require.	
4.2 Agree with the individual and others the type and level of support the individual may require to access healthcare services.	
4.3 Show how the individual's needs, wishes and preferences are reflected in the healthcare plan.	
4.4 Contribute to the review of plans for healthcare with the individual and others.	

5.4 Support an individual to access information about healthcare services.	
6.1 Provide agreed support to enable an individual to use healthcare services.	
6.2 Support an individual to understand reasons for treatment.	
6.3 Support an individual to understand the short- and long-term effects of treatment.	
6.4 Ensure the individual is able to give informed consent to their treatment.	
6.5 Record details of a healthcare visit in an accessible format.	
6.6 Share information in line with agreed ways of working.	

(HSC S 14: LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.4, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6)

Unit learning outcomes

Task 1

HSC S 14: LO1, AC1.1, 1.2, 1.3, 1.4

Task 2

HSC S 14: LO2, AC2.1, 2.2, 2.3

Task 3

HSC S 14: LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, 5.3

Task 4

HSC S 14: LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.4, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Evidence requirements

Task 1

Report

Task 2

Leaflet

Task 3

Answer responses to questions

Task 4

Observation/expert witness testimony

Assessment 18: HSC S 15 Understanding learning disability

Introduction

By completing this unit in detail, you may cover learning outcomes and assessment criteria from the following:

- HSC S 5: Understand autism spectrum disorder (ASD), LO5, AC5.5
- HSC S 6: Contributing to supporting individuals with autism spectrum disorder (ASD), LO6, AC6.2
- HSC S 14: Contributing to supporting individuals with learning disabilities to access healthcare, LO1, AC1.1, LO5, AC5.4

Task 1

You have been asked to carry out research, prepare notes and complete a report to show your understanding of legislation and policies in relation to learning disabilities.

Your report must:

- define the term 'learning disability'
- outline legislation and policies in relation to individuals with learning disabilities
- explain how legislation and policies influence the day-to-day experience of individuals with learning disabilities and their families:
  - legislation can include relevant sections from:
    - the Equality Act 2010
    - the Care Act 2014
    - the Human Rights Act 1998
    - the Mental Health Act 2007
    - the National Health Service and Community Care Act 1990
    - Organisational policies and procedures
    - Valuing People: A New Strategy for Learning Disability for the 21st Century (Department of Health 2001).
  - day-to day experiences can include:
    - equality and opportunity
    - rights, inclusion and difference
    - overt and covert discrimination
    - vulnerability and abuse
    - empowerment
    - stereotyping and labelling
    - prejudice and harassment
    - citizenship and equal life chances.

(HSC S 15: LO1, AC1.1, 1.2, 1.3)

Task 2

You have been asked to produce an information leaflet to give to carers to strengthen their understanding of learning disabilities. Your information leaflet needs to:

- identify causes of learning disabilities
- compare the medical model and social model of learning disability
- describe the impact of learning disability on the outcomes and life chances of individuals
- describe the impact of learning disability on the individual in relation to:
  - social health and wellbeing

- emotional health and wellbeing
- cognitive health and wellbeing
- physical health and wellbeing

(HSC S 15: LO2, AC2.1, 2.2, 2.3, 2.4)

Task 3

Your tutor has asked you to prepare a presentation that can be delivered to the whole class to support their understanding of how the health and social care practitioner supports individuals with learning disabilities.

Your presentation needs to:

- describe the role and responsibilities of the health and social care practitioner in relation to supporting individuals with learning disabilities
- describe how person-centered practice impacts on the lives of individuals with learning disabilities in relation to:
  - the provision of care and support
  - where the individual lives
  - daytime activities
  - employment
  - sexual relationships
  - parenthood
  - the provision of healthcare.

(HSC S 15: LO3, AC3.1, 3.2)

Task 4

In the table below, describe the support available for individuals with learning disabilities.

Support available for individuals with learning disabilities.	**Description of the support available for individuals with learning disabilities.**

(HSC S 15: LO3, AC3.3)

Unit learning outcomes

Task 1

HSC S 15: LO1, AC1.1, 1.2, 1.3

Task 2

HSC S 15: LO2, AC2.1, 2.2, 2.3, 2.4

Task 3

HSC S 15: LO3, AC3.1, 3.2

Task 4

HSC S 15: LO3, AC3.3

Evidence requirements

Task 1

Report

Task 2

Information leaflet

Task 3

Presentation

Task 4

Table

Assessment 19: HSC S 16 Principles of supporting individuals with a learning disability regarding sexuality and sexual health

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge.

Please remember to include all sources of reference throughout your work.

Task 1

Complete the tables below to demonstrate that you understand the development of human sexuality.

Terms	Define the term
'Sexuality'	
'Sexual health'	
'Sexual orientation'	
'Sexual expression'.	

Milestones (development milestones)	Explain sexual development though these milestones throughout the lifespan
Early childhood sexuality (birth to 3 years)	
Late childhood sexuality (4 to 8 years)	
Early adolescent sexuality (9 to 11 years)	
Adolescent sexuality (12 to 18 years)	

Youth sexuality (19 to 30 years)	
Adult sexuality (31 to 45 years)	
Adult sexuality (46 to 64 years)	
Adult sexuality (65 years onward)	

The following tables will support you to demonstrate that you understand factors that impact sexual development of individuals with a learning disability.

Factors	**Explain how these factors can influence the sexual development, sexual expression and sexual health of an individual with a learning disability.**
Genetics	
Environmental	
Socio-economic	
Cultural, religious and moral beliefs	
Education	
Relationships	
Behaviour and lifestyle, (for example, alcohol and substance abuse)	
Demographics	

Peer pressure	
Media and social media	
Self-esteem and confidence	
Resilience	
Vulnerability	
Mental capacity	
Sexual exploitation and abuse, (for example, grooming, domestic abuse, gender violence)	

Mental capacity

The principles of human rights underpin this unit. Where limited mental capacity is referred to it should be remembered that the Mental Capacity Act (2005) states that everyone should be treated as able to make their own decisions until it is shown that they are not.

Sexual issue	**Explain the importance of considering an individual's mental capacity in relation to each of these.**
Sexual development	
Sexual experiences	
Sexual expression	
Sexual health	

(HSC S 16: LO1, AC1.1, 1.2, LO2, AC2.1, 2.2)

Task 2

Task 2 (a)

You have been asked to produce a presentation that can be delivered during a staff training session.

Complete a presentation to be delivered during a staff training session; to support staff to understand the support of sexual health issues. Your presentation can be developed in any format you prefer.

Your presentation must explain the key features of sexual health and wellbeing and how these relate to an individual's overall health and wellbeing.

Key features of sexual health to include:

- contraception
- hygiene
- sexually transmitted infections.

Identify sexual health issues that affect men and women.

Explain how sexual health issues can be supported through plans for healthcare.

Identify local services that support sexual health for individuals.

Task 2 (b)

Following the presentation, create a handout that will support knowledge of legislation in relation to the support of sexuality and sexual health for individuals with learning disabilities.

Your handout needs to summarise legislation in relation to sexuality and sexual health for individuals.

(HSC S 16: LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1)

Task 3

Create an information leaflet that demonstrates understanding of how to support the sexual expression of an individual with a learning disability.

Your information must:

- explain how the practitioner's values, beliefs and experiences may impact support
- describe ways an individual with a learning disability may express themselves sexually and how individual preferences can be supported
- explain how to support an individual with a learning disability to:
  - keep safe sexually
  - minimise sexual vulnerability
  - avoid abuse
- explain action to take in response to safeguarding concerns in relation to sexual relationships.

(HSC S 16: LO5, AC5.1, 5.2, 5.3, 5.4)

Unit learning outcomes

Task 1

HSC S 16: LO1, AC1.1, 1.2, LO2, AC2.1, 2.2

Task 2

HSC S 16: LO3. AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1

Task 3

HSC S 16: LO5, AC5.1, 5.2, 5.3, 5.4

Evidence requirements

Task 1

Worksheet

Task 2

Presentation and handout

Task 3

Information leaflet

Assessment 20: HSC S 30 Parkinson's disease awareness

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

This unit may also link to:

- HSC S 23: Support individuals with Parkinson's disease, HSCS 23: LO1, AC1.1, 1.3, 1.4, 1.6, LO2, AC2.2 LO3, AC3.1, 3.2, 3.3, 3.4
- Unit AN 36: Care for the elderly, AN 36: LO3, AC3.1.

Please remember to include all sources of reference throughout your work.

Task 1

Create an information leaflet that supports the understanding of what Parkinson's disease is.

Your information leaflet must:

- define the term 'Parkinson's disease'
- describe how Parkinson's disease is diagnosed
- describe the main signs and symptoms of Parkinson's disease
- outline the possible underlying causes of Parkinson's disease
- outline the possible risk factors for Parkinson's disease.
- explain the differences between young-onset Parkinson's disease and traditional-onset Parkinson's disease
- explain the similarities between young-onset Parkinson's disease and traditional onset Parkinson's disease
- identify other conditions that may be mistaken for Parkinson's disease.

(HSC S 30: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, LO2, AC2.1)

Task 2

Complete the following worksheet tables to show that you understand the treatment options and support services that are available to individuals with Parkinson's disease.

Treatment options	Outline this treatment option.
Medication	
Surgery	
Physical therapy	
Psychological interventions	

Complementary and alternative therapies.	

Support services	Outline the support this service provides for individuals.
Parkinson's nurse specialists	
Physiotherapists	
Occupational therapists	
Speech and language therapists	

(HSC S 30: LO2, AC2.2, 2.3)

Task 3

Answer the following questions to show that you understand the experience of living with Parkinson's disease and strategies for managing the condition.

Describe the strategies that can be used to support an individual with Parkinson's disease with the following:

- communication difficulties
- swallowing
- sleep disturbances
- mobility
- falls
- mental health difficulties
- dementia

Describe the possible psychological impact of living with Parkinson's disease for:

- the individual
- carers
- relatives.

Outline ways to support individuals with Parkinson's disease who are experiencing psychological distress.

Outline the impact that the attitudes and behaviours of others may have on an individual with Parkinson's disease.

(HSC S 30: LO3, AC3.1, 3.2, 3.3, 3.4)

Unit learning outcomes

Task 1

HSC S 30: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, LO2, AC2.1

Task 2

HSC S 30: LO2, AC2.2, 2.3

Task 3

HSC S 30: LO3, AC3.1, 3.2, 3.3, 3.4

Evidence requirements

Task 1

Information leaflet

Task 2

Worksheet

Task 3

Answer responses to questions

Assessment 21: HSC S 21 Contribute to the support of individuals with multiple conditions and/or disabilities

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use in a simulated activity.

Task 1

You have been asked to produce a poster to be displayed in the staff room of a local community centre to raise awareness of the impact that multiple conditions and disabilities can have on individuals.

Your poster must identify multiple conditions and/or disabilities individuals may have and should include:

- sensory loss
- physical health
- mental health
- physical disability
- learning difficulty/disability
- autism.

(HSC S 21: LO1, AC1.1)

Task 2

You have been asked to produce a leaflet that explains the impact of multiple conditions and/or disabilities on an individual's wellbeing and quality of life.

Your leaflet should consider the following aspects of wellbeing:

- social
- emotional
- cultural
- spiritual
- intellectual
- economical
- physical
- mental.

(HSC S 21: LO1, AC1.2)

Task 3

You have been asked to write a short report to show your understanding of the support available for individuals who have multiple conditions and/or disabilities.

Include the following:

- an explanation of the roles and responsibilities of others who may provide support for individuals with multiple conditions and/or disabilities:
  - others may include:
    - team members
    - other colleagues

        - those who use or commission their own health or social care services
        - families, carers and advocates.
- a description of the role of informal networks in supporting individuals with multiple conditions and/ or disabilities:
    - informal networks may include:
        - family
        - friends
        - neighbours
        - special interest groups
- a description of your own role in supporting individuals with multiple conditions and/or disabilities
- an explanation of the role of the assessment of health and social care needs for individuals with multiple conditions and/or disabilities
- a description of how to support an individual to participate in an activity
- a description of how to support an individual in the use of equipment and resources to enable an individual to participate in an activity.

(HSC S 21: LO2, AC2.1, 2.4, LO3, AC3.1 3.2, 3.3, 3.4)

Task 4

In the table below, identify resources that are required to meet additional needs of individuals with multiple conditions/and or disabilities.

Resources required	How do the resources support the needs of the individual with multiple conditions and/or disabilities?

(HSC S 2:1 LO2, AC2.2)

Task 5

In the table below, identify equipment required to meet the additional needs of individuals with multiple conditions/and or disabilities.

Equipment required	How does the equipment required, support additional needs of individuals with multiple conditions and/or disabilities?

(HSC S 21: LO2, AC2.3)

Unit learning outcomes

Task 1

HSC S 21: LO1, AC1.1

Task 2

HSC S 21: LO1, AC1.2

Task 3

HSC S 21: LO2, AC 2.1, 2.4, LO3, AC3.1, 3.2, 3.3, 3.4

Task 4

HSC S 21: LO2, AC2.2)

Task 5

HSC S 21: LO2, AC2.3)

Evidence requirements

Task 1

Poster

Task 2

Leaflet

Task 3

Report

Task 4

Table

Task 5

Table

Assessment 22: HSC S 23 Support individuals with Parkinson's disease

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

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HSC S 30: Parkinson's disease awareness

HSCS30: LO1, AC1.1, 1.2, 1.5, 1.6, 1.7, LO2, AC2.1, 2.2. 2.3, LO3, AC3.1, 3.2

HSC AS 13: Support individuals to meet nutritional needs

HSCSAS13: LO5, AC5.1

AN 36: Care for the elderly

AN 36: LO3, AC3.1

AN 72: Support individuals with specific communication needs

AN 72: LO5, AC5.2

HSC AS 22: Support person centred thinking, planning and review

HSC A S22: LO4, AC4.1

Please remember to include sources of reference throughout your work.

Task 1

Develop a staff resource pack to support the understanding of the signs, symptoms and progression of Parkinson's disease. Your resource can include any graphics, illustrations and images you chose to use.

Your resource pack must:

- describe Parkinson's disease
- explain changes in the brain that cause Parkinson's disease to develop
- describe symptoms of Parkinson's disease in relation to:
  - motor
  - non-motor
- compare young-onset Parkinson's disease with traditional-onset Parkinson's disease
- describe typical phases and timeframes of the progression of Parkinson's disease
- identify a range of different conditions known under the term **Parkinsonism.**

Note – Parkinsonism (or Parkinson's disease syndrome) is a term used to describe a range of conditions that have similar symptoms to Parkinson's disease.

(HSC S 23: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Task 2

Create an information leaflet to support your understanding of the impact of Parkinson's disease on **the individual and others.**

Your information leaflet must:

- describe the impact of motor and non-motor symptoms on an individual's quality of life
- explain the impact of Parkinson's disease on an individual's relationships with others
- explain the impact of fluctuations in symptoms of Parkinson's disease on an individual and others
- describe the impact of Parkinson's disease on the individual in relation to:
  - communication
  - cognition
  - behaviour
  - emotion.

Note – others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families, carers and advocates.

(HSC S 23: LO2, AC2.1, 2.2, 2.3, 2.4)

Task 3

Answer the following questions to show that you understand the diagnosis, interventions and treatment options to manage Parkinson's disease, and that you understand the safe and effective use of medication for Parkinson's disease.

Describe processes for diagnosis and referral of an individual with Parkinson's disease.

Describe how to access local, community and statutory agencies, support services and networks appropriate to an individual with Parkinson's disease.

Describe methods, practices and interventions to support individuals to manage their symptoms.

Outline the following treatment options available for an individual with Parkinson's disease:

- medication
- surgical
- physiotherapy.

Explain how nutrition and hydration are managed for an individual with Parkinson's disease

Identify medication used to manage Parkinson's disease.

Describe the common side effects of medication for Parkinson's disease.

Explain the consequences when medication is not taken or given on time.

Describe how to manage the side effects of medication for Parkinson's disease.

(HSC S 23: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4)

Task 4

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your assessor, line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support.

Note to expert witness

Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
5.1 Implement person-centred strategies and techniques to address: • communication difficulties.	
5.1 Implement person-centred strategies and techniques to address: • cognitive difficulties.	
*5.1 Implement person-centred strategies and techniques to address: • behavioural changes.	
5.2 Work in partnership with the individual, professionals and others to improve outcomes in relation to: • mobility and falls.	
5.2 Work in partnership with the individual, professionals and others to improve outcomes in relation to: • swallowing difficulties.	

5.2 Work in partnership with the individual, professionals and others to improve outcomes in relation to: • sleep disturbances.	
5.3 Contribute to the evaluation of service delivery in relation to supporting individuals living with Parkinson's disease.	

***Note 5.1: techniques**

Those designed specifically to support individuals in managing communication and cognition difficulties directly associated with Parkinson's disease, such as cognitive freezing.

(HSCS23: LO5, AC5.1, 5.2, 5.3)

Unit learning outcomes

Task 1

HSC S 23: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2

HSC S 23: LO2, AC2.1, 2.2, 2.3, 2.4

Task 3

HSC S 23: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4

Task 4

HSC S 23: LO5, AC 5.1, 5.2, 5.3

Evidence requirements

Task 1

Staff resource pack

Task 2

Information leaflet

Task 3

Answer responses to questions

Task 4

Assessor observation/expert witness testimony

Assessment 23: HSC S 25 Awareness of sensory loss

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge.

The evidence for this unit may also cross reference into unit HSC S 27: Support the assessment of individuals with sensory loss.

Please remember to include all sources for reference throughout your work.

Task 1

Worksheet activities

Complete the tables below to demonstrate your understanding of the **factors that impact on an individual with sensory loss** and strategies to overcome these.

Define each of the following types of sensory loss

Sensory loss	**Definition**
Sight loss	
Hearing loss	
Deafblindness.	

Describe how the following **factors** impact on an individual with sensory loss

Factors	**Describe how this factor can impact on an individual.**	**Identify strategies to take to overcome factors which impact individuals with sensory loss.**
Communication		
Information		
Familiar layouts and routines		
Mobility		
Attitudes and beliefs		

Complete the following to show that you understand communication strategies for individuals with sensory loss, understand causes of sensory loss and recognise when an individual may be experiencing sight and/or hearing loss.

Outline strategies for communicating with individuals with:

- sight loss
- hearing loss
- deafblindness.

Explain how information can be made accessible to individuals with sensory loss.

Outline the following main causes of sensory loss:

- accidents or injury
- genetic factors
- illnesses
- environmental factors.

Explain the difference between congenital and acquired sensory loss.

Outline the indicators and signs of:

- sight loss
- hearing loss
- deafblindness.

Describe sources of additional advice and support available in relation to sensory loss.

(HSC S 25: LO1, AC1.1, 1.2, LO2, AC2.1, 2.2, LO3, AC3.1, 3.2, LO4, AC4.1, 4.2)

Unit learning outcomes

Task 1

HSC S 25 LO1, AC1.1, 1.2, LO2, AC2.1, 2.2, LO3, AC3.1, 3.2, LO4, AC4.1, 4.2

Evidence requirements

Task 1

Worksheet

Assessment 24: HSC S 27 Support the assessment of individuals with sensory loss

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

The evidence for this unit may also cross reference into unit HSC S 25: Awareness of sensory loss.

Please remember to include all sources for reference throughout your work.

Task 1

You have been asked by your manager to create a presentation to be delivered to staff at the next team meeting. The purpose of the presentation is to develop understanding of your own role and the roles of others in the assessment of individuals with sensory loss and their carers.

The presentation can take any format you wish and can include illustrations, graphics and images and must:

- outline current legislation and guidance in relation to the assessment of individuals with sensory loss including:
  - sight loss
  - hearing loss
  - deafblindness
- describe the rights of individuals with sensory loss and their carers in relation to assessment
- outline roles and responsibilities of **others** involved in the assessment of individuals with sensory loss:
  - **others** may include:
    - team members
    - other colleagues
    - those who use or commission their own health or social care services
    - families, carers and advocates
- describe the following specific **factors** within an assessment for individuals with sensory loss:
  - communication
  - assistive technology
  - positive risk assessment
  - mobility and falls
  - environment
- explain the importance of using both **formal and informal** methods to gather information for assessments:
  - **formal and** informal methods to include:
    - observation
    - communication
    - feedback from individuals
    - feedback from families/carers/friends
    - deterioration in the environment
- explain why it is important to promote awareness of sensory loss.

(HSC S 27: LO1, AC1.1, 1.2, 1.4, 1.5, 1.6, LO2, AC2.1)

Task 2

Arrange a professional discussion with your assessor. You will need to be able to:

- describe the healthcare support worker's role and responsibilities in supporting the assessment of individuals with sensory loss
- evaluate own skills in relation to communication with individuals with sensory loss and their carers during assessment
- outline the healthcare support worker's role in promoting awareness of sensory loss
- describe the roles of self and others who promote the interests of individuals with sensory loss
- describe the role of individuals in promoting awareness of sensory loss.

As this is a professional discussion, you should produce evidence in a format that you feel is suitable to help enable the demonstration of your knowledge within the area.

The evidence should only be used as a prompt for your discussion areas. Different formats that could be used to support your discussion could be your research notes, a leaflet, presentation, poster, infographic or mood board.

(HSC S 27: LO1, AC1.3, 1.7, LO2, AC2.2, 2.3, 2.4)

Task 3

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or simulated activities providing support in the assessment of individuals with sensory loss

Note to assessor/expert witness

Please state in detail what you have observed the learner completing from the following simulated activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Simulated activities	**Refer to the learner by name and state what tasks they have carried out to meet the simulated activities.**
3.1 Agree areas of assessment required with the individual and others.	
3.2 Enable active participation of the individual throughout the assessment process.	
3.3 Contribute to the assessment within the boundaries of the healthcare support worker's role.	

3.4 Record and report the outcomes of the assessment.	
3.5 Monitor and review support and progress against agreed outcomes of the assessment.	
4.1 Communicate with the primary carer to identify support needed.	
4.2 Contribute to the assessment of primary carers' needs.	
4.3 Identify support needs with the primary carers.	
4.4 Record and report needs of primary carers.	
4.5 Identify sources of information and support for referral.	
5.1 Provide individuals and others with information on evidence-based practice relevant to sensory loss.	
5.2 Use information, resources or evidence-based practice to improve practice.	
5.3 Review outcomes of applying evidence-based practice for the individual, others and the service.	

(HSCS 27: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3)

Unit learning outcomes

Task 1

HSC S 27: LO1, AC1.1, 1.2, 1.4, 1.5, 1.6, LO2, AC2.1

Task 2

HSC S 27: LO1, AC1.3, 1.7, LO2, AC2.2, 2.3, 2.4

Task 3

HSCS 27: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3

Evidence requirements

Task 1

Presentation

Task 2

Professional discussion

Task 3

Assessor observation/expert witness testimony

Assessment 25: HSC S 28 Support stroke management

Introduction

Your assessor will be assessing you in the role using holistic opportunities within both mandatory and associated linked units, learning outcomes and assessment criterion for best use of knowledge and simulated evidence.

Please remember to include all sources for reference throughout your work.

Task 1

Worksheet

Answer the following questions and complete the table and worksheet to show that you know what stroke is, know how to recognise stroke and understand the management of stroke:

- identify changes in the dominant side of the brain associated with stroke
- identify changes in the non-dominant side of the brain associated with stroke
- outline conditions that may be mistaken for stroke
- describe the differences between stroke and Transient Ischaemic Attack (TIA)
- list signs and symptoms of stroke
- identify stages of stroke
- identify assessment tests that are available to enable listing of the signs and symptoms.

Complete the table below and describe **changes that an individual** may experience as a result of stroke.

Changes that an individual may experience as a result of a stroke.	**Describe these changes.**
Psychological (depression/anxiety)	
Cognitive	
Movement	
Communication	
Swallowing	
Visual	

Bladder and bowel control	
Sexual changes	

Describe why effective stroke care is important to the management of stroke.

Identify support available to individuals and others affected by stroke.

Explain the role of the healthcare support worker in supporting reablement.

Explain the role of the healthcare support worker in supporting physiotherapy rehabilitation.

Explain the role of the healthcare support worker in supporting speech therapy rehabilitation.

Explain the role of the healthcare support worker in supporting occupational therapy rehabilitation.

(HSC S 28: LO1, AC1.1, 1.2, 1.3, LO2, AC2.1, 2.2, 2.3, 2.4, LO5, AC 5.1, 5.2, 5.3)

Task 2

Complete an information leaflet to demonstrate that you understand the management of risk factors for stroke and understand the importance of emergency response and treatment for stroke.

Your information leaflet must:

- state the prevalence of stroke in the UK
- identify the common risk factors for stroke
- describe steps to take to reduce the risk of stroke and subsequent stroke
- describe why stroke is a medical emergency
- describe the actions to take in response to an emergency stroke incident
- identify the impact of the key stages of stroke on the individual

- describe reporting requirements following an emergency stroke incident.

(HSC S 28: LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4)

Task 3

Assessor observation/expert witness testimony

Please provide a copy of this sheet to your line manager/qualified nurse/qualified senior support worker or other professional who has observed you within your work placement (if chosen as an option) or a simulated activity, providing support to individuals following a stroke.

Note to expert witness

Please state in detail what you have observed the learner completing from the following simulated activities. Please include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, it is good to state 'not observed'.

Simulated activities	Refer to the learner by name and state what tasks they have carried out to meet the simulated activities.
6.1 Support individuals with personal care and daily living.	
6.2 Contribute to the recovery of individuals through rehabilitation, reablement exercises and therapy.	
6.3 Monitor individuals and report change or concerns.	

(HSC S 28: LO6, AC6.1, 6.2, 6.3)

Unit learning outcomes

Task 1

HSC S 28: LO1, AC1.1, 1.2, 1.3, LO2, AC2.1, 2.2, 2.3, 2.4, LO5, AC5.1, 5.2, 5.3

Task 2

HSC S 28: LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4

Task 3

HSC S 28: LO6, AC6.1, 6.2, 6.3

Evidence requirements

Task 1

Worksheet

Task 2

Information leaflet

Task 3

Assessor observation/expert witness testimony

Change history record

Version	Description of change	Date of Issue
v1.0	First publication	August 2025