

**NCFE**

**CACHE**

# **Sample Assessment Materials (SAMs) Optional Units - Adult Nursing Support**

**NCFE CACHE Level 3 Technical Occupational Entry in  
Senior Healthcare Support (Diploma)  
QN: 610/3988/3**

## Contents

<b>AN 2A: Undertake personal hygiene activities with individuals .....</b>	<b>20</b>
Introduction .....	20
Task 1 .....	20
Task 2 .....	21
Task 3 .....	22
Task 4 .....	23
Unit assessment criteria .....	24
Evidence requirements.....	24
<b>AN 3: Perform intravenous cannulation .....</b>	<b>25</b>
Introduction .....	25
Task 1 .....	25
Task 2 .....	25
Task 3 .....	26
Unit assessment criteria .....	27
Evidence requirements.....	27
<b>AN 4: Obtain venous blood samples.....</b>	<b>28</b>
Introduction .....	28
Task 1 .....	28
Task 2 .....	28
Task 3 .....	28
Unit assessment criteria .....	29
Evidence requirements.....	29
<b>AN 5: Obtain and test capillary blood samples .....</b>	<b>30</b>
Introduction .....	30
Task 1 .....	30
Task 2 .....	30
Task 3 .....	30
Unit assessment criteria .....	31
Evidence requirements.....	32
<b>AN 7: Carry out blood collection from fixed or central lines .....</b>	<b>33</b>
Introduction .....	33
Task 1 .....	33
Task 2 .....	33

Task 3 .....	33
Unit assessment criteria .....	34
Evidence requirements .....	34
<b>AN 9: Insert and secure nasogastric tubes .....</b>	<b>35</b>
Introduction .....	35
Task 1 .....	35
Task 2 .....	35
Task 3 .....	35
Task 4 .....	35
Task 5 .....	36
Task 6 .....	36
Unit assessment criteria .....	37
Evidence requirements .....	37
<b>AN 10: Supporting the care of individuals with nasogastric tubes.....</b>	<b>38</b>
Introduction .....	38
Scenario .....	38
Task 1 .....	38
Task 2 .....	38
Task 3 .....	38
Task 4 .....	39
Task 5 .....	39
Unit assessment criteria .....	40
Evidence requirements .....	40
<b>AN 11: Undertake urethral catheterisation processes .....</b>	<b>42</b>
Introduction .....	42
Task 1 .....	42
Task 2 .....	42
Task 3 .....	42
Task 4 .....	42
Unit assessment criteria .....	44
Evidence requirements .....	44
<b>AN 12: Care for individuals with urethral catheters .....</b>	<b>45</b>
Introduction .....	45
Task 1 .....	45
Task 2 .....	45
Task 3 .....	45

Task 4 .....	46
Unit assessment criteria .....	47
Evidence requirements .....	47
<b>AN 13: Undertake stoma care .....</b>	<b>48</b>
Introduction .....	48
Task 1 .....	48
Task 2 .....	48
Task 3 .....	48
Unit assessment criteria .....	49
Evidence requirements .....	50
<b>AN 14: Prepare for and carry out extended feeding techniques .....</b>	<b>51</b>
Introduction .....	51
Task 1 .....	51
Task 2 .....	51
Task 3 .....	51
Task 4 .....	52
Unit assessment criteria .....	53
Evidence requirements .....	53
<b>AN 15: Assist in the administration of medication .....</b>	<b>54</b>
Introduction .....	54
Task 1 .....	54
Task 2 .....	54
Task 3 .....	55
Task 4 .....	56
Task 5 .....	57
Task 6 .....	57
Unit assessment criteria .....	58
Evidence requirements .....	58
<b>AN 16: Undertake tissue viability risk assessments .....</b>	<b>59</b>
Introduction .....	59
Task 1 .....	59
Task 2 .....	59
Task 3 .....	59
Task 4 .....	60
Task 5 .....	60
Unit assessment criteria .....	61

Evidence requirements.....	61
<b>AN 17: Obtain and test specimens from individuals.....</b>	<b>62</b>
Introduction .....	62
Task 1 .....	62
Task 2 .....	62
Task 3 .....	62
Task 4 .....	62
Unit assessment criteria .....	63
Evidence requirements.....	64
<b>AN 18: Undertake treatments and dressings of lesions and wounds.....</b>	<b>65</b>
Introduction .....	65
Task 1 .....	65
Task 2 .....	65
Task 3 .....	65
Task 4 .....	66
Unit assessment criteria .....	67
Evidence requirements.....	67
<b>AN 19: Carry out wound drainage care.....</b>	<b>68</b>
Introduction .....	68
Task 1 .....	68
Task 2 .....	68
Task 3 .....	68
Task 4 .....	69
Unit assessment criteria .....	70
Evidence requirements.....	70
<b>AN 20: Remove wound drains .....</b>	<b>71</b>
Introduction .....	71
Task 1 .....	71
Task 2 .....	71
Task 3 .....	71
Task 4 .....	71
Unit assessment criteria .....	72
Evidence requirements.....	73
<b>AN 21: Remove wound closure materials.....</b>	<b>74</b>
Introduction .....	74
Task 1 .....	74

Task 2 .....	74
Task 3 .....	75
Unit assessment criteria .....	75
Evidence requirements .....	76
<b>AN 22: Carry out vision screening .....</b>	<b>77</b>
Introduction .....	77
Task 1 .....	77
Task 2 .....	77
Task 3 .....	77
Unit assessment criteria .....	78
Evidence requirements .....	78
<b>AN 23: Conduct hearing assessments.....</b>	<b>79</b>
Introduction .....	79
Task 1 .....	79
Task 2 .....	79
Task 3 .....	79
Task 4 .....	80
Unit assessment criteria .....	80
Evidence requirements .....	81
<b>AN 24: Conduct external ear examinations .....</b>	<b>82</b>
Introduction .....	82
Task 1 .....	82
Task 2 .....	82
Task 3 .....	82
Task 4 .....	83
Unit assessment criteria .....	83
Evidence requirements .....	84
<b>AN 25: Move and position individuals safely in accordance with their care plan.....</b>	<b>85</b>
Introduction .....	85
Task 1 .....	85
Task 2 .....	85
Task 3 .....	86
Task 4 .....	88
Task 5 .....	88
Unit assessment criteria .....	89
Evidence requirements .....	89

<b>AN 26: Understand advance care planning .....</b>	<b>90</b>
Introduction .....	90
Scenario .....	90
Task 1 .....	90
Task 2 .....	90
Task 3 .....	91
Unit assessment criteria .....	92
Evidence requirements.....	92
<b>AN 27: Perform routine electrocardiograph (ECG) procedures .....</b>	<b>93</b>
Introduction .....	93
Task 1 .....	93
Task 2 .....	93
Task 3 .....	93
Unit assessment criteria .....	94
Evidence requirements.....	94
<b>AN 28A: Undertake agreed pressure area care .....</b>	<b>96</b>
Introduction .....	96
Task 1 .....	96
Task 2 .....	96
Task 3 .....	96
Task 4 .....	97
Task 5 .....	97
Unit assessment criteria .....	98
Evidence requirements.....	98
<b>AN 29A: Administer medication to individuals and monitor the effects .....</b>	<b>99</b>
Introduction .....	99
Task 1 .....	99
Task 2 .....	100
Task 3 .....	100
Task 4 .....	101
Task 5 .....	103
Task 6 .....	104
Task 7 .....	104
Unit assessment criteria .....	104
Evidence requirements.....	104
<b>AN 30: Understand the administration of medication.....</b>	<b>106</b>

Introduction .....	106
Task 1 .....	106
Task 2 .....	106
Task 3 .....	107
Task 4 .....	108
Unit assessment criteria .....	108
Evidence requirements .....	108
<b>AN 31: Assist in the administration of oxygen .....</b>	<b>109</b>
Introduction .....	109
Task 1 .....	109
Task 2 .....	109
Task 3 .....	109
Task 4 .....	109
Task 5 .....	110
Task 6 .....	110
Unit assessment criteria .....	110
Evidence requirements .....	111
<b>AN 32: Administer oral nutritional products to individuals .....</b>	<b>112</b>
Introduction .....	112
Task 1 .....	112
Task 2 .....	112
Task 3 .....	112
Task 4 .....	112
Task 5 .....	113
Unit assessment criteria .....	114
Evidence requirements .....	114
<b>AN 33: Support individuals to access and use services and facilities .....</b>	<b>115</b>
Introduction .....	115
Task 1 .....	115
Task 2 .....	115
Task 3 .....	116
Task 4 .....	116
Unit assessment criteria .....	117
Evidence requirements .....	117
<b>AN 34: Obtain a client history .....</b>	<b>118</b>
Introduction .....	118



Task 1 .....	118
Task 2 .....	118
Task 3 .....	118
Unit assessment criteria .....	119
Evidence requirements.....	119
<b>AN 35: Understand the process and experience of dementia .....</b>	<b>120</b>
Introduction .....	120
Task 1 .....	120
Task 2 .....	120
Task 3 .....	121
Unit assessment criteria .....	121
Evidence requirements.....	121
<b>AN 36: Care for the older person.....</b>	<b>122</b>
Introduction .....	122
Task 1 .....	122
Task 2 .....	124
Task 3 .....	125
Unit assessment criteria .....	126
Evidence requirements.....	126
<b>AN 37: Understand long-term conditions and frailty .....</b>	<b>127</b>
Introduction .....	127
Scenario .....	127
Task 1 .....	127
Task 2 .....	127
Task 3 .....	128
Task 4 .....	128
Unit assessment criteria .....	128
Evidence requirements.....	129
<b>AN 38: Support independence in the tasks of daily living.....</b>	<b>130</b>
Task 1 .....	130
Task 2 .....	130
Task 3 .....	131
Unit assessment criteria .....	132
Evidence requirements.....	132
<b>AN 39: Awareness of mental health legislation.....</b>	<b>133</b>
Introduction .....	133

Task 1 .....	133
Task 2 .....	133
Task 3 .....	133
Task 4 .....	134
Unit assessment criteria .....	134
Evidence requirements.....	134
<b>AN 40: Understand the context of supporting individuals with learning disabilities .....</b>	<b>135</b>
Task 1 .....	135
Task 2 .....	135
Task 3 .....	136
Task 4 .....	136
Unit assessment criteria .....	137
Evidence requirements.....	137
<b>AN 41: Work in partnership with families to support individuals .....</b>	<b>138</b>
Introduction .....	138
Task 1 .....	138
Task 2 .....	138
Task 3 .....	139
Unit assessment criteria .....	140
Evidence requirements.....	140
<b>AN 43: Advise and inform individuals on managing their condition .....</b>	<b>141</b>
Introduction .....	141
Task 1 .....	141
Task 2 .....	141
Task 3 .....	141
Task 4 .....	142
Task 5 .....	143
Unit assessment criteria .....	143
Evidence requirements.....	144
<b>AN 44: Co-ordinate the progress of individuals through care pathways .....</b>	<b>145</b>
Introduction .....	145
Task 1 .....	145
Task 2 .....	145
Task 3 .....	145
Unit assessment criteria .....	146
Evidence requirements.....	146

<b>AN 45: Implement therapeutic group activities .....</b>	<b>147</b>
Introduction .....	147
Task 1 .....	147
Task 2 .....	147
Unit assessment criteria .....	148
Evidence requirements.....	148
<b>AN 46: Support individuals to live at home .....</b>	<b>149</b>
Introduction .....	149
Task 1 .....	149
Task 2 .....	149
Task 3 .....	150
Task 4 .....	150
Task 5 .....	151
Unit assessment criteria .....	151
Evidence requirements.....	151
<b>AN 47: Dementia awareness .....</b>	<b>152</b>
Introduction .....	152
Task 1 .....	152
Task 2 .....	153
Task 3 .....	153
Task 4 .....	153
Unit assessment criteria .....	154
Evidence requirements.....	154
<b>AN 48: Understanding the effect of dementia on end-of-life care .....</b>	<b>155</b>
Introduction .....	155
Task 1 .....	155
Task 2 .....	155
Task 3 .....	155
Unit assessment criteria .....	156
Evidence requirements.....	156
<b>AN 49: Managing symptoms in end-of-life care .....</b>	<b>157</b>
Introduction .....	157
Task 1 .....	157
Task 2 .....	157
Task 3 .....	157
Unit assessment criteria .....	158

Evidence requirements.....	158
<b>AN 50: Support individuals at the end of life.....</b>	<b>159</b>
Introduction .....	159
Task 1 .....	159
Task 2 .....	159
Task 3 .....	159
Task 4 .....	160
Task 5 .....	160
Unit assessment criteria .....	161
Evidence requirements.....	161
<b>AN 52: Support individuals who are bereaved .....</b>	<b>162</b>
Introduction .....	162
Task 1 .....	162
Task 2 .....	162
Task 3 .....	162
Task 4 .....	162
Unit assessment criteria .....	163
Evidence requirements.....	163
<b>AN 53: Understand end-of-life care for individuals with specific health needs .....</b>	<b>164</b>
Introduction .....	164
Task 1 .....	164
Task 2 .....	166
Task 3 .....	167
Task 4 .....	167
Task 5 .....	167
Task 6 .....	168
Unit assessment criteria: .....	168
Evidence requirements.....	168
<b>AN 54: Support individuals during the last days of life .....</b>	<b>170</b>
Introduction .....	170
Task 1 .....	170
Task 2 .....	170
Task 3 .....	170
Unit assessment criteria .....	171
Evidence requirements.....	171
<b>AN 55: Support individuals during emergency situations.....</b>	<b>172</b>

Introduction .....	172
Task 1 .....	172
Task 2 .....	172
Task 3 .....	173
Task 4 .....	173
Unit assessment criteria .....	174
Evidence requirements.....	175
<b>AN 56A: Support individuals during a period of change .....</b>	<b>176</b>
Introduction .....	176
Task 1 .....	176
Task 2 .....	176
Unit assessment criteria .....	177
Evidence requirements.....	177
<b>AN 57: Support individuals to access and use information about services and facilities .....</b>	<b>178</b>
Introduction .....	178
Task 1 .....	178
Task 2 .....	178
Task 3 .....	179
Unit assessment criteria .....	180
Evidence requirements.....	180
<b>AN 59: Support Individuals to access and manage direct payments .....</b>	<b>181</b>
Introduction .....	181
Task 1 .....	181
Task 2 .....	181
Task 3 .....	181
Task 4 .....	182
Unit assessment criteria .....	183
Evidence requirements.....	183
<b>AN 60: Support individuals to access housing and accommodation services .....</b>	<b>185</b>
Introduction .....	185
Task 1 .....	185
Task 2 .....	185
Task 3 .....	186
Unit assessment criteria .....	187
Evidence requirements.....	187
<b>AN 61: Support individuals to prepare for and settle into new home environments.....</b>	<b>188</b>

Introduction .....	188
Task 1 .....	188
Task 2 .....	188
Task 3 .....	189
Unit assessment criteria .....	190
Evidence requirements.....	190
<b>AN 63A: Support individuals to carry out their own healthcare procedures .....</b>	<b>191</b>
Introduction .....	191
Task 1 .....	191
Task 2 .....	191
Task 3 .....	191
Task 4 .....	191
Unit assessment criteria .....	192
Evidence requirements.....	192
<b>AN 64: Support individuals to manage continence.....</b>	<b>193</b>
Introduction .....	193
Task 1 .....	193
Task 2 .....	193
Unit assessment criteria .....	194
Evidence requirements.....	194
<b>AN 65: Support individuals who are distressed.....</b>	<b>195</b>
Introduction .....	195
Task 1 .....	195
Task 2 .....	195
Task 3 .....	195
Task 4 .....	196
Unit assessment criteria .....	197
Evidence requirements.....	197
<b>AN 66: Support individuals to manage dysphagia.....</b>	<b>198</b>
Introduction .....	198
Task 1 .....	198
Task 2 .....	198
Task 3 .....	198
Task 4 .....	199
Task 5 .....	199
Unit assessment criteria .....	200

Evidence requirements.....	200
<b>AN 67: Support the spiritual wellbeing of individuals .....</b>	<b>201</b>
Introduction .....	201
Task 1 .....	201
Task 2 .....	201
Task 3 .....	201
Unit assessment criteria .....	202
Evidence requirements.....	202
<b>AN 68: Support individuals to meet personal care needs .....</b>	<b>203</b>
Introduction .....	203
Task 1 .....	203
Task 2 .....	203
Task 3 .....	203
Task 4 .....	204
Unit assessment criteria .....	205
Evidence requirements.....	205
<b>AN 69: Support individuals to eat and drink.....</b>	<b>206</b>
Introduction .....	206
Task 1 .....	206
Task 2 .....	207
Unit assessment criteria .....	208
Evidence requirements.....	208
<b>AN 71: Providing support for sleep.....</b>	<b>209</b>
Task 1 .....	209
Task 2 .....	209
Task 3 .....	209
Unit assessment criteria .....	210
Evidence requirements.....	210
<b>AN 72: Support individuals with specific communication needs .....</b>	<b>211</b>
Introduction .....	211
Task 1 .....	211
Task 2 .....	211
Task 3 .....	211
Unit assessment criteria .....	212
Evidence requirements.....	213
<b>AN 73: Support individuals undergoing healthcare activities.....</b>	<b>214</b>

Task 1 .....	214
Task 2 .....	214
Unit assessment criteria .....	215
Evidence requirements .....	215
<b>AN 75: Collate and communicate health information to individuals.....</b>	<b>216</b>
Task 1 .....	216
Task 2 .....	216
Unit assessment criteria .....	217
Evidence requirements .....	217
<b>HSC AS 17: Implement positive behaviour support.....</b>	<b>218</b>
Task 1 .....	218
Task 2 .....	218
Task 3 .....	218
Task 4 .....	219
Unit assessment criteria .....	220
Evidence requirements .....	220
<b>AN 79: Understand planning and the practical application of health promotion .....</b>	<b>221</b>
Task 1 .....	221
Task 2 .....	221
Task 3 .....	221
Unit assessment criteria .....	221
Evidence requirements .....	221
<b>AN 80: Human structure and functionality .....</b>	<b>223</b>
Introduction .....	223
Task 1 .....	223
Task 2 .....	224
Task 3 .....	224
Task 4 .....	224
Unit assessment criteria .....	224
Evidence requirements .....	225
<b>AN 81: Prepare individuals for healthcare activities .....</b>	<b>226</b>
Introduction .....	226
Task 1 .....	226
Task 2 .....	227
Task 3 .....	227
Unit assessment criteria .....	228



Evidence requirements.....	228
<b>AN 82: Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings .....</b>	<b>229</b>
Introduction .....	229
Task 1 .....	229
Task 2 .....	230
Task 3 .....	230
Unit assessment criteria .....	230
Evidence requirements.....	230
<b>AN 83: Assist the practitioner to carry out healthcare activities .....</b>	<b>231</b>
Introduction .....	231
Task 1 .....	231
Task 2 .....	232
Unit assessment criteria .....	232
Evidence requirements.....	232
<b>AN 84: Monitor and maintain the environment and resources during and after health care activities.....</b>	<b>233</b>
Introduction .....	233
Task 1 .....	233
Task 2 .....	233
Task 3 .....	233
Task 4 .....	234
Unit assessment criteria .....	235
Evidence requirements.....	235
<b>AN 85: Contribute to the discharge of individuals to carers .....</b>	<b>236</b>
Introduction .....	236
Task 1 .....	236
Task 2 .....	236
Task 3 .....	237
Unit assessment criteria .....	237
Evidence requirements.....	238
<b>AN 86: Inform an individual of discharge arrangements .....</b>	<b>239</b>
Introduction .....	239
Task 1 .....	239
Task 2 .....	240
Task 3 .....	240
Unit assessment criteria .....	241

Evidence requirements.....	241
<b>AN 87: Contribute to the care of a deceased person .....</b>	<b>242</b>
Introduction .....	242
Task 1 .....	242
Task 2 .....	242
Task 3 .....	242
Unit assessment criteria .....	243
Evidence requirements.....	243
<b>AN 89: Support carers to meet the care needs of individuals.....</b>	<b>244</b>
Introduction .....	244
Task 1 .....	244
Task 2 .....	245
Task 3 .....	246
Task 4 .....	247
Task 5 .....	247
Task 6 .....	247
Unit assessment criteria .....	248
Evidence requirements.....	248
<b>AN 90: Perform first line calibration on clinical equipment.....</b>	<b>249</b>
Introduction .....	249
Task 1 .....	249
Task 2 .....	250
Task 3 .....	250
Task 4 .....	250
Unit assessment criteria .....	251
Evidence requirements.....	251
<b>AN 92: Conduct routine maintenance on clinical equipment.....</b>	<b>252</b>
Introduction .....	252
Task 1 .....	252
Task 2 .....	253
Task 3 .....	253
Unit assessment criteria .....	254
Evidence requirements.....	254
<b>AN 93: Make recommendations for the use of physical resources in a health setting .....</b>	<b>255</b>
Introduction .....	255
Task 1 .....	255

Task 2 .....	255
Unit assessment criteria .....	256
Evidence requirements.....	256
<b>AN 95: Manage the use of physical resources in a health setting .....</b>	<b>257</b>
Introduction .....	257
Task 1 .....	257
Task 2 .....	257
Unit assessment criteria .....	258
Evidence requirements.....	258
<b>AN 98: Contribute to the effectiveness of teams.....</b>	<b>259</b>
Introduction .....	259
Task 1 .....	259
Task 2 .....	259
Unit assessment criteria .....	260
Evidence requirements.....	260
<b>AN 99: Managing digital radiographic images .....</b>	<b>261</b>
Introduction .....	261
Task 1 .....	261
Task 2 .....	261
Task 3 .....	261
Unit assessment criteria .....	262
Evidence requirements.....	262
<b>AN 100: Assist in assuring the effective functioning of the radiographic image quality assurance programme .....</b>	<b>263</b>
Introduction .....	263
Task 1 .....	263
Task 2 .....	263
Task 3 .....	263
Unit assessment criteria .....	264
Evidence requirements.....	264
<b>Change history record .....</b>	<b>265</b>

## AN 2A: Undertake personal hygiene activities with individuals

### Introduction

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

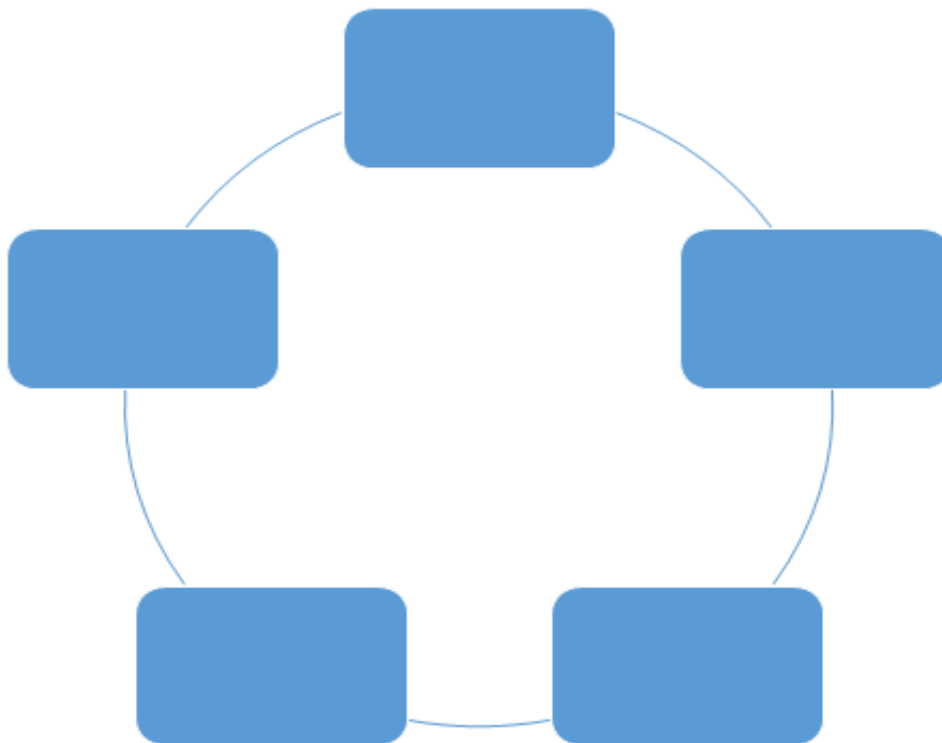
- AN13 Undertake stoma care (T/650/5270) AC4.6
- AN64 Support individuals to manage continence (R/650/5305) AC4.3
- AN68 Support individuals to meet personal care needs (D/650/5309) AC1.1, 1.2, 1.3, 2.1, 2.3, 2.6, 4.1, 4.3, 5.1, 6.2, 6.3.

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

### Task 1

For this task you will need to complete the spider graph and answer questions to demonstrate knowledge and understanding of current legislation.

Using the spider graph, identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals.



Write a short report to demonstrate your understanding of undertaking personal hygiene activities with individuals. Include the following:

- an explanation of the importance of complying with health and safety guidance
- an explanation of the importance of infection control during personal hygiene activities
- an explanation of the importance of following the individual's care plan
- a description of action to take in response to adverse reactions.

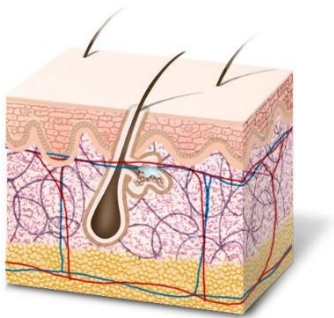
(AC1.1, 1.2, 1.3, 3.1, 4.6)

## Task 2

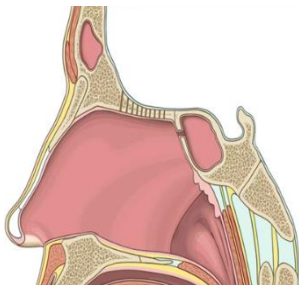
You are required to demonstrate your knowledge of the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to personal hygiene and cleansing.

Annotate the diagrams with the main components of each of the areas and describe how these apply to personal hygiene. You can use labels and lines to illustrate the anatomy and physiology, then for each, describe how these can be cleaned effectively for individuals.

Describe the anatomy and physiology of the skin in relation to cleaning.



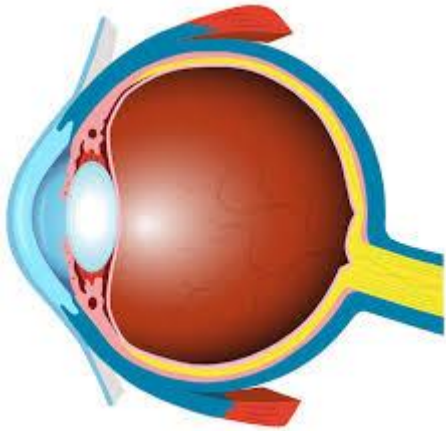
Describe the anatomy and physiology of the nose in relation to cleaning.



Describe the anatomy and physiology of the mouth in relation to cleaning.



Describe the anatomy and physiology of the eyes in relation to cleaning.



Describe the anatomy and physiology of the ears in relation to cleaning.



(AC2.1)

### Task 3

You have started your morning shift and there are several individuals needing support to start their day. As part of your role, you are to assist an individual who needs support with their personal hygiene.

Reflecting on this situation and a real situation when you dealt with an individual needing personal hygiene support, please complete the reflective activity below.

Through completing this reflective activity, you will need to demonstrate to your assessor that you are able to:

- explain the importance of following the individual's care plan
- prepare for undertaking personal hygiene activities with individuals, including how you:
  - prepared the environment and equipment prior to commencing the activity
  - confirmed all equipment and materials were fit for purpose as outlined in the individual's care plan
  - confirmed the individual's identity and gained valid consent
  - communicated information in a way that was sensitive to the personal beliefs and preferences of the individual
- undertake personal hygiene activities with individuals, including how you:
  - applied health and safety measures relevant to procedure and environment
  - applied standard precautions for infection control, including any equipment you used

- carried out personal hygiene activities in accordance with the individual's care plan, ensuring their privacy and dignity were maintained
- observed the individual while providing support and reassurance, and how you addressed any concerns
- responded to any adverse reactions, detailing the actions you took
- record and report the outcome of the personal hygiene activity, including how you:
  - recorded the outcome of the personal hygiene activity and what documents you used
  - reported outcomes of the activity to a member of the care team, in line with local policy
- confirm the individual's identity and gain valid consent. Consent must be in line with the definition agreed in the UK including:
  - the individual must have the mental capacity to make the decision
  - the individual must have sufficient unbiased information to make an informed choice
  - the individual must not be pressured into making a decision and must give consent freely.

It is always important that you used the past tense, for example, 'I did', and avoid the use of 'I would do'.

(AC3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2)

#### Task 4

Please provide a copy of this sheet to your line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace carrying out personal hygiene activities.

#### ***Note to expert witness***

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Explain the importance of following the individual's care plan (AC3.1)	
Prepare the environment and equipment prior to commencing the activity (AC3.2)	
Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan (AC3.3)	
Confirm the individual's identity and gain valid consent (AC3.4)	
Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC3.5)	
Apply health and safety measures relevant to the procedure and environment (AC4.1)	
Apply standard precautions for infection control (AC4.2)	
Carry out personal hygiene activities in accordance with the individual's care plan (AC4.3)	
Ensure that the individual's privacy and dignity is maintained (AC4.4)	

Observe the individual while providing support and reassurance, and address any concerns (AC4.5)	
Describe action to take in response to adverse reactions (AC4.6)	
Record the outcome of the personal hygiene activity (AC5.1)	
Report the outcomes of the activity to a member of the care team in line with local policy (AC5.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 3.1, 4.6

Task 2: AC2.1

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2

### Evidence requirements

Task 1: completed written responses and short report

Task 2: completed written responses

Task 3: completed reflective account

Task 4: completed observation report



## AN 3: Perform intravenous cannulation

### Introduction

There may be an opportunity for your assessor to cross-reference to the mandatory units.

### Task 1

Intravenous cannulation is now common within healthcare and gives healthcare professionals rapid access to administer fluids and medication as well as taking blood samples. As such, it is an acquired skill that should only be undertaken by qualified professionals.

In the table below, summarise how performing intravenous cannulation in your role is affected by:

<b>Current legislation</b>	
<b>National guidelines</b>	
<b>Local policies</b>	
<b>Local protocols</b>	
<b>Best practice guidelines (such as NICE)</b>	

(AC1.1)

Using the above table, explain the importance of working safely in your role and provide examples of when you would seek advice when faced with situations outside of your role. (AC1.2)

### Task 2

Individuals, clients, and service users are sometimes unsure why they need to be cannulated or what the purpose of different cannulas may be used for. This is sometimes a distressing procedure for individuals to experience. It is always a priority to ensure the individuals, clients, and service users fully understand a procedure so that you can gain their consent.

To help aid an individual's understanding, create a leaflet about intravenous cannulation. You should use a language format that an individual with no prior medical knowledge would understand.

Within the leaflet, you must include the following:

- the different anatomical sites that may be used for cannulation, including a basic understanding of how the circulatory system works. This should include an explanation of the different cannulas that could be used in different sites
- a summary of the indications and reasons for intravenous cannulation
- an explanation of the different sizes / choices of cannula and why they might be chosen
- a summary of the indications and reasons for intravenous cannulation
- an explanation of how the individual will be prepared and positioned before the cannula is inserted, ideally making suitable clothing recommendations
- an explanation of the risks associated with the insertion of a cannula, but providing guidance and reassurance to the individual at the same time.

The leaflet should be in an acceptable format that could be given to an individual before the procedure is to be performed, this should also include relevant pictures, diagrams or infographics.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing for and being able to carry out intravenous cannulation. This could be carried out in a simulated environment.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the activity in line with the individual's care plan (AC3.1)	
Implement health and safety measures relevant to the procedure and environment (AC3.2)	
Confirm the individual's identity and obtain valid consent to carry out the procedure (AC3.3)	
Communicate information, support and reassurance to address the individual's needs, preferences and concerns (AC3.4)	
Prepare equipment for intravenous cannulation in line with local policy and protocol (AC3.5)	
Assess and take relevant action for risks identified prior to and during the procedure (AC3.6)	
Seek clinical advice and support when events or risks are beyond agreed level of competence (AC3.7)	
Apply standard precautions for infection prevention and control (AC4.1)	

Maintain an individual's privacy and dignity at all times (AC4.2)	
Reassure the individual and observe them for contraindications during the procedure (AC4.3)	
Prepare an appropriate site for cannulation, using the correct size and type of cannula, checking for contraindications (AC4.4)	
Position and use a tourniquet to engorge the selected vein with blood (AC4.5)	
Insert the cannula into the selected vein using the approved technique and confirm correct sitting, positioning and patency of cannula (AC4.6)	
Apply an approved dressing to fix the cannula in position (AC4.7)	
Flush the cannula when in situ according to local protocols and guidelines (AC4.8)	
Attach and secure the correct giving set to where infusion is required, following approved procedures (AC4.9)	
Report any condition or behaviour that may signify adverse reactions to the procedure, in line with local policy and protocol (AC5.1)	
Report and record the cannulation procedure in accordance with agreed procedures (AC5.2)	
Maintain the cannulation site at regular intervals to avoid infection and maintain access (AC5.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3

### Evidence requirements

Task 1: completed written responses and table of information

Task 2: an information leaflet

Task 3: completed observation report

## AN 4: Obtain venous blood samples

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to summarise current legislation, national guidelines, local policies, procedures and protocols in relation to obtaining venous blood samples.

(AC1.1)

#### Task 2

An individual in your care is about to begin a series of complex treatments, and they will need many different blood tests taken at various stages of their treatment plan to monitor their condition.

They are very nervous of needles and are concerned they will need multiple blood tests, perhaps taken in different anatomical locations.

To help them make an informed choice, you must create a leaflet to help understanding of the anatomy and physiology relating to obtaining venous blood samples.

The leaflet must include a clear, anatomical, annotated diagram of the venous blood vessels throughout the human body.

Your leaflet needs to use language the non-medical individual would understand, and it must:

- describe the position of venous blood vessels in relation to arteries, nerves and other structures
- describe the structure of venous blood vessels
- explain blood-clotting processes and the factors that influence blood clotting for individuals
- describe potential changes in anatomy and physiology following the collection of a blood sample
- describe reasons for obtaining venous blood samples.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing to obtain and obtaining venous blood samples, and preparing venous blood samples for transportation.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the individual's identity and obtain valid consent (AC3.1)	

Communicate with the individual in a manner that: <ul style="list-style-type: none"> <li>• is appropriate to their communication needs and abilities</li> <li>• provides accurate and relevant information</li> <li>• provides support and reassurance</li> <li>• addresses needs and concerns</li> <li>• is respectful of personal beliefs and preferences (AC3.2)</li> </ul>	
Select and prepare appropriate equipment for obtaining the venous blood sample (AC3.3)	
Select and prepare an appropriate site taking into account the individual's age, needs and preferences (AC3.4)	
Apply health and safety measures relevant to the procedure and environment (AC4.1)	
Apply standard precautions for infection control (AC4.2)	
Use the selected materials, equipment and containers / slides in accordance with agreed procedures (AC4.3)	
Obtain blood samples in the correct sequence and of the required volume and quantity (AC4.4)	
Carry out the correct procedure for encouraging closure and blood clotting at the site (AC4.5)	
Advise individuals on the potential adverse reactions or complications of the procedure (AC4.6)	
Explain the procedure to manage an arterial puncture (AC4.7)	
Terminate the blood collection procedure to include: <ul style="list-style-type: none"> <li>• removal of blood collection equipment</li> <li>• stopping blood flow</li> <li>• stopping bleeding</li> <li>• application of suitable dressing</li> <li>• personal care advice to the individual (AC4.8)</li> </ul>	
Label, package, transport and store blood samples (AC5.1)	

## Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1

## Evidence requirements

Task 1: report

Task 2: leaflet

Task 3: observed clinical practice

## AN 5: Obtain and test capillary blood samples

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to summarise current legislation, national guidelines, local policies, procedures, and protocols that relate to obtaining and testing capillary blood samples.

(AC1.1)

#### Task 2

Write a reflective piece that will effectively demonstrate your understanding of the anatomy and physiology in relation to, and the purpose of, obtaining and testing capillary blood samples.

You may use an individual from your own clinical practice to reflect on as a case study if you wish, this may include examples of good practice or where there has been difficulty accessing an individual's venous system to complete the sampling.

In your reflection, you must:

- describe the structure and purpose of capillary blood vessels
- explain blood-clotting processes and the factors that influence blood clotting for individuals
- describe reasons for obtaining capillary blood samples
- describe potential changes in anatomy and physiology following the collection of blood sample.

(AC2.1, 2.2, 2.3, 2.4)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing to obtain and obtaining capillary blood samples, testing and recording the results, and passing on the results.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the individual's identity and obtain valid consent (AC3.1)	

Communicate with the individual in a manner that: <ul style="list-style-type: none"> <li>• is appropriate to their communication needs and abilities</li> <li>• provides accurate and relevant information</li> <li>• provides support and reassurance</li> <li>• addresses needs and concerns</li> <li>• is respectful of personal beliefs and preferences (AC3.2)</li> </ul>	
Select and prepare appropriate equipment for obtaining the capillary blood sample (AC3.3)	
Select and prepare an appropriate site for obtaining the sample, taking into account the individual's age, needs and preferences (AC3.4)	
Apply health and safety measures relevant to the procedure and environment (AC4.1)	
Apply standard precautions for infection prevention and control (AC4.2)	
Use the selected materials, equipment and containers / slides in accordance with agreed procedures (AC4.3)	
Obtain blood samples in the correct sequence and of the required volume and quantity (AC4.4)	
Carry out the correct procedure for encouraging closure and blood clotting at the site (AC4.5)	
Explain the correct process for labelling, packaging, transporting and storing blood samples (AC4.6)	
Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contraindications (AC4.7)	
Test the sample using the approved method in line with organisational procedure (AC5.1)	
Describe normal or expected range of results for particular tests (AC5.2)	
Recognise and interpret normal, expected and abnormal results (AC5.3)	
Ensure that results are passed on to an appropriate staff member for interpretation as required (AC5.4)	
Record results fully and accurately, and forward on according to local requirements (AC5.5)	
Communicate the results of the tests and any further action required to the individual (AC6.1)	
Respond to questions and concerns from individuals, providing accurate information (AC6.2)	
Refer issues outside own responsibility to an appropriate staff member (AC6.3)	

## Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3

## **Evidence requirements**

Task 1: a short report

Task 2: reflection

Task 3: observed clinical practice



## AN 7: Carry out blood collection from fixed or central lines

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to summarise the current legislation, national guidelines, policies and protocols for collecting blood from fixed or central lines.

(AC1.1)

#### Task 2

Your manager asks you to create a new workflow template for your clinical area so that new staff can understand the procedures involved in the collection of arterial blood.

Make sure your workflow template includes:

- an explanation of the types and categories of risks that may be involved when carrying out blood collection and the action to take if these occur
- a description of the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used
- an explanation of the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines, in line with local policy and protocol.

(AC2.1, 2.2, 2.3)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing to carry out blood collection, carrying out blood collection procedures, recording, reporting and forwarding on blood samples, and monitoring and reporting on blood collection.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the individual's identity and gain valid consent (AC3.1)	
3.2 Prepare the individual and environment to support privacy and dignity (AC3.2)	
3.3 Support the individual to be in the correct position for the collection of blood (AC3.3)	
3.4 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC3.4)	

3.5 Apply standard precautions for infection control (AC3.5)	
3.6 Apply health and safety measures relevant to the procedure and environment (AC3.6)	
Control the blood flow throughout the collection procedure in line with local policy and protocol (AC4.1)	
Attach the blood collection equipment to the blood collection site in the fixed or central line (AC4.2)	
Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol (AC4.3)	
Follow local protocols when unable to collect the required sample of blood (AC4.4)	
Flush the line with sterile solution to maintain patency on completion of the blood collection (AC4.5)	
Support the individual to dress once the procedure has been completed (AC4.6)	
Label the blood sample according to local policy and protocol (AC5.1)	
Request analysis of the blood sample in line with local policy and protocol (AC5.2)	
Document blood collection procedure in accordance with local policy and protocol (AC5.3)	
Monitor the individual and report any condition or behaviour that may signify adverse reactions to the procedure, in accordance with local policy and protocol (AC6.1)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 6.1

### Evidence requirements

Task 1: a short report

Task 2: workflow template

Task 3: observed clinical practice

## **AN 9: Insert and secure nasogastric tubes**

### **Introduction**

This unit may also cross-reference and link evidence within:

- AN 10 Supporting the care of individuals with nasogastric tubes (J/650/5267).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

Create an infographic that could be displayed in a clinical area, highlighting to all clinical staff the importance of following all relevant policies, procedures and protocols regarding the insertion and securing of nasogastric tubes.

The infographic should include:

- a summary of current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes
- a summary of your own responsibilities and accountability in relation to inserting and securing nasogastric tubes
- an explanation of the duty to report any acts or omissions in care
- an explanation of the importance of working within scope of your competence.

(AC1.1, 1.2, 1.3, 1.4)

### **Task 2**

An individual with additional learning needs would benefit from having a nasogastric tube inserted but their parents are unsure whether the individual will be able to tolerate the procedure. The parents express that the individual may not fully understand what the procedure involves.

Draw a detailed anatomical diagram of the upper gastrointestinal tract in relation to inserting nasogastric tubes and label the relevant anatomy that will support the individual to understand what the procedure involves.

(AC2.1)

### **Task 3**

To further support the individual within Task 2, also draw a detailed anatomical diagram of the stomach. Your annotations must include the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate.

Also on this diagram, explain the normal appearance and content of stomach / intestinal fluid and explain how appearance and content of stomach / intestinal fluid could be affected by the individual's presenting medical condition.

(AC2.2, 2.5, 2.6)

### **Task 4**

Your manager has asked you to run a lunchtime workshop helping staff to feel more confident with selecting the right nasogastric tube. Create a poster to explain the different types of nasogastric tube and how to select the appropriate one for each individual.

(AC2.3, 2.4)

### Task 5

Create a presentation that highlights the benefits of good working practices for infection prevention and control.

Within this presentation, ensure you describe:

- the sources of contamination when inserting nasogastric tubes
- how to minimise sources of contamination when inserting nasogastric tubes.

Conclude the presentation with an explanation as to how aseptic technique contributes to the control of infection.

(AC2.7, 2.8, 2.9)

### Task 6

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing for the insertion of a nasogastric tube, inserting a nasogastric tube, measuring and recording and disposing of nasogastric aspirate following policies, procedures and protocols, and providing aftercare for individuals following nasogastric tube insertion.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Apply health and safety measures relevant to the procedure and environment (AC3.1)	
Apply standard precautions for infection control (AC3.2)	
Confirm the individual's identity and gain valid consent (AC3.3)	
Explain the procedure according to the individual's care plan (AC3.4)	
Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC3.5)	
Prepare the equipment required for insertion of a nasogastric tube (AC3.6)	
Maintain compliance with health and safety guidance (AC4.1)	
Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube (AC4.2)	
Ensure that an individual's privacy and dignity is maintained (AC4.3)	

Insert the nasogastric tube (AC4.4)	
Observe the individual throughout the procedure and report any adverse reactions (AC4.5)	
Ensure the nasogastric tube is correctly positioned in the stomach (AC4.6)	
Ensure the drainage bag is securely attached in a way that prevents discomfort (AC4.7)	
Observe, report and document any changes in appearance to nasogastric aspirate (AC5.1)	
Measure and record the volume of aspirate (AC5.2)	
Seek assistance promptly from an appropriate person should it be required at any stage (AC5.3)	
Dispose of waste appropriately (AC5.4)	
Ensure the comfort of the individual following insertion of the nasogastric tube (AC6.1)	
Respond to any questions regarding the procedure (AC6.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1

Task 3: AC2.2, 2.5, 2.6

Task 4: AC2.3, 2.4

Task 5: AC2.7, 2.8, 2.9

Task 6: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2

### Evidence requirements

Task 1: infographic

Task 2: annotated anatomical diagram

Task 3: annotated anatomical diagram

Task 4: poster

Task 5: presentation

Task 6: observed clinical practice

## AN 10: Supporting the care of individuals with nasogastric tubes

### Introduction

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

- AN 13 Undertake stoma care (T/650/5270) AC4.6
- AN 64 Support individuals to manage continence (R/650/5305) AC4.3
- AN 68 Support individuals to meet personal care needs (D/650/5309) AC1.1, 1.2, 1.3. AC2.1, 2.3(a, b, c), 2.6, AC4.1, 4.3, AC5.1, AC6.2, 6.3.

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

### Scenario

You have started your normal night shift on a busy hospital ward. During handover, you noted that IN bed 4, an individual with a nasogastric tube will require feeding and the ward manager has asked that you complete this. When you check the individual's notes, you notice that the X-ray to confirm tube placement has not been reported so you contact the Clinical Imaging department to follow up the results.

The Radiologist informs you that the nasogastric tube is in the wrong place, and you cannot commence feeding without first relocating or replacing the tube. If the feed had been commenced, the individual would have been at risk of serious harm, and this is a near miss that must be reported.

### Task 1

Write a report that can be uploaded to the individual's records that details this incident. Within the report you must include:

- an outline of how current legislation, national guidelines, policies, protocols and good practice guidelines affect own practice related to caring for an individual with nasogastric tubes.
- a description of your responsibilities and boundaries relating to your role when caring for individuals with nasogastric tubes.
- an explanation of the importance of following health and safety procedures when caring for an individual with nasogastric tubes.
- an outline of the action to take in the event of an individual reacting adversely to the nasogastric procedure.

(AC1.1, 1.2, 1.4, 1.6)

### Task 2

A work colleague asks you for advice on a sample of aspiration from an individual who has a secure nasogastric tube. Your work colleague is unsure of the sample and is concerned the individual may have an infection.

Create a colourful, pictorial guide showing the different normal and abnormal appearance and content of stomach / intestinal fluid according to different presenting medical conditions.

(AC2.2)

### Task 3

The consultant has approved the removal of a long-term nasogastric tube from an individual in your care. The individual is anxious about the procedure and asks you to explain it to them.

To aid the individuals understanding and ensure they will be able to assist you in the removal of the tube, create an infographic of the upper gastrointestinal system and annotate it to describe the aspiration and removal of nasogastric tubes.

Use a careful choice of annotations that will help to address the concerns the individual may have about the procedure.

(AC1.5, 2.1)

#### Task 4

Now that the individual has consented to having their nasogastric tube removed, you will need to gather the relevant equipment and materials needed to complete the procedure.

Outline the equipment and materials you need.

It is important to ensure that infection prevention and control procedures are followed correctly while undertaking the aspiration and removal of the nasogastric tube.

Outline the actions to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes.

Looking at the outline you have written for the actions to take, describe the potential consequences of contamination of nasogastric tubes and equipment used for aspiration.

(AC1.3, 2.3, 2.4)

#### Task 5

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing resources, equipment and resources, carrying out nasogastric procedures, measuring and recording volumes of aspirate and updating records in line with policy and protocol.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Apply standard precautions for infection control (AC3.1)	
Apply health and safety measures relevant to the procedure and environment (AC3.2)	
Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity (AC3.3)	

Confirm the individual's identity and gain valid consent prior to carrying out nasogastric procedures (AC3.4)	
Explain the procedure to the individual, ensuring they have all the information they require to meet their needs (AC3.5)	
Position the individual and self so that the procedure can be carried out safely and comfortably (AC3.6)	
Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol (AC4.1)	
Observe the individual throughout the activity, taking action to deal with any condition or behaviour that may signify adverse reactions (AC4.2)	
Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity (AC4.3)	
Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern, in line with local policy and protocol (AC4.4)	
Measure and record the volume of aspirate (AC4.5)	
Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area (AC4.6)	
Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol (AC4.7)	
Update records and make them available to the care team in line with local policy and protocol (AC4.8)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.4, 1.6

Task 2: AC2.2

Task 3: AC1.5, 2.1

Task 4: AC1.3, 2.3, 2.4

Task 5: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

### Evidence requirements

Task 1: written report

Task 2: pictorial guide

Task 3: infographic with annotations



Task 4: worksheet

Task 5: observation

## **AN 11: Undertake urethral catheterisation processes**

### **Introduction**

This unit may also cross-reference and link evidence within:

- AN 12 Care for individuals with urethral catheters (L/650/5269).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

Write a short report to describe the current legislation, national guidelines, and local policies and protocols that affect work practice.

(AC1.1)

### **Task 2**

Create a poster identifying the correct procedures relating to urethral catheterisation and explain the conditions and constraints that might influence who undertakes this procedure and why.

(AC1.2, 1.3)

### **Task 3**

Design an information leaflet in relation to carrying out urethral catheterisation, explaining when good practice suggests it may be necessary to seek assistance from an appropriate member of staff. Also include a description of the signs and symptoms that indicate an individual may be in pain, distress or discomfort.

(AC1.4, 1.5)

### **Task 4**

The United Kingdom is a multi-diverse, multi-cultural, multi-faith country and as such, healthcare providers need to ensure they provide an inclusive service. According to the NHS Constitution "The NHS provides a comprehensive service, available to all irrespective of gender, race, disability, age, sexual orientation, religion, belief, gender reassignment, pregnancy and maternity or marital or civil partnership status. The service is designed to diagnose, treat and improve both physical and mental health. It has a duty to each and every individual that it serves and must respect their human rights. At the same time, it has a wider social duty to promote equality through the services it provides and to pay particular attention to groups or sections of society where improvements in health and life expectancy are not keeping pace with the rest of the population" (NHS 2023).

Create a presentation describing the ethical issues surrounding catheterisation, paying particular reference to the NHS Constitution and other relevant research relating to local policy (if not in an NHS setting).

(AC1.6)

### **Task 5**

Create an annotated anatomical infographic comparing both the male and female genito-urinary systems.

The infographic should be in a format suitable for individuals who may need help understanding their anatomy.

(AC2.1)

## Task 6

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, maintaining a safe and healthy working environment using infection prevention and control techniques, inserting the catheter safely and correctly, and ensuring the individual's comfort throughout and after the procedure.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Explain the purpose of a urethral catheter to the individual and the importance of regular monitoring (AC3.1)	
Confirm the individual's identity and obtain valid consent (AC3.2)	
Identify the types of catheters that can be used (AC3.3)	
Select an appropriate catheter (AC3.4)	
Describe the local anaesthetic agents available for use when inserting urethral catheters (AC3.5)	
Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) (AC4.1)	
Insert the catheter safely and correctly, with minimal trauma to the individual, including: <ul style="list-style-type: none"> <li>• securing the catheter</li> <li>• adjusting it correctly</li> <li>• attaching it correctly to the appropriate drainage system (AC4.2)</li> </ul>	
Monitor the catheterisation equipment and materials to check they are functioning correctly (AC5.1)	
Measure and record the amount of urine collected immediately after insertion and as often as required according to the individual's care plan (AC5.2)	
Empty draining bags (AC5.3)	
Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required (AC5.4)	
Explain the appropriate action to remedy common problems when these arise (AC5.5)	

Maintain the individual's comfort during and after the procedure (AC6.1)	
Recognise and respond to the signs and symptoms that an individual is in pain or discomfort, to maximise comfort and wellbeing (AC6.2)	
Explain the adverse effects and the actions to minimise these (AC6.3)	
Communicate information to the individual / carer on the care of the catheter and attachments (AC6.4)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2, 1.3

Task 3: AC1.4, 1.5

Task 4: AC1.6

Task 5: AC2.1

Task 6: AC3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4

### Evidence requirements

Task 1: short report

Task 2: poster

Task 3: information leaflet

Task 4: presentation

Task 5: annotated anatomical infographic

Task 6: observed clinical practice

## AN 12: Care for individuals with urethral catheters

### Introduction

This unit may also cross-reference and link evidence within:

- AN 11 Undertake urethral catheterisation processes (K/650/5268).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Write a short report to summarise the current legislation, national guidelines, policies, protocols and best practice related to caring for individuals with urethral catheters.

You must also include in your report responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols that affect work practices when carrying out care activities for individuals with urethral catheters.

(AC1.1, 1.2)

### Task 2

Create an annotated anatomical infographic comparing both the male and female anatomy and physiology of the lower urinary tract. On this infographic, annotate a description of the lower urinary tract functions and continence status.

The infographic should be in a format suitable for individuals who may need help understanding their anatomy.

(AC2.1, 2.2)

### Task 3

An individual has been referred to your care who will need a new urethral catheter. The individual has many questions, and a family member who will be the main carer for them has also requested some education and guidance to help support the individual as best as possible, ideally in a written format so they can continuously refer to it.

Create a leaflet that covers the following information:

- explain why urethral urinary catheters may be needed
- explain the effects of urethral catheterisation on an individual's comfort and dignity
- describe different types of catheter care equipment that can be used to meet individuals' specific needs
- describe the types of catheter care advice to give to individuals
- describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi-resistant bacteria
- describe the indications, mode of action, risks, side effects, cautions, contraindications and potential interactions of urethral catheter care
- describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters.

(AC2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5)

## Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, selecting and checking equipment fit for purpose, supporting the individual in carrying out catheter care in accordance with local policy, and accurately measuring and recording urethral output and other relevant information.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the activity in line with the individual's care plan (AC4.1)	
Implement health and safety measures relevant to the procedure and environment (AC4.2)	
Confirm the individual's identity and obtain valid consent (AC4.3)	
Select and check equipment is fit for purpose (AC4.4)	
Communicate information, support and reassurance to address the individual's needs and concerns (AC4.5)	
Agree the level of support required with the individual (AC4.6)	
Apply standard precautions for infection prevention and control (AC4.7)	
Support the individual and relevant others to carry out catheter care in accordance with local policy and protocol (AC5.1)	
Maintain dignity and privacy during the procedure (AC5.2)	
Use catheter care equipment in line with manufacturers' guidance, reporting any failure / malfunction in line with local policy and protocol (AC5.3)	
Use and store equipment and materials in accordance with local policy and protocol (AC5.4)	
Dispose of catheter-related equipment in accordance with local policy and protocol (AC5.5)	
Measure and record any urethral output within local policy and protocol (AC5.6)	
Monitor the individual's condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol (AC6.1)	
Observe and maintain cleanliness of the meatus (AC6.2)	
Terminate the use of a urethral catheter in accordance with local policy and protocol (AC6.3)	

Record and report information in line with local policy and protocol (AC6.4)	
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### **Unit assessment criteria**

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2

Task 3: AC2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4

### **Evidence requirements**

Task 1: short report

Task 2: annotated anatomical infographic

Task 3: leaflet

Task 4: observed clinical practice

## AN 13: Undertake stoma care

### Introduction

This unit may also cross-reference and link evidence within:

- AN 14 Prepare for and carry out extended feeding techniques (Y/650/5271).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Write a short report to summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care. You must also include an explanation of your own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols that affect work practice when carrying out stoma care.

(AC1.1, 1.2)

### Task 2

Create a written report to highlight your understanding of the anatomy and physiology in relation to conditions requiring stoma care.

The report must include the following:

- a description of the reasons why a stoma may be required
- a description of the anatomy in relation to the position of a stoma
- a description of the reasons for and function of:
  - a colostomy
  - an ileostomy
  - an ileal conduit
  - a nephrostomy
- a description of potential consequences of contamination of stoma drainage systems
- a description of the effects of diet and mobility on stoma function.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, applying standard precautions for infection prevention and control and relevant health and safety measures, giving individuals the opportunity to maintain their personal hygiene and dispose of used equipment, and accurately recording and reporting the outcomes of stoma care activity.

**Note to assessor / expert witness:**

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Confirm the individual's identity, gain valid consent and maintain privacy and dignity throughout (AC3.1)	
Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC3.2)	
Carry out preparatory checks against the individual's care plan (AC3.3)	
Prepare equipment and materials for stoma care as detailed in the individual's care plan (AC3.4)	
Apply standard precautions for infection prevention and control (AC3.5)	
Apply health and safety measures relevant to the procedure and environment (AC3.6)	
Describe factors that will affect the level of assistance required (AC4.1)	
Agree the level of support required with the individual (AC4.2)	
Demonstrate techniques to carry out stoma care in line with local policy and protocol (AC4.3)	
Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable (AC4.4)	
Give individuals the opportunity to dispose of their own used stoma care equipment (AC4.5)	
Give individuals the opportunity to maintain their personal hygiene (AC4.6)	
Provide active support for individuals to manage their own stoma (AC4.7)	
Dispose of equipment and soiled linen in line with local policy and protocol (AC4.8)	
Monitor the individual's condition throughout the stoma care (AC5.1)	
Check for any adverse effects and potential complications (AC5.2)	
Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred (AC5.3)	
Record the outcomes of stoma care activity in line with local policy and protocol (AC5.4)	
Report findings to colleagues in line with local policy and protocol (AC5.5)	

### Unit assessment criteria

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5

## **Evidence requirements**

Task 1: a short report

Task 2: report

Task 3: observed clinical practice

## **AN 14: Prepare for and carry out extended feeding techniques**

### **Introduction**

This unit may also cross-reference and link evidence within:

- AN 13 Undertake stoma care (T/650/5270).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

A senior manager asks for your help to produce a small training booklet for new staff to induct them into your clinical area. They want to provide information on current legislation, protocols and agreed ways of working when using extended feeding techniques.

Your booklet should include the following key information:

- an explanation of legislation, protocols and agreed ways of working that affect working practices related to extended feeding
- an explanation of the importance of following procedures exactly as specified
- an explanation of the scope and limitations of own competence, responsibilities and accountability as it applies to job role.

(AC1.1, 1.2, 1.3)

### **Task 2**

While working in your clinical area, an individual comes to your treatment room for their appointment who has had a long-term Crohn's diagnosis. The illness is no longer responding well to medication and the consultant believes the best course of treatment now is for the individual to have a stoma.

While the individual understands the need for this decision, they are still confused about the surgery that is due to happen within the next 6 weeks. They will be cared for at home following surgery and their family members also express concern that they are unfamiliar with the terminology that has been used.

To support the individual fully, create a leaflet for them in a format that they will understand that details the following information:

- an outline of the anatomy and physiology of the gastrointestinal tract relevant to extended feeding techniques
- an explanation of the importance of fluid and nutritional balance to the health of individuals
- identification of health conditions where extended feeding may be part of an individual's care plan
- It is important that the individual fully understands this procedure and the resulting lifestyle changes so ensure you use diagrams or annotated anatomical drawings where appropriate.

(AC2.1, 2.2, 2.3)

### **Task 3**

Arrange a professional discussion with your line manager, mentor or assessor, you will need to be able to:

- explain techniques for extended feeding
- identify equipment and materials used in extended feeding techniques
- describe how to prepare an individual for extended feeding including:
  - needs and preferences

- addressing any questions and concerns
- identifying potential risks
- describe how to recognise and deal with adverse reactions that may occur:
  - during procedures
  - following procedures.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC3.1, 3.2, 3.3, 3.4)

## Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, applying standard precautions for infection prevention and control, confirming equipment and materials are appropriate and fit for purpose, attaching and positioning feeding tubes correctly to prevent discomfort and promote dignity, and ensuring the individual's comfort following extended feeding.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Ensure that all prescribed feeds are prepared according to manufacturers' instructions (AC4.1)	
Identify possible risks associated with extended feeding (AC4.2)	
Apply standard precautions for infection prevention and control to minimise risks: <ul style="list-style-type: none"> <li>● before the procedure</li> <li>● during the procedure</li> <li>● after the procedure (AC4.3)</li> </ul>	
Confirm the identity of the individual prior to carrying out the activity (AC4.4)	
Obtain valid consent from the individual prior to carrying out the planned activity (AC4.5)	
Explain to an individual the procedure to be carried out (AC4.6)	
Confirm equipment and materials are: <ul style="list-style-type: none"> <li>● appropriate to the procedure</li> <li>● fit for purpose</li> <li>● working correctly (AC4.7)</li> </ul>	

Position an individual to ensure: <ul style="list-style-type: none"> <li>• safety and comfort</li> <li>• to facilitate the method of extended feeding (AC4.8)</li> </ul>	
Refer to the plan of care and feeding guidelines (AC5.1)	
Attach and position feeding tubes correctly and securely in a manner that: <ul style="list-style-type: none"> <li>• prevents discomfort</li> <li>• promotes the dignity of an individual (AC5.2)</li> </ul>	
Carry out extended feeding safely and according to the individual's care plan and feeding protocol (AC5.3)	
Observe the individual throughout the activity and respond to any adverse reactions (AC5.4)	
Ensure the comfort of the individual following extended feeding (AC5.5)	
Safely dispose of any unused feed and material soiled by body fluids (AC5.6)	
Clean and store equipment and materials following the feed (AC5.1)	
Complete required record (AC6.1)	
Identify others who may be involved in reviewing the nutritional and fluid intake of an individual (AC6.2)	
Report any findings about the process that may impact on an individual and their care plan (AC6.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 3.3, 3.4

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3

### Evidence requirements

Task 1: staff information leaflet

Task 2: leaflet

Task 3: professional discussion

Task 4: observed clinical practice

## AN 15: Assist in the administration of medication

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

Complete the table below to identify the current national legislation and guidelines relevant to the administration of medication.

	Identify the key points.
<b>Legislation</b>	
Medicines Act 1968 (amended)	
Misuse of Drugs Act 1971 (amended)	
Health and Safety at Work etc. Act 1974	
Health and Social Care Act 2008 (Regulated Activities) Regulations 2010	
Psychoactive Substances Act (PSA) 2016	
<b>Regulations and guidance</b>	
Misuse of Drugs Regulations 2001	
Domiciliary Care Agencies Regulations 2002	
Control of Substances Hazardous to Health (COSHH) Regulations 2002	
The Handling of Medicines in Social Care (Royal Pharmaceutical Society 2007)	
Human Medicines Regulations 2012	
Administration of medicines in care homes (with nursing) for older people by care assistants (Department of Health, 2013)	
The Controlled Drugs (Supervision of Management and Use) Regulations 2013	
The Human Medicines (Amendment) Regulations 2015	
<b>Policies and protocols</b>	
National Institute for Health and Care Excellence (NICE) 'Managing medicines in care homes' Social Care Guideline (SC1), 2014	
Policies and protocols of own setting	

(AC1.1, 1.2)

### Task 2

Reflect on an occasion when you have assisted in the administration of medication. In your reflective account, refer to the following:

- how you checked and confirmed the identity of the individual who was to receive the medication with the person leading the activity and with the individual themselves before the medication was administered (What was the age, gender, and medical condition of the individual?)
- how you obtained or confirmed valid consent for the administration of medication
- how you applied standard precautions for infection control and what (if any) equipment you used for this
- the records you checked and what medication was selected, what was the medication and its purpose for this individual
- the preparations you made for the medication to be administered
- how you contributed to the administration of medication, what time was this and how did you administer the medication
- how you assisted the individual to be as self-managing as possible and how you monitored the individual's condition throughout the administration process
- how you checked and confirmed that the individual had taken the medication and did not pass their medication to others
- following the administration of the medication, what records did you complete, and how did you complete these?
- whilst dealing with the records and all information, how did you maintain the confidentiality and security of these throughout the administration process and where did you return them to for their safe storage?
- how did you check the stock level of medications and what actions did you take to ensure stock were adequate and relevant to each individual's needs and their prescriptions?
- reflect on whether you met the criteria and whether you could have done better. Include in your reflection any recommendations for improvement assisting in administering medication.

(AC5.1, 5.2, 5.3, 5.5, 6.1, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4, 7.5)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, assisting the individual to be as self-managing as possible, maintaining the security of medication and related records, and contributing to completing necessary records relating to the administration of medications legibly, accurately, and completely.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Obtain or confirm valid consent for the administration of medication (AC5.1)	
Apply standard precautions for infection control (AC5.2)	
Assist in the selection, checking and preparation of medication according to the medication administration record or medication information leaflet (AC5.3)	

Explain the importance of referring confusing or incomplete instructions back to the person leading the administration of medication or the pharmacist (AC5.4)	
Assist with the checking and confirming of the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered (AC5.5)	
Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan (AC6.1)	
Assist the individual to be as self-managing as possible (AC6.2)	
Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication (AC6.3)	
Monitor the individual's condition throughout the administration process (AC6.4)	
Explain the types of adverse effects that may occur and the action to take if they do (AC6.5)	
Check and confirm that the individual has taken the medication and does not pass medication to others (AC6.6)	
Explain the importance of keeping accurate and up-to-date records of the administration of medication (AC7.1)	
Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely (AC7.2)	
Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage (AC7.3)	
Maintain the confidentiality of information relating to the individual at all times (AC7.4)	
Check the stock level of medications and take action to obtain new stocks when required (AC7.5)	

## Task 4

You have been asked by your line manager to support a care worker who is new to the role.

You must create a handout that can be used in your workplace to support the care worker and help develop their knowledge and understanding of the requirements and procedures for assisting in the administration of medication. You can use illustrations or any other graphics if you feel this would help and you must include the following information:

- a description of the different routes for the administration of medication. Routes may include:
  - oral
  - nasal
  - rectal
  - vaginal
  - intravenous
  - intramuscular
  - ocular



- inhalation
- instillation
- nasogastric
- topical
- transdermal
- subcutaneous
- sublingual
- nasogastric
- a description of the type, purpose and function of materials and equipment / aids needed for the administration of medication within own their level of responsibility. These may include:
  - calibrated medicine cups
  - disposable medicine cups
  - tray
  - medications
  - medicated pads or patches
  - application papers
  - tape
  - the individual's clinical record
  - spoons
  - medicine trolley
  - syringes
  - containers
  - wipes
  - drinking glasses
  - water jug
  - disposal bag.

(AC3.2, 3.3, 3.4)

### **Task 5**

You are required to create an information leaflet to be given to new staff in your place of work to support them in understanding their role in assisting in the administration of medication. Within this information leaflet, you can use illustrations or any other graphics that you find useful in enhancing the new staff's knowledge.

Your information leaflet will need to include:

- a description of their responsibilities and accountability in relation to assisting with the administration of medication
- an explanation of the importance of working under the direction of a qualified health professional when assisting with the administration of medication
- an explanation of the importance of working within their area of competence and seeking advice when faced with situations outside their area of competence.

(AC2.1, 2.2, 2.3)

### **Task 6**

Arrange a professional discussion with your line manager, mentor or assessor.

Prepare for the professional discussion surrounding role of assisting in the administration of medication in the healthcare sector.

You are expected to prepare notes to assist you with the assessment criteria below.

In your professional discussion, you should explain:

- the purpose and significance of the information that should be provided on the label of a medication
- the importance of applying standard precautions for infection control and the potential consequences of poor practice
- why medication should only be administered against the individual's medication administration record and in a way that is consistent with the prescriber's advice
- the importance of maintaining security and the correct storage for the medication
- the importance of identifying the individual for whom the medications are prescribed
- the importance of confirming the medication against the prescription / protocol with the person leading the administration before administering it
- the importance of referring confusing or incomplete instructions back to the person leading the administration of medication or the pharmacist
- the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
- the types of adverse effects that may occur and the action to take if they do
- the importance of keeping accurate and up-to-date records of the administration of medication.

(AC3.1, 3.5, 3.6, 3.7, 4.1, 4.2, 5.4, 6.3, 6.5, 7.1)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2

Task 2: AC5.1, 5.2, 5.3, 5.5, 6.1, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4, 7.5

Task 3: AC5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5

Task 4: AC3.2, 3.3, 3.4

Task 5: AC2.1, 2.2, 2.3

Task 6: AC3.1, 3.5, 3.6, 3.7, 4.1, 4.2, 5.4, 6.3, 6.5, 7.1

### **Evidence requirements**

Task 1: complete table of information

Task 2: completed reflective account

Task 3: completed observation report

Task 4: a handout

Task 5: an information leaflet

Task 6: professional discussion notes

## AN 16: Undertake tissue viability risk assessments

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

You have been asked to create a poster that can be displayed for staff in the break room at your place of work. The poster needs to support staff in their understanding of the anatomy and physiology of the skin.

This poster is to include a description of the following:

- structure of healthy skin
- changes to skin with ageing
- stages of skin breakdown
- potential pressure sore sites when the individual is lying down or when sitting.

(AC1.1, 2.4)

### Task 2

Complete the table below to state how the following individuals may be at risk of impaired tissue viability and skin breakdown.

Individuals	How they may be at risk
Neonates	
Infants	
Children	
Young people	
Adults	

(AC2.1)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, completing tissue viability risk assessment documentation, sharing findings with appropriate staff and the individual, and notifying appropriate staff of any immediate concerns in line with local policies and guidance.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Identify individuals who may be at risk of impaired tissue viability and skin breakdown (AC2.1)	
Apply standard precautions for infection prevention and control (AC2.2)	
Inspect the general condition of an individual's skin (AC2.3)	
Identify the sites where pressure damage might occur, using appropriate assessment tools (AC2.4)	
Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy (AC2.5)	
Use safe handling techniques when assisting the individual to move during the assessment (AC2.6)	
Complete tissue viability risk assessment documentation (AC3.1)	
Share findings with appropriate staff and the individual (AC3.2)	
Notify appropriate IC staff of any immediate concerns in line with local policies and guidance (AC3.3)	

#### Task 4

Write a report to demonstrate your understanding of the need for tissue viability risk assessments and when they should be reviewed. You must:

- describe the changes that occur when damage caused by pressure develops
- explain when an initial tissue viability risk assessment may be required
- describe what to look for when assessing the condition of the skin
- describe pre-disposing factors that may exacerbate risk of impaired tissue viability and skin breakdown
- describe external factors, including shearing forces, that may exacerbate risk of impaired tissue viability and skin breakdown
- explain why the tissue viability risk assessment should be regularly reviewed and repeated
- explain when the tissue viability assessment tool or the current review cycle may no longer be appropriate.

(AC1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2)

#### Task 5

Think of an occasion when you have carried out a tissue viability risk assessment and reflect on the following:

- did you implement the correct procedures for obtaining consent from the individual?
- before commencing and throughout the activity, how did you apply standard precautions for infection prevention and control?

- without naming them, who was the individual, (for example their age, gender, body mass and any medical conditions). What were your findings from the general inspection of their skin?
- how did you complete a tissue viability risk assessment and what was the timescale for this? How was this determined by organisational policy?
- what were the safe handling techniques you used when assisting the individual to move during the assessment?
- what was the documentation you used to record the tissue viability risk assessment?
- what were your findings from the risk assessment? Who did you share these with and how did you share these findings with them?
- reflect on whether you met the standards and whether you could have done better. Include in your reflection any recommendations for improvement in future tissue viability risk assessments.
- reflect on an occasion when you have had immediate concerns regarding an individual.
- what were your concerns, who did you notify and how did you notify them of your concerns?

### **Unit assessment criteria**

Task 1: AC1.1, 2.4

Task 2: AC2.1

Task 3: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

Task 4: AC1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2

Task 5: AC2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3

### **Evidence requirements**

Task 1: completed poster

Task 2: completed table of information

Task 3: completed expert witness testimony

Task 4: completed report

Task 5: completed reflective account

## AN 17: Obtain and test specimens from individuals

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to outline current legislation, national guidelines, organisational policies and protocols that affect working practice in relation to obtaining, carrying, testing and storing specimens.

(AC1.1)

#### Task 2

Create an information leaflet to identify the hazards and other consequences related to incorrect labelling of specimens.

(AC1.2)

#### Task 3

Create a large poster with pictures of the different specimen containers you may need when obtaining samples from individuals.

For each container you must:

- identify the different types of specimens that may be obtained
- describe the tests and investigations that may be carried out upon the specimens
- identify the correct equipment and materials used in the collection and transport of specimens.

The infographic should be in a format suitable to display in a clinical area as a helpful reminder to all clinical staff.

(AC2.1, 2.2, 2.3)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace obtaining specimens from individuals.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Introduce yourself to the individual and confirm the individual's identity (AC3.1)	

Maintain a safe and healthy working environment using infection prevention and control techniques (AC3.2)	
Explain the procedure to the individual and obtain valid consent (AC3.3)	
Ensure the individual's privacy and dignity is maintained at all times (AC3.4)	
Identify any aspects of the individual's ethnic and religious background that might affect the procedure (AC3.5)	
Communicate with the individual in a way that is appropriate to their needs and preferences (AC3.6)	
Demonstrate that the required preparations have been completed, including materials and equipment (AC3.7)	
Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves (AC4.1)	
Describe possible problems in collecting specimens and how and when these should be reported (AC4.2)	
Describe the signs and symptoms that an individual is in pain, distress or discomfort and explain how you would respond to these (AC4.3)	
Demonstrate the correct collection, labelling and storage of specimens (AC4.4)	
Complete and attach relevant documentation (AC4.5)	
Explain tests for a range of specimens obtained (AC5.1)	
Demonstrate appropriate health and safety measures relevant to the procedure and environment (AC5.2)	
Demonstrate effective hand washing techniques and correct use of personal protective equipment (PPE) (AC5.3)	
Demonstrate safe disposal of clinical waste (AC5.4)	
Demonstrate the correct process for reporting and recording test results (AC6.1)	
Describe the actions to be taken when the results are outside the normal range (AC6.2)	
Communicate test results in accordance with agreed ways of working (AC6.3)	
Describe why it is important to understand the implications the test results may have on the individual (AC6.4)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2

Task 3: AC2.1, 2.2, 2.3

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4

### **Evidence requirements**

Task 1: a short report

Task 2: information leaflet

Task 3: poster

Task 4: observed clinical practice



## **AN 18: Undertake treatments and dressings of lesions and wounds**

### **Introduction**

This unit may also cross-reference and link evidence within:

- AN 19 Carry out wound drainage care (J/650/5276)
- AN 20 Remove wound drains (K/650/5277)
- AN 21 Remove wound closure materials (L/650/5278).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

Undertaking treatments and / or dressings of lesions and wounds is an important role within healthcare and encompasses good infection control procedures. Due to a recent recruitment drive for new staff to join your team, your line manager has asked you to help create an information booklet about the importance of the management of wound care in your workplace.

Within the booklet, you must include the following:

- a summary of the current legislation, national guidelines, policies, protocols and best practice guidelines on undertaking treatments and dressings of lesions and wounds
- an explanation of the importance of maintaining compliance with health and safety guidance at all times
- an explanation of the importance of using aseptic techniques that follow local guidelines and procedures
- an explanation of the importance of wearing personal protective equipment (PPE)
- an explanation of the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### **Task 2**

Following on from your work booklet, your line manager has asked you to create a presentation to further detail the importance of infection prevention and control.

The presentation should be used as a training aid for the new staff joining your healthcare team. You should include a way to check the understanding of those who will view your presentation.

Within the presentation, you must cover the following information:

- a clear definition of asepsis, antisepsis and cross-infection
- a description of the aspects of the anatomy and physiology of the skin that inform the application of dressings
- an explanation of the process of wound healing and identification of factors that promote and delay the process
- an outline of sources and consequences of wound contamination and measures to avoid and deal with these.

(AC2.1, 2.2, 2.3, 2.4)

### **Task 3**

Arrange a professional discussion with your line manager, mentor or assessor, in relation to carrying out procedures when treating lesions and wounds.

You must discuss the following:

- the types and functions of equipment, materials and dressings used in your work area
- the importance of following procedures outlined in the care plan.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC3.1, 3.2)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, implementing health and safety measures and applying standard precautions for infection control, maintaining an individual's privacy and dignity at all times, and scrutinising the lesion / wound for any change in appearance.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the activity in line with the individual's care plan (AC4.1)	
Implement health and safety measures relevant to the procedure and the environment (AC4.2)	
Confirm the individual's identity and obtain valid consent to carry out the procedure (AC4.3)	
Communicate information, support and reassurance to address the individual's needs and concerns (AC4.4)	
Select and confirm all equipment and materials to be used is fit for purpose as outlined in the care plan (AC4.5)	
Maintain the sterility of dressings prior to and during application (AC4.6)	
Apply standard precautions for infection control (AC5.1)	
Maintain an individual's privacy and dignity at all times (AC5.2)	
Scrutinise the lesion / wound for any change in appearance (AC5.3)	
Explain the importance of referring any changes in the lesion / wound or adverse reactions that are outside own competence to the practitioner (AC5.4)	

Carry out treatments as outlined in the care plan (AC5.5)	
Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan (AC5.6)	
Apply / attach dressings in line with the care plan (AC5.7)	
Deal with hazardous waste in line with local policy (AC5.8)	
Record and report outcomes of the activity in line with national / local policy (AC6.1)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1

### Evidence requirements

Task 1: workbook

Task 2: presentation

Task 3: professional discussion

Task 4: observed clinical practice

## AN 19: Carry out wound drainage care

### Introduction

This unit may also cross-reference and link evidence within:

- AN 18 Undertake treatments and dressings of lesions and wounds (H/650/5275)
- AN 20 Remove wound drains (K/650/5277)
- AN 21 Remove wound closure materials (L/650/5278).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Produce a written report. Include the following:

- a summary of the current legislation, national guidelines, policies, protocols and best practice guidelines that inform undertaking wound drainage care
- an explanation of the importance of always maintaining compliance with health and safety guidance
- an explanation of the importance of using aseptic techniques that follow local guidelines and procedures related to undertaking treatments and / or dressings of lesions and wounds.
- aseptic techniques that follow local guidelines and procedures related to undertaking treatments and / or dressings of lesions and wounds.
- an explanation of the importance of wearing personal protective equipment (PPE) related to undertaking treatments and / or dressings of lesions and wounds.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

You are working within surgical admissions lounge within an acute trauma hospital and an individual has been added to your morning list. As you are pre-clerking the individual for their afternoon surgery, you note from their care plan that they will have a wound drain added at the end of the surgical procedure and will have this in place before they are brought round from the anaesthetic. This will be removed a couple of days later by the district nursing team, and when you explain this to the individual and their relatives, they requested some support.

To help support the individual as best as possible and to not cause a delay in their discharge planning, create a leaflet that covers the following information:

- explain the principles of wound drainage
- describe the types, purposes and functions of wound drainage measurement materials and equipment
- describe the aspects of the anatomy and physiology of the skin and underlying structures that affect the positioning of wound drains and care
- describe techniques for preparing and applying drains and dressings and the consequences of contamination.

(AC2.1, 2.2, 2.3, 2.4)

### Task 3

Arrange a professional discussion with your line manager, mentor or assessor to discuss the following in relation to treating wounds and lesions:

- explain the importance of following the care plan and the potential effects of poor practice
- explain the purpose of measuring wound drainage and how to avoid potential hazards

- explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss
- describe the process of disposal of hazardous waste and equipment.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC3.1, 3.2, 3.3, 3.4)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, implementing health and safety measures and applying standard precautions for infection control, selecting and confirming all equipment and materials are fit for purpose, and attaching replacement drainage collection systems while maintaining sterility and the individual's comfort.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the activity in line with the individual's care plan (AC4.1)	
Implement health and safety measures relevant to the procedure and the environment (AC4.2)	
Confirm the individual's identity and obtain valid consent (AC4.3)	
Communicate information, support and reassurance to address the individual's needs, preferences and concerns (AC4.4)	
Select and confirm all equipment and materials are fit for purpose (AC4.5)	
Support and reassure the individual prior and during wound drainage (AC4.6)	
Apply standard precautions for infection control (AC5.1)	
Maintain an individual's privacy and dignity at all times (AC5.2)	
Use techniques and equipment to observe and measure wound drainage in line with the care plan (AC5.3)	
Explain the importance of referring any changes or adverse reactions that are outside own competence to the practitioner (AC5.4)	

Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity (AC5.5)	
Check drains and seals are secure, intact and functioning (AC5.6)	
Dispose of hazardous waste and equipment in line with local policies and procedures (AC5.7)	

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

### **Evidence requirements**

Task 1: report

Task 2: leaflet

Task 3: professional discussion

Task 4: observed clinical practice

## AN 20: Remove wound drains

### Introduction

This unit may also cross-reference and link evidence within:

- AN 18 Undertake treatments and dressings of lesions and wounds (H/650/5275)
- AN 19 Carry out wound drainage care (J/650/5276)
- AN 21 Remove wound closure materials (L/650/5278).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

It is important that all health and social care practitioners understand current legislation, national guidelines, policies, protocols and best practice in relation to removing wound drains.

To demonstrate your knowledge, create an infographic that shows the following information:

- a summary of current legislation, national guidelines, policies, protocols and best practice in relation to removing wound drains
- a summary of own responsibilities and accountability in relation to removing wound drains
- an explanation of the importance of working within own sphere of competence.

(AC1.1, 1.2, 1.3)

### Task 2

Create an annotated clinical diagram of the anatomy and physiology of the skin and underlying structures making sure you describe each fully with your annotations.

(AC2.1)

### Task 3

During a team meeting, one of the students on their community team placement raises that they often have incorrect equipment with them to remove wound dressings and asks for help to be better prepared. You offer to help make them a workbook that they can carry with them on house visits to help alleviate the risk of a failed individual visit.

Within the workbook, you must:

- identify the types, purpose and function of materials and equipment in relation to removing wound drains
- summarise the methods and techniques for preparing and applying dressings and wound supports
- explain how to measure the individual's wound drainage prior to removal
- explain the hazards associated with measuring wound drainage and removing the wound drain
- describe adverse reactions and actions to be taken.

(AC2.2, 2.3, 2.4, 2.5, 2.6)

### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, confirming the individual's identity

and obtaining valid consent, preparing the drainage system, carrying out wound drain removal in accordance with local policy and protocol, and disposing of used wound drainage systems and equipment.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the activity in line with the individual's care plan (AC3.1)	
Implement health and safety measures relevant to the procedure and environment (AC3.2)	
Confirm the individual's identity and obtain valid consent (AC3.3)	
Select and check the equipment is fit for purpose (AC3.4)	
Communicate information, support and reassurance to address the individual's needs and concerns (AC3.5)	
Prepare the drainage system in accordance with local policies and procedures and manufacturers' guidance (AC3.6)	
Apply standard precautions for infection control (AC3.7)	
Maintain an individual's privacy and dignity at all times (AC3.8)	
Carry out wound drain removal in accordance with local policy and protocol (AC3.9)	
Dispose of used wound drainage systems and equipment according to local policy and protocol (AC3.10)	
Reassure the individual (AC4.1)	
Assess and take relevant action for risks identified prior to and during the procedure (AC4.2)	
Observe the drainage site for signs of leakage and apply the relevant dressing (AC4.3)	
Record and report outcomes of the activity in line with local policy and protocol (AC4.4)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1

Task 3: AC2.2, 2.3, 2.4, 2.5, 2.6

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4



## **Evidence requirements**

Task 1: infographic

Task 2: annotated clinical diagram

Task 3: workbook

Task 4: observed clinical practice

## AN 21: Remove wound closure materials

### Introduction

This unit may also cross-reference and link evidence within:

- AN 18 Undertake treatments and dressings of lesions and wounds (H/650/5275)
- AN 19 Carry out wound drainage care (J/650/5276)
- AN 20 Remove wound drains (K/650/5277).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

An individual in your care is due to have their wound closure material removed and you want to ensure they understand the ongoing care needed for the area.

You speak with the individual, then discuss with your mentor that you feel the individual would benefit with having some additional guidance they could refer to at a later date. Unfortunately, you cannot find anything suitable, therefore, your manager tasks you with creating a leaflet.

To support the individual in the most effective way, create the leaflet in language that the individual would fully understand.

Ensure your leaflet includes the following information:

- an annotated diagram that describes the aspects of the anatomy and physiology of the skin and underlying tissues that inform wound closures and their removal
- an explanation of the process of wound healing
- an identification of factors that promote and delay the healing process
- a description of sources of wound contamination and the measures to avoid and deal with them
- a description of the consequences of wound contamination.

(AC1.1, 2.2, 2.3, 2.4, 2.5)

### Task 2

Arrange a professional discussion with your line manager, mentor or assessor to discuss the following:

- a clear definition of: asepsis, antisepsis and cross infection
- a summary of the legislation, policies and protocols that inform your role when removing wound closures
- an explanation of the importance of following procedures specified in the care plan and the consequences of poor practice
- an explanation of the possible adverse reactions to the removal of wound closures and the procedure for dealing with any problems encountered while removing wound closures
- an explanation of the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC2.1, 3.1, 3.2, 3.3, 3.4)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, maintaining an individual's privacy and dignity at all times, removing wound closures according to the care plan, and disposing of waste before leaving the care area in accordance with local policy and protocol.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the activity in line with the individual's care plan (AC4.1)	
Implement health and safety measures relevant to the procedure and environment (AC4.2)	
Confirm the individual's identity and obtain valid consent (AC4.3)	
Communicate information, support and reassurance to address the individual's needs, preferences and concerns (AC4.4)	
Select all required equipment and materials and confirm that they are fit for purpose for the activity (AC4.5)	
Check for any contraindications to removing wound closures and deal with these within own scope of practice (AC4.6)	
Apply standard precautions for infection control (AC5.1)	
Maintain an individual's privacy and dignity at all times (AC5.2)	
Observe and support the individual while removing wound closures according to the care plan (AC5.3)	
Dispose of waste before leaving the care area in accordance with local policy and protocol (AC5.4)	
Record and report the outcomes and findings of the activity according to national / local policy (AC6.1)	

### Unit assessment criteria

Task 1: AC1.1, 2.2, 2.3, 2.4, 2.5

Task 2: AC2.1, 3.1, 3.2, 3.3, 3.4

Task 3: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 6.1

## **Evidence requirements**

Task 1: leaflet

Task 2: professional discussion

Task 3: observed clinical practice

## AN 22: Carry out vision screening

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to demonstrate your understanding of carrying out vision screening. Include the following:

- a description of the current legislation, national guidelines, local policies, protocols and guidance that affect your role in relation to vision screening.
- identification of the procedures related to carrying out vision screening
- a summary of when good practice suggests it may be necessary to seek assistance when carrying out vision screening.

(AC1.1, 1.2, 1.3)

#### Task 2

To help educate individuals and their accompanying relatives, you are tasked with creating a large poster or infographic to help explain the clinical procedure to them.

Your poster or infographic must include the following information:

- an annotated anatomical diagram that describes the structure and function of the eyes
- identification of the types, purpose and function of materials and equipment required in relation to carrying out vision screening
- an explanation of the methods and techniques for carrying out vision screening.

(AC2.1, 2.2, 2.3)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, selecting equipment and checking it's fit for purpose, confirming the individual's identity and obtaining valid consent, explaining the procedure to the individual, and carrying out vision screening in accordance with local policy and protocol.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Select equipment and check that it is fit for purpose (AC3.1)	
Identify any needs the individual has that may affect the accuracy of screening and describe the relevant actions to take to meet these needs (AC3.2)	

Confirm the individual's identity and obtain valid consent (AC4.1)	
Explain the procedure to the individual according to their level of understanding, age and development (AC4.2)	
Apply health and safety measures relevant to the procedure and the environment (AC4.3)	
Apply standard precautions for infection control (AC4.4)	
Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC4.5)	
Carry out vision screening in accordance with local policy and protocol (AC4.6)	
Reassure the individual throughout the activity (AC5.1)	
Refer the individual to the relevant service in accordance with local policy and protocol (AC5.2)	
Record and report outcomes of the activity in line with local policy and protocol (AC5.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3

### Evidence requirements

Task 1: report

Task 2: infographic or poster

Task 3: observed clinical practice

## AN 23: Conduct hearing assessments

### Introduction

This unit may also cross-reference and link evidence within:

- AN 24 Conduct external ear examinations (A/650/5281).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

In your clinical area, your manager has asked you to create a workflow template for the department so that new staff and students can follow the local protocol easily.

In a format of your choosing, create a workflow template that includes the following information:

- summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing
- explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment
- explain how to prepare for and administer a hearing assessment in line with local policy and protocol
- identify reasons for not conducting a hearing assessment on an individual
- identify potential adverse reactions to hearing assessments.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### Task 2

An individual has been referred to your clinical area for an upcoming hearing assessment appointment. The individual appears upset as they are concerned they are losing their hearing and requests some extra information that they can take home to their family.

Create a leaflet that covers the following information:

- describe the anatomy and physiology of the ear
- explain the reasons for hearing impairment
- identify materials and equipment required to assess individuals' hearing
- explain how to maintain equipment
- describe procedures and timescales for the calibration of equipment.

(AC2.1, 2.2, 3.1, 3.2, 3.3)

### Task 3

According to the Royal National Institute for Deaf People (RNID) hearing impairment affects up to 12 million people within the UK and it can sometimes be difficult for an individual to come to terms with the loss or reduction of their hearing capabilities.

Write a reflective piece on supporting an individual with hearing loss. Ensure your reflection includes a description of the different levels of hearing loss and describe the effects hearing loss can have on an individual.

Reference: Royal National Institute for Deaf People (RNID) (2023) *Hearing loss* Available at: <https://rnid.org.uk/information-and-support/hearing-loss/> (Accessed: 17 June 2025).

(AC2.3, 2.4)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, providing follow-up advice and instructions and referring to healthcare professionals, completing the audiology report in line with local policy and protocol, and updating the individual's records and reporting results to the referring clinician.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the individual's identity and gain valid consent prior to beginning the hearing assessment (AC4.1)	
Explain the procedure to the individual / carer in a way that is sensitive to the individual's personal beliefs and preferences (AC4.2)	
Apply standard precautions for infection control (AC4.3)	
Apply health and safety measures relevant to the procedure and the environment (AC4.4)	
Prepare equipment for the hearing assessment (AC4.5)	
Position the individual and self so that the assessment can be conducted safely and comfortably (AC4.6)	
Conduct the hearing assessment (AC5.1)	
Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocol (AC5.2)	
Provide follow-up advice and instructions, referring to healthcare professionals in line with local policy and protocol (AC5.3)	
Complete the audiology report in line with local policy and protocol (AC6.1)	
Update the individual's records (AC6.2)	
Report results to the referring clinician, carrying out any postprocedural instructions in line with local policy and protocol (AC6.3)	

#### Unit assessment criteria

Task 1: AC1.1, 2.2, 2.3, 2.4, 2.5

Task 2: AC2.1, 2.2, 3.1, 3.2, 3.3



Task 3: AC2.3, 2.4

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

### **Evidence requirements**

Task 1: workflow template

Task 2: leaflet

Task 3: written reflection

Task 4: observed clinical practice

## AN 24: Conduct external ear examinations

### Introduction

This unit may also cross-reference and link evidence within:

- AN 23 Conduct hearing assessments (Y/650/5280).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Arrange a professional discussion with your line manager, mentor or assessor. You are expected to prepare notes to assist you in your discussion on the following:

- summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting external ear examinations
- describe how to prepare an environment for external ear examinations in line with local policy and protocol
- describe how to prepare individuals for external ear examinations in line with current requirements.
- explain the importance of positioning the individual and self correctly prior to undertaking the external ear examination
- describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### Task 2

When discussing an upcoming clinic appointment for ear examinations, an individual under your care asks you to explain the procedure and what may happen at the appointment.

Create a leaflet, which should include an annotated anatomical diagram, that covers the following information:

- the main components of the external ear
- the main components of the middle and inner ear
- how to use an otoscope to examine the external ear.

(AC1.6, 2.1, 2.2)

### Task 3

Your manager has asked you to create a presentation for an upcoming hearing awareness day in your healthcare setting. It will be used in a training session for staff to help increase their understanding about the reasons for examining the external ear.

Your presentation needs to include the following information:

- a description of the potential effects of abnormalities of the external ear
- a description of the signs and symptoms that may indicate an abnormality of the external ear
- an explanation of why it is important to examine the external ear only.

(AC3.1, 3.2, 3.3)

## Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, maintaining a safe and healthy working environment using infection prevention and control techniques, preparing equipment for the external ear examination, confirming the individual's identity and gaining valid consent, and conducting an examination of the external ear.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) (AC4.1)	
Prepare equipment for the external ear examination (AC4.2)	
Confirm the individual's identity and gain valid consent prior to beginning the examination (AC4.3)	
Position the individual and self so that the examination can be conducted safely and comfortably (AC4.4)	
Explain the procedure to the individual / carer in a way that is sensitive to their personal beliefs and preferences (AC5.1)	
Conduct an examination of the external ear (AC5.2)	
Recognise and respond to the signs and symptoms that the individual is in pain or discomfort during the examination and respond accordingly (AC5.3)	
Explain findings to the individual / carer (AC5.4)	
Record findings using the appropriate paperwork (AC6.1)	
Report any further actions to the appropriate member of staff in line with local policy and protocol (AC6.2)	

## Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC1.6, 2.1, 2.2

Task 3: AC3.1, 3.2, 3.3

Task 4: AC4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2

## **Evidence requirements**

Task 1: professional discussion

Task 2: leaflet

Task 3: presentation

Task 4: observed clinical practice

## **AN 25: Move and position individuals safely in accordance with their care plan**

### **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 appointed the role of the moving and handling instructor for your workplace. As part of this role, you are to develop a presentation to deliver to staff on the understanding of current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals.

Your presentation will need to:

- identify current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals.
  - current legislation, national guidelines, policies, procedures and protocols to include:
    - Health and Safety at Work etc. Act 1974
    - Manual Handling Operations Regulations 1992 (as amended 2002)
    - Provision and Use of Work Equipment Regulations 1998
    - Lifting Operations and Lifting Equipment Regulations 1998
    - NHS
    - RCN
    - NICE
    - workplace policies, procedures and protocols
- summarise staff's own responsibilities and accountability in relation to moving and positioning individuals. To include:
  - organisational policies and procedures
  - job description
  - own competence levels
- describe health and safety factors to consider when moving and positioning individuals. Health and safety factors to include:
  - risk assessments
  - training
  - maintenance of aids / equipment
  - the environment
  - the task
  - the individual's condition and maintaining their dignity
  - the individual's ability to co-operate
  - yours and the individual's safety.

(AC1.1, 1.2, 1.3)

### **Task 2**

Complete a reflective account in which you reflect on a time when you have carried out moving and positioning of individuals safely in accordance with their care plan. For this, you will need to reflect on all these procedures and protocols.

How you carried out preparatory checks using:

- the individual's care plan

- the moving and handling risk assessment.

How did you identify any immediate risks to the individual, such as:

- a fall
- a change in the individual's condition
- damaged / faulty equipment
- environmental
- staffing levels.

What did you do to prepare the environment, ensuring there was adequate space for the move and any potential hazards were removed?

How did you apply standard precautions for infection control, such as use of personal protective equipment (PPE), handwashing and cleaning equipment?

How did you confirm the individual's identity and obtain valid consent for the manoeuvre?

How did you communicate with the individual in a manner that provided them with relevant information regarding the manoeuvre, addressed their needs and concerns, provided support and reassurance and was respectful of their personal beliefs and preferences?

How did you position the individual in accordance with their care plan and how did you communicate effectively with others involved in the manoeuvre positioning? Others could include any of the following:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing.

What equipment and aids did you use to maintain the individual in the appropriate position, how did you monitor the individual throughout and encourage them to actively participate in the manoeuvre?

How did you record the activity, on which document, and whom did you report the activity? When was the next positioning manoeuvre due?

(AC3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

### Task 3

Arrange a professional discussion with your line manager, mentor or assessor.

Prepare for the professional discussion surrounding the role of moving and positioning individuals safely in accordance with their care plan.

Use examples from your own practice to complete questions below.

Complete the table to describe the actions you have taken or the actions you would take in relation to the identified risks.

Immediate risk	Describe the actions
An individual has fallen	
There is a change in the individual's condition. (For example, they have had a stroke.)	
The equipment has become damaged or faulty. (For example, the hoist sling has broken.)	
Environmental. (For example, the room is cramped with furniture.)	
Staffing levels. (For example, there is insufficient staff to carry out the move safely.)	

(AC3.3)

Describe the actions you have taken or the actions you would take if the individual's wishes conflict with their care plan.

(AC3.4)

Complete the table to describe the aids and equipment that may be used for moving and positioning.

Aids and equipment	Describe how this may be used for moving and positioning
Wall hoist	
Ceiling hoist	
Manual hoist	
Electric hoist	
Slide sheet	
Wheelchair	
Stand aid	
Transfer board	
Handling belt	

(AC4.5)

Describe when advice and / or assistance should be sought in relation to moving or positioning an individual.

(AC5.1)

Describe sources of information available in relation to moving and positioning individuals.

(AC5.2)

## Task 4

Design a poster that can be displayed in the staff room so that staff can understand the anatomy and physiology in relation to moving and positioning individuals.

Your poster needs to:

- outline the anatomy and physiology of the human body in relation to moving and positioning individuals. Anatomy and physiology to include:
  - muscles
  - bones
  - joints
  - ligaments
  - the musculoskeletal system
- describe the impact of specific conditions on the movement and positioning of an individual. Specific conditions to include:
  - bone and joint conditions
  - arthritis, osteoarthritis, osteoporosis
  - physical disability
  - sensory impairment
  - tissue viability
  - musculoskeletal injuries.

(AC2.1, 2.2)

## Task 5

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace moving and positioning individuals safely.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Carry out preparatory checks using: <ul style="list-style-type: none"> <li>• the individual's care plan</li> <li>• the moving and handling risk assessment (AC3.1)</li> </ul>	
Identify any immediate risks to the individual (AC3.2)	
Describe the action to take in relation to identified risks (AC3.3)	
Describe the action to take if the individual's wishes conflict with their care plan (AC3.4)	
Prepare the environment ensuring: <ul style="list-style-type: none"> <li>• adequate space for the move</li> <li>• potential hazards are removed (AC3.5)</li> </ul>	



Apply standard precautions for infection control (AC3.6)	
Confirm the individual's identity and obtain valid consent (AC4.1)	
Communicate with the individual in a manner that: <ul style="list-style-type: none"> <li>• provides relevant information</li> <li>• addresses needs and concerns</li> <li>• provides support and reassurance</li> <li>• is respectful of personal beliefs and preferences (AC4.2)</li> </ul>	
Position the individual in accordance with their care plan (AC4.3)	
Communicate effectively with others involved in the manoeuvre (AC4.4)	
Describe the aids and equipment that may be used for moving and positioning (AC4.5)	
Use equipment to maintain the individual in the appropriate position (AC4.6)	
Encourage the individual's active participation in the manoeuvre (AC4.7)	
Monitor the individual throughout the activity (AC4.8)	
Record and report the activity noting when the next positioning manoeuvre is due (AC4.9)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

Task 3: AC3.3, 3.4, 4.5, 5.1, 5.2

Task 4: AC2.1, 2.2

Task 5: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

### Evidence requirements

Task 1: completed presentation

Task 2: completed reflective account

Task 3: professional discussion notes

Task 4: completed poster

Task 5: completed observation report

## AN 26: Understand advance care planning

### 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.

### Scenario

As a senior healthcare worker, you have been tasked with supporting a team of new staff through their induction process. To support their understanding of the process of advance care planning within the induction, you need to create several resources.

### Task 1

You are required to develop a leaflet to inform the new staff of the principles of advance care planning.

Your leaflet needs to:

- describe the difference between a daily care or support plan and an advance care plan
- explain the purpose of advance care planning
- identify the national, local and organisational agreed ways of working for advanced care planning
- explain the legal position of an advance care plan
- explain what is meant by mental capacity in relation to advance care planning
- explain what is meant by valid consent in relation to advance care planning.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

### Task 2

You now must create a presentation that can be delivered to the new staff as part of the induction process. This will then be supported by a handout covering, 'Advance Decision to Refuse Treatment (ADRT)' and 'Do Not Attempt Cardiopulmonary Resuscitation (DNACPR)'.

Your presentation can be created using a format of your choice for example, PowerPoint, and you can include illustrations or any other graphics that you feel will help enhance the understanding of the new staff.

Your presentation will need to:

- explain when advance care planning may be introduced
- outline who may be involved in the advance care planning process
- describe information an individual may need to enable them to make informed decisions, information to include:
  - knowledge of illness and prognosis
  - choices of care and treatment options
  - resources available for delivery of care
- explain the role of the care worker in the advance care planning process and sources of support available, for example:
  - formal support
  - informal support
  - supervision
  - appraisal
  - within the organisation
  - beyond the organisation

- describe how personal beliefs and attitudes can affect participation in the advance care planning process
- identify how an advance care plan can change over time
- outline the principles of record keeping in advance care planning
- describe when details of the advance care plan can be shared with others to include:
  - team members
  - other colleagues
  - those who use or commission their own health or social care services
  - families
  - carers and advocates
  - outside services and organisations
  - those with power of attorney
  - line manager
  - other professionals
  - others who are important to the individual's wellbeing.

Your supporting handout will need to:

- explain what is involved in an 'Advance Decision to Refuse Treatment (ADRT)'
- explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation (DNACPR)'
- explain how the individual's capacity to discuss advance care planning may influence their role in the process.

(AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)

### Task 3

Finally, you must create a training resource that will help develop the staff's knowledge to understand person centred approaches to advance care planning. This training resource can be in any format you prefer.

Your training resource will need to:

- describe factors an individual may consider when creating their advance care plan. Factors may include descriptions of the following:
  - their current health and mental wellbeing
  - their priorities
  - past / other experiences of healthcare
  - family / carer involvement and wishes
  - service availability
  - appointing a Lasting Power of Attorney
  - completing an Advance Decision to Refuse Treatment (ADRT) and a Do Not Attempt Cardiopulmonary Resuscitation (DNACPR) decision.
- explain the importance of respecting the individual's values, beliefs and choices
- identify how the needs of others may need to be considered when planning advance care. Others can include:
  - team members
  - other colleagues
  - those who use or commission their own health or social care services
  - families
  - carers and advocates
  - outside services and organisations
  - those with power of attorney
  - line manager
  - other professionals
  - others who are important to the individual's wellbeing.

- explain how to support an individual to exercise their right not to create an advance care plan
- outline actions to take when an individual is unable to participate in advance care planning and define who would be involved for example an advocate, legal representation or a relative
- explain how an individual's care or support plan may be affected by an advance care plan.

(AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6

### **Evidence requirements**

Task 1: completed leaflet

Task 2: completed presentation and accompanying handout

Task 3: completed training resource

## AN 27: Perform routine electrocardiograph (ECG) procedures

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to demonstrate your understanding of performing routine electrocardiograph (ECG) procedures. Include the following:

- a summary of the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine ECG procedures
- an explanation of your responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines when performing routine electrocardiograph (ECG) procedures
- an explanation of the actions to take if the routine electrocardiograph (ECG) surpasses your limitations of expertise
- an explanation of the duty to report any acts or omissions in care that could be detrimental in relation to electrocardiograph (ECG) procedures.

(AC1.1, 1.2, 1.3, 1.4)

#### Task 2

Create a written report to highlight your understanding of the purpose and functions of electrocardiographs (ECGs).

The report must include the following:

- an explanation of the purpose of ECG procedures
- a description of the type, common characteristics and set-up requirements of recording devices used in ECG procedures
- an explanation of the structure and function of the heart
- a description of a normal ECG and relate this to the conduction system of the heart
- a description of the correct positioning of electrodes for at rest and ambulatory procedures and why these positions are important
- identification of potential sources of artefact and explain how to recognise them.

(AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, implementing health and safety measures relevant to ECG procedures, informing the individual and carers on the procedure and requirements, and identifying any factors or special needs that may affect the test or test results.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) (AC3.1)	
Implement health and safety measures specifically relevant to routine ECG procedures (AC3.2)	
Confirm the individual's identity and reason for referral, and obtain valid consent (AC3.3)	
Confirm the individual is fit to undergo the procedure (AC3.4)	
Inform the individual and carers on the procedure and requirements for their compliance (AC3.5)	
Identify any factors or special needs that may affect the test or test results (AC3.6)	
Seek guidance where alternative arrangements are required to meet special needs (AC3.7)	
Establish the suitability of the equipment for the procedure (AC3.8)	
Prepare sites and position electrodes, considering any special needs that have been identified (AC3.9)	
Inform the individual and their carers on the procedure and the next action (AC4.1)	
Recognise and respond to the signs and symptoms that an individual is in pain or discomfort to maximise comfort and wellbeing (AC4.2)	
Check that an individual's privacy and dignity is maintained at all times (AC4.3)	
Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC4.4)	
Encourage the individual to relax and remain immobile throughout a resting ECG (AC4.5)	
Check the individual understands the need for recording signs and symptoms throughout an ambulatory ECG (AC4.6)	
Label documents and recording devices in line with local policy and protocol (AC4.7)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

### Evidence requirements

Task 1: a short report

Task 2: a report

Task 3: observed clinical practice

## **AN 28A: Undertake agreed pressure area care**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

#### **Task 1**

You have been asked to create an information leaflet that will be available for all staff, so they are able to understand the anatomy and physiology of the skin, in relation to pressure area care. You can use illustrations throughout your leaflet to support your text.

The information leaflet is to include the following:

- a description of the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure ulcers
- an identification of pressure sites of the body
- an identification of the factors that might put an individual at risk of skin breakdown and pressure ulcers
- an explanation of why it is important to use risk assessment tools
- a description of how incorrect moving and handling techniques can damage the skin
- an identification of a range of interventions that can reduce the risk of skin breakdown and pressure ulcers
- a description of the changes to an individual's skin condition that should be reported.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

#### **Task 2**

Create a report to demonstrate that you understand good practice in relation to your role when undertaking pressure area care. Include the following:

- an identification of legislation and national guidelines affecting pressure area care
- a description of agreed ways of working relating to pressure area care
- a description of why team working is important in relation to providing pressure area care
- a description of why it is important to follow the agreed care plan
- a description of actions to take where any concerns with the agreed care plan are noted.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

#### **Task 3**

Create a poster to display in the staff room to help remind staff of the materials and resources available when undertaking pressure area care. Include the following:

- an identification of range of aids or equipment used to relieve pressure
- a description of safe use of aids and equipment
- an identification of where up-to-date information and support can be obtained about:
  - materials
  - equipment
  - resources.

(AC4.1, 4.2, 4.3)



## Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace undertake agreed pressure area care.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Check the agreed care plan prior to undertaking the pressure area care (AC3.1)	
Identify any concerns with the agreed care plan prior to undertaking the pressure area care (AC3.2)	
Demonstrate the use of pressure area risk assessment tools in own work area (AC3.3)	
Prepare equipment and the environment in accordance with health and safety guidelines (AC5.1)	
Obtain valid consent for the pressure area care (AC5.2)	
Carry out pressure area care in a way that: <ul style="list-style-type: none"> <li>• respects the individual's dignity and privacy</li> <li>• maintains safety</li> <li>• ensures the individual's comfort</li> <li>• promotes active participation</li> <li>• promotes partnership working (AC6.1)</li> </ul>	
Apply standard precautions for infection prevention and control (AC6.2)	
Carry out pressure area care without obstruction from bedding and clothing (AC6.3)	
Move an individual using approved techniques and in accordance with the agreed care plan (AC6.4)	
Use pressure relieving aids in accordance with the care plan and any safety instructions (AC6.5)	
Communicate effectively with the individual throughout the intervention (AC6.6)	
Complete all records and documentation accurately and legibly (AC6.7)	

## Task 5

Within a reflective account demonstrate that you can, follow the agreed care plan when undertaking pressure area care, prepare to undertake pressure area care, and can undertake pressure area care.

Without using the individual's name, provide a brief of the individual including their age and condition(s).

The reflective account must include:

- how did you check the agreed care plan prior to undertaking the pressure area care?
- what were the pressure areas risk assessment tools you used, and how did you use them?
- what equipment did you prepare for the activity and how did you prepare the environment in accordance with health and safety guidelines?
- how did you obtain valid consent for the pressure area care?
- how did you carry out pressure area care in a way that:
  - respected the individual's dignity and privacy?
  - maintained their safety?
  - ensured the individual's comfort?
  - promoted active participation?
  - promoted partnership working?
- how did you apply standard precautions for infection prevention and control and what personal protective equipment (PPE) did you use?
- how did you carry out pressure area care without the obstruction from bedding and clothing?
- what approved moving and handling techniques did you use with the individual?
- what pressure relieving aids did you use in accordance with the care plan and any safety instructions?
- how did you communicate effectively with the individual throughout the activity, what did you say to them and how did you ensure they were at ease?
- what records did you complete following the activity and how did you ensure these were completed accurately and legibly?

If there were no concerns on this occasion, reflect on a time when you have identified concerns with the agreed care plan prior to undertaking the pressure area care. If this has never occurred, what concerns could occur and how could you respond to these?

(AC3.1, 3.2, 3.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC4.1, 4.2, 4.3

Task 4: AC3.1, 3.2, 3.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

Task 5: AC3.1, 3.2, 3.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

### **Evidence requirements**

Task 1: completed information leaflet

Task 2: report

Task 3: poster

Task 4: completed direct observation / witness testimony

Task 5: completed reflective account activity

## AN 29A: Administer medication to individuals and monitor the effects

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

Complete the table below to identify the current national legislation and guidelines relevant to the administration of medication.

	Identify the key points
<b>Legislation</b>	
Medicines Act 1968 (amended)	
Misuse of Drugs Act 1971 (amended)	
Health and Safety at Work etc. Act 1974	
Health and Social Care Act 2008 (Regulated Activities) Regulations 2010	
Psychoactive Substances Act (PSA) 2016	
<b>Regulations and guidance</b>	
Misuse of Drugs Regulations 2001	
Domiciliary Care Agencies Regulations 2002	
Control of Substances Hazardous to Health (COSHH) Regulations 2002	
The Handling of Medicines in Social Care (Royal Pharmaceutical Society 2007)	
Human Medicines Regulations 2012	
Administration of medicines in care homes (with nursing) for older people by care assistants (Department of Health, 2013)	
The Controlled Drugs (Supervision of Management and Use) Regulations 2013	
The Human Medicines (Amendment) Regulations 2015	

<b>Policies and protocols</b>	
National Institute for Health and Care Excellence (NICE) 'Managing medicines in care homes' Social Care Guideline (SC1), 2014	
Policies and protocols of own setting	

(AC1.1)

## Task 2

Reflect on an occasion when you have administered medication to individual(s) and monitored the effects. Please include the following in your reflective account:

- using the medication administration record and medication label, how did you check and confirm the identity of the individual who is to receive the medication? (What was the age, gender and medical condition of the individual?)
- how did you obtain or confirm valid consent for the administration of medication and offer information, support, and reassurance throughout the process?
- how did you apply standard precautions for infection control and what (if any) equipment did you use for this?
- what medication was selected and what was the purpose for this individual? What preparations and special instructions did you follow for the medication to be administered?
- what route did you use to administer the medication and how did you prepare this route? Include how you administered the medication:
  - in line with legislation and local policies
  - in a way that minimised pain, discomfort, and trauma to the individual
  - respected the individual's privacy and dignity
- how did you check and confirm that the individual had taken the medication and monitor their condition throughout the medication administration?
- following the administration of the medication, what records did you complete, and how did you complete these?
- whilst dealing with the records and all information, how did you maintain the confidentiality and security of these throughout the process and where did you return them to, including the medication, for safe storage?
- reflect on a time when you have disposed of out-of-date and part-used medications in accordance with legal and organisational requirements.

(AC4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9)

## Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace administering medication to individuals and monitoring the effects.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Apply standard precautions for infection control (AC4.1)	
Confirm the identity of the individual against the medication administration record and medication label (AC4.2)	
Obtain the individual's valid consent and offer information, support and reassurance throughout as appropriate to the individual's needs and concerns (AC4.3)	
Select, check and prepare the medication correctly according to the medication administration record and medication information leaflet, following any specific instructions (AC4.4)	
Select the route for the administration of medication, according to the individual's medication administration record, the medication to be administered and prepare the site if necessary (AC5.1)	
Administer the medication: <ul style="list-style-type: none"> <li>• in line with legislation and local policies</li> <li>• in a way that minimises pain, discomfort and trauma to the individual</li> <li>• respecting privacy and dignity</li> </ul> (AC5.2)	
Report any immediate problems with the medication administration (AC5.3)	
Monitor the individual's condition throughout medication administration (AC5.4)	
Observe that the medication has been taken by the individual as prescribed (AC5.5)	
Complete the individual's medication administration record (AC5.6)	
Maintain the security of medication and related records throughout the process (AC5.7)	
Return medication and related records to the correct place for storage (AC5.8)	
Dispose of out-of-date and part-used medications in accordance with legal and organisational requirements (AC5.9)	

## Task 4

### Activity 1

Using Medication Information Leaflets, BNF, MIMS, BMJ, websites, complete the table below describing each of these.

Common medication	Purpose of medication	Potential side effects	Occurrences (see guide below)
ACE Inhibitors			

Antibiotics			
Anticoagulants			
Analgesics			
Anti-inflammatory (steroids and non-steroids)			
Antihistamines			
Antacids			
Cardiovascular			
Cytotoxic			
Diuretics			
Hormones			
Laxatives			
Psychotropic medication			

Occurrences:

- very common: more than 1 in 10 people are affected
- common: between 1 in 10 and 1 in 100 people are affected
- uncommon: between 1 in 100 and 1 in 1,000 people are affected
- rare: between 1 in 1,000 and 1 in 10,000 people are affected
- very rare: fewer than 1 in 10,000 people are affected.

(AC2.1)

## Activity 2

Some medication requires specific, physiological measurements.

Complete the table below to identify the medication that requires specific physiological measurements.

Medication	Purpose of medication	What is measured
Insulin		
Theophylline		
Warfarin		
Heart regulators		

(AC2.2)

### Activity 3

Using the table below, describe the common adverse reactions to medication, how each can be recognised, and the appropriate actions required.

Medication	Adverse reactions and recognition	What action is required
Analgesics, e.g. paracetamol		
Antidepressants, e.g. paroxetine		
Anticoagulants, e.g. warfarin		
Antibiotics, e.g. amoxicillin		

(AC2.3)

### Task 5

Create a handout that can be used in your workplace to support staff to understand the different routes to medicine administration. In the handout you must also include the types, purpose and function of materials and equipment needed for the administration of medication via the different routes.

Your handout needs to:

- explain the different routes for the administration of medication. Administration routes to include:
  - oral
  - nasal
  - rectal
  - vaginal
  - intravenous
  - intramuscular
  - ocular
  - inhalation
  - instillation
  - nasogastric
  - topical
  - transdermal
  - subcutaneous
  - sublingual
  - nasogastric
- explain the type, purpose and function of materials and equipment / aids needed for the administration of medication. Materials, equipment, and aids to include:
  - calibrated medicine cups
  - disposable medicine cups
  - tray
  - medications
  - medicated pads or patches
  - application papers
  - tape
  - the individual's clinical record
  - spoons
  - medicine trolley

- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag.

(AC2.4, 3.1)

## **Task 6**

Reflect on a time when you have had to report immediate problems with the medication administration.

Complete a reflective account that includes details on:

- what was the problem?
- who did you report this to and why?
- what was the outcome?

(AC5.3)

## **Task 7**

Answer the questions below:

- identify the required information from the prescriptions / medication administration record.
- explain the actions to be taken if an individual does not consent to prescribed medication.
- explain ways to ensure appropriate timing of the medication.

(AC3.2, 3.3, 3.4)

## **Unit assessment criteria**

Task 1: AC1.1

Task 2: AC4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Task 3: AC4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Task 4: AC2.1, 2.2, 2.3

Task 5: AC2.4, 3.1

Task 6: AC5.3

Task 7: AC3.2, 3.3, 3.4

## **Evidence requirements**

Task 1: completed table of information

Task 2: completed reflective account

Task 3: complete observation report

Task 4: completed tables of information



Task 5: completed handout

Task 6: completed reflective account

Task 7: completed written responses to questions

## AN 30: Understand the administration of medication

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

You have been asked to create a presentation for staff to develop their understanding of the current legislation, guidelines and policies relevant to the administration of medication, according to your settings policies and procedures, and NICE guidelines.

Within this presentation you need to:

- identify the current national legislation and guidelines relevant to the administration of medication
- include an outline of the legislation surrounding medicine-specific and individual specific directives
- include an outline of the organisational policies for the management and administration of medication in your working environment.

Legislation includes:

- Medicines Act 1968 (amended)
- Misuse of Drugs Act 1971 (amended)
- Health and Safety at Work etc. Act 1974
- Health and Social Care Act 2008 (Regulated Activities) Regulations 2010.

Regulations and guidelines include:

- Misuse of Drugs Regulations 2001
- Domiciliary Care Agencies Regulations 2002
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- The Handling of Medicines in Social Care (Royal Pharmaceutical Society 2007)
- Human Medicines Regulations 2012
- Administration of medicines in care homes (with nursing) for older people by care assistants (Department of Health, 2013)
- The Controlled Drugs (Supervision of Management and Use) Regulations 2013
- The Human Medicines (Amendment) Regulations 2015.

Policies and protocols include:

- National Institute for Health and Care Excellence (NICE) 'Managing medicines in care homes' Social Care Guideline (SC1), 2014
- policies and protocols of own setting.

(AC1.1, 1.2, 1.3)

### Task 2

You have been asked to create a handout that can be shared with staff. The handout will support their understanding of the roles and responsibilities involved in the administration of medication.

In your handout you need to:

- describe the responsibilities and accountability in relation to the administration of medication
- explain the importance of working within organisational policies and procedures in relation to the administration of medication

- explain the importance of working within your area of competence and seeking advice when faced with situations outside own area of competence.

(AC2.1, 2.2, 2.3)

### Task 3

Develop an information leaflet to be used as part of the induction training package for staff. From reading this leaflet staff will be able to understand the requirements and procedures for the administration of medication.

For this information leaflet you need to:

- explain the purpose and significance of the information that should be provided on the label of a medication. Information to include:
  - name of the individual
  - name and address of the supplying pharmacy
  - date of dispensing
  - name of the medicine
  - precautions relating to the use of the medicine
  - method of administration, e.g. oral, topical
  - dosage
  - frequency of dosage
  - specific requirements:
    - before, with, after food
    - specific timings
    - swallowed whole
    - dependent on test results
    - condition of individual, e.g. pulse, respiration rates
- describe the different routes for the administration of medication. Administration routes to include:
  - oral
  - nasal
  - rectal
  - vaginal
  - intravenous
  - intramuscular
  - otic
  - inhalation
  - instillation
  - nasogastric
  - topical
  - transdermal
  - subcutaneous
  - sublingual
  - nasogastric
- describe the type, purpose and function of materials and equipment and various aids needed for the administration of medication within your area of responsibility. Materials, equipment and aids to include:
  - calibrated medicine cups
  - disposable medicine cups
  - tray
  - medications
  - medicated pads or patches
  - application papers
  - tape
  - the individual's clinical record

- spoons
- medicine trolley
- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag.

(AC3.1, 3.2, 3.3, 3.4)

#### **Task 4**

Write a report to demonstrate your understanding of administering medication. Include the following:

- an explanation of the importance of applying standard precautions for infection control and the potential consequences of poor practice
- an explanation of why medication should only be administered against the individual's medication record and in a way that is consistent with the prescriber's advice
- an explanation of the importance of identifying the individual for whom the medications are prescribed
- an explanation of the importance of confirming the medication against the prescription / protocol with the person leading the administration before administering it
- an explanation of the importance of keeping accurate and up-to-date records of the administration of medication
- an explanation of how to complete the necessary records relating to the administration of medications
- an explanation of the importance of completing records fully, legibly and accurately
- a description of how to maintain the security of medication and related records throughout the administration process and the reasons they are returned to the correct place for storage
- an explanation of how to maintain the confidentiality of medication records and information relating to the individual at all times
- a description of how stock levels are maintained and what action is needed to obtain new stocks when required.

(AC3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6)

#### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 3.3, 3.4

Task 4: AC3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

#### **Evidence requirements**

Task 1: completed presentation

Task 2: completed handout

Task 3: completed information leaflet

Task 4: report

## **AN 31: Assist in the administration of oxygen**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### **Task 1**

Oxygen is a prescribed medicine and as such, it is important for practitioners to understand current organisational policies and procedures relating to the use of oxygen.

To highlight your knowledge, create a presentation that must include the following:

- explain current organisational policies in relation to the administration of oxygen
- explain risk management in relation to the administration of oxygen
- identify where manufacturers' information can be accessed
- describe the procedure for reporting and replacing faulty equipment
- describe own role and responsibilities during oxygen administration.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

#### **Task 2**

Create a booklet that describes respiratory conditions that may require the use of oxygen. Choose relevant anatomical diagrams to highlight the respiratory condition. Respiratory conditions could include:

- bronchiolitis
- asthma
- cardiac conditions
- cystic fibrosis.

(AC2.1)

#### **Task 3**

Following a recent audit of clinical incidents in your clinical area, your manager has asked you to create an infographic to help raise awareness of the adverse effects of oxygen and how they can be minimised or prevented.

Make sure your infographic includes a description of:

- the adverse effects of oxygen
- how the adverse effects of oxygen can be minimised or prevented
- respiratory conditions that may worsen with the use of oxygen.

(AC3.1, 3.2, 3.3)

#### **Task 4**

To help reduce the risk of clinical incidents relating to the administration of oxygen, your manager also tasks you with creating a workflow template that describes:

- the difference between portable oxygen containers and static oxygen
- the equipment required for administering portable / home administered oxygen
- oxygen gauges and their uses.

(AC4.1, 4.2, 4.3)

## Task 5

An individual in your care is newly diagnosed with a chronic respiratory illness and will need oxygen at various times. They are unsure what would be the best delivery system, to help them make an informed choice you must create a leaflet to help the individual understand their medical need.

Your leaflet needs to be in a format of text that the non-medical individual would understand, and it must include the following:

- description of the differences between face-, nasal- and mouthpiece applied oxygen
- explanation of how face-, nasal- and mouthpiece-applied oxygen are used dependent upon care need
- identification of when a saturation monitor would be used and describe its functions
- explanation of portable liquid oxygen uses and flow rates.

(AC4.4, 4.5, 4.6, 4.7)

## Task 6

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, monitoring and recording saturation levels in line with organisational requirements, obtaining valid consent from the individual or relevant others, and assisting in the administration of oxygen.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Monitor saturation levels (AC5.1)	
Record saturation levels in line with organisational requirements (AC5.2)	
Apply standard precautions for infection prevention and control (AC6.1)	
Communicate with the individual and / or relevant others in a way that represents their needs and wishes (AC6.2)	
Obtain valid consent from the individual or relevant others (AC6.3)	
Prepare resources and equipment prior to assisting in the administration of oxygen (AC6.4)	
Assist in the administration of oxygen (AC6.5)	
Dispose of waste in line with local policy and procedure (AC6.6)	
Maintain records in line with organisational requirements (AC6.7)	

## Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1

Task 3: AC3.1, 3.2, 3.3

Task 4: AC4.1, 4.2, 4.3

Task 5: AC4.4, 4.5, 4.6, 4.7

Task 6: AC5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

### **Evidence requirements**

Task 1: presentation

Task 2: booklet

Task 3: infographic

Task 4: workflow template

Task 5: leaflet

Task 6: observed clinical practice

## **AN 32: Administer oral nutritional products to individuals**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### **Task 1**

Write a short report to demonstrate your understanding of administering oral nutritional products to individuals. Include a summary of current legislation, national guidelines, policies, protocols, and good practice guidelines in relation to administering oral nutritional products.

(AC1.1)

#### **Task 2**

Arrange a professional discussion with your line manager, mentor or assessor to:

- explain how medication administration charts inform the administration of oral nutritional products
- explain how to prepare oral nutritional products
- explain how to ensure the dignity, safety and privacy of an individual during the administration of oral nutritional products
- explain how to check if the individual has taken the oral nutritional product.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC1.2, 1.3, 1.4, 1.5)

#### **Task 3**

Your manager asks you to create a new workflow template for your clinical area so that new staff can understand common nutritional products and their uses.

Your workflow template should include:

- a description of common nutritional products and their uses
- an explanation how common nutritional products should be stored
- a description of the effects of common nutritional products, relevant to the individual's condition
- an explanation of the importance of information labelling of nutritional products.

(AC2.1, 2.2, 2.3, 2.4)

#### **Task 4**

An individual in your care is about to be discharged home from hospital with a new stock of nutritional products that a family member will administer. To help the family member to make an informed choice, create a booklet to help understand the individual's nutritional needs and how to protect them from adverse reactions.

Your booklet needs to be in a format of text the non-medical individual would understand, and it must include the following information:



- describe common adverse reactions to nutritional products and how to recognise them
- explain how to deal with adverse reactions
- explain how to deal with non-compliance when attempting to administer nutritional products
- identify support staff to help manage reactions to the use of nutritional products
- explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products.

(AC3.1, 3.2, 3.3, 3.4, 3.5)

## Task 5

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, monitoring the individual's condition throughout and after the administration of oral nutritional products, monitoring and rotating stock levels and maintaining correct storage conditions, and disposing of waste products and out-of-date items in line with local policy and protocol.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Apply standard precautions for infection control (AC4.1)	
Apply health and safety measures relevant to the procedure and environment (AC4.2)	
Confirm the individual's identity and gain valid consent prior to administering oral nutritional products (AC4.3)	
Check the individual's administration record for accuracy prior to administering oral nutritional products, taking any necessary action (AC4.4)	
Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences (AC4.5)	
Prepare an individual to receive oral administration of nutritional products (AC4.6)	
Prepare oral nutritional products according to the administration record and standard hygiene precautions (AC4.7)	
Select materials, equipment and aids that can be used for the oral administration of nutritional products (AC4.8)	
Administer oral nutritional products to an individual according to the administration record and in a way that minimises pain and discomfort for the individual (AC5.1)	

Monitor the individual's condition throughout and after the administration of oral nutritional products (AC5.2)	
Dispose of waste products in line with local policy and protocol (AC5.3)	
Update records in line with local policy and protocol (AC5.4)	
Monitor and rotate stock levels, reporting any discrepancies to the appropriate person (AC6.1)	
Maintain the correct storage conditions for oral nutritional products (AC6.2)	
Dispose of out-of-date and part-used nutritional products in line with local policy and protocol (AC6.3)	
Maintain stock records (AC6.4)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2, 1.3, 1.4, 1.5

Task 3: AC2.1, 2.2, 2.3, 2.4

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5

Task 5: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4

### Evidence requirements

Task 1: short report

Task 2: professional discussion

Task 3: workflow template

Task 4: leaflet

Task 5: observed clinical practice

## AN 33: Support individuals to access and use services and facilities

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

A new service user, Akira, 57, has entered your care facility. You have worked with her to identify her likes, dislikes, hobbies and interests. She has explained to you that she likes being outdoors and particularly likes cycling and walking. For indoor activities she likes to take part in arts and crafts, particularly card making.

To maintain her independence, Akira likes to do her own food shopping. However, she needs support to go to the shops. She has asked you to help her find groups and activities that will support her to maintain these interests.

Based on Akira's interests, identify services and facilities in your local area that Akira may be able to access.

Describe how accessing this range of services and facilities can be beneficial to Akira's wellbeing including the following:

- physical benefits
- social benefits
- emotional and psychological benefits.

Identify the barriers that Akira may encounter in accessing these services and facilities and include:

- environmental barriers
- financial barriers
- communication barriers
- psychological barriers
- social barriers
- conditions existing or that could develop from the activities.

Describe ways of overcoming these barriers for Akira so she can access these services and facilities.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

Working with two individuals or more, support the individuals to select, access and review services and facilities. This task can be completed over a few days to be able to generate the full competencies needed. Identify the individuals or group of individuals and do not use their names to ensure you maintain confidentiality.

It would be a good opportunity for your assessor / expert witness to observe this activity. You can arrange this directly with them and then provide a reflection on your role and effectiveness.

**Part 1:** be able to support individuals to select services and facilities.

Identify the individuals, or a group of individuals you are working with.

Reflect on the following:

- how did you establish what services and facilities were to be accessed?
- what services and facilities were selected by the individuals and why these in particular?
- which of the following did this include, their beliefs, values, culture, aspirations and wishes?

How do the individuals prefer to access these services and facilities?

To access and use selected services and facilities, how did you identify with the individuals:

- the resources that were needed
- the support and assistance required.

**Part 2:** be able to support individuals to access and use services and facilities.

Reflect on how you carried out your agreed responsibilities within scope of your role to enable individuals to access and use the services and facilities.

Reflect on how you ensured individual's rights and preferences were promoted when accessing and using services and facilities.

**Part 3:** be able to support individuals to review their access to and use of services and facilities.

Following the accessing of the services and facilities, you are going to work with the individuals to review their access to and use of services and facilities.

Work with individuals and others to evaluate and feedback on whether the services or facilities have met their assessed needs and preferences. Have their needs been met and if so, how?

If not, why not? What were their experiences of these? Upon evaluation, were they satisfied with the support provided to access the services and facilities. If so, why? If not, why not?

What agreed changes need to be made to improve the experience and outcomes of accessing and using services or facilities for individuals within scope of your role?

(AC2.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4)

### **Task 3**

Write a short report. Include the following:

- an explanation of why it is important to support individuals in challenging information about services that may present a barrier to participation
- an explanation of how using digital skills and technology can support access to services and facilities.

(AC1.5, 1.6)

### **Task 4**

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace supporting individuals to access and use services and facilities.

**Note to assessor / expert witness:**

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

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

<b>Competencies</b>	<b>Refer to the learner by name and state what tasks they have carried out to meet the competencies</b>
Agree with individuals and others their preferred options for accessing services and facilities (AC2.1)	
Work with individuals and others to select services or facilities that meet their assessed needs and preferences (AC2.2)	
Identify with individuals the resources, support and assistance required to access and use selected services and facilities (AC3.1)	
Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities (AC3.2)	
Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities (AC3.3)	
Work with individuals and others to evaluate whether services or facilities have met their assessed needs and preferences (AC4.1)	
Support individuals and others to provide feedback on their experiences of accessing and using services or facilities (AC4.2)	
Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role (AC4.3)	
Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals within scope of own role (AC4.4)	

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4

Task 3: AC1.5, 1.6

Task 4: AC2.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4

### **Evidence requirements**

Task 1: written responses to case study questions

Task 2: completed reflective account

Task 3: report

Task 4: completed observation report

## AN 34: Obtain a client history

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

#### Task 1

You have been asked by your line manager to create a handout to give to new staff at your place of work. The handout needs to support their understanding of the current legislation, national guidelines, policies, protocols and best practice related to obtaining a client history in the healthcare sector.

Your handout needs to:

- identify staff roles and responsibilities with regards to the current legislation, national guidelines, policies, protocols and best practice guidelines when obtaining an individual's history
- explain the guidelines to be followed if the individual is unable to provide a relevant history
- explain how to check a third party's authority and ability to provide information about an individual
- outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history
- explain the purpose of obtaining a client history.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

#### Task 2

Think back to a time when you have gained a client's history and reflect on this experience.

Reflect on the following:

- how did you confirm the individual's identity and what did you say to them to explain your role and purpose of obtaining their history?
- how did you check they or a confirmed third party's understanding of the purpose of the activity being carried out?
- how did you gain valid consent to share information you had gathered and how was this in line with national / local policy and protocol?
- how did you ensure that you maintained confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol?
- what relevant information did you gather about the individual's prior health and circumstances?
- how did you clarify any ambiguous or incomplete statements the individual made?
- what questions did the individual or their carer / family ask you, and what were your responses?
- In what document did you record the outcomes of the activity in line with national / local policy and protocol, and where was this then stored?

(AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace preparing and obtaining a client history.

***Note to assessor / expert witness:***

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Confirm the individual's identity (AC2.1)	
Communicate own role and purpose of obtaining a client history (AC2.2)	
Check the individual's or confirmed third party's understanding of the purpose of the activity (AC2.3)	
Gain valid consent to share information in line with national / local policy and protocol (AC3.1)	
Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol (AC3.2)	
Obtain relevant information on the individual's prior health and circumstances (AC3.3)	
Clarify any ambiguous or incomplete statements (AC3.4)	
Respond to any questions from the individual or third party (AC3.5)	
Record the outcomes of the activity in line with national / local policy and protocol (AC3.6)	

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Task 3: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

### **Evidence requirements**

Task 1: completed handout

Task 2: completed reflective account

Task 3: completed observation report

## AN 35: Understand the process and experience of 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

Prepare an information booklet for new staff to support the development of their understanding of the neurology of dementia. Your booklet can include illustrations, charts and graphs.

Your information booklet needs to:

- describe the range of causes of dementia syndrome, including a description of each of the following:
  - Alzheimer's disease
  - Vascular dementia
  - Creutzfeldt-Jakob disease (CJD)
  - Huntington's disease
  - Dementia with Lewy bodies (DLB)
- describe the types of memory impairment commonly experienced by individuals with dementia, including a description of each of the following:
  - regression
  - confusion
  - forgetfulness
  - loss of awareness of date / year
  - loss of ability to reason
  - loss of life skills
  - forgetting faces / names
  - communication difficulties
- explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
- explain how other factors can cause changes in an individual's condition that may not be attributable to dementia, including an explanation each of the following factors:
  - urinary tract infection (UTI)
  - high temperature
  - depression
  - sensory loss
  - sight / hearing
  - reduced metabolism
- explain why the abilities and needs of an individual with dementia may fluctuate
- explain the meaning of mental capacity and the impact of this on an individual's needs.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

### Task 2

Joseph has recently been diagnosed with early-onset dementia. He is 65 and has recently stopped working as a car mechanic. He lives with Susan, 57, who works in a children's nursery. They have three children: two daughters, one of whom lives locally and another who has moved abroad. They also have a son, Adam, who is 17 and still lives at home.

From the case study, complete the following questions:

- describe the impact of early diagnosis and a follow-up to diagnosis



- describe how this diagnosis might affect:
  - Joseph
  - Susan
  - Adam
  - each of the daughters
  - friends
- describe any myths and stereotypes Joseph, his family and friends may have heard about dementia and how they may be affected
- describe what fears Joseph and his family may have and how both Joseph and all his family can be supported to overcome their fears and better understand the potential symptoms and their effects.

(AC2.1, 2.4, 3.4, 3.5)

### **Task 3**

As part of your role as a senior healthcare support worker, you have been asked to contribute to the dementia induction pack for new staff by way of a presentation. Your presentation can include illustrations, charts and graphs.

Your presentation needs to:

- explain the importance of recording possible signs or symptoms of dementia in an individual, in line with agreed ways of working
- explain the process of reporting possible signs of dementia within agreed ways of working
- compare a person-centred and a non-person-centred approach to dementia care
- explain how to implement person-centred care when supporting an individual with dementia, including:
  - equality
  - diversity
  - inclusion
  - active participation
  - consent and choice
- describe a range of techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.

(AC2.2, 2.3, 3.1, 3.2, 3.3)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2: AC2.1, 2.4, 3.4, 3.5

Task 3: AC2.2, 2.3, 3.1, 3.2, 3.3

### **Evidence requirements**

Task 1: completed information booklet

Task 2: written responses to questions

Task 3: completed presentation

## AN 36: Care for the older person

### 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

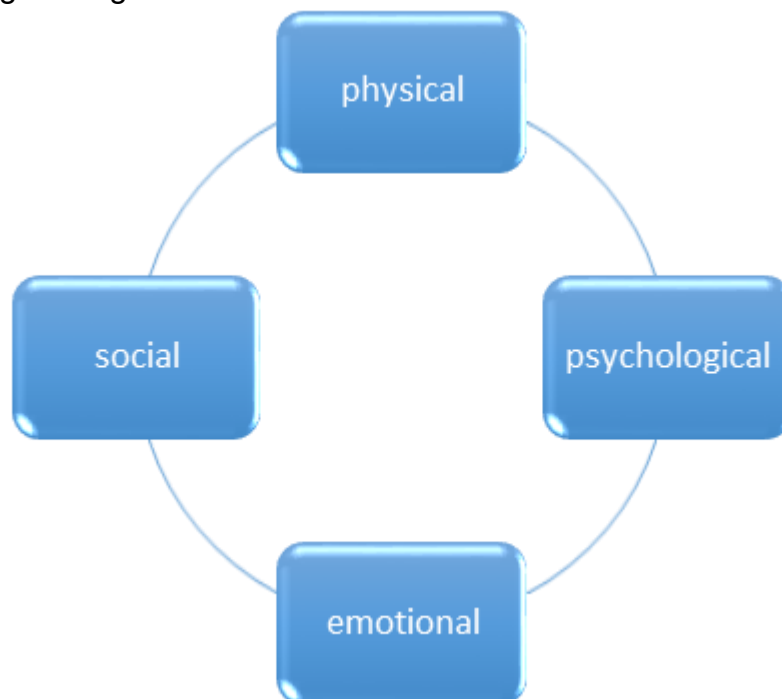
You have been asked by your manager to complete an academic poster that can be displayed in the staff room for other staff to develop their knowledge and understanding of the ageing process and the needs of the older person in relation to the ageing process.

You need to include a description of:

- physical changes that occur with ageing
- psychological changes that occur with ageing
- emotional changes that occur with ageing
- social changes that occur with ageing
- how the needs of the older person can be met in relation to ageing.

You can include graphs and illustrations to highlight your points and ensure your poster is engaging to the reader.

Academic poster template (Example only)  
Changes occurring with age.



Physical changes include

**Psychological changes include**

**Emotional changes include**

**Social changes include**

**How the physical needs of the older person can be met**

**How the psychological needs of the older person can be met**

**How the emotional needs of the older person can be met**

**How the social needs of the older person can be met**

(AC1.1, 1.2)

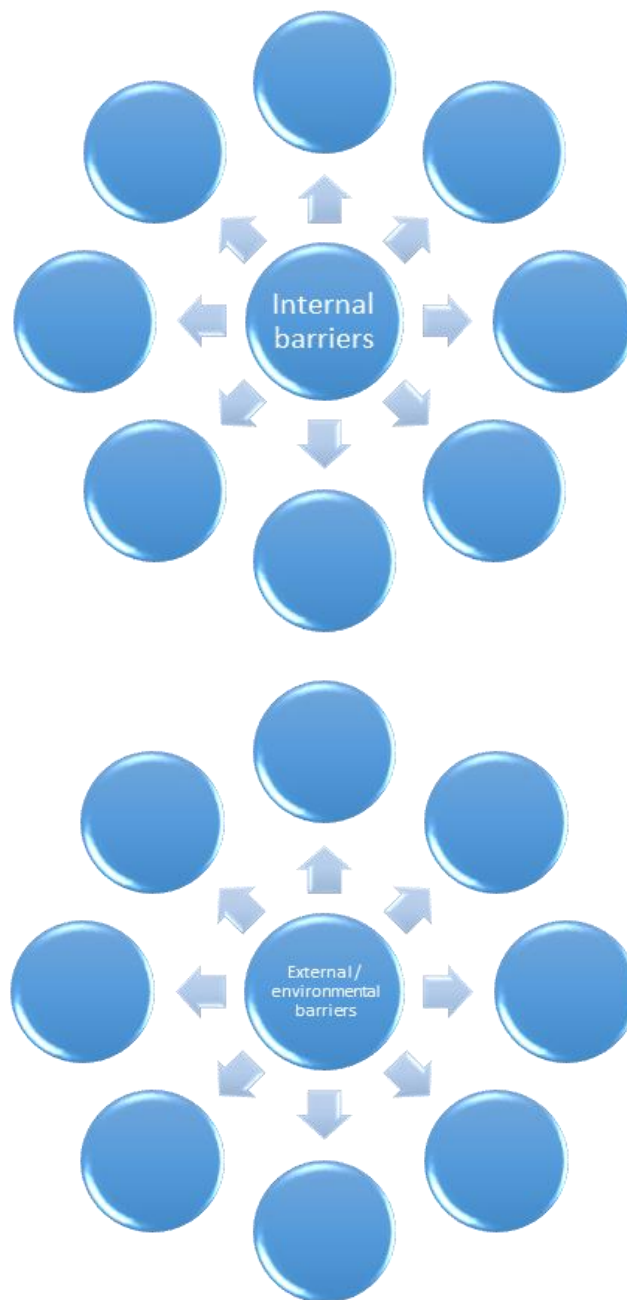
## Task 2

For this task you need to demonstrate that you have a clear understanding of how to adapt communication when caring for the older person.

There are two activities for you to complete for this task.

### Activity 1

Complete the spider graph below to identify barriers to communication with the older person. For this, you can consider internal and external barriers for an individual.



Outline ways to minimise the environmental barriers to communication you have identified in the spider graph above.

## Activity 2

Complete the table below to describe effective communication methods and adapted approaches for the older person.

What effective communication methods and adapted approaches can be used?	Describe this method or adaptive approach

(AC2.1, 2.2, 2.3)

## Task 3

Complete the table and question to demonstrate that you understand how to care for the older person.

Condition	Describe this condition
Dementia	
Parkinson's disease	
Stroke / transient ischaemic attack (TIA)	
Arthritis	
Osteoporosis	
Diabetes	
Sensory loss	

Incontinence	
High blood pressure	
Influenza	
Depression and anxiety	
Cancer	

Describe how to adapt care plans for the older person.

(AC3.1, 3.2)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2

### **Evidence requirements**

Task 1: academic poster (hand drawn, digital or a mix of the two)

Task 2: completed spider graph, full response to question and completed table of information

Task 3: completed table of information and written response to question

## AN 37: Understand long-term conditions and frailty

### 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.

### Scenario

As a senior healthcare worker, you have been tasked with developing an induction resource for a team of new staff to support their understanding of long-term conditions and frailty within individuals.

Within the induction resource you need to create several resources. You can use illustrations or any other graphics that you feel will aid the knowledge and understanding of the new staff in the resources you produce.

### Task 1

Create an information booklet that will be used to inform the new staff of frailty and the impact of this on individuals.

Your information booklet needs to:

- explain what frailty means
- describe how to assess frailty in individuals
- explain how frailty impacts an individual across their lifespan
- explain the factors that have an impact on an individual's frailty. Factors to include:
  - complex needs
  - age
  - mental health or cognition
  - physical or sensory impairment
  - behaviour
  - disability
  - ill health
  - polypharmacy
- explain the effects frailty may have on individuals. Effects to include:
  - physical
  - psychological
  - social
  - emotional.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### Task 2

Create a training resource that will support the staff's knowledge of long-term conditions of individuals. Your resource can be in any format you prefer.

Your training resource needs to:

- explain long-term conditions in your own area of work and how they can be:
  - prevented
  - managed
- explain the factors that contribute to an individual's risk of developing a long-term condition. Factors could include:
  - smoking

- poor diet
- physical
- harmful alcohol use
- explain what comorbidity is
- describe how comorbidity can impact an individual's quality of life
- describe how a long-term condition relates to end-of-life care
- explain the psychological impact on individuals living with a long-term condition
- explain how advance care planning can be useful for individuals
- explain what needs to be considered prior to a discussion about advance care planning.

(AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)

### Task 3

Create a booklet that staff can use to develop the knowledge they need to support individuals with frailty or long-term conditions.

Your booklet needs to:

- explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long-term condition
- explain how to recognise a reversible condition in an individual and the actions to take. Reversible condition to include:
  - infection (for example, chest, urinary tract)
  - anaemia
  - fluid overload
  - dehydration
- explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take
- explain ways to support frail individuals across their lifespan.

(AC3.1, 3.3, 3.4, 3.5)

### Task 4

Create a poster that can be displayed in the staff room that describes the sources of support available for individuals and others in relation to managing their frailty or long-term condition.

Your poster needs include:

- contact details and websites the sources of support may have. Sources of support to include:
  - community and voluntary groups
  - self-help group support benefits
  - personal health budget
  - expert patients
  - specialised equipment.

(AC3.2)

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

Task 3: AC3.1, 3.3, 3.4, 3.5



Task 4: AC3.2

**Evidence requirements**

Task 1: information booklet

Task 2: training resource

Task 3: booklet

Task 4: poster

## AN 38: Support independence in the tasks of daily living

### Task 1

An Asian male with a learning disability, aged 38, has always lived at home with his parents. They have been carrying out all the caring tasks for him, including housework and shopping, and taking him to activities, including, the Mosque for prayer.

Both his parents have died in a car crash, and he has recently moved to your supported living scheme. He is finding it difficult to start and / or complete day-to-day tasks on his own.

Write a report to demonstrate your understanding of supporting independence in relation to daily living. Include the following:

- an explanation of how individuals can benefit from being as independent as possible in the tasks of daily living
- an explanation of how active participation promotes independence in the tasks of daily living
- a description of how daily living tasks may be affected by an individual's culture or background
- an explanation of the importance of providing support that respects the individual's culture and preferences
- a description of how to identify suitable opportunities for an individual to learn or practise skills for daily living
- an explanation of why it is important to establish roles and responsibilities for providing support.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you have supported individuals with independence in the tasks of daily living.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Access information about support for daily living tasks, using an individual's care plan and agreed ways of working (AC2.1)	
Clarify with the individual and others, the requirements for supporting an individual's independence in daily living tasks (AC2.2)	
Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks (AC2.3)	
Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences (AC3.1)	
Support the individual to store food safely (AC3.2)	

Support the individual to prepare food in a way that promotes active participation and safety (AC3.3)	
Identify different ways of buying household and personal items (AC4.1)	
Work with the individual to identify household and personal items that are needed (AC4.2)	
Support the individual to buy items in their preferred way (AC4.3)	
Support the individual to store items safely (AC4.4)	
Support the individual to use items safely (AC4.5)	
Support the individual to keep their home clean, in a way that promotes active participation and safety (AC5.1)	
Describe different risks to home security that may need to be addressed (AC5.2)	
Support the individual to use agreed security measures (AC5.3)	
Enable the individual to express views about the support provided to increase independence in daily living tasks (AC6.1)	
Record changes in the individual's circumstances that may affect the type or level of support required (AC6.2)	
Adapt support in agreed ways to address concerns, changes or increased independence (AC6.3)	

### Task 3

Reflect on an occasion when you have supported individuals with their independence in daily living tasks.

Reflect on what you did to meet each of the competencies:

- using an individual's care plan and agreed ways of working, how did you access information about support for daily living tasks?
- how did you clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks?
- how did you describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks?
- how did you support the individual to plan meals. What were these and how did this contribute to a healthy diet that reflected their culture and preferences?
- how have you supported the individual to store their food safely?
- how did you support the individual to prepare food in a way that promotes active participation and safety?
- how have you worked with the individual to identify household and personal items that are needed? Include what these were, ways to buy these items and the reasons for their selection
- how have you supported the individual to buy items in their preferred way? What were the items and how were these purchased? How did you then support the individual to store their items safely?
- how have you supported the individual to use their items safely? Include what the items were and how these were used
- how have you supported the individual to keep their home clean, in a way that promotes active participation and safety?
- how have you supported the individual to identify different risks to home security that need to be addressed? What were these risks?

- how have you supported the individual to use agreed security measures? Include what these were and how they were used
- how have you enabled the individual to express views about the support provided to increase independence in daily living tasks? Include what support was agreed on
- how did you record changes in the individual's circumstances that may affect the type or level of support required? Within which document?
- how have you adapted the support provided, in agreed ways, to address concerns, changes or increased independence? What were the concerns and / or changes needed and how has this increased independence?

Now reflect on what went well, what you could have done better (if anything), and is there anything you would do differently next time you carry out these competencies?

(AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 4.1, 5.2

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Task 3: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

### **Evidence requirements**

Task 1: a report

Task 2: completed observation report

Task 3: completed reflective account

## AN 39: Awareness of mental health legislation

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

#### Task 1

Carry out research and produce a report to demonstrate your understanding of the importance of mental health legislation. Include the following:

- an explanation of why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves
- a description of the factors that may lead to an individual lacking the capacity to make a particular decision for themselves
- an explanation of how mental health legislation:
  - empowers people to make decisions for themselves
  - protects people who lack capacity by placing them at the heart of the decision-making process
- a description of why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves.

(AC1.1, 1.2, 1.3, 1.4)

#### Task 2

Create a presentation to be delivered to staff who are new to working within the mental health sector. The aim of the presentation is to help staff understand the key elements of mental health legislation.

Your presentation needs to:

- define the key principles of mental health legislation
- describe when a worker must comply with mental health legislation
- explain how mental health legislation gives legal protection to workers providing care and treatment for individuals who lack capacity
- explain 'capacity' as defined in mental health legislation
- explain 'best interests' as defined in mental health legislation
- explain what actions need to be taken to ensure a worker acts in an individual's 'best interests'
- identify whose responsibility it is to assess 'capacity' and 'best interests'
- identify the type of day-to-day decisions a worker may find themselves making on behalf of an individual who lacks capacity to make those decisions themselves
- explain the circumstances when an independent mental capacity advocate (IMCA) should be appointed
- explain how mental health legislation can assist an individual to 'plan ahead' for a time when they may not have capacity to make certain decisions.

(AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10)

#### Task 3

Design an information leaflet that can be handed out to help staff to understand 'restraint' as defined under mental health legislation. You can use images, diagrams and text to help produce your leaflet.

Your information leaflet needs to:

- identify the range of actions that amount to restraint
- identify the factors that make restraint lawful under mental health legislation

- describe the circumstances where the restrictions or restraint being used amount to an individual being 'deprived of their liberty'
- describe the actions that are necessary to ensure that an individual is lawfully 'deprived of their liberty'
- explain why a worker should raise their concerns with their supervisor / manager when they think an individual may be being 'deprived of their liberty'.

(AC3.1, 3.2, 3.3, 3.4, 3.5)

#### **Task 4**

Prepare for a professional discussion surrounding your understanding of the importance of complying with the mental health legislation code of practice when working with individuals who lack capacity. This professional discussion can be recorded by your assessor / tutor.

You are expected to prepare notes to assist you on the assessment of the criteria below:

- explain the legal status of the code of practice
- explain the purpose of code of practice
- explain how mental health legislation code of practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves.

(AC4.1, 4.2, 4.3)

#### **Unit assessment criteria**

Task 1: AC1.1,1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5

Task 4: AC4.1, 4.2, 4.3

#### **Evidence requirements**

Task 1: completed report

Task 2: completed presentation

Task 3: completed information leaflet

Task 4: professional discussion notes

## **AN 40: Understand the context of supporting individuals with learning disabilities**

### **Task 1**

Carry out research, prepare notes and complete a report.

Your report must:

- summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities. Legislation can include relevant sections from:
  - Equality Act 2010
  - The Care Act 2014
  - Human Rights Act 1998
  - Mental Health Act 1983
  - National Health Service and Community Care Act 1990
  - Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century (Department of Health 2001)
  - your organisational policies and procedures
- explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families. 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
- evaluate the potential impact on the family of an individual with a learning disability
- analyse strategies to promote empowerment and active participation.

(AC1.1, 1.2, 2.4, 4.4)

### **Task 2**

Produce an information leaflet to show your understanding of supporting individuals with learning disabilities. Include the following:

- an explanation of what is meant by the term 'learning disability', including mild, moderate, severe, and profound learning disability
- a description of causes of learning disabilities, including before, during and after birth:
  - environmental
  - genetic and chromosomal factors
  - unknown factors
- a description of the medical and social models of disability
- an explanation of the meaning of the term 'social inclusion'
- an explanation of the meaning of the term 'advocacy'
- a description of different types of advocacy, including case advocacy, self-advocacy, peer advocacy, paid independent advocacy, citizen advocacy, statutory advocacy
- an explanation of how to meet the communication needs of individuals with learning disabilities
- an explanation of why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities
- a description of ways to check whether an individual has understood a communication, and how to address any misunderstandings.

(AC2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3)

### Task 3

You have recently applied for a promotion and have reached stage two of the application process. For this stage of the selection process, you are required to deliver a presentation to the interview panel. Your presentation must demonstrate effective use of technology.

Your presentation needs to:

- explain types of services that have been provided for individuals with learning disabilities over time, ensure you include key dates and what was provided by the service. Types of services to include:
  - hospitals
  - community-based care
  - person-centred care
- evaluate how past ways of working may affect present services. Effects of past on present can include the following:
  - attitudes and beliefs on society
  - underpinning political factors
  - social and economic
  - labelling and stereotyping
  - segregation
  - poor inter-agency collaboration
  - improved inter-agency collaboration
- describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to:
  - where the individual lives
  - daytime activities
  - employment
  - sexual relationships and parenthood
  - the provision of healthcare.

(AC3.1, 3.2, 3.3)

### Task 4

You were successful in securing the promotion at work. One of your first tasks in your new role is to create an information leaflet about how views and attitudes impact the lives of individuals with learning disabilities and their family / carers. Your information leaflet will be used in staff training sessions.

Your information leaflet must:

- explain impacts of the views and attitudes of others on individuals with a learning disability:
  - attitudes can include:
    - Thompson's PCS Analysis
    - society's changing attitudes
    - inclusivity
    - media representation
    - values and ethics
    - cultural and religious attitudes
  - labelling and stereotyping can include the positive and negative aspects:
    - name-calling
    - intimidation
    - violence
    - object of ridicule
    - discrimination
    - decision making



- social learning
- describe strategies to promote positive attitudes towards individuals with learning disabilities and their family / carers. Promoting positive attitudes can include:
  - education
  - engaging with communities
  - inclusion and integration
- explain the roles of external agencies and others in changing attitudes, policy and practice:
  - external agencies can include:
    - advocacy services
    - professionals
    - parents / carer support groups
    - campaign groups
  - others can include:
    - the individual
    - colleagues
    - families or carers
    - friends
    - other professionals
    - members of the public
    - advocates.

(AC5.1, 5.2, 5.3)

### **Unit assessment criteria**

Task 1: AC1.1,1.2, 2.4, 4.4

Task 2: AC2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3

Task 3: AC3.1, 3.2, 3.3

Task 4: AC5.1, 5.2, 5.3

### **Evidence requirements**

Task 1: completed research notes and report

Task 2: completed information leaflet

Task 3: completed presentation

Task 4: completed information leaflet

## AN 41: Work in partnership with families to support individuals

### 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

Write a report to demonstrate your understanding of working in partnership with families in care and / or support. You must include:

- a description of the contribution families and family members have in caring for and / or supporting individuals. Family members could include:
  - parents
  - legal guardians / those with legal responsibility
  - siblings
  - grandparents
  - step-parents
  - other relatives
- an identification of factors that may affect the level of involvement of family members
- a description of dilemmas or conflicts that may arise when working in partnership with families
- an explanation of how the attitudes of a worker affect partnership working.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace working in partnership with families to support individuals.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Interact with family members in ways that respect their culture, values, experiences and expertise (AC2.1)	
Show dependability in carrying out actions agreed with families (AC2.2)	
Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families (AC2.3)	
Agree with the individual, family members and others the desired outcomes of partnership working within scope of own role (AC3.1)	
Clarify own role, role of family members and roles of others in supporting the individual (AC3.2)	

Support family members to understand person-centred approaches and agreed ways of working (AC3.3)	
Plan ways to manage risks associated with sharing care or support within scope of own role (AC3.4)	
Agree with the individual, family members and others on processes for monitoring the shared support care plan within scope of own role (AC3.5)	
Identify the support required from families to fulfil their role (AC4.1)	
Provide accessible information about available resources for support (AC4.2)	
Work with family members to access resources for support (AC4.3)	
Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> <li>• implementation of the plan</li> <li>• changes to needs and preferences (AC5.1)</li> </ul>	
Record information in line with agreed ways of working about: <ul style="list-style-type: none"> <li>• progress towards outcomes</li> <li>• effectiveness of partnership working (AC5.2)</li> </ul>	
Agree criteria and processes for reviewing partnership work with families and family members within scope of own role (AC6.1)	
Involve the individual and family members in the reviews (AC6.2)	
Provide feedback to others about the support accessed by family members (AC7.1)	
Report on any gaps in the provision of support for family members (AC7.2)	
Describe ways to challenge information or support that is discriminatory or inaccessible (AC7.3)	

### Task 3

For this task, you must reflect on a time when you have worked in partnership with families to support individuals in your care.

Please reflect on the following:

- how did you interact with family members in ways that respect their culture, values, experiences and expertise?
- what did you do that demonstrated that you were dependable in carrying out actions agreed with families? (Include what the agreed actions were)
- what principles did you use for addressing dilemmas or conflicts that may arise when working with families? How did this maintain a positive relationship?
- how did you agree with the individual, their family members and others on the desired outcomes of partnership working within scope of your role? (Include what the desired outcomes were)
- how did you clarify your role, the role of family members and roles of others in supporting the individual?
- what did you say to support family members to understand person-centred approaches and the agreed ways of working?
- how did you plan ways to manage the risks associated with sharing care or support within scope of your role?

- what was agreed with the individual, their family members and others on processes for monitoring the shared support care plan within scope of your role?
- how did you identify the support required from the family to fulfil their role in supporting the individual?
- what accessible information did you provide about available resources for support, and how did you work with the family members to access resources for support?
- what information was exchanged, within scope of your role, with the individual and family members about:
  - implementation of the plan
  - changes to needs and preferences
- how did you record information in line with agreed ways of working about:
  - progress towards outcomes
  - effectiveness of partnership working
- what was the agreed criteria and processes for reviewing partnership work with families and family members within scope of your role?
- how did you involve the individual and family members in the reviews?
- what feedback did you provide to others about the support accessed by family members?
- how have you reported on any gaps in the provision of support for family members?
- how did you challenge information or support that is discriminatory or inaccessible?

(AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 7.3)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 7.3

Task 3: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 7.3

### **Evidence requirements**

Task 1: report

Task 2: completed observation report

Task 3: completed reflective account

## **AN 43: Advise and inform individuals on managing their condition**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

#### **Task 1**

Prepare for a professional discussion with your assessor regarding your understanding of good practice in identifying information requirements.

You are expected to prepare notes to assist you on the assessment criteria below.

In your professional discussion you should:

- summarise the current legislation, national guidelines, regulatory and inspection requirements, policies, protocols and good practice guidelines that inform your role in advising and informing individuals on how to manage their condition
- explain the importance of identifying appropriate information to enable individuals and relevant carers or family to make informed lifestyle choices
- explain how to recognise the information and advice that an individual and relevant carers or family may require but may be unable to express
- explain the procedures for dealing with issues beyond your role, in accordance with local protocol.

(AC1.1, 1.2, 1.3, 1.4)

#### **Task 2**

Complete a handout to share with new staff that supports their understanding of health conditions.

Your handout needs to:

- describe the range of conditions encountered within the scope of your role
- describe the effects of health conditions on individuals and relevant carers or family.

(AC2.1, 2.2)

#### **Task 3**

Your workplace is running a health promotion event, and your manager has asked you to create an information leaflet that can be used on the day to give to attendees. Your leaflet is to be titled 'The effects of change on individuals' lifestyles'.

Your leaflet needs to:

- explain how change can be perceived by an individual and identify strategies for overcoming resistance to change
- identify how adapting a lifestyle can empower an individual and relevant carers or family
- describe the impact that empowering an individual to manage their own conditions has upon the individual, their family / carers and health services
- explain how to refer individuals to other sources of information and advice.

(AC3.1, 3.2, 3.3 4.8)

## Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, giving advice and informing individuals how to manage their condition.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Gain valid consent and explain to the individual who you are and what your role is in providing confidential advice and information (AC4.1)	
Identify whether an advocate or family member needs to be present (AC4.2)	
Identify the communication and information needs and abilities of the individual and relevant carers or family (AC4.3)	
Access information about the individual's lifestyle (AC4.4)	
Work with the individual to identify their information and advice requirements relating to their health condition (AC4.5)	
Present information and advice in a format that is appropriate to the individual's communication needs and abilities (AC4.6)	
Review a range of local and national advice and information services (AC4.7)	
Explain how to refer the individual to other sources of information and advice (AC4.8)	
Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions (AC5.1)	
Obtain valid consent from the individual to share information with other agencies (AC5.2)	
Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual (AC5.3)	
Develop realistic plans and objectives with the individual to adapt their lifestyle within the scope of own role (AC5.4)	
Agree targets with the individual to optimise their health and wellbeing within the scope of own role (AC5.5)	
Discuss with the individual any concerns raised about adapting their lifestyle (AC5.6)	

Agree dates to review the individual's progress (AC5.7)	
Record and store information in line with organisational policy (AC5.8)	

## Task 5

Reflect on an occasion when you have advised and informed individuals on managing their condition.

Provide a brief of the individual and their condition. Do not use the individual's name.

Reflect on the following:

- how did you gain valid consent and explain to the individual who you are and what your role is in providing confidential advice and information?
- how did you identify whether an advocate or family member needed to be present, and was this necessary?
- what were the communication and information needs and abilities of the individual and relevant carers or family?
- what information did you access and gain about the individual's lifestyle? How did you work with them to identify the information and advice they needed relating to their health condition?
- how did you present the information and advice in a format appropriate to the individual's communication needs and abilities?
- how did you review a range of local and national advice and information services available for the individual? include what these were. Were you able to refer the individual to other sources of information and advice? include what the referral process was
- what did you say to the individual about the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions?
- how did you obtain valid consent from the individual to share information with other agencies? Which agencies was the information to be shared with?
- how did you communicate information in a way that is sensitive to the personal beliefs and preferences of the individual?
- how did you agree targets and develop realistic plans and objectives with the individual to adapt their lifestyle within the scope of your role? What did the plans and objectives include and what lifestyle changes did they make?
- how did you agree dates to review the individual's progress, including when the review as required? How did you then record and store information in line with organisational policy?
- did the individual have any concerns about their lifestyle, and if so, how did you discuss these with the individual? If there were no concerns on this occasion, reflect on a time when you have responded to concerns an individual has had

(AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8.)

## Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2

Task 3: AC3.1, 3.2, 3.3, 4.8

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

Task 5: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

## **Evidence requirements**

Task 1: completed recorded professional discussion and notes

Task 2: completed handout

Task 3: completed information leaflet

Task 4: completed observation / expert witness testimony

Task 5: completed reflective account



## AN 44: Co-ordinate the progress of individuals through care pathways

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a report, you must include:

- a summary of current legislation, national guidelines, policies, protocols and good practice guidelines in relation to the co-ordination of the progress of individuals through care pathways in relation to own role
- an explanation of own and others' roles and responsibilities in the delivery of care pathways
- an explanation of why and when individuals' priorities are reviewed
- a description of the protocols for prioritising care and treatment in relation to own role.

(AC1.1, 1.2, 1.3, 1.4)

#### Task 2

Write a reflective piece around supporting an individual with dysphagia and how dysphagia affects individuals.

In your reflection, you must include:

- a description of the stages of an individual's care pathway
- a description of ways in which individuals accessing services can be managed and optimised
- a description of ways to maintain individual safety when supporting the operation of care pathways
- identifying the resources required for supporting individuals through care pathways
- identifying any actions required to overcome any problems.

You may use an individual from your clinical practice to reflect on as a case study if you wish. If using an individual from your own clinical practice, please do not name them for confidentiality purposes.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace co-ordinating the progress of individuals through care pathways.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Share accurate information regarding the individual, their needs and treatment when the individual is	

transferred to the care of colleagues, other departments or services (AC3.1)	
Identify actions required when there is deviation from the planned pathway within scope of own role (AC3.2)	
Update records, and store and share documentation and information in line with local policy and protocol (AC3.3)	
Co-ordinate aspects of the care pathway in line with local policy and protocol and within scope of own role (AC3.4)	
Assess issues that arise as an individual moves through the care pathway (AC3.5)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5

### Evidence requirements

Task 1: a report

Task 2: reflection

Task 3: observed clinical practice

## AN 45: Implement therapeutic group activities

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

An individual has recently been handed over to the care of your team and they are finding it hard to understand how participating in therapeutic group activities may benefit them.

Create a leaflet that demonstrates the benefits of therapeutic group activities to encourage the individuals to try this form of activity.

Your leaflet must:

- explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing
- analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances
- compare theories in relation to group dynamics.

(AC1.1, 1.2, 1.3)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace implementing therapeutic group activities.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Work with individuals and others to agree: <ul style="list-style-type: none"><li>• the nature and purpose of a therapeutic group</li><li>• specific activities to fit the purpose of the group</li><li>• the monitoring or observations required as part of the group activity</li><li>• own role in relation to planning and preparing for the group activity (AC2.1)</li></ul>	
Address any risks that may be associated with the planned activities (AC2.2)	
Prepare the environment for a therapeutic group activity (AC2.3)	
Prepare equipment or resources needed for the activity (AC2.4)	

Support group members to understand the purpose and proposed activity of the group (AC3.1)	
Support group members during the activity in ways that encourage effective communication, active participation and co-operation (AC3.2)	
Support group members according to their own level of ability and need (AC3.3)	
Give direction, praise, reassurance and constructive feedback during the activity (AC3.4)	
Support the group to bring the activity to a safe and timely end (AC3.5)	
Encourage and support individuals to give feedback during and after group activities (AC4.1)	
Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities (AC4.2)	
Carry out own responsibilities for supporting the evaluation and agreeing any revisions (AC4.3)	
Record and report on outcomes and any revisions in line with agreed ways of working (AC4.4)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4

### Evidence requirements

Task 1: leaflet

Task 2: observed clinical practice

## **AN 46: Support individuals to live at home**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### **Task 1**

Create a report to demonstrate your understanding of the principles of supporting individuals to live at home. Include the following:

- a description of how being supported to live at home can be beneficial to an individual
- an explanation of the importance of providing information about benefits, allowances and financial planning that could support individuals to live at home
- an explanation of how risk management contributes to supporting individuals to live at home
- a comparison of the roles of people and agencies who may be needed to support an individual to live at home. Support to include:
  - comfort and reassurance
  - immediate physical support
  - immediate practical help.

(AC1.1, 1.2, 1.3, 1.4)

### **Task 2**

Reflect on a time when one of your service users was discharged from your care and how you supported them to live at home.

Reflect on how you worked with them to identify the strengths, skills and existing networks they have in place that could support them to live at home, including any additional support and preferences for how their needs can be met.

What were the physical resources, human resources, local support groups and facilities needed to support them to minimise the risks, and how did you work with them to access these, including what paperwork you needed to complete with them to apply for these? You will need to consider aspects of sharing information with others to support your service user and how did you gain consent for this information to be shared?

How did you agree the roles and responsibilities for introducing additional support for your service user and introduce them to the new resources, services, facilities or support groups. Include how you recorded and reported on the outcomes of the additional support measures needed for them to live at home.

How did you work with your service user and others to agree on methods and timescales for ongoing reviews of their ability to live at home?

What actions did you carry out to review the service user's ability to access suitable resources and / or facilities and were these achieved?

(AC2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1)

### Task 3

Provide a copy of this section to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you supporting individuals to live at home.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Work with an individual to identify the strengths, skills and existing networks they have that could support them to live at home (AC2.1)	
Agree with the individual and others the risks that need to be managed in living at home, identifying ways to address them (AC2.3)	
Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home (AC3.1)	
Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks (AC3.2)	
Contribute to completing paperwork to apply for required resources, facilities and services in a way that promotes active participation (AC3.3)	
Obtain permission to provide additional information about the individual to secure resources, services and facilities (AC3.4)	
Agree roles and responsibilities for introducing additional support for an individual to live at home (AC4.1)	
Introduce the individual to new resources, services, facilities or support groups (AC4.2)	
Record and report on the outcomes of additional support measures in required ways (AC4.3)	
Work with the individual and others to agree methods and timescales for ongoing review (AC5.1)	

### Task 4

Joe, one of your service users had recently been discharged from hospital after suffering a stroke. This has left him with paralysis down the left-hand side of his body and urinary incontinence. He has no use of his left arm or leg and has been fitted with a catheter. He has no paralysis on his right-hand side and can hear clearly. Joe's speech is slightly slurred sometimes it can be difficult for him to make himself understood.

Work with Joe to identify his needs and which of these may require additional support. Identify Joe's preferences for how his needs may be met to support him living at home.  
Consider the following needs:

- how can his personal needs be met?
- how can his physical needs be met?
- how can his financial needs be met?
- how can his social needs be met?
- what are the environmental factors that need to be considered and how can these be met?
- what are the safety risks that need to be considered and how can these be reduced and met?

Preferences can include:

- beliefs
- values
- culture
- aspirations
- wishes.

(AC2.2)

### **Task 5**

Arrange a professional discussion with your line manager, mentor, or assessor. You must refer to an individual requiring your care or support. You are expected to prepare notes to assist you in your discussion by answering the following questions:

- how have you identified changes in an individual's circumstances that may indicate a need to adjust the type or level of support required to live at home?
- what were the changes in circumstances and how was the level of support adjusted for them?
- how did you then work with the individual and who else did you agree revisions with to the support provided?

Your assessor will ask you the questions above and record your responses.

(AC5.2, 5.3)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1

Task 3: AC2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1

Task 4: AC2.2

Task 5: AC5.2, 5.3

### **Evidence requirements**

Task 1: a report

Task 2: completed reflective account

Task 3: completed observation / expert witness testimony

Task 4: completed case study

Task 5: recorded professional discussion and learner notes

## AN 47: Dementia awareness

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

Complete the following to demonstrate your understanding of dementia.

Define the term 'dementia'	
Source of information	
Describe how each of the following key functions of the brain is affected by dementia	
Key function	Description
Communication	
Cognitive	
Memory	
Emotions	
Behaviour	
Functions	
Explain why the following impairments may be mistaken for dementia	
Impairment	Explanation
Depression	
Delirium	



High temperature	
Age-related memory loss	
Define mental capacity	
Source of information	
Explain the impact mental capacity has on an individual living with dementia	

(AC1.1, 1.2, 1.3, 1.4)

## Task 2

Complete a handout that can be shared with new staff within a healthcare provision to help them understand care models of dementia.

Your handout needs to:

- outline the medical model of dementia
- outline the social model of dementia
- explain why dementia should be viewed as a disability.

(AC2.1, 2.2, 2.3)

## Task 3

Carry out research and complete a report to demonstrate your knowledge of types of dementia and their causes.

Your report needs to:

- list possible causes of dementia
- describe signs and symptoms of dementia
- identify causal risk factors for types of dementia
- identify prevalence rates for types of dementia.

(AC3.1, 3.2, 3.3, 3.4)

## Task 4

Create an information leaflet that can be displayed in your workplace to support individuals and their carers and develop their understanding of an individual's experience with dementia.

Your leaflet needs to:

- describe how individuals may experience living with dementia, including:
  - age
  - type of dementia
  - level of ability
  - level of disability
- outline the impact that the attitudes and behaviours of others may have on an individual with dementia.

(AC4.1, 4.2)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 3.3

Task 4: AC4.1, 4.2

### **Evidence requirements**

Task 1: completed worksheet

Task 2: completed handout

Task 3: completed research notes and report

Task 4: completed information leaflet

## **AN 48: Understanding the effect of dementia on end-of-life care**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### **Task 1**

Prepare an information booklet that can support staff and family members to understand considerations for individuals with dementia at end of life.

Your booklet needs to:

- outline the reasons why dementia can be regarded as a terminal illness
- identify the indicators that an individual with dementia is approaching the terminal phase of their illness
- compare the differences in the end-of-life experience of an individual with dementia to that of an individual without dementia
- explain why it is important that end-of-life care for an individual with dementia must be person-centred
- explain why individuals with dementia need to be supported to make advance care plans as early as possible.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### **Task 2**

As a senior healthcare support worker, you have been asked by your manager to develop a presentation to be delivered to staff as part of their CPD. The purpose of this presentation is to develop their understanding of how to support individuals with dementia affected by symptoms at end of life.

You can complete this presentation in any format you wish and can include illustrations to support this.

Your presentation needs to:

- explain the symptoms that may be experienced by individuals with dementia at the end of life
- explain why symptoms in individuals with dementia are often poorly recognised and undertreated
- describe ways to assess whether an individual with dementia is in pain or distress
- describe ways to support individuals with dementia to manage their symptoms at end of life using:
  - medication
  - non-medication techniques.

(AC2.1, 2.2, 2.3, 2.4)

### **Task 3**

Write a report to demonstrate that you understand how to support carers of individuals with dementia at end of life. Include the following:

- an explanation of why carers may experience guilt and stress at the end of life of an individual with dementia
- a description of ways of supporting carers to understand how the end-of-life process may differ for individuals with dementia
- a description of how others caring for individuals with dementia may experience loss and grief
- a description of ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life

- three examples of how to support carers and others to support an individual with dementia in the final stages of their life.

(AC3.1, 3.2, 3.3, 3.4, 3.5)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5

### **Evidence requirements**

Task 1: completed information booklet

Task 2: completed presentation

Task 3: a report

## AN 49: Managing symptoms in end-of-life care

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

An individual has recently been handed over to the care of your team for end-of-life care and their relatives are finding it hard to understand the final stages.

Create a booklet to help them understand the effects of symptoms in relation to end-of-life care.

In your booklet you must:

- identify a range of conditions where end-of-life care may need to be provided
- identify common signs and symptoms associated with end-of-life care
- explain how symptoms can cause an individual distress and discomfort
- describe how being at the end of life may impact on an individual's mental wellbeing
- explain the significance of the individual's own perception of their symptoms.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### Task 2

Write a reflective account around supporting an individual with end-of-life care and how to manage symptoms in end-of-life care.

In your reflection you must:

- identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms
- describe factors that can influence an individual's perception of their symptoms
- describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting
- explain how to gain valid consent from an individual before supporting with symptoms
- explain how to provide relief from symptoms using a range of methods in end-of-life care.

You may use an individual from your own clinical practice to reflect on as a case study if you wish.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace managing symptoms in end-of-life care.

**Note to assessor / expert witness:**

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Demonstrate the range of methods that can provide symptom relief in own work setting (AC3.1)	
Describe own role in supporting therapeutic options used in symptom relief (AC3.2)	
Recognize symptoms that indicate the last few days of life may be approaching (AC3.3)	
Respond to an individual's needs and preferences in managing their symptoms (AC3.4)	
Provide support, comfort and wellbeing in end-of-life care (AC3.5)	
Seek advice from relevant others if the level of support required by the individual is beyond own scope of practice (AC3.6)	
Explain how pain and symptom management is an important part of the care planning process (AC4.1)	
Regularly monitor symptoms associated with end-of-life care (AC4.2)	
Record and report changes in symptoms according to policies and procedures in own work setting (AC4.3)	
Support the implementation of changes in the care plan (AC4.4)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4

### Evidence requirements

Task 1: leaflet

Task 2: reflection

Task 3: observed clinical practice

## **AN 50: Support individuals at the end of life**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

You would like to apply for a promotion in your team and part of the new role will include supporting individuals with end-of-life care.

To demonstrate your suitability for this role, write a detailed report to demonstrate your knowledge and understanding of the aims and principles of end-of-life care.

Your report must include the following:

- an explanation of the aims and principles of end-of-life care
- an analysis of the impact of national and local drivers on current approaches to end-of-life care
- a description of conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care
- identification of the key people and services who may be involved in delivery of end-of-life care
- an explanation of the concept of holistic care at the end of life
- a description of the signs that suggest individuals are nearing the end of life.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

### **Task 2**

Arrange a professional discussion with your line manager, mentor or assessor to discuss the following:

- an outline of the key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
- an explanation of how the beliefs, religion and culture of individuals and key people can influence end-of-life care
- an explanation of why support for an individual's health and wellbeing may not always relate to their terminal condition.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC2.1, 2.2, 2.3)

### **Task 3**

Write a reflective piece around supporting an individual to help them understand advance care planning in relation to end-of-life care.

In your reflection you must include:

- a description of the benefits to an individual of having as much control as possible over their end-of-life care
- an explanation of the purpose of advance care planning in relation to end-of-life care

- an explanation of why, with their valid consent, it is important to pass on information about the individual's wishes, needs and preferences for their end-of-life care
- an outline of the ethical and legal issues that may arise in relation to advance care planning outside of own job role
- an explanation of how to work in the best interest of the individual without capacity.

You may use an individual from your own clinical practice to reflect on as a case study if you wish.

(AC3.1, 3.2, 3.3, 3.4, 3.5)

#### Task 4

An individual's relative asks for your help in understanding the role of organisations and support services available to individuals and key people in relation to end-of-life care.

Create a leaflet to help them acknowledge and support the spiritual beliefs of their relative and raise awareness of the sources available.

Your leaflet must include the following:

- an explanation of why support for spiritual needs may be especially important at the end of life
- a description of a range of sources of support to address the needs of individuals and key people at the end of life.

(AC5.1, 5.2)

#### Task 5

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace supporting individuals at the end of life.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Support the individual and key people to explore their thoughts and feelings about death and dying (AC4.1)	
Provide support for the individual and key people that respects their beliefs, religion and culture (AC4.2)	
Demonstrate ways to help the individual feel respected and valued throughout the end-of-life period (AC4.3)	
Provide information to the individual and / or key people about the individual's illness and the support available (AC4.4)	



Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative / complementary therapies (AC4.5)</li> </ul>	
Contribute to partnership working with key people to support the individual's wellbeing during end of life (AC4.6)	
Carry out own role in an individual's end-of-life care (AC6.1)	
Contribute to addressing any distress experienced by the individual promptly and in agreed ways (AC6.2)	
Adapt support to reflect the individual's changing needs or responses (AC6.3)	
Explain why it is important to know about an individual's wishes for their after-death care (AC7.1)	
Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working (AC7.2)	
Describe ways to support key people immediately following an individual's death (AC7.3)	
Identify ways to manage own feelings in relation to an individual's dying or death (AC8.1)	
Utilise support systems to deal with own feelings in relation to an individual's dying or death (AC8.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5

Task 4: AC5.1, 5.2

Task 5: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2

### Evidence requirements

Task 1: report

Task 2: professional discussion

Task 3: reflection

Task 4: leaflet

Task 5: observed clinical practice

## **AN 52: Support individuals who are bereaved**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### **Task 1**

Write a reflective piece around understanding the effects of bereavement on individuals.

In your reflection, you must include:

- a description of how an individual may feel immediately following the death of a loved one
- an analysis of how the bereavement journey may be different for different individuals across the lifespan.

You may use an individual from your own clinical practice to reflect on as a case study if you wish.

(AC1.1, 1.2)

#### **Task 2**

Write a detailed report to demonstrate your knowledge and understanding of principles for supporting individuals who are bereaved.

Your report must include the following:

- a comparison of theories of bereavement
- an explanation of the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement
- an explanation of the importance of empathy in supporting a bereaved individual.

(AC2.1, 2.2, 2.3)

#### **Task 3**

An individual's relative asks for your help in understanding the role of specialist agencies in supporting individuals who are bereaved.

You decide to create a leaflet for staff to spread knowledge and understanding in recognising and supporting the bereaved.

Your leaflet must include the following:

- a comparison of the roles of specialist agencies in supporting individuals who are bereaved
- a description of how to assess whether a bereaved individual requires specialist support
- an explanation of the importance of establishing agreement with the individual for a referral to a specialist agency.

(AC5.1, 5.2, 5.3)

#### **Task 4**

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace supporting individuals who are bereaved.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Create an environment where the individual has privacy to express their emotions (AC3.1)	
Use active listening skills to support the individual to express their thoughts, feelings and distress (AC3.2)	
Assess the individual's level of distress and their capacity for resilience (AC4.1)	
Agree a programme of support with the individual and others (AC4.2)	
Carry out own role within the support programme (AC4.3)	
Support the individual to identify any changes they may need to make as a result of their loss (AC4.4)	
Explain the importance of working at the individual's pace during the bereavement journey (AC4.5)	
Support the individual to manage conflicting emotions, indecision or fear of the future (AC4.6)	
Identify ways to manage own feelings while providing support for an individual who is bereaved (AC6.1)	
Use support systems to help manage own feelings (AC6.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2, 2.3

Task 3: AC5.1, 5.2, 5.3

Task 4: AC3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2

### Evidence requirements

Task 1: reflection

Task 2: report

Task 3: staff information leaflet

Task 4: observed clinical practice

## AN 53: Understand end-of-life care for individuals with specific health needs

### Introduction

The activities for this unit, if completed in detail, may also map to the following unit(s):

- AN 49 Managing symptoms in end-of-life care (T/650/5299) AC2.1, 3.3
- AN 50 Support individuals at the end of life (H/650/5300) AC1.6, 2.1, 3.2, 5.1, 5.2
- AN 54 Support individuals during the last days of life (K/650/5302) AC1.1, 2.1, 3.2, 4.1, 5.3

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the following table:

	What is meant by this term?
Complex health needs	
Life-limiting illness	

(AC1.1)

Write a short report to explain how palliative care differs across the lifespan (consider different ages of individuals, for example, neonates, infants, children, young people or adults).

(AC1.2)

Complete the table to describe how the following legislation, national and local guidance support and improve the quality of life for individuals with specific health needs in your own work setting.

National / local guidance	Describe how they improve the quality of life for individuals with specific health needs
National Health Service	
Care Quality Commission	

National Institute for Health and Care Excellence	
The Care Act 2014	
Marie Curie	
Data Protection 2018 (GDPR)	
Equality Act 2010	
Safeguarding Vulnerable Groups Act 2006	
Mental Capacity Act 2005	
Liberty Protection Safeguards (LPS, formally DoLS)	
Human Rights Act 1998	

(AC1.3)

Produce a presentation to describe interventions that may be available to improve the quality of life for those with specific health needs across the lifespan in your own work setting. Specific health needs could include:

- complex needs
- age
- mental health or cognitive impairment, including dementia
- physical or sensory impairment
- behaviour
- disability
- ill health.

(AC1.4)

Complete the table to explain why relationships with professionals and significant others are important for individuals at end of life. Significant others could include:

- family members
- related / non-related carers
- close friends or colleagues
- others with a responsibility for the individual such as those acting in loco parentis or power of attorney.

Relationship	Why is this important for individuals at end of life?
Professionals	
Significant others	

(AC1.6)

Create an information leaflet for families that explains the purpose of advanced care planning and why this and future wishes are important for individuals and their family / friends or others.

(AC1.7)

## Task 2

Describe each of the prognostic indicators that identify that an individual with specific health needs is entering the terminal phase of their illness.

The prognostic indicators are:

- agitation
- Cheyne-Stokes breathing
- deterioration in level of consciousness
- mottled skin
- noisy respiratory secretions
- progressive weight loss
- increasing fatigue
- loss of appetite
- changes in communication
- deteriorating mobility
- social withdrawal.

(AC1.5)

### Task 3

Your line manager has instructed you to support a care worker who is new to end of life care.

You have been asked to develop a handout for the care worker that will support their knowledge and understanding of the range of symptoms that may be experienced by individuals at the end of life.

This handout can be as dynamic as you would like it to be and can use illustrations to support the care worker's development, if you feel this would help.

This handout needs to include the following:

- a description of the symptoms that may be experienced by individuals at the end of life, such as:
  - physical (for example, pain, nausea, constipation, dysphagia, nutrition, hydration)
  - psychosocial (for example, distress, restlessness, agitation)
  - behaviour that challenges
  - emotional pain
- an explanation why these symptoms, the dying person is likely to experience, are often poorly recognised and undertreated. You should relate this in terms of the individual having specific health needs
- a description of the ways the individual who is dying would be assessed for levels of pain or distress
- a description of the ways to support individuals to manage their symptoms at end of life using:
  - medication
  - non-medication techniques.

(AC2.1, 2.2, 2.3, 2.4)

### Task 4

As a senior healthcare support worker, you have been asked by your line manager to create a learning resource. This aim of this resource is to develop the knowledge of new staff to understand how to support family / friends or others at the end of life of an individual with specific health needs.

Within this learning resource you are permitted to use illustrations or any other graphics that you find useful in enhancing the new staff's knowledge.

Within this learning resource you will need to:

- explain why family / friends and others may experience guilt and stress at the end of life of an individual with specific health needs
- describe how family / friends may experience loss and grief. For this you can use the Elisabeth Kübler-Ross model as an example. A link has been provided, however, please feel free to research your own model <https://www.cruse.org.uk/understanding-grief/effects-of-grief/five-stages-of-grief/>
- describe ways of supporting family / friends and others to understand how the end-of-life process may differ for individuals across the lifespan and what support can be provided when difficult decisions need to be made
- include some references to how end of life is seen in different cultures. This link has been provided as an example; however, please feel free to research other resources on this aspect of how family / friends may approach end of life care, beliefs and traditions.  
<https://www.countrynavigator.com/blog/death-and-dying-how-different-cultures-view-the-end/>

(AC3.1, 3.2, 3.3, 3.4)

### Task 5

The wife of an individual has offered to come into the hospice and provide care to her husband who is receiving end of life care. She has stated she would like to be an integral part of providing the care her

husband needs at this time, as they have never spent very much time apart. She is also eager to ensure his spiritual needs are met as this is an important part of his life. She has come to you for some guidance around the care he needs.

What advice and guidance can you provide to support her in giving care in the final stages of her husband's life?

It is also important to describe to her the reasons why his spiritual care may remain important for him and her at the end of life and how these needs may be met.

(AC3.6, 3.7)

## **Task 6**

Create a leaflet that can be given to family members, friends or others that describes the sources of support for them when caring for individuals with specific health needs at end of life, for example, Macmillan.

Sources of support could include:

- self-care strategies
- support groups
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation.

You will need to include the name of the organisations / professionals, what support can be provided and how they can be contacted, such as, phone numbers, website links and email addresses where applicable.

(AC3.5)

## **Unit assessment criteria:**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.6, 1.7

Task 2: AC1.5

Task 3: AC2.1, 2.2, 2.3, 2.4

Task 4: AC3.1, 3.2, 3.3, 3.4

Task 5: AC3.6, 3.7

Task 6: AC3.5

## **Evidence requirements**

Task 1: tables of information, a report, presentation and an information leaflet

Task 2: written responses

Task 3: completed handout



Task 4: completed learning resource

Task 5: written response to question

Task 6: complete leaflet

## AN 54: Support individuals during the last days of life

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

It is important to understand the impact of the last days of life on the individual and others.

Create a leaflet to:

- describe the psychological effects of the dying phase on the individual and others
- describe the impact of the last days of life on the relationships between individuals and others.

(AC1.1, 1.2)

### Task 2

An individual's relative asks for your help in understanding how to respond to common symptoms in the last days of life.

Create an information booklet for relatives and carers to help them recognise and prepare for the last days of life of their loved ones.

Your booklet must include the following:

- a description of the common signs of approaching death
- explanation of how to minimise the distress of symptoms related to the last days of life
- a description of appropriate comfort measures in the final hours of life
- an explanation of the circumstances when life-prolonging treatment can be stopped or withheld
- an identification of the signs that death has occurred.

(AC2.1, 2.2, 2.3, 2.4, 2.5)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals during the last days of life.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Demonstrate a range of ways to enhance an individual's wellbeing during the last days of life (AC3.1)	
Describe ways to support others during an individual's last days of life (AC3.2)	

Work in partnership with others to support the individual's wellbeing during the last days of life (AC3.3)	
Describe how to use a range of resources for care in the last days of life according to agreed ways of working (AC3.4)	
Support others to understand the process following death according to agreed ways of working (AC3.5)	
Explain the importance of following the individual's advance care plan in the last days of life (AC4.1)	
Record the changing needs of the individual during the last days of life according to agreed ways of working (AC4.2)	
Support the individual when their condition changes according to agreed ways of working (AC4.3)	
Explain the importance of communicating with others during the individual's last days of life (AC4.4)	
Implement actions immediately after a death that respect the individual's and others' preferences and wishes according to agreed ways of working (AC5.1)	
Provide care for the individual after death according to national guidelines, local policies and procedures (AC5.2)	
Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care (AC5.3)	
Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person (AC5.4)	
Explain ways to support others immediately following the death of the individual (AC5.5)	
Identify ways to manage own feelings in relation to an individual's death (AC6.1)	
Use sources of support to manage own feelings in relation to an individual's death (AC6.2)	

## Unit assessment criteria

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2

## Evidence requirements

Task 1: leaflet

Task 2: information leaflet

Task 3: observed clinical practice

## AN 55: Support individuals during emergency situations

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

This standard relates to providing support for individuals who require emergency healthcare interventions. The competence involves the support required during the period of the intervention and examples include arranging child minding or care for dependent family members; organising the safe custody of the individuals' possessions; and providing comfort and reassurance to individuals. The competence does not address identifying or arranging long-term social care, emotional support, counselling, or rehabilitation. (Skills for Health)

### Task 1

You have applied for a promotion within an accident and emergency department.

You have been successful at stage one of the process and shortlisted for the second stage. For this stage, you are required to develop a presentation to deliver to the interview panel.

The title of the presentation is 'Understand current legislation, national guidelines, policies, protocols, and procedures related to supporting individuals during emergency situations'.

Your presentation needs to include the following criteria:

- an outline of the current legislation, national guidelines, policies, and protocols related to supporting individuals during emergency situations
- a description of the procedures to be followed when identifying, accessing, and arranging support for an individual in an emergency situation
- support to include:
  - comfort and reassurance
  - immediate physical support
  - immediate practical help
- an explanation of the roles and responsibilities of yourself and others when providing personal and emotional support to individuals during emergency situations, and the function of the organisation you represent.

(AC1.1, 1.2, 1.3, 3.3)

### Task 2

You have been successful in your promotion. Congratulations.

As the panel were impressed with your presentation, your manager has asked you to develop a training resource that will support other staff to understand how being involved in an emergency situation can impact on individuals' health and wellbeing, and how the negative effects can be reduced. The resource will also help staff to understand how to support individuals during emergency situations.

You can be as creative as you like to be and develop the training resource in any format you feel would fit best with your team and working environment.

Your training resource must include the following:

- an explanation of the factors that may cause distress to individuals involved in emergency situations and how they can be minimised

- an explanation of the need to monitor an individual's emotional and psychological wellbeing following an emergency situation
- a description of how individuals can be encouraged to support their own health and wellbeing following an emergency situation
- a description of the types of support that may be required in an emergency situation
- a description of the nature of the support required by the individual.

(AC2.1, 2.2, 2.3, 3.1, 3.2)

### Task 3

Provide a reflective account of a time when you have supported individuals during emergency situations.

In the box below, provide an explanation of a time you were able to provide support to individuals during emergency situation, the individuals involved and the circumstances around this.

Reflect on how you carried out the following competencies:

- how did you confirm the individual's identity and gain valid consent before initiating support?
- how did you communicate with the individual at a pace and level appropriate to their understanding?
- how did you assess whether the individual has any significant others who may be able to provide additional support. Significant others could include:
  - family members
  - related / non-related carers
  - close friends or colleagues
  - others with a responsibility for the individual such as those acting in loco parentis or power of attorney
- what physical support did you provide, what practical help did you provide, and how did you organise this?
- how did you ensure that the individual's privacy and dignity was maintained at all times?
- how did you provide comfort and reassurance to the individual, keeping them informed at all times of what was happening?
- how did you monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status?
- how you handled the situation, what went well, what you could have done differently, if anything
- a time when you had to seek supervision and assistance for situations beyond your agreed competence and authority. Provide as much information as possible of the situation and circumstances, including the outcome.

(AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 4.8)

### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace support individuals during emergency situations.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

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

**Please provide a brief of the situation the learner was involved with**

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Confirm the individual's identity and gain valid consent before initiating support (AC4.1)	
Communicate with the individual at a pace and level appropriate to their understanding (AC4.2)	
Assess whether the individual has any significant others who may be able to provide additional support (AC4.3)	
Provide and organise physical support and practical help for the individual (AC4.4)	
Ensure that the individual's privacy and dignity is maintained at all times (AC4.5)	
Provide comfort and reassurance to the individual, keeping them informed at all times (AC4.6)	
Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status (AC4.7)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 3.3

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2

Task 3: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 4.8

Task 4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

## **Evidence requirements**

Task 1: completed presentation activity

Task 2: completed training resource activity

Task 3: completed reflective account activity

Task 4: completed direct observation / witness testimony

## AN 56A: Support individuals during a period of change

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Write a reflective piece around supporting an individual during a period of change, including the reasons for and responses to change.

In your reflection, you must include:

- a description of types of change that may occur in the course of an individual's life
- an analysis of factors that can make the change process a positive or a negative experience
- a description of potential conflicts that the change process can create and how to deal with this
- a description of approaches likely to enhance an individual's capacity to manage change and experience change positively.

You may use an individual from your own clinical practice to reflect on as a case study if you wish.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace supporting individuals during a period of change.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Gain valid consent to work with individuals and others to identify recent or imminent changes affecting them (AC2.1)	
Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication (AC2.2)	
Work with the individual and others to plan how to adapt to or manage the change (AC2.3)	
Explain the importance of both practical support and emotional support during a time of change (AC2.4)	
Identify and agree roles and responsibilities for supporting a period of change (AC2.5)	
Carry out agreed role and responsibilities for supporting a period of change, in ways that promote active participation (AC3.1)	



Provide information and advice to support the individual to manage change (AC3.2)	
Support the individual to express preferences and anxieties when going through change (AC3.3)	
Adapt support methods to take account of preferences or anxieties (AC3.4)	
Describe how and when to seek additional expertise and advice when supporting an individual through change (AC3.5)	
Agree with the individual and others how the support provided will be evaluated, and who will be involved (AC4.1)	
Work with the individual and others to identify positive and negative aspects of a change (AC4.2)	
Work with the individual and others to evaluate the effectiveness of methods used to support the change process (AC4.3)	
Record and report on the effectiveness of support for the change process (AC4.4)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4

### Evidence requirements

Task 1: reflection

Task 2: observed clinical practice

## **AN 57: Support individuals to access and use information about services and facilities**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### **Task 1**

Eiko is an Asian service user new to your service. She has some spoken English; however, she has difficulty reading and understanding English. You have worked with Eiko to identify her likes, dislikes, hobbies and interests. She has explained to you that she likes being outdoors and particularly likes cycling and walking. For indoor activities, she likes to take part in arts and crafts, particularly card making. She has asked you to help her find information on groups and activities that will support her to maintain these interests and support her to develop her English skills.

From the case study, carry out research and create a report that includes:

- the types of services and facilities related to your own job role about which Eiko may require information. Services and facilities could include:
  - services provided within an individual's home
  - services to enable an individual to meet their social care needs
  - community facilities
- the potential barriers to accessing and understanding information Eiko may experience
- a description of the ways to overcome these barriers for Eiko
- a range of formats, translations and technology that could make information more accessible for Eiko
- a description of the types of support Eiko may need to enable her to identify and understand information about services and facilities
- a description of the ways to support Eiko to deal with any issues or concerns that may arise from the content of information
- how to support Eiko to challenge any information that is misleading, inaccurate or discriminatory.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 3.4, 4.3)

### **Task 2**

#### **Part 1**

Select an individual in your care setting (with their permission) and work with them to access and use information about services and facilities they require. Once you have supported the individual, you need to complete a reflective account and reflect on how you:

- supported the individual to communicate their needs, wishes, preferences and choices about the information they required to access services and facilities
- worked with the individual to identify relevant and up-to-date information on services and facilities that met their assessed needs and wishes
- supported the individual to obtain selected information in their preferred format and language
- supported the individual to access the content of information about services and facilities
- checked the individual's understanding of the information
- worked with the individual to access a service or facility using the information in ways that promoted active participation
- supported individuals to deal with any issues or concerns that occurred from the content of information.

## Part 2

Once you have completed the reflective account, work with the same individual to evaluate the information accessed on services and facilities. Then complete a reflective account on how you:

- supported them to give feedback on whether information on services and facilities met their needs and preferences
- worked with them to identify any actions or changes needed to improve the accessibility and usefulness of information
- supported them to challenge any information that was misleading, inaccurate or discriminatory.

(AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3)

## Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, support individuals to access and use information about services and facilities.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities (AC2.1)	
Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes (AC2.2)	
Support an individual to obtain selected information in their preferred format and language (AC2.3)	
Support an individual to access the content of information about services and facilities (AC3.1)	
Demonstrate ways to check an individual's understanding of the information (AC3.2)	
Work with an individual to access a service or facility using the information in ways that promote active participation (AC3.3)	
Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information (AC3.4)	
Support an individual to give feedback on whether information on services and facilities has met their needs and preferences (AC4.1)	
Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information (ACA4.2)	

Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory (AC4.3)	
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### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 3.4, 4.3

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3

Task 3: AC2.1, 2.2, 2.3, LO3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3

### Evidence requirements

Task 1: completed research activity and report

Task 2: completed activity and reflective accounts

Task 3: completed observation / expert witness testimony

## **AN 59: Support Individuals to access and manage direct payments**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

#### **Task 1**

Complete an information leaflet to support staff in your workplace to understand the role of direct payments.

Within the leaflet, you must include the following:

- an explanation of the purpose of direct payments
- an explanation of the legislation and policies relating to direct payments for providing care and support
- an identification of the range of services for which direct payments may be used
- an explanation of the term 'personalisation' in relation to direct payments
- an identification of sources of information and advice about using direct payments
- an identification of the conditions that need to be met for the individual to be eligible for direct payments.

(AC1.1, 1.2, 1.3, 1.4, 2.1, 2.2)

#### **Task 2**

Write a report to demonstrate that you understand how to address difficulties, dilemmas and conflicts relating to direct payments. Include the following:

- an explanation of how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
- an identification of practical difficulties and conflicts that may arise in relation to direct payments
- a description of the strategies to resolve or minimise difficulties, dilemmas, and conflicts.

(AC5.1, 5.2, 5.3)

#### **Task 3**

Reflect on an occasion when you have supported individuals to access and manage direct payments.

Reflect on the following:

- how did you identify sources of information and advice about using direct payments? What were these sources?
- what were the conditions that needed to be met for the individual to be eligible for direct payments?
- how did you provide information and advice about direct payments in an accessible way to an individual and others?
- what specialist guidance did you access about using direct payments?
- how did you work with the individual and others to assess:
  - whether a direct payment would be beneficial in meeting the individual's needs?
  - the level and type of support needed to manage the direct payment
- what information did you provide in an accessible format about the services that are likely to meet the individual's needs and what were the services discussed?
- how did you work with the individual and others to select support that met their needs within resources available. Include what support was required and what resources were available

- how did you support the individual to check and understand documents produced by the service providers selected?
- how did you contribute to completing paperwork to apply for direct payments in a way that promoted the active participation of the individual?
- how did you support the individual to make payments for services purchased in a way that promoted their active participation?
- how did you contribute to submitting claims and monitoring documents for direct payments, in a way that promoted active participation? What claims were made and how were documents monitored?
- how and what was agreed with the individual for any support needs and the required support to be purchased?
- how did you work with the individual and others to evaluate the support they purchased? What was the feedback and evaluation received?
- how did you agree and record any changes needed to the support purchased? What were the changes and how did you record this?
- what feedback did you provide to organisations about the support purchased?
- how did you work with the individual and others to review the management of the direct payment?
- how did you agree and record any changes to the type and level of support needed for managing a direct payment? What was the type and level of support needed?
- what feedback did you provide to people and organisations about the management of the individual's direct payment?
- during this activity:
  - what did you do well?
  - is there anything that could have improved the situation for the individual?
  - is there anything you could have improved on yourself?

(AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1 3.2, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals to access and manage direct payments.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Identify sources of information and advice about using direct payments (AC2.1)	
Identify the conditions that need to be met for the individual to be eligible for direct payments (AC2.2)	
Provide information and advice about direct payments in a way that is accessible to an individual and others (AC2.3)	
Access specialist guidance about using direct payments (AC2.4)	
Work with the individual and others to assess:	

<ul style="list-style-type: none"> <li>• whether a direct payment would be beneficial in meeting the individual's needs</li> <li>• the level and type of support needed to manage the direct payment (AC2.5)</li> </ul>	
Provide accessible information about services that are likely to meet the individual's needs (AC3.1)	
Work with the individual and others to select support that meets their needs within resources available (AC3.2)	
Support the individual to check and understand documents produced by service providers selected (AC3.3)	
Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation (AC4.1)	
Support the individual to make payments for services purchased, in a way that promotes active participation (AC4.2)	
Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation (AC4.3)	
Agree with the individual any support needs and the required support to be purchased (AC6.1)	
Work with the individual and others to evaluate the support they have purchased (AC6.2)	
Agree and record any changes needed to the support purchased (AC6.3)	
Provide feedback to organisations about the support purchased (AC6.4)	
Work with the individual and others to review the management of the direct payment (AC7.1)	
Agree and record any changes to the type and level of support needed for managing a direct payment (AC7.2)	
Provide feedback to people and organisations about the management of the individual's direct payment (AC7.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 2.1, 2.2

Task 2: AC5.1, 5.2, 5.3

Task 3: AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3

Task 4: AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3

### Evidence requirements

Task 1: completed information leaflet

Task 2: completed report

Task 3: completed reflective account activity

Task 4: completed direct observation / witness testimony



## **AN 60: Support individuals to access housing and accommodation services**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### **Task 1**

Carry out research and complete a report to demonstrate that you understand the support available to access housing and accommodation services and how to work with individuals to access housing and accommodation services.

Your report must include all your sources of research and it needs to:

- identify sources of funding and benefits that are available for housing and accommodation services
- analyse the range of housing and accommodation services available
- explain how and where to access specialist information and advice about housing and accommodation services
- describe ways to challenge discrimination in accessing housing and accommodation services.

(AC1.1, 1.2, 1.3, 4.4)

### **Task 2**

Provide a reflective account to demonstrate that you meet the competencies to work with individuals to identify housing and accommodation services that meet their needs.

Provide a brief explanation of the situation when you supported an individual to access housing and / or accommodation services then reflect on the following:

- how did you work with the individual to identify their accommodation requirements, and what were these?
- how did you work with them so they could understand the range of accommodation services that could meet their needs?
- how did you support them to understand the requirements that may be made by housing and accommodation services, and what were these?
- how did you work with the individual and others to agree on a plan for accessing housing and accommodation services? What was the plan?
- how did you establish with the individual which housing and accommodation services would need to be approached and how?
- what did you do to support the individual to prepare to attend meetings with housing and accommodation services?
- how did you work with the individual to provide accurate and complete information to express their requirements and preferences? Preferences could include:
  - beliefs
  - values
  - culture
  - aspirations
  - wishes?
- how did you then support the individual to understand the outcome of decisions made by a housing or accommodation service, and what were the outcomes?
- how did you challenge any discrimination in accessing housing and accommodation services?

- how did you provide housing and accommodation services with information about your role and responsibilities in the process?
- how did you maintain contact with housing and accommodation staff over a prolonged period of time and how did you show or record how continued contact was appropriate to ensure individual needs would be met?
- how did you work with the individual and others to:
  - monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
  - identify any additional support needed.
- what documents did you complete and what did you record on the review? How was this in line with agreed ways of working?
- if you encountered any problems, how did you consult with others and propose solutions? If you did not experience any problems, what problems might have occurred and what proposals could you have made?
- during this activity:
  - what did you do well?
  - is there anything that could have improved the situation for the individual?
  - is there anything you could have improved on yourself?

(AC2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals to access housing and accommodation services.

#### ***Note to assessor / expert witness:***

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Work with an individual to identify their accommodation requirements (AC2.1)	
Work with the individual to understand the range of accommodation services that could meet their needs (AC2.2)	
Support the individual to understand requirements that may be made by housing and accommodation services (AC2.3)	
Work with the individual and others to agree a plan for accessing housing and accommodation services (AC3.1)	
Establish with an individual which housing and accommodation services will be approached (AC3.2)	
Support the individual to prepare to attend meetings with housing and accommodation services (AC4.1)	

Work with the individual to provide accurate and complete information to express their requirements and preferences (AC4.2)	
Support the individual to understand the outcome of decisions made by a housing or accommodation service (AC4.3)	
Describe ways to challenge discrimination in accessing housing and accommodation services (AC4.4)	
Provide housing and accommodation services with information about own role and responsibilities (AC5.1)	
Contact housing and accommodation staff over a prolonged period of time (AC5.2)	
Show how continued contact is appropriate to ensure individual needs are being met (AC5.3)	
Work with the individual and others to: <ul style="list-style-type: none"> <li>• monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences</li> <li>• identify any additional support needed (AC6.1)</li> </ul>	
Consult with others about any problems and proposed solutions (AC6.2)	
Record and report on the review in line with agreed ways of working (AC6.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 4.4

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Task 3: AC2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

### Evidence requirements

Task 1: completed research and report

Task 2: completed reflective account

Task 3: completed direct observation / witness testimony

## **AN 61: Support individuals to prepare for and settle into new home environments**

### **Introduction**

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### **Task 1**

Write a short report to demonstrate that you understand factors affecting a move to a new home environment. Include the following:

- an identification of reasons why individuals may move to a new home environment
- an explanation of the effects that moving may have on an individual and their personal relationships
- an analysis of the strategies that can help a move go smoothly.

(AC1.1, 1.2, 1.3)

### **Task 2**

Reflect on a time when you have supported individuals to prepare for and settle into new home environments. You will need to demonstrate your competence in accessing information and advice to support an individual to move and settle into a new home environment, and review the impact of this on the individual.

Provide a brief explanation of the individual and the circumstances that has led to the move.

You need to reflect on the following:

- what and how you accessed information and advice to support the individual to move and settle into their new home environment?
- what information did you provide to the individual and others about the proposed new home environment? Others could include any of the following:
  - team members
  - other colleagues
  - those who use or commission their own health or social care services
  - families
  - carers and advocates
  - outside services and organisations
  - those with power of attorney
  - line manager
  - other professionals
  - others who are important to the individual's wellbeing
- how did you work with the individual and others to plan for the move?
- how did you support the individual to express their feelings about the move and any concerns they had? What strategies did you use to address their concerns?
- how did you support the individual to familiarise themselves with the new environment and their new living arrangements?
- what did you do to support them in exploring opportunities to:
  - maintain existing social networks?
  - create new social networks?
- how did you support the individual to adjust to living with new people or to living alone?
- who did you work with and what agreed-on changes were made to help the individual feel more comfortable in the new home environment?

- how did you work with the individual and others to agree a process to review the move and what was the timescale for the review?
- during the review, what did the individual say were the positive and negative effects of the move for them?
- how did you work with the individual and others to plan how to maintain benefits of the move and address any difficulties?
- how did you agree on any additional resources, facilities and support required for the individual?
- how did you record and report on the outcomes of the move, in line with agreed ways of working?
- during this activity:
  - what did you do well?
  - is there anything that could have improved the situation for the individual?
  - is there anything you could have improved on yourself?

(AC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, support individuals to prepare for and settle into new home environments.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Access information and advice to support an individual to move and settle into a new home environment (AC2.1)	
Provide an individual and others with information about the proposed new home environment (AC2.2)	
Work with the individual and others to plan for the move (AC2.3)	
Support the individual to express their feelings about the move and any concerns they may have (AC2.4)	
Use strategies to address concerns (AC2.5)	
Support the individual to familiarise themselves with the new environment and living arrangements (AC3.1)	
Support the individual to explore opportunities to: <ul style="list-style-type: none"> <li>• maintain existing social networks</li> <li>• create new social networks (AC3.2)</li> </ul>	
Support the individual to adjust to living with new people or to living alone (AC3.3)	
Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment (AC3.4)	

Work with the individual and others to agree a process to review the move (AC4.1)	
Work with the individual to review positive and negative effects of the move (AC4.2)	
Work with the individual and others to plan how to maintain benefits of the move and address any difficulties (AC4.3)	
Agree any additional resources, facilities and support required (AC4.4)	
Record and report on the outcomes of the move, in line with agreed ways of working (AC4.5)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5

Task 3: AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5

### Evidence requirements

Task 1: a short report

Task 2: completed reflective account

Task 3: completed direct observation / witness testimony

## **AN 63A: Support individuals to carry out their own healthcare procedures**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### **Task 1**

Draw a body map of an individual and annotate it to identify treatments and physical measurements likely to be undertaken by individuals.

It should be of a large A3 poster size to ensure you have enough room to annotate all the relevant information onto it.

(AC1.1)

#### **Task 2**

It is important for individuals receiving any healthcare provision to understand why they are undergoing tests or examinations so that they can make an informed choice about their care.

Create a leaflet, in a language format that a non-medically trained individual would understand, to explain the reasons why physical measurements and specimens might need to be taken.

(AC1.2)

#### **Task 3**

Individual safety is always at the forefront of the mind of a health and social care practitioner, and it is recognised in the professional registrations code of conduct that the practitioner will do no harm.

To help raise awareness for individuals undertaking their own healthcare procedures, create a large infographic for display in a clinical area that describes the possible adverse reactions individuals may experience when undertaking their own healthcare procedures.

(AC1.3)

#### **Task 4**

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals to carry out their own healthcare procedures.

***Note to assessor / expert witness:***

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Establish with others own role in supporting individuals to carry out their own healthcare procedures (AC2.1)	
Promote safe storage of supplies (AC2.2)	
Support the individual to prepare equipment and the environment to carry out procedures (AC2.3)	
Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of (AC2.4)	
Support the individual's understanding of techniques for procedures (AC2.5)	
Check the individual's understanding of when to seek advice or take immediate action when carrying out healthcare procedures (AC2.6)	
Assist the individual's understanding of when to seek advice or take immediate action when carrying out healthcare procedures (AC3.1)	
Promote safe disposal of supplies used for procedures (AC3.2)	
Support the individual to record measurements and store records safely (AC3.3)	
Monitor the accuracy, timing and outcomes of healthcare procedures carried out by the individual (AC4.1)	
Record and report any adverse reactions or other concerns, in line with agreed ways of working (AC4.2)	
Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed (AC4.3)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2

Task 3: AC1.3

Task 4: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

### Evidence requirements

Task 1: body map poster

Task 2: leaflet

Task 3: infographic

Task 4: observed clinical practice



## AN 64: Support individuals to manage continence

### Introduction

This unit may also cross-reference and link evidence within:

- AN 11 Undertake urethral catheterisation processes (K/650/5268)
- AN 12 Care for individuals with urethral catheters (L/650/5269).

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Individuals who are finding it hard to manage their continence can often feel embarrassed discussing the level of their issue with a healthcare practitioner.

To help navigate the possible communication barrier and build a stronger working relationship with the individual in your care, create a presentation that helps an individual to understand factors that may affect the management of continence.

Within this presentation, ensure you include:

- an explanation of how continence can affect an individual's self-esteem, health and day-to-day activities
- a list of conditions that can affect continence
- an explanation of how continence issues can be transient in individuals
- an explanation of how the personal beliefs and values of an individual and / or their carers may affect the management of continence
- a description of ways to respect an individual's privacy whilst managing continence.

(AC1.1, 1.2, 1.3, 1.4, 1.5)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals to manage continence.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Encourage an individual and their carers to express preferences and concerns about continence needs (AC2.1)	
Support the individual and their carers to understand the effects of lifestyle on continence (AC2.2)	
Explain how to support adults to take responsibility for their own health and wellbeing (AC2.3)	

Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' valid consent (AC2.4)	
Explain how and when to access additional support in relation to the management of continence (AC2.5)	
Access information about continence equipment recommended for the individual (AC3.1)	
Agree with the individual and their carers preferred times and places for using continence equipment (AC3.2)	
Agree the level and type of support required for use of continence equipment (AC3.3)	
Support the individual and their carers to use continence equipment in ways that respect dignity and privacy, and promote active participation (AC3.4)	
Identify infection risks that may arise while supporting individuals and their carers to manage continence (AC4.1)	
Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) (AC4.2)	
Encourage the individual and their carers to maintain personal hygiene whilst managing continence (AC4.3)	
Maintain the safe supply, storage, use and disposal of supplies and equipment (AC4.4)	
Ensure the environment is clean, tidy and accessible before and after use (AC4.5)	
Monitor the individual's needs in relation to the support needed to manage continence (AC5.1)	
Recognise and respond to the signs and symptoms that an individual is in pain or discomfort to maximise comfort and wellbeing (AC5.2)	
Record and report on support for managing continence using agreed ways of working (AC5.3)	
Explain the activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities (AC5.4)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4

### Evidence requirements

Task 1: presentation

Task 2: observed clinical practice

## AN 65: Support individuals who are distressed

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

You have been asked by your manager to develop an information leaflet that can be used as part of the induction for new staff. The information leaflet will develop their understanding of the causes and effects of distress on individuals in your care setting.

Your information leaflet needs to:

- identify causes of distress
- describe signs and symptoms that may indicate an individual is distressed
- explain how distress may affect the way an individual communicates.

(AC1.1, 1.2, 1.3)

### Task 2

Complete the following question and table to demonstrate you understand potential impacts on your own wellbeing when supporting an individual who is distressed.

Explain how supporting an individual who is distressed may impact your wellbeing.

Sources of support	How can this source support you to manage your own feelings when supporting an individual who is distressed?
Formal support	
Informal support	
Supervision	
Appraisal	
Within the organisation	
Beyond the organisation	

(AC2.1, 2.2)

### Task 3

Complete a reflective account from an occasion when you have supported individuals who are distressed.

Provide a brief of the individual and the situation that led to the distress and reflect on the following:

- how did you communicate empathy and reassurance in a way that was sensitive to the personal beliefs and preferences of the individual? Preferences could include:
  - values
  - culture

- aspirations
- wishes
- how did you work with them in ways that alleviated the individual's distress?
- how did you respond to the individual's reactions in a way that showed empathy and reassurance?
- how did you involve others at appropriate times when supporting the individual who was distressed?  
Others could include:
  - team members
  - other colleagues
  - those who use or commission their own health or social care services
  - families
  - carers and advocates
  - outside services and organisations
  - those with power of attorney
  - line manager
  - other professionals
  - others who are important to the individual's wellbeing
- how did you encourage the individual to express thoughts and feelings, and what were these?
- how did you work with the individual and others to identify triggers for distress and what were these?
- how did you work with the individual and others to manage triggers or alleviate causes of distress?
- how did you encourage the individual to review ways of coping with distress?
- what records did you maintain relating to the individual's distress and the support provided?
- how have you reported on periods of distress in line with agreed ways of working?
- how have you used information gathered to identify patterns and trends relating to the individual's distress, and what were the patterns and trends?
- how have you accessed information and advice in relation to supporting an individual who is distressed, what was the information and advice you received?
- how have you recognised signs of distress that indicate the need for specialist intervention? How did you access the specialist intervention?
- during this activity:
  - what did you do well?
  - is there anything that could have improved the situation for the individual?
  - is there anything you could have improved on yourself?

(AC3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals who are distressed.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Access information and advice in relation to supporting an individual who is distressed (AC3.1)	

Recognise signs of distress that indicate the need for specialist intervention (AC3.2)	
Describe how to access specialist intervention (AC3.3)	
Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual (AC4.1)	
Work in ways to alleviate an individual's distress (AC4.2)	
Respond to the individual's reactions in a way that shows empathy and reassurance (AC4.3)	
Involve others at appropriate times when supporting an individual who is distressed (AC4.4)	
Encourage the individual to express thoughts and feelings (AC5.1)	
Work with the individual and others to identify triggers for distress (AC5.2)	
Work with an individual and others to manage triggers or alleviate causes of distress (AC5.3)	
Encourage the individual to review ways of coping with distress (AC5.4)	
Maintain records relating to the individual's distress and the support provided (AC6.1)	
Report on periods of distress in line with agreed ways of working (AC6.2)	
Use information gathered to identify patterns and trends relating to the individual's distress (AC6.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2

Task 3: AC3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3

Task 4: AC3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3

### Evidence requirements

Task 1: completed information leaflet

Task 2: completed worksheet activities

Task 3: completed reflective account activity

Task 4: completed direct observation / witness testimony

## **AN 66: Support individuals to manage dysphagia**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

Write a short report to show your understanding of how to support individuals to manage dysphagia. Include the following:

- an explanation of current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia
- an explanation of why individuals with dysphagia should be encouraged to promote their own health and wellbeing
- an identification of sources of information relating to an individual's requirements for managing their dysphasia
- an explanation of types of activities that compensate for and support development or maintenance of swallowing ability.

(AC1.1, 1.2, 1.3, 1.4)

### **Task 2**

Write a reflective piece around supporting an individual with dysphagia and how dysphagia affects individuals.

In your reflection, include:

- a description of the main clinical causes of dysphagia
- an explanation of how to recognise the main types of dysphagia
- an identification of major risks and secondary difficulties associated with dysphagia.

You may use an individual from your own clinical practice to reflect on as a case study if you wish.

(AC2.1, 2.2, 2.3)

### **Task 3**

To help educate individuals and their accompanying relatives, you are tasked with creating a large poster or infographic to help explain how dysphagia affects individuals.

Your poster or infographic must include the following information:

- a description of the anatomy and physiology relevant to maintaining a safe swallow
- an explanation of how an individual's ability to swallow is affected by:
  - sensory impairment
  - physical impairment
  - neurological impairment
  - cognitive impairment
  - previous experiences of oral feeding
  - age.

(AC2.4, 2.5)

## Task 4

Arrange a professional discussion with your line manager, mentor or assessor to discuss the following:

- describe the impact of dysphagia on oral intake and nutrition for an individual
- describe safe practices with regard to preparing oral intake
- describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia
- explain how to implement feeding techniques within scope of your role
- identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
- explain the importance of providing a suitable environment for affected individuals.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6)

## Task 5

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting individuals to manage dysphagia.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme (AC4.1)	
Explain how consent would be gained from individuals who do not have the capacity to consent (AC4.2)	
Explain the skill development activities to the individual or carer (AC4.3)	
Support the individual's active participation with skill development activities as specified in the individual's care programme (AC4.4)	
Obtain advice from the care team if the level of support required by the individual is beyond own scope of practice (AC4.5)	
Provide oral intake in the consistency and appearance outlined in the individual's care programme (AC4.6)	

Provide the individual with sufficient time to practise newly developed skills (AC4.7)	
Monitor and record food and drink intake to ensure nutritional requirements are met (AC4.8)	
Provide the individual or carer with information and advice in regard to the management of their dysphagia, as instructed by the specialist (AC4.9)	
Carry out therapeutic feeding activities with dysphagic individuals under direction (AC4.10)	
Work with others in the development of: <ul style="list-style-type: none"> <li>• optimal feeding strategies</li> <li>• modelling and reinforcing strategies recommended by a speech and language therapist (AC4.11)</li> </ul>	
Update records regarding the support provided in line with local policy and protocol (AC5.1)	
Provide feedback to the individual's therapist and care team to aid future care planning (AC5.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3

Task 3: AC2.4, 2.5

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Task 5: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 5.1, 5.2

### Evidence requirements

Task 1: a report

Task 2: reflection

Task 3: poster or infographic

Task 4: professional discussion

Task 5: observed clinical practice



## **AN 67: Support the spiritual wellbeing of individuals**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

### **Task 1**

Arrange a professional discussion with your line manager, mentor or assessor to discuss your understanding of the importance of spiritual wellbeing for individuals. Include the following:

- different ways in which spiritual wellbeing can be defined
- a definition of the difference between spirituality and religion
- a description of different aspects of spiritual wellbeing
- an explanation of how spiritual wellbeing is an individual experience
- an explanation of how spiritual wellbeing defines an individual's identity
- the links between spirituality, faith and religion
- an explanation of how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion.

As this is a professional discussion, you can produce evidence in any format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

### **Task 2**

Write a reflective piece on your understanding of the impact of values and beliefs on your own and an individual's spiritual wellbeing. You may use an individual from your own clinical practice as a case study to reflect on if you wish.

In your reflection, you must include:

- an analysis of how your values and beliefs may impact others when communicating with the individual regarding their spiritual wellbeing
- identification of how the values and beliefs of others may impact the individual
- identification of the effects on your values and beliefs when meeting the spiritual needs of individuals and others.

(AC3.1, 3.2, 3.3)

### **Task 3**

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace supporting the spiritual wellbeing of individuals.

***Note to assessor / expert witness:***

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***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
Support the individual and others to identify their spiritual needs and how, and by whom, these can be addressed (AC2.1)	
Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience (AC2.2)	
Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan (AC2.3)	
Access resources and information to support the individual's spiritual wellbeing (AC4.1)	
Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing (AC4.2)	
Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing (AC4.3)	
Support the individual to participate in their chosen activities to support their spiritual wellbeing (AC4.4)	
Access any additional expertise required to meet the individual's spiritual needs (AC4.5)	
Outline the benefits of working in partnership with religious / nonreligious communities to support the spiritual needs and preferences of the individual (AC4.6)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Task 2: AC3.1, 3.2, 3.3

Task 3: AC2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

### Evidence requirements

Task 1: professional discussion

Task 2: reflection

Task 3: observed clinical practice

## AN 68: Support individuals to meet personal care needs

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

Complete a reflective account to demonstrate you are able to work with individuals to identify their needs and preferences in relation to personal care and provide support for personal care.

Provide a brief of the individual and their situation and reflect on the following:

- how did you enable the individual to communicate their needs, preferences and personal beliefs affecting their personal care, and what were these? Preferences could include:
  - values
  - cultures
  - aspirations
  - wishes
- how did you establish the level and type of support an individual needed for their personal care and what were these?
- what did you agree with the individual about how privacy will be maintained during personal care?
- how did you obtain valid consent for activities to be completed?
- what did you say to the individual to support them in understanding the reasons for:
  - hygiene?
  - safety precautions?
- how did you minimise the risk of infection? Explain how you used the following:
  - protective equipment
  - protective clothing
  - hygiene techniques
- how did you ensure the individual understood how to summon help when alone during personal care?
- what waste did you dispose of and how did you do this safely?
- how have you reported concerns about the safety and hygiene of equipment or facilities used for personal care?

(AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

### Task 2

Reflect on a time when you have supported individuals to use the toilet.

How did you provide support for the individual to use toilet facilities in ways that respect dignity?

How did you support the individual to make themselves clean and tidy after using toilet facilities?

How did you support the individual to cleanse their hands after using the toilet?

(AC3.1, 3.2, 3.3)

### Task 3

Complete a reflective account to demonstrate you are able to support individuals to maintain personal hygiene, personal appearance and report on support for personal care.

Provide a brief of the individual, their circumstances and personal hygiene needs and reflect on the following:

- how did you ensure the room and water temperatures met individual needs and preferences for washing, bathing and mouth care?
- how did you ensure toiletries, materials and equipment were within reach of the individual?
- how did you support the individual to carry out personal hygiene activities in ways that maintained their comfort, respected dignity and promoted active participation?
- how did you enable the individual to manage their personal appearance in ways that respected their dignity and promoted active participation?
- how did you encourage the individual to keep their clothing and personal care items clean and safe?
- how did you seek feedback from the individual and others on how well the support for personal care met the individual's needs and preferences, and what was the feedback you received?
- how did you record and report on the individual's personal care in agreed ways?
- when have you reported concerns about an individual's personal care activities? What were the concerns and who did you report these to?

(AC4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace support individuals to meet personal care needs.

**Note to assessor / expert witness:**

***Due to the nature of this unit, it may not be possible to observe / witness some of the competencies for this unit.***

***Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.***

***Where any of these have not been observed it is good practice to state 'not observed'. The learner should have covered any missing criteria through the completion of the reflective account activities for this unit.***

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Enable an individual to communicate their needs, preferences and personal beliefs affecting their personal care (AC1.1)	
Establish the level and type of support an individual needs for personal care (AC1.2)	
Agree with the individual how privacy will be maintained during personal care (AC1.3)	
Obtain valid consent for activities (AC2.1)	
Support the individual to understand the reasons for: <ul style="list-style-type: none"> <li>• hygiene</li> <li>• safety precautions (AC2.2)</li> </ul>	
Use the following to minimise the risk of infection: <ul style="list-style-type: none"> <li>• protective equipment</li> <li>• protective clothing</li> </ul>	

• hygiene techniques (AC2.3)	
Report concerns about the safety and hygiene of equipment or facilities used for personal care (AC2.4)	
Ensure the individual understands how to summon help when alone during personal care (AC2.5)	
Dispose of waste materials safely (AC2.6)	
Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care (AC4.1)	
Ensure toiletries, materials and equipment are within reach of an individual (AC4.2)	
Support an individual to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation (AC4.3)	
Enable an individual to manage their personal appearance in ways that respect dignity and promote active participation (AC5.1)	
Encourage the individual to keep their clothing and personal care items clean and safe (AC5.2)	
Seek feedback from the individual and others on how well the support for personal care meets the individual's needs and preferences (AC6.1)	
Record and report on an individual's personal care in agreed ways (AC6.2)	
Report concerns about an individual's personal care activities (AC6.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Task 2: AC3.1, 3.2, 3.3

Task 3: AC4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3

Task 4: AC1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3

### Evidence requirements

Task 1: completed reflective account personal care

Task 2: completed reflective account toileting activity

Task 3: completed reflective account personal hygiene activity

Task 4: completed direct observation

## AN 69: Support individuals to eat and drink

### Introduction

Your assessor will assess you in the role using holistic opportunities within mandatory and associated linked units, learning outcomes and assessment criteria for the best use of work-based evidence.

### Task 1

Provide a reflective account to demonstrate how you have:

- supported individuals to make choices about food and drink
- prepared and provided support for eating and drinking
- cleared away after eating and drinking
- monitored eating and drinking.

Provide a brief of the individual and their circumstances, and reflect on the following:

- how did you establish the individual's dietary requirements and establish with them and others the food and drink the individual wished to consume?
- how did you encourage the individual to select suitable options for food and drink?
- how did you resolve any concerns about the choice of food and drink? Did you have to seek guidance about the individual's choices?
- how did you identify support an individual required when eating and drinking and what was this?
- how did you apply standard precautions for infection control when providing support for eating and drinking?
- how did you support the individual in preparing to eat and drink? What utensils and equipment did you provide to assist them in eating and drinking?
- what factors did you use to promote an individual's dignity, comfort and enjoyment while eating and drinking?
- how did you support the individual to consume manageable amounts of food and drink at their own pace and encourage them to eat and drink?
- how did you support the individual to clean themselves when food or drink was spilt?
- what was the feedback received, or observed reactions of the individual when eating and drinking? How did you respond to the individual's feedback or observed reactions?
- how did you confirm that the individual had finished eating and drinking and clear away used crockery and utensils in a way that promoted active participation? Explain why it is important to confirm with the individual they have completed eating or drinking before you clear away.
- how did you support the individual in washing their hands and making themselves clean and tidy after eating and drinking?
- how did you store or dispose of any left-over food and drink?
- how did you monitor, record and report on the following:
  - the food and drink the individual consumed?
  - any issues or concerns in relation to the individual and their eating and drinking?
- how did you explain the importance of monitoring the food and drink the individual consumed and deal with any difficulties they encountered?
- how did you report on the support provided for eating and drinking?
- during this activity:
  - what did you do well?
  - is there anything that could have improved the situation for the individual?
  - is there anything you could have improved on yourself?

(AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3)

## Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace support individuals to eat and drink.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Establish the individual's dietary requirements (AC1.1)	
Establish with the individual and others the food and drink the individual wishes to consume (AC1.2)	
Encourage the individual to select suitable options for food and drink (AC1.3)	
Describe ways to resolve any concerns about the choice of food and drink (AC1.4)	
Describe how and when to seek guidance about an individual's choice of food and drink (AC1.5)	
Identify support an individual requires when eating and drinking (AC2.1)	
Apply standard precautions for infection control when providing support for eating and drinking (AC2.2)	
Support the individual to prepare to eat and drink (AC2.3)	
Provide suitable utensils and equipment to assist the individual to eat and drink (AC2.4)	
Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking (AC3.1)	
Support the individual to consume manageable amounts of food and drink at their own pace (AC3.2)	
Encourage the individual to eat and drink (AC3.3)	
Support the individual to clean themselves if food or drink is spilt (AC3.4)	
Respond to an individual's feedback or observed reactions while eating and drinking (AC3.5)	
Explain why it is important to be sure that an individual has finished eating and drinking before clearing away (AC4.1)	
Confirm that the individual has finished eating and drinking (AC4.2)	
Clear away used crockery and utensils in a way that promotes active participation (AC4.3)	

Support the individual to wash their hands and make themselves clean and tidy after eating and drinking (AC4.4)	
Store or dispose of any left-over food and drink (AC4.5)	
Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter (AC5.1)	
Monitor, record and report: <ul style="list-style-type: none"> <li>the food and drink the individual consumes</li> <li>any issues or concerns in relation to the individual and their eating and drinking (AC5.2)</li> </ul>	
Report support provided for eating and drinking (AC5.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3

Task 2: AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3

### Evidence requirements

Task 1: completed reflective account

Task 2: completed direct observation / witness testimony



## AN 71: Providing support for sleep

### Task 1

It is important to understand the importance of sleep and establish conditions suitable to support the individual to sleep.

Create an information leaflet that:

- explains how sleep contributes to an individual's:
  - ability to heal
  - ability to cope
  - ability to focus
  - ability to maintain proper weight
- identifies reasons why an individual may find it hard to sleep
- describes the possible short-term and long-term effects on an individual who is unable to sleep well
- describes situations in which additional information or assistance about sleep would be needed
- explains how to access additional information and assistance.

(AC1.1, 1.2, 1.3, 5.1, 5.2)

### Task 2

Arrange a professional discussion with your line manager, mentor or assessor in your place of work. You are expected to prepare notes to assist you in your discussion by completing the table below.

Describe the expected benefits of these actions on a sleep environment:

Action	Benefit
Asking an individual about their usual bedtime routine	
Turning down lights and closing shades	
Adjusting your movements to decrease noise	
Taking action to let others know their behaviours are disturbing an individual's sleep	

(AC2.1, 2.2, 2.3, 2.4)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace assisting an individual to sleep.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Explain the importance of a holistic approach to assisting sleep (AC3.1)	
Encourage the individual to communicate the support they need to sleep (AC3.2)	
Assist the individual to find a position for sleep consistent with their plan of care (AC3.3)	
Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working (AC3.4)	
Establish with the individual and others how sleep will be monitored (AC4.1)	
Record agreed observations relating to the individual's sleep and the assistance given (AC4.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 5.1, 5.2

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4, 4.1, 4.2

### Evidence requirements

Task 1: information leaflet

Task 2: completed professional discussion notes / table of information

Task 3: completed observation report

## AN 72: Support individuals with specific communication needs

### Introduction

Support individuals with specific communication needs covering use of special methods and aids to promote communication.

#### Task 1

A 75-year-old arrives at hospital for surgery and forgets to bring their hearing aid. Write a report explaining how you will support them to communicate and understand what is happening to them during their admission. Include the following:

- an explanation of the importance of meeting this individual's communication needs
- an explanation of how and when to access information and support in relation to their communication needs
- an explanation of how your role and practice can impact communication with the individual
- a range of communication methods and aids to support this individual, methods could include:
  - sign language
  - speed of verbal communication
  - volume of verbal communication
  - body language
  - written instead of verbal
  - listening
- what features of the environment will have an impact on communication with the individual and what impact will they have
- an explanation of the reasons why the individual may use a form of communication that is not based on a formal language system
- an explanation of how hospital passports can support individuals with specific communication needs.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)

#### Task 2

Create a leaflet that demonstrates how to support the use of communication technology and aids. Include the following:

- the specialist services relating to communication technologies and aids
- a description of the types of support an individual may need in order to use the communication technology and aids
- an explanation of the importance of ensuring that communication equipment is correctly set up and working properly.

(AC2.1, 2.2, 2.3)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace using person-centred values to support communications between individuals and others.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

***If any of these have not been observed, state 'not observed'.***

<b>Competencies</b>	<b>Refer to the learner by name and state what tasks they have carried out to meet the competencies</b>
Work in partnership with the individual and others to identify the individual's communication needs (AC3.1)	
Contribute to identifying communication methods or aids to meet the individual's communication needs (AC3.2)	
Identify communication methods that can be used to interact with individuals (AC4.1)	
Prepare the environment to facilitate communication (AC4.2)	
Use agreed methods of communication to interact with the individual (AC4.3)	
Monitor the individual's responses during and after the interaction (AC4.4)	
Adapt own practice to improve communication with the individual (AC4.5)	
Support the individual to develop communication methods (AC5.1)	
Promote person-centred values when supporting effective communication between individuals and others (AC5.2)	
Provide opportunities for the individual to communicate with others (AC5.3)	
Support others to be understood by the individual (AC5.4)	
Support others to understand the individual (AC5.5)	

#### **Task 4**

Produce a reflective account on a communication interaction you experienced with an individual in your workplace. Include the following:

- what information did you bring to your workplace team about the communication needs of a particular individual?
- what communication methods have been effective?
- what communication support needs to be further developed?

(AC6.1, 6.2, 6.3)

#### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 4.1 4.2, 4.3 4.4, 4.5, 5.1, 5.2, 5.3, 5.4

Task 4: AC6.1, 6.2, 6.3

## **Evidence requirements**

Task 1: report

Task 2: leaflet

Task 3: completed observation notes

Task 4: reflective account

## AN 73: Support individuals undergoing healthcare activities

### Task 1

You are a senior healthcare support worker in a facility that provides colonoscopy requiring conscious sedation. Your work includes being with individuals before, during and after their procedure. Individuals must have a family member or friend with them who will accompany them home at discharge.

Write a detailed report to include appropriate information and actions to use in this healthcare setting. Include the following:

- a summary of current legislation, national guidelines, policies, protocols and good practice guidelines that inform your practice in relation to supporting individuals undergoing healthcare activities
- a description of the anatomy and physiology in relation to the healthcare activity
- an explanation of the purpose and use of the equipment and device required for the procedure
- an explanation of the roles and responsibilities of the team members at the facility
- what protection / precautionary measures would be taken for the procedure. Measures such as:
  - for the procedure being carried out
  - how they should be applied
  - potential implications and consequences of not applying these measures
- an explanation of how to manage privacy and dignity for the individual in both the conscious and unconscious states
- an explanation of how to complete records of the actions taken and the individual's condition during the healthcare activity.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace who has observed you preparing individuals before, during and after undergoing healthcare activities.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**If any of these have not been observed, state 'not observed'.**

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Introduce self and confirm the individual's identity (AC2.1)	
Explain the procedure to the individual and relevant others (AC2.2)	
Confirm that valid consent has been obtained (AC2.3)	
Explain how consent would be gained from individuals who do not have the capacity to consent (AC2.4)	
Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities (AC2.5)	

Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities (AC2.6)	
Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and preferences (AC2.7)	
Explain who to refer any concerns or questions raised by the individual to if unable to answer (AC2.8)	
Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times (AC2.9)	
Keep individuals informed and reassured throughout the healthcare activity (AC3.1)	
Apply standard precautions for infection prevention and control (AC3.2)	
Apply health and safety measures relevant to the healthcare activity and environment (AC3.3)	
Explain actions to take in response to any ill effects or adverse reactions during the healthcare activity (AC3.4)	
Ensure that an individual's privacy and dignity are maintained at all times (AC3.5)	
Provide an individual with the facilities and support for the period of recovery (AC4.1)	
Monitor an individual and recognise signs of ill effects or adverse reactions (AC4.2)	
Explain actions to take in response to any ill effects or adverse reactions following the healthcare activity (AC4.3)	
Give individuals and relevant others instructions and advice, within scope of own role (AC4.4)	
Explain how any requirements for transport and escorts are confirmed and arranged with the individual (AC4.5)	
Update the individual's healthcare activity records within scope of own role (AC4.6)	
Maintain confidentiality of information in accordance with guidelines and procedures (AC4.7)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

### Evidence requirements

Task 1: a report

Task 2: completed observation report

## AN 75: Collate and communicate health information to individuals

### Task 1

You are a senior healthcare support worker in a facility that provides care for adolescents in a socio-economically disadvantaged neighbourhood. A relative of one of the adolescents arrives at the facility and requests to see what has been written in all the records of their visits.

Write a report with the appropriate information and actions in this situation. Include the following:

- a summary of which current legislation, national guidelines, policies, protocols and good practice guidelines would be used in relation to this situation
- an explanation of your accountability to maintain these guidelines, policies and protocols
- an explanation of the ethics concerning confidentiality
- an explanation of the tensions that may exist between the relative's request and your facility's responsibilities within information governance.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**If any of these have not been observed, state 'not observed'.**

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Respond to individual needs in accordance with clinical governance, national guidelines and local policies and protocols (AC2.1)	
Confirm the purpose of the communication and needs of the individual or others (AC2.2)	
Adhere to legislation, protocols and guidelines relating to giving / sharing information, confidentiality and record keeping in relation to information governance (AC2.3)	
Use relevant secure sources to access the required health information (AC2.4)	
Provide a suitable environment for communication to maintain privacy and dignity (AC3.1)	
Identify the communication and information needs and abilities of the individual or others (AC3.2)	
Identify and overcome barriers to communication (AC3.3)	



Communicate with the individual and relevant carers or family at a pace and level consistent with their understanding (AC3.4)	
Present health information in a format that is: <ul style="list-style-type: none"> <li>consistent with the individual's level of understanding, culture, background and preferred ways of communicating</li> <li>appropriate to the individual's communication needs and abilities (AC3.5)</li> </ul>	
Actively listen to the individual's or others' reactions to information provided and clarify any issues raised (AC3.6)	
Confirm with the individual and others that their needs relating to the information have been met (AC3.7)	
Direct the individual or others to other sources of information where appropriate (AC3.8)	
Record the outcome of the communication by updating records in line with policies and procedure (AC3.9)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

### Evidence requirements

Task 1: a report

Task 2: completed observation report

## HSC AS 17: Implement positive behaviour support

### Task 1

Your line manager has asked you to create a new information booklet to help aid new colleagues to better understand the legislative framework in relation to positive behaviour support.

Your booklet you must:

- summarise current legislation, frameworks, codes of practice and policies in relation to positive behaviour support
- summarise organisational policies and procedures in relation to positive behaviour support
- explain the value base underpinning positive behaviour support
- describe your and others' role and responsibilities in relation to positive behaviour support.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

Complete the below table by explaining the role each assessment has in relation to an individual's ability to make positive behaviour change.

Assessment	Explain the role of this assessment
A functional assessment of an individual's behaviour and how this can be a form of expression	
An assessment of how the individual's behaviour may be perceived by others	
An assessment of the factors influencing the individual's behaviour. Factors could include: <ul style="list-style-type: none"><li>• pain</li><li>• dementia, autism, learning disability</li><li>• communication</li><li>• sensory needs</li><li>• stress response</li><li>• mental health</li></ul>	

(AC2.1, 2.2, 2.3, 2.4)

### Task 3

Write a report to show your understanding of the approaches to positive behavioural support. Your report must include:

- an explanation of different approaches to positive behavioural support, which could include:
  - proactive approaches
  - individual behaviour support planning
  - time intensity model
  - theories of personhood and malignant psychology that are used in relation to individuals with dementia (Kitwood, 1997)
- an explanation of:
  - proactive strategies
  - reactive strategies
- an explanation of the reasons for reinforcing positive behaviour with individuals
- an explanation of the importance of positive interaction

- an explanation of the importance of supporting individuals to understand their behaviour and its effects on themselves and others
- an explanation of how active support can help promote positive behaviour
- an analysis of the role of structure and daily planning in positive behaviour support
- an identification of sources of support, information and guidance for positive behaviour support.

(AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, implementing positive behaviour support.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**If any of these have not been observed, state 'not observed'.**

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Use structured methods to monitor and record an individual's pattern of behaviour (AC4.1)	
Work with the individual and others to identify triggers: <ul style="list-style-type: none"> <li>• slow triggers</li> <li>• fast triggers (AC4.2)</li> </ul>	
Review an individual's behaviour in relation to: <ul style="list-style-type: none"> <li>• antecedent</li> <li>• behaviour</li> <li>• consequences (AC4.3)</li> </ul>	
Record and report outcomes (AC4.4)	
Establish ways to develop an individual's skills to promote participation in day-to-day activities (AC5.1)	
Support individuals to acknowledge their behaviour and develop coping strategies (AC5.2)	
Agree with individuals and others' strategies to be used in different situations to support positive behaviour (AC5.3)	
Describe sources of support, information and guidance for promoting positive behaviour (AC5.4)	
Explain the purpose of positive behaviour support plans for individuals (AC6.1)	
Identify the components of a positive behaviour support plan (AC6.2)	
Implement agreed strategies in line with the individual's positive behaviour support plan (AC6.3)	
Contribute to the review of an individual's positive behaviour support plan (AC6.4)	

Work with others to agree protocols for least restrictive interventions (AC7.1)	
Identify and respond to triggers that may result in escalation of behaviour (AC7.2)	
7.3 Maintain safety and wellbeing throughout the incident for: <ul style="list-style-type: none"> <li>• individual</li> <li>• self</li> <li>• others (AC7.3)</li> </ul>	
Provide post-incident support to individuals and others (AC7.4)	
Record and report incidents of behaviour (AC7.5)	
Support others to recognise how their actions can diffuse or escalate an individual's behaviour (AC8.1)	
Role model good practice in positive behaviour support (AC8.2)	
Provide feedback to others in relation to positive behavioural support practice (AC8.3)	
Reflect on own practice in relation to positive behaviour support (AC8.4)	
Explain how and when to access support to manage the wellbeing of self and others (AC8.5)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

Task 4: AC4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 8.5

### Evidence requirements

Task 1: information leaflet

Task 2: completed table

Task 3: a report

Task 4: completed observation report

## **AN 79: Understand planning and the practical application of health promotion**

### **Task 1**

Understanding methods of health promotion planning is important. Create a presentation to demonstrate your understanding of these methods.

Include the following:

- an outline of the stages of a health promotion project
- the different aims and objectives in relation to health promotion planning
- an explanation of the importance of needs assessments.

(AC1.1, 1.2, 1.3)

### **Task 2**

Your manager has asked you to complete an information leaflet to help understand practical application opportunities for health promotion for care workers at your place of work.

Your leaflet must:

- recognise appropriate applications of your health promotion knowledge
- identify opportunities for health promotion within your workplace
- outline strategies for health promotion opportunities.

(AC2.1, 2.2, 2.3)

### **Task 3**

You are to create a reflective report to show your understanding in relation to the scientific basis of health promotion.

Your report must include:

- a description of the evidence available for the cause or causes of one body system-related disease
- an identification of the effect of this disease on general health and wellbeing
- a review of current methods of disease prevention
- appropriate health promotion messages.

You may draw from your clinical practice, experience and observations if applicable.

(AC3.1, 3.2, 3.3, 3.4)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3

Task 2: AC2.1, 2.2, 2.3

Task 3: AC3.1, 3.2, 3.3, 3.4

### **Evidence requirements**

Task 1: presentation

Task 2: completed information leaflet

Task 3: completed report

## AN 80: Human structure and functionality

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table by describing the structure of each of the body's major systems and its function and support of homeostasis.

Body's major system	Structure description	Function and support of homeostasis
Musculoskeletal		
Nervous		
Cardiovascular		
Respiratory		
Digestive		
Urinary		
Lymphatic		
Integumentary		
Reproductive		
Endocrine		

## Task 2

Create a leaflet describing how each of the body's major systems develops with ageing:

- musculoskeletal
- nervous
- cardiovascular
- respiratory
- digestive
- urinary
- lymphatic
- integumentary
- reproductive
- endocrine.

(AC1.4)

## Task 3

Complete the table by stating the normal observation ranges for a child and an adult and describing the factors that affect normal functioning of the body's systems.

Observation	Child	Adult	Factors that affect function
Heart rate			
Breathing rate			
Temperature			
Blood pressure			

(AC2.1, 2.2, 2.3.)

## Task 4

Write a report to demonstrate your understanding of the factors that affect the function of the human body. For your report, you must choose an individual who required care or support in your workplace and give two examples where there was a link between physiological malfunction and ill health. You must also include:

- an outline of the signs and symptoms that reflected ill health
- a description of any changes to normal observation ranges
- a description of how this might change how the body maintains a constant internal environment (homeostatic state).

Individuals may be neonates, infants, children, young people or adults.

(AC2.4)

## Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3

Task 2: AC1.4

Task 3: AC2.1, 2.2, 2.3

**Version 1.0** July 2023



Task 4: AC2.4

### **Evidence requirements**

Task 1: completed written table responses

Task 2: leaflet

Task 3: completed written table responses

Task 4: report

## AN 81: Prepare individuals for healthcare activities

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table below to describe the current legislation, national guidelines, policies, protocols, and good practice guidelines relevant to the preparation of an individual for healthcare activities.

Describe your role and accountabilities in relation to preparing individuals for healthcare activities in the last row of the table.

<b>Current legislation</b>	
<b>National guidelines</b>	
<b>Policies</b>	
<b>Protocols</b>	
<b>Good practice guidelines</b>	
<b>Describe your role and accountabilities in relation to preparing individuals for healthcare activities</b>	

(AC1.1, 1.2)

## Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing individuals for healthcare activities.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Greet the individual, complete introductions and explain own role (AC2.1)	
Confirm the individual's identity, explain the activity to be undertaken and obtain valid consent (AC2.2)	
Maintain the individual's privacy and dignity at all times (AC2.3)	
Confirm that the individual has complied with any pre-procedural instruction (AC2.4)	
Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences (AC2.5)	
Respond to any questions the individual may have, referring to others when required (AC2.6)	
Prepare the individual for the healthcare activity in accordance with the requirements. This must include: <ul style="list-style-type: none"> <li>• optimal position of the individual</li> <li>• optimal position of medical equipment</li> <li>• secure storage of personal articles (AC2.7)</li> </ul>	
Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) (AC2.8)	
Recognise and respond to changes in an individual's health and wellbeing (AC2.9)	
Explain how to respond to any issue or emergency situation that arises outside of the limits of own competence (AC2.10)	

## Task 3

Arrange a professional discussion with your line manager, mentor or assessor. You are expected to prepare notes to assist you in your discussion on the following:

- how have you recorded information in line with national and local policy and protocol when carrying out personal care activities
- a description of how you have reported any issues that arose when preparing individuals for healthcare activities. Who did you report the issues to?

(AC3.1, 3.2)

### **Unit assessment criteria**

Task 1: AC1.1, 1.2

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

Task 3: AC3.1, 3.2

### **Evidence requirements**

Task 1: completed table

Task 2: observation report

Task 3: professional discussion notes

## AN 82: Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table to explain how the following actions contribute to a safe and professional healthcare environment in relation to dressing for work.

Action	Contribution
Attending an induction on organisational policies and protocols in healthcare settings	
Balancing presenting a professional personal appearance while preventing infection while: <ul style="list-style-type: none"><li>• preparing for work</li><li>• dressing for work</li></ul>	
Washing hands before and after giving care in line with local policy and protocol	
Removing personal clothing, make-up and fashion items for a particular role or work setting	
Reporting to appropriate personnel when there is a need for additional personal protective equipment (PPE) stock	
Maintaining professional appearance and safe actions when caring for all individuals and cultures	

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

## Task 2

Create an information leaflet on the importance of PPE in a healthcare setting. You must include:

- a description of how you select and use appropriate PPE for your own job role and setting. You can use images and text to help demonstrate what you wear.
- a description of how PPE in your work setting might become unsuitable and actions to take if this happens.
- a description of what additional PPE should be worn when there is a risk of:
  - aerosols
  - blood
  - body fluids
  - radiation
- an explanation of when synthetic non-powdered, non-sterile gloves and an apron should be used.

(AC2.1, 2.2, 2.3, 2.4)

## Task 3

An in-home hospice individual is actively dying of complications from a highly infectious respiratory disease. You have been helping support the family with care of their loved one for several weeks. Their death is now expected within several hours.

Arrange a professional discussion with your line manager, mentor or assessor to discuss how you would select and use PPE in this instance. You are expected to prepare notes to assist you in your discussion on the following:

- what information had you shared about infection control in the home?
- how have you checked the cleanliness, suitability and fit of PPE for the roles and procedures?
- what PPE will you wear and what procedures will you need to follow?
- what actions will you take to remove and dispose of PPE and clean the home?
- how will you report and restock PPE to the appropriate levels?

(AC3.1, 3.2, 3.3, 3.4)

## Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 3.3, 3.4

## Evidence requirements

Task 1: completed written table responses

Task 2: leaflet

Task 3: completed professional discussion notes

## AN 83: Assist the practitioner to carry out healthcare activities

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table by summarising your role, responsibilities, and accountability with assisting the practitioner to carry out healthcare activities. Cover the following:

Current legislation	
National guidelines	
Policies, protocols and good practice guidelines	
Local ways of working	

(AC1.1)

## Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, assisting the practitioner carrying out healthcare activities.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Identify the information needed by the practitioner: <ul style="list-style-type: none"> <li>prior to carrying out healthcare activities</li> <li>during healthcare activities (AC2.1)</li> </ul>	
Confirm the identity of the individual (AC2.2)	
Confirm valid consent has been obtained (AC2.3)	
Carry out tasks as required by the practitioner, the care plan and within the scope of own competence (AC2.4)	
Communicate information to other team members while maintaining confidentiality (AC2.5)	
Explain how to seek guidance and refer onto the appropriate person if any adverse events occur, in line with organisational requirements (AC2.6)	
Recognise and respond to changes in an individual's health and wellbeing (AC2.7)	
Collaborate during activities that require teamwork (AC2.8)	
Record information as directed by the practitioner in line with national and local policy (AC2.9)	

## Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

## Evidence requirements

Task 1: completed table summary

Task 2: observation report



## **AN 84: Monitor and maintain the environment and resources during and after health care activities**

### **Introduction**

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### **Task 1**

Write a short report to summarise the legislation, guidelines, organisational policies, and protocols that inform your role, responsibilities, and accountability.

(AC 1.1)

#### **Task 2**

Create a training presentation for new staff in your workplace. The presentation will help develop knowledge on the procedures for monitoring and maintaining the environment and resources during healthcare activities. Your presentation must include:

- procedures relating to monitoring the environment during specific healthcare activities in your own work practice. Healthcare activities could include:
  - clinical
  - diagnostic
  - therapeutic
- resources needed during specific healthcare activities in your work practice
- an explanation of procedures for reporting problems with the environment and resources, beyond your scope of practice
- an outline of hazards and risk associated with procedures carried out in own work practice including how these are controlled.

(AC1.2, 1.3, 1.4, 1.5)

#### **Task 3**

In your workplace, you have recently completed manual handling training where you learnt about:

- the safe use of lifting and operating equipment like hoists and slings
- the importance of observing infection control during and after lifting
- health and safety with equipment and operating equipment in line with manufacturer's instructions.

Arrange a professional discussion with your line manager, mentor or assessor. You are expected to prepare notes by answering the questions below to help you discuss the operating of equipment safely and in line with policies and procedures.

How to achieve safe use of lifting and operating equipment (hoists and slings) and why this is important?

What standard precautions should be applied for infection control when operating equipment? What could happen if infection control during and after lifting is not observed?

What health and safety measures should be implemented with equipment and what could happen if this is not observed?

Why it is important to operate equipment like the hoist in line with manufacturer's instructions:

(AC2.1, 2.2, 2.3, 2.4)

#### Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, monitoring, maintaining and cleaning the working environment and resources.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Maintain environmental conditions at the levels required by the activity (AC3.1)	
Replenish and replace resources as required for the activity (AC3.2)	
Explain the importance of checking resources are of the correct quality and quantity for the activity (AC3.3)	
Return unused and / or surplus resources to the correct storage location (AC3.4)	
Store resources in line with local policy or protocol at the end of the activity (AC3.5)	
Maintain monitoring records in line with national and local policies and protocols (AC3.6)	

Maintain the level of cleanliness required in own work area (AC4.1)	
Clean fixed resources after use in line with national and local policies and protocols (AC4.2)	
Clean reusable resources and make safe prior to storage (AC4.3)	
Dispose of waste in line with national and local policy (AC4.4)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2, 1.3, 1.4, 1.5

Task 3: AC2.1, 2.2, 2.3, 2.4

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4

### Evidence requirements

Task 1: completed table of information

Task 2: training presentation

Task 3: completed professional discussion notes

Task 4: completed observation report

## AN 85: Contribute to the discharge of individuals to carers

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table below to summarise the different types of current legislation, national guidelines, policies, protocols, and good practice guidelines that inform the discharge of an individual to a carer.

Current legislation	
National guidelines	
Policies	
Protocols	
Good practice guidelines	

(AC 1.1)

### Task 2

Write a report to demonstrate your understanding of the procedures for discharging individuals.

You must include an explanation of:

- the national and local policies with regard to sharing clinical records and information
- the procedures for contacting carers to whom the individual is being discharged
- the procedure to follow when the receiving carer cannot accommodate the individual.

(AC1.2, 1.3, 1.4)

### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, preparing for discharge and contributing to the discharge of individuals to carers.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Inform the individual of the decisions made in relation to their discharge (AC2.1)	
Explain discharge arrangements to the individual (AC2.2)	
Communicate information in a way that is sensitive to the needs, personal beliefs and preferences of the individual and carer (AC2.3)	
Check that the individual understands the arrangements that have been made (AC2.4)	
Explain the reasons for arranging transport or escorts for an individual (AC3.1)	
Explain the procedures for arranging transport or escorts in line with local policy (AC3.2)	
Make arrangements for transport or escorts in line with local procedures (AC3.3)	
Advise the receiving carer of the individual's discharge and communicate information in line with local procedures (AC3.4)	
Ensure that discharge records are updated in line with local procedures and within own role and responsibilities (AC3.5)	
Refer any problems or issues regarding discharge to an appropriate person (AC3.6)	
Maintain confidentiality in accordance with national / local policies and procedures (AC3.7)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2, 1.3, 1.4

Task 3: AC2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

### **Evidence requirements**

Task 1: completed table

Task 2: a report

Task 3: observation report

## AN 86: Inform an individual of discharge arrangements

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table below to summarise the current legislation, national guidelines, policies, protocols, and good practice guidelines to inform your practice in relation to informing an individual of discharge arrangements.

Current legislation	
National guidelines	
Policies	
Protocols	
Good practice guidelines	

(AC1.1)

## Task 2

Create a leaflet that summarises the information the individual will keep and refer to in preparation for their discharge back home after hospitalisation and for ongoing recovery post discharge.

Refer to SFHGEN16 for assistance and discuss with the practitioner directly responsible for individual's treatment and other members of the multidisciplinary team, including any next of kin or advocate, to ensure you have the correct information that meets the individual's goals, aspirations and wishes current and post discharge.

The leaflet must include:

- a description of the information an individual might need about discharge and their recovery
- an explanation of the local systems for discharge, transfer and the availability of services and agencies offered by the wider health and social care system.

(AC1.2, 1.3)

## Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, informing individuals of discharge arrangements.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Clarify with the practitioner the potential side effects of treatment that the individual should be aware of on discharge (AC2.1)	
Clarify with the practitioner any advice and information to be given to the individual (AC2.2)	
Gain any necessary authorisation prior to passing on discharge information to the individual (AC2.3)	
Communicate information in a way that is sensitive to the needs, personal beliefs, preferences and abilities of the individual (AC2.4)	
Contribute to signposting to relevant agencies and discharge or transfer of individuals between services, in line with their care plan (AC2.5)	
Confirm the individual's and / or relevant others understanding of general and aftercare information (AC2.6)	
Maintain confidentiality throughout the procedure (AC2.7)	
Record details of the procedure in line with organisational requirements (AC2.8)	



### **Unit assessment criteria**

Task 1: AC1.1

Task 2: AC1.2, 1.3

Task 3: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

### **Evidence requirements**

Task 1: completed written table

Task 2: completed leaflet

Task 3: observation report

## AN 87: Contribute to the care of a deceased person

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a report demonstrating your knowledge of factors that affect how individuals are cared for after death. Include the following:

- an outline of the legal requirements and agreed ways of working that guide the care of a deceased individual
- a description of how beliefs and religious and cultural factors affect how deceased individuals are cared for.

(AC1.1, 1.2)

#### Task 2

Create an information leaflet for staff in your workplace. In your leaflet, you must include:

- physical changes that take place after death and how this may affect laying out and moving individuals
- diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
- a description of the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions.

(AC1.3, 1.4, 1.5)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, contributing to the dignified care of a deceased person and others.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**If any of these have not been observed, state 'not observed'.**

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Describe the likely immediate impact of an individual's death on others who are close to the deceased individual (AC2.1)	
Support others immediately following the death of an individual in ways that: <ul style="list-style-type: none"><li>• reduce their distress</li><li>• respect the deceased individual (AC2.2)</li></ul>	

Contact key people according to the deceased individual's personal beliefs, expressed wishes and preferences (AC3.1)	
Confirm with key people the expressed wishes and preferences of the deceased individual as to how they will be viewed and moved after death (AC3.2)	
Follow agreed ways of working to ensure that the deceased person is correctly identified (AC3.3)	
Prepare the deceased individual in a manner that respects their dignity, beliefs and culture (AC3.4)	
Apply standard precautions for infection control during preparation of the deceased individual (AC3.5)	
Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements (AC3.6)	
Contact appropriate organisations (AC4.1)	
Carry out agreed role in transferring the deceased individual (AC4.2)	
Record details of the care and transfer of the deceased individual (AC4.3)	
Identify ways to manage own feelings in relation to an individual's death (AC5.1)	
Access support systems to deal with own feelings in relation to an individual's death (AC5.2)	

### Unit assessment criteria

Task 1: AC1.1, 1.2

Task 2: AC1.3, 1.4, 1.5

Task 3: AC2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2

### Evidence requirements

Task 1: a report

Task 2: information leaflet

Task 3: completed observation report

## AN 89: Support carers to meet the care needs of individuals

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table below to summarise the current legislation, national guidelines, policies, protocols, and good practice guidelines in relation to supporting carers to meet the care needs of individuals.

Current legislation	
National guidelines	
Policies	
Protocols	
Good practice guidelines	

(AC1.1)

## Task 2

Research the conditions listed in the table below that may challenge individuals. You can use some of the following resources to help you have a good understanding: NICE Guidelines for each of these conditions, the NHS website, or textbooks. Complete the table using the research you have completed.

Condition	Definition	Signs and symptoms	Effects on individual / challenges on lifestyles
Dementia			
Multiple sclerosis (MS)			
Parkinson's disease			
Stroke			
Autism			
COPD (chronic obstructive)			

pulmonary disease)			
Depression			
Rheumatoid arthritis			
Huntington's disease			
Cystic fibrosis			

(AC2.1, 2.2)

### Task 3

An individual who suffers from COPD, is on oxygen for 23 hours daily, and smokes can walk short distances to the toilet and back to bed with the assistance of one person with a lot of effort. They fatigue easily and prefer to stay in bed instead of walking to the toilet. Sometimes they want to smoke and must be assisted to go outside which means they must come off the oxygen.

Using this case study and your own experience, write a short report about how increased dependence affects individuals, carers, and the provision of services.

(AC2.3)

## Task 4

Arrange a professional discussion with your line manager, mentor or assessor. You are expected to prepare notes to assist you in your discussion on the importance of:

- linking support with need for the individual requiring care and support
- establishing partnerships with carers
- assessing the carer's abilities in relation to supporting individuals
- open communication with carers and encouraging them to ask questions.

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

(AC3.1, 3.2, 3.3, 3.4)

## Task 5

There can be demands placed on a carer when they are caring or supporting an individual. Create an information leaflet that includes:

- a description of what these demands are
- a description of the potential tensions between the demands placed on a carer and other commitments
- an identification of the signs that indicate issues with service delivery.

(AC3.5, 3.6, 3.7)

## Task 6

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, supporting carers to meet the needs of individuals and supporting individuals to take responsibility for their own health and wellbeing.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Inform the carer of the individual's needs and care plan (AC4.1)	
Agree the type of support needed by the carer for them to meet the individual's care needs (AC4.2)	
Arrange for the provision of resources necessary for the carer to support the individual (AC4.3)	
Provide the carer with information on how to contact the care team (AC4.4)	
Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team (AC4.5)	

Update records related to service delivery agreements in line with local policy and protocol (AC4.6)	
Explain the importance for individuals to take responsibility for their own health and wellbeing (AC5.1)	
Explain how to support individuals to take responsibility for their own health and wellbeing (AC5.2)	
Support individuals to take responsibility for their own health and wellbeing (AC5.3)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2

Task 3: AC2.3

Task 4: AC3.1, 3.2, 3.4, 3.5

Task 5: AC3.5, 3.6, 3.7

Task 6: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3

### Evidence requirements

Task 1: completed table

Task 2: completed table

Task 3: a short report

Task 4: professional discussion notes

Task 5: information leaflet

Task 6: observation report



## AN 90: Perform first line calibration on clinical equipment

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table below to summarise the current legislation, national guidelines, policies, protocols, and good practice guidelines that affect clinical practice in relation to first line calibration.

Current legislation	
National guidelines	
Policies	
Protocols	
Good practice guidelines	

(AC1.1)

## Task 2

Write a report to demonstrate your understanding of the policies and procedures for calibrating equipment. You must include:

- a description of the standard operating policies and procedures, including their importance, in relation to calibrating equipment
- an explanation of the scope of practice, limitations of your competence, including limitations of own role in relation to medication, and who to ask for support in relation to the calibration of equipment in your workplace.

(AC1.2, 1.3)

## Task 3

It is important to understand the procedures involved in the calibration of equipment. Create an information leaflet for staff in your workplace. You must include an:

- explanation of the importance of accuracy and precision when calibrating equipment
- explanation of how to check for validity and reliability when calibrating equipment
- identification of faults in equipment and corrective action that should be taken.

(AC2.1, 2.2, 2.3)

## Task 4

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace run tests on equipment and conclude tests on equipment.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role (AC3.1)	
Conduct a risk assessment to recognise factors that pose a risk to safety associated with the use of equipment within scope of own role (AC3.2)	
Undertake tests / checks to confirm operational status (AC3.3)	
Select reference material to calibrate equipment for operation. Reference material could include: <ul style="list-style-type: none"> <li>• solutions</li> <li>• test strips</li> <li>• electronic sensors (AC3.4)</li> </ul>	
Use standards to undertake the calibration of equipment for the intended purpose (AC3.5)	
Follow procedures to confirm operational effectiveness of equipment (AC3.6)	

Confirm the equipment is suitable (AC3.7)	
Record the validity and reliability of the calibration procedure (AC4.1)	
Prevent accidental use of any equipment that does not meet calibration standards (AC4.2)	
Work within the scope of practice, and the limits of own knowledge and skills, escalating and reporting to others when needed (AC4.3)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC1.2, 1.3

Task 3: AC2.1, 2.2, 2.3

Task 4: AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3

### Evidence requirements

Task 1: completed summary table

Task 2: a report

Task 3: information leaflet

Task 4: observation report

## AN 92: Conduct routine maintenance on clinical equipment

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Complete the table below to summarise the current legislation, national guidelines, policies, protocols, and good practice guidelines for conducting routine maintenance on clinical equipment.

Current legislation	
National guidelines	
Policies	
Protocols	
Good practice guidelines	

(AC1.1)

## Task 2

Carrying out routine maintenance on clinical equipment is an important job in any healthcare setting. To show your understanding of the procedures involved in conducting routine maintenance on clinical equipment, you are to write a reflective report. Use your own experiences from your workplace to help you write your report.

Within the report you must explain:

- the frequency of maintenance for clinical equipment in your scope of activity
- the expected performance parameters, principles of operation, capabilities and limitations of the equipment
- the requirements for routine preventative and / or first line corrective maintenance
- the factors affecting decisions on maintenance activity
- a fault and error message diagnosis and actions to take
- what types and range of records are required for maintenance of equipment.

(AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

## Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace preparing and carrying out maintenance on clinical equipment.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Prioritise action based on maintaining services (AC3.1)	
Access relevant data from technical or supporting manuals to assist with routine maintenance (AC3.2)	
Apply standard precautions for infection control prior to maintenance (AC3.3)	
Confirm equipment is correctly set up for preventive and / or first line corrective maintenance / fault diagnosis activities (AC3.4)	
Notify any issues affecting the preventive and / or first line corrective maintenance and their impact on delivery of services to colleagues, in line with local policy and protocol (AC4.1)	
Assess decontamination status and requirements of the equipment to be maintained (AC4.2)	
Conduct planned preventive and / or first line corrective maintenance in line with local policy and protocol (AC4.3)	
Check equipment is functioning against operational parameters to confirm operational status (AC4.4)	

Seek advice or support when preventive and / or first line corrective maintenance activity falls outside own level of expertise (AC4.5)	
Dispose of waste materials in accordance with local policy and protocol (AC4.6)	
Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule (AC5.1)	
Update / maintain records in line with local policy and protocol (AC5.2)	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Task 3: AC3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2

### Evidence requirements

Task 1: completed table

Task 2: completed reflective report

Task 3: observation report

## AN 93: Make recommendations for the use of physical resources in a health setting

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

Arrange a professional discussion with your line manager, mentor or assessor to discuss the following:

- explain own role and responsibilities in relation to making recommendations for the use of physical resources
- explain the types of information required in order to make recommendations for the use of physical resources
- explain local plans and objectives in relation to programmes of work
- identify possible trends and developments that might influence future expenditure
- explain the principles and methods that underpin budgetary control
- summarise the importance of and reasons for accurate forecasting for physical resource requirements.

As this is a professional discussion, you can produce evidence in a format that you feel is suitable to help demonstrate your knowledge in the area.

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

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, making recommendations for the use of physical resources.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Gather information to inform proposals for expenditure (AC2.1)	
Identify the level of physical resources required to maintain service (AC2.2)	
Explain the use of cost-benefit analysis (AC2.3)	
Collate suggestions for future expenditure from key stakeholders (AC2.4)	

Interpret any data gathered to inform expenditure proposal (AC2.5)	
Set targets and standards for the use of resources (AC2.6)	
Outline proposed methods of monitoring expenditure (AC2.7)	
Present proposals for expenditure to stakeholders (AC3.1)	
Summarise the expected benefits and any potential negative consequences of proposed expenditure (AC3.2)	
Justify financial proposals, based on information gathered (AC3.3)	
Provide explanations to stakeholders why any other options for future expenditure have been rejected (AC3.4)	
Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary (AC4.1)	
Conclude negotiations with stakeholders within the agreed timescale (AC4.2)	
Use communication skills to maintain positive relations with stakeholders (AC4.3)	

### Unit assessment criteria

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2: AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3

### Evidence requirements

Task 1: professional discussion

Task 2: observed clinical practice



## AN 95: Manage the use of physical resources in a health setting

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

You would like to apply for a promotion in your team and part of the new role will include the control of budgets.

To show how efficient you would be in this position, write a detailed report on how to control the use of physical resources in a health setting in line with local policy and protocol.

Your report must:

- explain the legislation, policies, standards, local ways of working, systems and codes of conduct that apply to own role in relation to expenditure control
- explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions
- describe corrective action to take in response to actual variations from agreed budgets
- describe corrective action to take in response to potential variations from agreed budgets
- describe how to respond to requests for additional expenditure in line with local policy and protocol
- explain the importance of effective expenditure control
- explain the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this.

(AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, managing the use of physical resources.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Prepare advisory information for team members on the control of expenditure and resource usage (AC2.1)	
Set targets for team members to take responsibility for monitoring and controlling expenditure (AC2.2)	
Monitor expenditure and physical resource use against local targets (AC3.1)	
Control expenditure and physical resource use in line with budgets and local requirements (AC3.2)	

Take action in response to actual or potential variations from budget (AC3.3)	
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### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Task 2: AC2.1, 2.2, 3.1, 3.2, 3.3

### **Evidence requirements**

Task 1: report

Task 2: observed clinical practice

## AN 98: Contribute to the effectiveness of teams

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

### Task 1

You are a senior healthcare support worker on a busy chemotherapy unit. The unit is scheduled to have renovations and building improvements. Your line manager is leading a team that includes members from medicine, nursing, transport and housekeeping.

The team's task is to create a plan for moving individuals to a temporary unit before the construction begins. The aim is to conduct the move safely, with the least disruption to care.

Write a short report to outline your plan for the move. Include the following:

- a description of objectives that will make the move go safely
- an explanation of what your role and responsibilities can contribute to the team
- an identification of what other team members' roles and responsibilities can contribute
- an explanation of how activities and ideas can be shared with other team members.

(AC1.1, 1.2, 1.3, 1.4)

### Task 2

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, contributing to the effectiveness of a team and using efficient time management.

**Note to assessor / expert witness:**

**State in detail what you have observed the learner completed 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, state 'not observed'.**

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
Use feedback or suggestions from others to enable them to improve own practice within the team (AC2.1)	
Propose suggestions or ideas to benefit team members and improve team working (AC2.2)	
Undertake development and learning to interact with the team more effectively (AC2.3)	
Fulfil own commitments to other team members within agreed timescales and according to overall work priorities (AC3.1)	
Inform appropriate team members when commitments cannot be fulfilled within specified timescales (AC3.2)	

Behave towards other team members in a way that supports the effective functioning of the team (AC4.1)	
Resolve differences of opinion and conflicts within the team in ways that respect other team members' points of view (AC4.2)	

### **Unit assessment criteria**

Task 1: AC1.1, 1.2, 1.3, 1.4

Task 2: AC2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2

### **Evidence requirements**

Task 1: completed plan

Task 2: completed observation report

## AN 99: Managing digital radiographic images

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Write a short report to summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the acquisition, storage and handling of radiographic images.

(AC1.1)

#### Task 2

Write a reflective piece that will effectively demonstrate your understanding of the equipment involved in acquiring, storing, and communicating radiographic images.

In your reflection:

- explain how radiographic images and records are acquired, stored and made available for viewing, which must include:
  - safe use of digital imaging systems
  - how PACS works, including Image Exchange Portal (IEP) and other data transfer methodologies
- explain why radiographic images must be correctly identified and labelled
- explain the types of equipment used to acquire, store and manipulate images
- explain the process and procedures associated with image sharing.

You may use an individual from your own clinical practice to reflect on as a case study if you wish, this may also include examples of good practice.

(AC2.1, 2.2, 2.3, 2.4)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, managing digital radiographic images.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
Confirm that the equipment is in good working order and fully operational prior to use (AC3.1)	
Select image production and reproduction materials or systems appropriate to the modality and the method of image storage (AC3.2)	

Operate and handle equipment or systems in line with local policy and protocol (AC4.1)	
Explain how to identify and remedy any faults or minimise any damage to equipment and materials which must include: <ul style="list-style-type: none"><li>• understanding of cassette or DR imaging plate integrity and quality assurance if using CR / DR (AC4.2)</li></ul>	

### Unit assessment criteria

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4

Task 3: AC3.1, 3.2, 4.1, 4.2

### Evidence requirements

Task 1: report

Task 2: reflection

Task 3: observed clinical practice

## AN 100: Assist in assuring the effective functioning of the radiographic image quality assurance programme

### Introduction

There may be an opportunity for your assessor to cross-reference other mandatory units.

#### Task 1

Produce an information leaflet to summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the safe functioning of imaging equipment and systems.

(AC1.1)

#### Task 2

Quality assurance is an important part of working within a healthcare setting and is paramount for equipment that issues radiation to individuals to ensure their safety.

To demonstrate your knowledge in this area, create a presentation that you could present to non-clinical imaging staff in your clinical area.

In your presentation, include an explanation of:

- how to prepare and handle quality assurance equipment and materials
- the optimum frequency of quality control tests on equipment
- your role in monitoring radiographic equipment
- how to maintain radiographic image processing equipment
- why the quality of viewing equipment and procedures must be regularly monitored.

(AC 2.1, 2.2, 2.3, 2.4, 3.1)

#### Task 3

Provide a copy of this sheet to your assessor / line manager / registered nurse / qualified senior support worker or other professional who has observed you in your workplace, assisting in the assurance of the radiographic image quality assurance programme.

**Note to assessor / expert witness:**

**Describe in detail what you observed the learner completing from the competencies listed below. Include specific observations and refrain from rewriting the criteria.**

**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
4.1 Record the results of monitoring in line with local policy and procedure (AC4.1)	
4.2 Describe how to record where any monitoring reveals actual or potential defects in equipment (AC4.2)	

4.3 Describe how to escalate any actual or potential defects in equipment in line with local policy and procedure (AC4.3)	
4.4 Store monitoring records in line with local policy and procedure (AC4.4)	

### **Unit assessment criteria**

Task 1: AC1.1

Task 2: AC2.1, 2.2, 2.3, 2.4, 3.1

Task 3: AC4.1, 4.2, 4.3, 4.4

### **Evidence requirements**

Task 1: information leaflet

Task 2: presentation

Task 3: observed clinical practice



## Change history record

Version	Description of change	Approval	Date of issue
V1.0	First publication		August 2025