

NCFE

CACHE

Sample Assessment Materials (SAMs) Optional Units- Allied Health Profession Therapy Support

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

Contents

AHP 1, 2, 4 and 8 Assignment	4
Introduction	4
Task 1 (a).....	4
Task 1 (b).....	4
Task 1 (c)	4
Task 1 (d).....	5
Task 2	5
Task 3	7
Evidence requirements.....	8
AHP 5 Assignment	9
Introduction	9
Task 1	9
Task 2	9
Task 3	10
Evidence requirements.....	11
AHP 6 and 7 Assignment	12
Introduction	12
Task 1	12
Task 2	12
Task 3	13
Task 4	14
Evidence requirements.....	14
AHP 3, 25 and 26 Assignment	16
Introduction	16
Task 1	16
Task 2	16
Task 3	16
Task 4	17
Evidence requirements.....	19
AHP 12, 24 and 31 Assignment	20
Introduction	20
Task 1	20
Task 2	20
Version 1.0	August 2025
	2 of 44

Task 3	21
Task 4	21
Task 5	21
Evidence requirements	25
AHP 13, 15, 16, 19 and 20 Assignment.....	26
Introduction	26
Task 1	26
Task 2	26
Task 3	27
Task 4	27
Task 5	28
Task 6	28
Task 7	32
Evidence requirements	32
AHP 9, 10 and 11 Assignment	33
Introduction	33
Task 1	33
Task 2	33
Task 3	34
Task 4	34
Task 5	35
Task 6	38
Evidence requirements	39
AHP 21A, 22 and 23 Assignment.....	40
Introduction	40
Task 1	40
Task 2	40
Task 3	40
Task 4	40
Task 5	43
Evidence requirements	43
Change history record	44

AHP 1, 2, 4 and 8 Assignment

Introduction

You have rotated into the Cornwall community healthy lifestyle clinic. You will be assisting the multidisciplinary team to improve the health of the local population. This will include nutritional management, healthy lifestyle education, and encouraging physical activity.

Task 1 (a)

As part of your orientation, the first task is to learn about the core aim of the clinic which is health promotion.

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

- an explanation of health and health promotion (AHP 2 AC1.1)
- an explanation of how the following factors impact health: (AHP 2 AC1.2)
 - social class
 - housing
 - employment
 - culture
 - attitudes
 - values and beliefs

Include examples of each.

- a description of how government and local policies relate to health promotion. (AHP 2 AC1.3)
- examples of health promotion communication methods (for example, informative, educative, persuasive and prompting) and analyse the effectiveness of the materials. (AHP 2 AC3.2, 3.3)

Task 1 (b)

Your first patient is Mr Wills who is a 58-year-old semi-retired engineer. He has struggled with his weight management over the past 25 years and has progressively increased in size. He admits that his dietary intake is poor and has tried dieting in the past with minimal success. He is 5'10 and weighs 15 stone.

Outline the different factors that could affect Mr Wills's nutritional intake. (AHP 1 AC1.1)

What components of a nutritional plan are essential for Mr Wills? (AHP 1 AC2.4)

Explain how evidenced based practice, national guidelines and legislation guides the development of weight and nutritional management plans. (AHP 4 AC1.1)

List which body measurements you would assess for Mr Wills and justify why they were chosen. (AHP 1 AC2.5)

The clinic has asked you to conduct some research into the importance of weight management. From this information, prepare an informational handout for patients such as Mr Wills, which includes:

- the importance of exercise for weight management
- the relationship of different food and their nutritional composition
- the basic physiology of maintaining ideal nutritional status. (AHP 1 AC1.2, 1.3, 1.4)

Task 1 (c)

Six weeks after his initial assessment Mr Wills has returned for his follow up. You have been asked to review Mr Wills's progress.

Prepare for a professional discussion with your supervisor / assessor to show how you would prepare for the review with Mr Wills. You will be required to discuss the following:

- the types of information you would aim to gather from Mr Wills to assess his progress (AHP 4 AC1.2)
- how encouragement and feedback on Mr Wills's progress could be used (AHP 4 AC1.3)
- how body measurements will be utilised in Mr Wills's follow up review in comparison to his initial assessment (AHP 4 AC1.4)
- three scenarios when you would refer Mr Wills to a different practitioner to modify his plan. (AHP 4 AC1.5)

Task 1 (d)

Your second patient in the clinic is Jennifer who is 28 years old and currently unemployed. Jennifer has a 10-year history of eating disorders and was diagnosed with anorexia and bulimia. Jennifer was referred by her doctors (GP, psychiatrist and specialists) to the clinic after sharing that she would like to return to swimming. Jennifer was a regional swimmer during her early teens before losing interest in the activity.

Produce a PowerPoint presentation to show how Jennifer could be supported. Include the following:

- a description of what local and national services are available for individuals who require information and support about changing their health behaviour. Carry out research in your local area, identifying any registered dieticians. How did you find them? What methods of contact can be used? (AHP 4 AC2.1, AC2.2)
- an explanation of how evidenced based practice, national guidelines, and legislation would guide you in supporting Jennifer in her return to swimming (AHP 8 AC1.1)
- five factors that could motivate an individual to change their lifestyle. Explain how each could be applicable to Jennifer's case (AHP 8 AC2.1)
- a description of the benefits swimming will have on Jennifer's psychological state, emotional wellbeing, and general health (AHP 8 AC2.2)
- a summary of how you would identify the physical, psychological and social demands that Jennifer will face returning to swimming (AHP 8 AC2.3)
- a short-, medium- and long-term goal for Jennifer using the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) format. Justify why these goals are important (AHP 8 AC2.4)

Compose an essay on an example of behavioural change you have learnt about or witnessed that has had either positive or negative health effects. It must identify theories of behaviour change, factors that influenced change and the barriers to change (AHP 2 AC2.1, 2.2, 2.3)

Task 2

The following tables consists of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Table 1

Criteria	Description of situation / action	Assessor confirmation and comments
Prepare an environment appropriately for taking body measurements (AHP 1 AC3.1)		
Prepare the environment appropriately for sensitive		

conversation and body measurements (AHP 4 AC2.1)		
Gain valid consent and identification from the individual prior to taking body measurements (AHP 1 AC3.2 and AHP 4 AC2.2)		
Obtain background history from the individual (AHP 1 AC3.3)		
Take an individual's body measurements (AHP 1 AC3.4 and AHP 4 AC2.4)		
Interpret results against standard measures in line with local policy and protocol (AHP 1 AC3.5 and AHP 4 AC2.5)		
Explain the nutritional composition of different foods to a patient or family member (AHP 1 AC4.1)		
Assess a patient's eating habits and collaborate to set goals (AHP 1 AC4.2)		
Provide appropriate information to a patient regarding optimal nutrition (AHP 1 AC4.3)		
Provide an action plan or home programme to a patient (AHP 1 AC4.5)		
Collaborate with patient to agree follow up review dates (AHP 4 AC3.2)		
Discuss with the patient about the progress and the challenges they have had (AHP 4 AC2.6)		
Assist patient to identify factors affecting their plan (AHP 4 AC2.7)		
Evaluate the effectiveness of current plan in achieving set goals (AHP 4 AC2.8)		
Provide encouragement through reinforcing the benefits of compliance of a weight management plan (AHP 4 AC3.3)		
Collaborate in review and re-setting goals (AHP 4 AC3.1)		
Has the student demonstrated clear, professional documentation following the appropriate policy and standards (AHP 1 AC4.4 and AHP 4 AC3.4)		

Table 2

Criteria	Description of situation / action	Assessor confirmation and comments
Listen and understand the individual's needs, interests, values, and beliefs (AHP 8 AC3.2)		
Demonstrate an understanding of the effectiveness of the individual's activity (AHP 8 AC4.4)		
Understand the physical, social, safety and psychological demands of the activity (AHP 8 AC3.3)		
Assist an individual to identify local services and facilities (AHP 8 AC3.5)		
Discuss the availability and relevance of local services with your individual (AHP 8 AC3.6)		
Appropriately utilise resources and support an individual to access their chosen activities (AHP 8 AC4.1, 4.2 and AHP 8 AC3.7)		
Understand how previous assessments guide the individual's goals and progress (AHP 8 AC3.1)		
Collaborate with an individual to formulate a plan to progress their activity (AHP 8 AC3.4)		
Discuss with the individual the coping strategies that may be required for their chosen activities (AHP 8 AC4.3)		
Assess and record appropriate outcome measures for the individual (AHP 8 AC4.6)		
Has the student demonstrated clear, professional documentation following the appropriate policy and standards (AHP 8 AC4.5)		

Task 3

Within the scope of your role, explain when you have referred or would refer a client to seek advice from a qualified practitioner. (AHP 1 AC2.3)

Analyse a range of communication methods you have used that have been appropriate and identify any inappropriate communication methods in a healthy lifestyle clinic or similar setting. (AHP 2 AC3.1)

Describe how you have changed your approach for individuals who do not have the capacity to consent to a body measurement assessment. (AHP 4 AC2.3)

Evidence requirements

- written theory / knowledge tasks
- goal setting
- essay
- workplace experience (nutritional / assessment and lifestyle / activity promotion)
- reflective practice tasks.

AHP 5 Assignment

Introduction

You have started to work in the therapy department and one of the responsibilities of your role is assisting in the hydrotherapy programmes.

Task 1

Write a short report to demonstrate your understanding of implementing hydrotherapy programmes. Include the following:

- a summary of the current legislation, national guidelines, policies, protocols, and evidence-based practice and an explanation of how they each guide you in your role of implementing hydrotherapy programmes (AHP 5 AC1.1)
- an explanation of the importance of only working within own scope of practice. (AHP 5 AC1.2)

Task 2

Your first patient is Carol Rogers, a 68-year-old female who has been referred due to reduced exercise and mobility on the background of rheumatoid arthritis. Carol's arthritis is widespread and affects most of her joints in her upper and lower limbs, and spine. Carol mobilises with two sticks due to general weakness and reduced balance. You have been assigned to support Carol in her first hydrotherapy session and carry out a prepared exercise programme.

Produce a training resource in the form of a booklet to inform new staff about how to approach an initial hydrotherapy session with a patient. Include the following:

- a description of how you would explain the principles and main benefits of hydrotherapy to Carol (AHP 5 AC3.1)
- five pieces of hydrotherapy equipment. Explain how each piece of equipment could be applied to Carol's treatment (AHP 5 AC3.6)
- potential dangers and adverse reactions Carol may face during hydrotherapy and the required actions to be taken (AHP 5 AC3.2)
- a description of response procedures to follow in emergency situations in hydrotherapy (AHP 5 AC3.3)
- an explanation of reasons for respecting the vulnerability of individuals in the hydrotherapy environment (AHP 5 AC3.4)
- an explanation of the importance of taking refreshments and rests during hydrotherapy programmes (AHP 5 AC3.5)
- a description of the primary functions of muscles, ligaments and tendons in the human body. (AHP 5 AC2.2)

Pick 6 joints that may be relevant to Carol's treatment. Complete the table below, listing the joint name, the bones and muscles that encompass the joint, and the normal ranges of movement of the joint. (AHP 5 AC2.1, 2.3)

Joint	Bones	Muscles	Normal range of movement

Task 3

The following table consists of practical tasks you will need to achieve in your work or placement.

Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Criteria	Description of situation / action	Assessor confirmation and comments
Check the environment is suitable for hydrotherapy programmes (AHP 5 AC4.1)		
Assist the individual to enter/exit the pool (AHP 5 AC4.3)		
Carry out specified activities under direction of the practitioner as outlined in the treatment goals (AHP 5 AC4.4)		
Monitor the safety and wellbeing of the individual during and after treatment in line with relevant policy and protocol (AHP 5 AC4.5)		
Demonstrate understanding of the importance of monitoring an individual's condition during hydrotherapy programmes (AHP 5 AC4.6)		
Ensure self and individual take rest and refreshment as appropriate (AHP 5 AC4.7)		
Provide professional feedback to the practitioner to inform future planning (AHP 5 AC5.2)		
Has the student demonstrated professional documentation following appropriate policy and standards? (AHP 5 AC5.1)		
Has the student consistently obtained valid consent as per UK regulations prior to providing treatment? (AHP 5 AC4.2)		

Evidence requirements

- written theory tasks (Task 1 and 2)
- anatomy table (Task 2)
- workplace practical experience demonstration table. (Task 3)

AHP 6 and 7 Assignment

Introduction

You have recently been employed by the leisure centre in Cardiff to assist a personal trainer in initial assessments, creation and implementation of exercise programmes. Your first client is Mary Hamilton who is a 19-year-old female semi-professional footballer. Mary suffered an Anterior Cruciate Ligament (ACL) rupture injury 2 years ago, which required surgery, and successfully returned to football last season. Mary has joined the centre with the aim to improve her physical performance with the aim to have a professional football career.

Task 1

Produce a report to demonstrate your understanding of assessing an individual's ability to exercise. Include the following:

- an explanation of the physical testing that you would consider using for Mary as a component of your initial assessment (AHP 7 AC5.1)
- how Mary's cardiovascular and musculoskeletal anatomy relates to her biochemistry and physiology (AHP 7 AC2.1)
- an explanation of the factors that could limit Mary's ability to complete your assessment (AHP 7 AC2.3)
- an explanation of the biophysical health model of health and discuss how it applies to testing Mary's physical abilities. (AHP 7 AC2.2)

After completing the physical performance testing, your role is to construct an exercise programme to improve Mary's lower limb strength, agility, and balance.

Explain the effects physical activity has on cardiovascular health, musculoskeletal health, and the psychological benefits. (AHP 6 AC2.1, 2.2, 2.3)

Design a one-month training programme for Mary to target her lower limb strength, agility and balance deficits using the FITT format. You must include the following: (AHP 6 AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6)

- a justification of the rationale of your programme design, including warmup/cool down
- an explanation of how the sessions will be measured and how Mary's physical and emotional response will be evaluated
- an explanation of how adverse reactions will be minimised in Mary's exercise sessions. Explain the considerations you would need to make if it was a group exercise session.

Mary has returned two weeks after her exercise programme was prescribed. During your discussions you become aware that Mary has only completed half of the prescribed exercise sessions.

Analyse five motivation techniques you could use for Mary. Describe how they would improve her exercise compliance and the factors that could be barriers for these techniques. (AHP 7 AC3.1, 3.2)

Task 2

Complete the following table describing the benefits and limitations of the exercise equipment in your workplace. (AHP 6 AC4.1)

Exercise equipment	Function and benefits	Limitations and weaknesses

Complete the following table demonstrating the physical tests used in your workplace. Explain the aim of the test and why it is selected. (AHP 7 AC5.1)

Name of physical test	Explain the test	Why is it selected

Create a list of the current legislation, national guidelines, policies, protocols and evidence-based practice and explain how they each guide you in your role when testing patients' abilities prior to exercise and delivering exercise sessions. (AHP 6 AC1.1 and AHP 7 AC1.1)

Task 3

The following table consists of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Criteria	Description of situation / action	Assessor confirmation and comments
Obtain consent (AHP 7 AC4.1)		
Document the medical limitations of an individual (AHP 7 AC5.6)		
Demonstrate an understanding of the effect of previous physical or medical history on expected outcomes (AHP 7 AC4.4)		
Identify an individual's former and present level of exercise (AHP 7 AC5.3)		
Demonstrate the ability to identify barriers to exercise (AHP 7 AC5.2)		
Suitable environmental preparation (AHP 7 AC4.3)		

Collaborate with an individual regarding intended goal of exercise session (AHP 6 AC5.4 and AHP 7 AC5.4)		
Long term goal setting with collaboration with an individual (AHP 6 AC5.5 and AHP 7 AC5.4)		
Assist with administration of physical testing (AHP 7 AC5.5)		
Demonstrate the ability to teach an individual an exercise (AHP 6 AC5.1)		
Adapt an exercise to meet individual's situation (AHP 6 AC5.2)		
Effective use of feedback to improve motivation and confidence (AHP 6 AC5.3)		
Identify an individual's rating of perceived exertion (RPE) (AHP 7 AC5.9)		
Demonstrate an understanding of how to respond to an individual's RPE (AHP 7 AC5.8)		
Has the student demonstrated clear, professional documentation following the appropriate policy and standards (AHP 6 AC5.6 and AHP 7 AC5.10)		

Task 4

Produce a reflective account based on your experiences in work or on placement.

How would you obtain consent for individuals deemed to not have capacity? What legal references guide practice in this situation? (AHP 7 AC4.2)

Explain the importance of obtaining and understanding patient history and medication prior to assessing an individual's physical function. (AHP 7 AC4.5)

List the methods for calculating and interpreting an individual's rating of perceived exertion (RPE). Compare and explain the differences in the methods. (AHP 7 AC5.7)

Evidence requirements

- written theory task (Task 1)
- one month training programme (Task 1)
- workplace learning (Task 2)

- physical testing table (Task 1)
- workplace practical experience demonstration table (Task 3)
- reflective practice tasks. (Task 4)

AHP 3, 25 and 26 Assignment

Introduction

You have just started in the community rehabilitation centre for your local region. You will be working primarily in the cardiac rehabilitation team. Your role will be to assess and prepare individuals to start exercising and to provide education about healthy lifestyle habits.

Task 1

Your first patient is Luigi Brunello, a 64-year-old male who had a coronary artery bypass graft four weeks ago. This was Luigi's first major surgery, and he has no other significant medical conditions. Your task in Luigi's first session is to assess and train him in the gym to prepare for the group rehabilitation tasks.

Produce a report to demonstrate your knowledge. Include the following:

- a summary of the current legislation, national guidelines, policies, protocols, and evidence-based practice and explain how they affect your role in training individuals for cardiac rehabilitation (AHP 3 AC1.1)
- a description of the resources required to deliver the training to Luigi (AHP 3 AC1.2)
- a description of the appropriate environment for the delivery of the first session (AHP 3 AC1.3)
- an explanation of how to overcome barriers that Luigi may encounter whilst undertaking training (AHP 3 AC1.4)
- an evaluation of the use of demonstration and instruction as a teaching strategy (AHP 3 AC1.5)
- an explanation of the skills required for the effective delivery of demonstration and instruction as a teaching method for this session. (AHP 3 AC1.6)

Task 2

Your second task is to assist the clinical nurse to prepare and deliver an educational presentation for the 12 individuals in the cardiac rehabilitation programme. The presentation will be covering medical management advice and education regarding the signs and symptoms that individuals may encounter post major cardiac surgery.

Produce a guidance document to help you plan for the presentation. Include the following:

- a summary or list of the current legislation, national guidelines, policies, protocols, and evidence-based practice and explain how they affect your role in assisting others to plan presentations (AHP 26 AC1.1)
- an explanation of the importance of developing aims and objectives for the presentation and how these impact on delivery (AHP 26 AC1.2)
- Identification of the range of materials and equipment that might be used in the presentation (AHP 26 AC1.3)
- the appropriateness of using visual aids and technology within the presentation. (AHP 26 AC1.4)

Task 3

Your third task is to provide an educational presentation to the cardiac rehabilitation group. The presentation will cover mental health challenges, sleep, and nutritional advice for individuals recovering from major cardiac surgery.

Produce a guidance document to help you plan for the presentation. Include the following:

- a summary of your knowledge by creating a list of the current legislation, national guidelines, policies, protocols, and evidence-based practice explaining how they affect your role in giving presentations (AHP 25 AC1.1)
- an explanation of how to devise aims and objectives for the presentation (AHP 25 AC2.1)

- an explanation of how you would choose from a range of presentation techniques to meet the needs of this audience (AHP 25 AC2.2)
- analysis of emerging developments in technology and how technology could be utilised for this presentation's delivery and materials. (AHP 25 AC2.3)

Task 4

The following tables consist of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Table 1

Criteria	Description of situation / action	Assessor confirmation and comments
Explain the learning aims and objectives of the training session to attendees (AHP 3 AC2.1)		
Deliver the training programme to attendees through demonstration and instruction (AHP 3 AC2.2)		
Maintain communication with attendees during demonstration and instruction (AHP 3 AC2.3)		
Check attendees' understanding and encourage questions at regular intervals (AHP 3 AC2.4, 2.5)		
Provide attendees with opportunities and support to demonstrate the learning achieved through the training (AHP 3 AC2.6)		
Respond to the attendees' needs during the training (AHP 3 AC2.7)		
Provide constructive feedback to attendees on their progress (AHP 3 AC2.8)		
Gather feedback from attendees and review the effectiveness of the training (AHP 3 AC3.1, 3.3)		

Assess whether the training programme delivers the required learning outcomes and identify ways to improve or adapt the training (AHP 3 AC3.2 and AHP 3 AC3.4)		
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Table 2

Criteria	Description of situation / action	Assessor confirmation and comments
Preparing a presentation		
Demonstrate an understanding of the process of planning a presentation (AHP 26 AC2.1)		
Be able to describe what is required and how to structure presentations to maximise understanding (AHP 25 AC3.1 and AHP 26 AC2.2)		
Identify sources of information that could be utilised in a presentation (AHP 26 AC2.5)		
Help others to identify the aims and objectives and identify background information needed in the presentation (AHP 26 AC2.4, 2.6)		
Work with others to gather resources, prepare and organise equipment, materials and the venue for the presentation (AHP 26 AC2.7, 2.8)		
Demonstrate how to modify and adapt the presentation content to suit the needs of the audience or changes in requirements (AHP 25 AC3.5 and AHP 26 AC2.3)		
Demonstrate how to anticipate barriers to understanding and how they can be overcome (AHP 25 AC3.2)		

Plan presentation delivery, taking account of the audience's needs and context of delivery (AHP 25 AC3.3)		
Utilise materials and resources to support understanding (AHP 25 AC3.4, 4.1)		
Presentation delivery		
Present clear information in a manner and pace in line with the group's needs (AHP 25 AC4.2)		
Monitor the group's understanding and adapt own presentation style in line with audience responses (AHP 25 AC4.5)		
Encourage the group to ask questions and reiterate key points at suitable intervals (AHP 25 AC4.3, 4.4)		
Summarise information to conclude the presentation (AHP 25 AC4.6)		
Gain feedback from audiences and evaluate their understanding from the presentation to inform future delivery (AHP 25 AC4.7)		
Explain the importance of seeking advice and assistance on issues beyond own competence (AHP 26 AC2.9)		

Evidence requirements

- written theory / knowledge tasks (Tasks 1-3)
- workplace experience (Task 4)

AHP 12, 24 and 31 Assignment

Introduction

You have recently started in the community allied health team in your local borough. Your role will be working with the community therapists and the rapid response team to provide care, promote independence in the community, and reduce the strain on the hospital system.

Task 1

Your first patient is Sayed Hussain, a 78-year-old male who lives alone in a 3-bedroom house. Sayed has recently lost his wife and has minimal local family support. Sayed's mobility and function have slowly been deteriorating over the past 12 months and his GP has referred him to assess whether he needs additional support.

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

- a summary of the current legislation, national guidelines, policies, protocols, and evidence-based practice and an explanation of how they affect your role in provision of environmental and social support in the community (AHP 12 AC1.1)
- a description of five different situations when individuals may need to be provided with environmental or social support (AHP 12 AC2.1)
- an identification of when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community (AHP 12 AC1.2)
- a description of the types, purpose and function of materials, equipment and support that may be required for Sayed (AHP 12 AC2.2)
- an explanation of the procedures involved when carrying out an assessment of environmental and social support for Sayed. (AHP 12 AC2.4)

Task 2

You have been referred a patient from the oncology ward at your local hospital. The patient is Julia Matthews who is being discharged after a 3-week admission for reduced appetite, mobility and shortness of breath. Julia has been battling lymphoma for 3 years and her function and health has slowly been deteriorating. Julia is 61 and lives with her husband in a 3-storey semi-detached house. Julia can mobilise short distances with a frame and requires assistance on the stairs. Her husband has been required to assist with all activities of daily living. They have never had any medical equipment prescribed up until this stage. The referral was made to assess the home environment and prescribe equipment or modifications with the knowledge that Julia's condition is likely to continue to deteriorate over the next 12-18 months.

Produce a PowerPoint presentation to show how Julia could be supported. Include the following:

- a summary of the current legislation, national guidelines, policies, protocols, and evidence-based practice and an explanation of how they affect your role in adapting and fitting healthcare equipment, medical devices, assistive technology and associated systems or products (AHP 24 AC1.1)
- your role, responsibilities and accountability when adapting and fitting prescribed items (AHP 24 AC1.2)
- the aspects of Julia's anatomy and physiology that may impact on adapting and fitting prescribed items (AHP 24 AC2.1)
- five prescribed items that you might consider for Julia's situation. Include the required measurements and the limits of use for the prescribed items to ensure the adaptation maintains its: integrity, safety and fitness for purpose (AHP 24 AC3.1)
- an explanation of the parameters used when assessing the fit of the five prescribed items (AHP 24 AC3.4)

- a description of the process of making minor adjustments to ensure the best fit and comfort for the five prescribed items (AHP 24 AC3.5)
- a justification of the importance of checking the impact of a prescribed item on other devices and systems used by the individual (AHP 24 AC3.3)
- an explanation of the importance of handover procedures throughout the process of ordering, delivering and fitting, for prescribed items. (AHP 24 AC1.4)

Task 3

Your third patient is James McCaskell, who is a 49-year-old male who has been referred by your local hospital. He was admitted 4 months ago after a hypoglycaemic event. He subsequently had a long stay in Intensive Care. He was discharged 2 days ago back to his flat where he lives with his wife and 15-year-old son. James was a freelance journalist, fully independent with minimal previous health concerns, and enjoyed playing squash and golf. He is now mobilising independently using crutches and requiring assistance with stairs and all activities of daily living. The referral was made for the community team to progress James back to his baseline level.

Produce a short report to demonstrate your understanding of meeting individual needs and preferences. Include the following:

- a description of the benefits of engaging James in learning or development activities (AHP 31 AC1.1)
- an analysis of the purpose of a range of learning or development activities which may be suitable for James. (AHP 31 AC1.2)
- an explanation of how James's needs and preferences may influence how learning and development activities are accessed or delivered. Preferences could include beliefs, values, culture, wishes, and aspirations. (AHP 31 AC1.3)

Task 4

For the next task, you will be required to apply the knowledge you have obtained to your work environment. Draw upon your workplace experiences to further develop your knowledge and understanding.

You have been asked by your manager to produce a booklet as a training resource for new staff, include the following:

- a description of the purpose of the assessment tools used in your workplace in relation to environmental and social support in the community (AHP 12 AC2.3)
- an explanation of the roles of those involved in assessing environmental and social support in your community (AHP 12 AC2.5)
- the procedures and systems used within your workplace for authorising prescribed items (AHP 24 AC1.3)
- identification of the range of measurements used in adaptations of prescribed items encountered in your workplace, to ensure specification of the original prescription is met. (AHP 24 AC3.2)

Task 5

The following tables consists of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria. Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Table 1

Criteria	Description of situation / action	Assessor confirmation and comments
Communicate with the individual and relevant others (colleagues, family, carers) in a way that encourages personal choice (AHP 12 AC3.1)		
Undertake the assessment in line with local policy and protocol (AHP 12 AC3.2)		
Identify and prioritise the individual's needs, in conjunction with relevant others if necessary (AHP 12 AC3.3)		
Pass on the outcomes of the assessment in line with local policy and protocol (AHP 12 AC3.5)		
Communicate options for support and equipment to the individual and relevant others (AHP 12 AC4.2)		
Confirm the availability of the resources required for the environmental or social support (AHP 12 AC4.1)		
Identify any difficulties with providing the support or equipment, discussing possible solutions (AHP 12 AC4.3)		
Has the individual consistently obtained valid consent as per UK regulations prior to changes in environments and social supports? (AHP 12 AC4.4)		
Has the student demonstrated professional documentation following appropriate policy and standards? Does this include outcomes of assessments and action plans? (AHP 12 AC3.4, 4.5)		

Table 2

Criteria	Description of situation / action	Assessor confirmation and comments
Liaise with those involved in the adaptation and check		

authorisation for the work (AHP 24 AC4.1)		
Inform those involved and the individual that the prescribed item is ready for fitting (AHP 24 AC4.6)		
Make adaptations in line with prescribed recommendations, in accordance with national and local policy and protocol (AHP 24 AC4.3)		
Fit the prescribed item and activate, if necessary. Check the equipment to ensure it is in safe, working order (AHP 24 AC4.4, 5.5, 5.6)		
Ensure the item is comfortable, acceptable and meets the individual's needs, clinical requirements and conforms to required standards (AHP 24 AC4.2, 5.7)		
Explain the purpose of the prescribed item to the individual and instruct in its use (AHP 24 AC5.2)		
Give the prescribed item to the individual with documentation, instructions on maintenance, identifying faults and how to report malfunction or concerns (AHP 24 AC4.5, 5.8)		
Maintain compliance with health and safety guidance at all times by applying standard precautions for infection control (AHP 24 AC5.3, 5.4)		
Has the student consistently obtained valid consent as per UK regulations prior to fitting the prescribed item? (AHP 24 AC5.1)		
Has the student demonstrated professional documentation following appropriate policy and standards? Does this include fitting, instructions and adjustments? (AHP 24 AC4.7, 5.9)		

Table 3

Criteria	Description of situation / action	Assessor confirmation and comments
Support the individual to communicate their goals, needs and preferences about implementing learning or development activities (AHP 31 AC2.1, 3.2)		
Work with the individual, and others to agree learning or development activities that will suit the individual including whether personalised or alternate options would be more beneficial (AHP 31 AC2.3, 2.4)		
Collate and present information for evaluation as agreed (AHP 31 AC6.2)		
Support the individual to prepare for an activity in order to minimise risks and maximise their participation (AHP 31 AC4.3)		
Describe how resources or equipment might be adapted to meet the needs of an individual (AHP 31 AC4.2)		
Ability to obtain or prepare resources or equipment needed for the activity (AHP 31 AC4.1)		
Prepare the environment so that the activity can be carried out safely and effectively (AHP 31 AC4.4)		
Encourage the individual to give feedback about how the activity is implemented and the support provided (AHP 31 AC5.3)		
Describe factors that may affect the way a programme of learning or development activities are implemented and supported (AHP 31 AC3.1)		

Provide the individual and others with information on possible learning or development activities (AHP 31 AC2.2)		
Carry out agreed role in facilitating the activity and supporting the individual to engage with the activity in a way that promotes active participation (AHP 31 AC5.1, 5.2)		
Agree with the individual and others the process and criteria for evaluation of the activity and the support provided (AHP 31 AC6.1)		
Use agreed criteria to evaluate the activity with the individual and others (AHP 31 AC6.3)		
Make recommendations for any changes in the activity, its implementation or the support provided (AHP 31 AC6.4)		
Understand the importance of recognising progress achieved through a learning or development activity (AHP 31 AC6.5)		
Understand how and when to refer any concerns to an appropriate person (AHP 31 AC6.7)		
Assess risks in line with agreed ways of working (AHP 31 AC3.3)		
Make adjustments in response to feedback (AHP 31 AC5.4)		
Has the student demonstrated professional documentation following appropriate policy and standards. (AHP 31 AC6.6)		

Evidence requirements

- written theory tasks (Tasks 1, 2 and 3)
- workplace learning tasks (Task 4)
- workplace practical experience demonstration tables. (Task 5)

AHP 13, 15, 16, 19 and 20 Assignment

Introduction

You have rotated onto the multi-trauma ward at the Royal London Hospital. As one of the major trauma centres in the country, you will be working within a multidisciplinary team to assist patients with their goal of regaining mobility and function prior to discharging from the hospital.

Task 1

Before beginning work on the ward, you have been asked to produce an essay on the effects of mobility on individuals with physical disability or immobility.

The essay must: (AHP 13 AC2.2, AHP 15 AC2.1, 2.3, AHP 20 AC1.1, 1.3, 1.4,)

- define mobility
- explore the effects that physical immobility/disability has on an individual's psychological state and wellbeing
- explain the physical, physiological and psychological benefits of movement
- summarise the benefits of maintaining and improving mobility.

Task 2

Your first patient is Frank Sharpe, a 22-year-old male, who was admitted after falling off a 5 m ladder at his construction worksite. Frank suffered a left dislocated ankle, calcaneal fracture, and open distal tibial and femoral fractures. He has had three operations to relocate and repair the fractures, he also required skin grafting from his right iliac crest to close the wound on his right ankle. He has been instructed not to lay or put any pressure on the skin grafting site on his right iliac crest. He has been instructed that he can mobilise, but is non-weight bearing on his left leg. Frank lives with friends in a rented three-bedroom share house, he has asthma and smokes three packs of cigarettes per week.

You have been asked by the ward physiotherapist to review Frank's mobility using the crutches. He must be able to mobilise independently and get up and down a flight of stairs before he can be discharged.

Produce a report to present to the ward physiotherapist. Include the following:

- using Frank as an example, an explanation of how the anatomy and physiology of the skin and lungs inform treatment programmes for individuals with severely reduced mobility (AHP 13 AC2.3)
- a description of the basic reaction to pain within the body and how this will impact your approach to Frank's treatment (AHP 13 AC2.4)
- an explanation of the principles of asymmetric practice and pressure area care, and how they will influence Frank's care (AHP 13 AC2.5)
- an explanation of the rationale and importance of monitoring an individual's condition (AHP 13 AC3.6)
- identification of potential adverse reactions that Frank could have to different treatment programmes (AHP 13 AC3.4)
- a description of how monitoring processes are used and a justification of their importance in treatment programmes (AHP 15 AC4.7)
- a description of the potential signs of adverse reactions to mobility and movement programmes (AHP 15 AC3.4)
- an explanation of the actions you would take if an adverse reaction was to occur and the potential consequences of not taking action. (AHP 13 AC3.5)

Task 3

Your second patient on the ward is Carol Turner, a 61-year-old who was admitted three days ago after falling down a flight of stairs. Carol has a background of Parkinson's Disease, is a retired hairdresser and lives with her husband Paul. Her results from the trauma scans identified a subdural hematoma, a fractured right distal radius, and right fractured neck of femur. Carol underwent orthopaedic surgery to repair her wrist and hip. The post op instructions were for Carol to be placed in a right wrist splint, and begin mobilisation and weightbearing of both hip and wrist without restrictions. The subdural hematoma was monitored for 48 hours and has not required any intervention. You will be treating Carol with the ward physiotherapist. The aim will be to assist Carol with regaining mobility and function.

Produce a PowerPoint presentation to outline the treatment Carol will receive. Include the following:

- an explanation of the relationship between Carol's mobility and the effects of Parkinson's disease. How do other health conditions differ in their effects on mobility? (AHP 20 AC1.2)
- a description of the types and purpose of treatment programmes that could be used for Carol (AHP 13 AC3.1)
- an analysis of the benefits of recommended therapies to Carol's health and wellbeing (AHP 16 AC1.1)
- five barriers that could prevent Carol from continuing her therapy (AHP 16 AC1.2)
- identification of five potential dangers that Carol faces from her therapy treatment (AHP 13 AC3.3a)
- an explanation of the consequences for Carol if she discontinues her therapy treatment (AHP 16 AC1.3)
- the functions of equipment and materials that could be used with Carol's treatment programmes (AHP 13 AC3.2)
- identification of the potential dangers associated with the identified equipment and materials (AHP 13 AC3.3b)
- an analysis of the reasons why Carol may need support to maintain, regain or develop skills for everyday life (AHP 19 AC1.2)
- an explanation of how maintaining, regaining or developing skills could impact Carol (AHP 19 AC1.3)
- a comparison of methods for developing and maintaining Carol's skills for everyday life. Methods could include: (AHP 19 AC2.1)
 - demonstration
 - discussion
 - coaching
 - instruction
 - repetition
 - cognitive exercises
- an explanation of how fluctuations in Carol's ability may impact support provided. (AHP 19 AC2.2)

Task 4

Produce a reflective account of your experiences in the workplace in relation to the conditions and treatments you have encountered in your own role.

Create a list of the current legislation, national guidelines, policies, protocols, and evidence-based practice and explain how they each guide you in your role of implementing and assisting with treatment programmes for individuals with severely reduced movement and mobility. (AHP 13 AC1.1 and AHP 15 AC1.1)

Describe the conditions and presentations you have encountered in your own role that can cause difficulties in movement and mobility. (AHP 15 AC2.4)

Describe the treatment programmes prescribed for individuals with restricted movement and mobility encountered in own role. (AHP 15 AC3.1)

Explain the function of the equipment and materials used in your own role. (AHP 15 AC3.2)

Identify and explain the hazards associated with using the equipment and materials. (AHP 15 AC3.3)

Task 5

Complete this anatomy table.

Your task is to identify the joint and match the planes of movement and muscles associated with each joint. Note; some muscles may feature in multiple joints. You will then have to record the normal range of motion for each movement and finally list potential causes of restriction to each joint. (AHP 13 AC2.1 and AHP 15 AC2.2)

Joints: Shoulder, Elbow, Hip, Knee, Ankle

Planes of movement (of each joint):

- Flexion, Extension, Abduction, Adduction, External Rotation, Internal Rotation
- Flexion, Extension
- Flexion, Extension, Abduction, Adduction, External Rotation, Internal Rotation
- Flexion, Extension
- Dorsiflexion, Plantar Flexion, Inversion, Eversion

Muscles: Deltoid, Biceps, Triceps, Latissimus Dorsi, Pectoralis, Hamstrings, Quadriceps, Gastrocnemius, Soleus, Tibialis Anterior, Peroneals, Gluteals, Adductors, Psoas

Bones	Joint	Planes of movement	Muscles	Normal range of motion	Potential causes of restriction
Femur Tibia Fibula					
Humerus Radius Ulna					
Femur Pelvis					
Scapula Humerus					
Tibia Fibula Talus					

Task 6

The following table consists of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Criteria	Description of situation / action	Assessor confirmation and comments
Objectives prior to treatment		
Clarify information required prior to providing support AHP 16 AC3.1		
Work with an individual and others to identify their current level of function and the skills that need to be improved AHP 19 AC3.1, 3.2		
Agree and supports an individual with setting goals and formulating methods of support for retaining, regaining or developing skills AHP 19 AC3.4, 3.6		
Agree mobility activities with the individual and others, according to the individual's needs and abilities AHP 20 AC2.1		
Check the safety, cleanliness and suitability of mobility equipment and appliances AHP 20 AC2.4, 2.5		
Check the suitability of an individual's clothing and footwear for safety and mobility AHP 20 AC2.3		
Position the individual appropriately for the treatment programme AHP 13 AC4.1 and AHP 15 AC4.2		
Remove or minimise hazards in the environment before a mobility activity AHP 20 AC2.2		
Objectives during treatment		
Carries out therapeutic activities within scope of practice, that fulfils the individual's needs and goals as outlined in the treatment plan AHP 15 AC4.3 and AHP 13 AC4.4		

Assists an individual to use mobility appliances correctly and safely AHP 20 AC3.2		
Carries out agreed role to support an evaluation, using observations and feedback from the individual and others AHP 16 AC5.2		
Monitors observations established with individual and therapist during therapy sessions AHP 16 AC4.1, 4.2		
Monitors the individual during and after treatment and reports concerns appropriately AHP 13 AC4.5, AHP 15 AC4.6 and AHP 20 AC3.3		
Manages concerns and modifies approach in response to distress encountered during therapy AHP 16 AC3.3 and AHP 19 AC4.3		
Provides constructive feedback and encouragement to the individual to guide towards goals AHP 16 AC3.4, AHP 19 AC4.5 and AHP 20 AC3.4		
Provides verbal and physical support and encouragement during and after treatment that ensures safety AHP 19 AC4.2 and AHP 13 AC4.6		
Encourages the individual to practice skills developed during treatment in their daily life AHP 15 AC4.5		
Promotes the active participation of the individual during a mobility activity AHP 20 AC3.1 and AHP 16 AC3.2		
Supports and encourages the individual to practice existing and newly developed skills during the treatment programme AHP 15 AC4.4		
Supports individuals to retain, regain and develop skills, in a		

way that builds on strengths and promotes active participation AHP 19 AC4.1		
Enables individuals to access information in relation to benefits of continuing the recommended therapy AHP 16 AC2.2		
Agrees individual's needs, wishes and preferences in relation to continuing a recommended therapy AHP 16 AC2.1		
Objectives post treatment		
Evaluate and appropriately provide feedback to relevant individuals about progress towards goals and future treatment AHP 13 AC4.7, AHP 15 AC5.1 and AHP 19 AC5.2		
Report on the findings of observations to individuals and others AHP 16 AC4.4		
Collaborate with professional to revise changes to therapy sessions AHP 16 AC5.3 and AHP 19 AC5.3		
Identify when specialist support may be required to retain, regain or develop skills AHP 19 AC3.3		
Demonstrate understanding and importance of professional scope / skills and seeking support when necessary AHP 15 AC5.3 and AHP 13 AC4.8		
Encourage individuals to recognise progress and identify additional needs for a care and support plan AHP 19 AC3.5, 4.4		
Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided AHP 16 AC5.1 and AHP 19 AC5.1		

Has the student demonstrated professional documentation following appropriate policy and standards? Does this include treatment, observations, progress, concerns, outcomes, and plans? AHP 13 AC4.9, AHP 15 AC5.2, AHP 16 AC4.3, 5.4, AHP 19 AC5.4 and AHP 20 AC4.1, 4.2	
Has the student consistently obtained valid consent as per UK regulations prior to providing treatment? AHP 13 AC4.2 and AHP 15 AC4.1	
Has the student demonstrated an understanding of the consequences of poor practice and the importance of reporting adverse events? AHP 15 AC5.4, 5.5	

Task 7

Produce a reflective account of your experiences in work or at your placement.

Reflect on the different factors across life stages that you have witnessed impacting the retention and development of skills for everyday living. How do these factors influence your approach in supporting individual's regaining their function? (AHP 19 AC1.1)

Consider the role of relationships and support networks in encouraging skill development for everyday life. Provide an example from your experience of a positive and negative relationship. Reflect on how you managed these relationships and whether you would change your approach in the future. (AHP 19 AC2.3)

Reflect upon how to resolve conflicts when supporting individuals to plan for retaining, regaining and developing skills. Consider how you could improve your approach to conflict resolution in the future. (AHP 19 AC2.4)

Recall three examples of patients who do not have the capacity to consent. Explain how consent was obtained. (AHP 13 AC4.3)

Reflect upon how to overcome an individual's fears or concerns in relation to continuing the recommended therapy. Provide an example of your experience. (AHP 16 AC2.3)

Reflect upon the success and struggles you encountered with applying different motivational techniques to promote engagement with therapy. (AHP 16 AC2.4)

Evidence requirements

- written theory tasks (Task 2, 3)
- essay (Task 1)
- anatomy table (Task 5)
- workplace learning (Task 4)
- workplace practical experience demonstration table (Task 6)
- reflective practice tasks. (Task 7)

AHP 9, 10 and 11 Assignment

Introduction

You have rotated onto the acute neurological ward at the Royal Infirmary of Edinburgh. You will be assisting patients recovering from a wide range of neurological conditions such as Parkinson's Disease (PD), stroke, Motor Neuron Disease (MND), and brain cancer. You will be assisting a range of professionals throughout the multidisciplinary team.

Task 1

Your first patient, Helen McDonald, is a 35-year-old lecturer who was admitted seven days ago post-seizure. On investigation, a 3.8 cm glioblastoma was found. Helen's primary impairment is her reduced cognitive function, her long-term memory is unaffected, but her short-term memory, insight, and high-level cognitive processing have been impacted.

Produce a report to demonstrate your understanding. Include the following:

- a definition of the cognitive skills required for learning (AHP 9 AC2.1)
- an explanation of how specific and global learning difficulties impact learning (AHP 9 AC2.2)
- a description of how Helen's cognitive function could affect her learning and communication (AHP 9 AC2.3)
- an explanation of the effects that Helen's diagnosis could have on her perception, memory and information processing (AHP 9 AC2.4)
- an explanation of the importance of active learning and examples of activities to promote active learning (AHP 9 AC2.6)
- a description of the effects that medication could have on Helen's cognitive difficulties. (AHP 9 AC2.7)

Task 2

Your second patient on the ward is William Scott, a 62-year-old semi-retired accountant. He was admitted to the hospital two days ago with slurred speech. On investigation it was found he had suffered a left sided MCA infarct. The stroke left William with moderate receptive aphasia and right upper limb weakness. You have been asked to help the occupational therapist work with William to regain his upper limb function and independence.

Produce a booklet to be used with new members of staff as a training resource to show how to support an individual such as William. Include the following:

- an explanation of how communication differs for individuals such as William who have had a stroke and individuals without communication disorders (AHP 10 AC3.1)
- the impact that William's communication impairment might have on his self-esteem and expression (AHP 10 AC3.2)
- a description of how oral, emotional and physical factors could affect William's communication (AHP 10 AC3.3)
- an explanation of how these factors can be minimised or overcome (AHP 10 AC3.4)
- an explanation of how you could adapt vocabulary to meet the needs of William's communication and interaction difficulties (AHP 10 AC4.1)
- a description of the visual and auditory teaching approaches that you could use with William (AHP 10 AC4.2)
- an explanation of the use of educational/behaviour support plans and how they could be utilised when working with William. (AHP 10 AC4.4)

Task 3

Your third patient on the ward is Margaret Jones, a 52-year-old with Motor Neuron Disease (MND). Margaret is wheelchair bound and has worsening strength in her oral and throat muscles which is starting to significantly impact her speech. You have been tasked to assist the speech and language therapist with working on communication strategies for Margaret.

Produce a PowerPoint presentation to demonstrate your understanding. Include the following:

Part 1

- a description of the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan (AHP 11 AC2.1)
- an explanation of the effect that developmental delay and acquired disorders can have upon an individual's communication (AHP 11 AC3.3)
- an explanation of how speech sounds are produced (AHP 11 AC3.1)
- an explanation of how MND can affect an individual's ability to communicate and learn (AHP 11 AC3.2)
- an explanation of the stages in verbal comprehension (AHP 11 AC3.5)
- a discussion of how situational understanding impacts on functional understanding (AHP 11 AC3.6)
- the role of the communication partner in making reasonable adjustments. (AHP 11 AC3.7)

Part 2

- a summary of the impact of Margaret's impairment on social communication impairment (AHP 11 AC3.8)
- factors that may affect Margaret's attention span, memory, and ability to learn
- explore three alternative factors which impact the ability to access speech and language therapy for babies, children, adults and geriatrics (AHP 11 AC4.1)
- an explanation of the nature and purpose of different therapeutic activities (AHP 11 AC4.2)
- a description of how therapeutic activities can be adapted for Margaret within the boundaries of a specified therapy programme (AHP 11 AC4.3)
- an explanation of the meaning and uses of augmentative sign and symbol systems for Margaret's situation. (AHP 11 AC4.4)

Task 4

For the next task, you will be required to apply the knowledge you have obtained to your work environment. Draw upon your workplace experiences to further develop your knowledge and understanding.

Produce a report to demonstrate your understanding. Include the following:

- a list of the current legislation, national guidelines, policies, protocols, and evidence-based practice and explain how they each guide you in your role of supporting individuals with:
 - learning or cognitive difficulties (AHP 9 AC1.1)
 - communication and interaction difficulties (AHP 10 AC1.1)
 - speech and language disorders (AHP 11 AC1.1)
- the relevant stakeholders **within** your workplace involved with supporting individuals with communication difficulties. Explain their roles and responsibilities (AHP 10 AC2.1)
- the relevant stakeholders **external** to your workplace involved with supporting individuals with communication difficulties. Explain their roles and responsibilities (AHP 10 AC2.2)
- an explanation of your role and responsibilities in providing support to individuals to develop their communication skills with speech and language disorders. Aim to use evidence-based practice, policies, and procedures to strengthen your response (AHP 11 AC1.2)

- a description of the relationship between different communication impairments relevant to own role.
(AHP 10 AC3.5)

Task 5

The following table consists of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Criteria	Description of situation / action	Assessor confirmation and comments
Preparation prior to treatment		
Gain valid consent for an individual who is not able to provide this consent independently (AHP 11 AC5.2)		
Effectively obtain information about the individual's cognition or learning needs and the planned learning activities (AHP 9 AC3.1)		
Obtain information about the individual's competence in communication and the therapist's planned learning tasks and activities (AHP 10 AC5.2)		
Organise the environment and equipment to facilitate participation in planned learning tasks and activities (AHP 10 AC5.3)		
Use resources and skills to enable and encourage the individual to choose their learning goals (AHP 9 AC4.3)		
Objectives during treatment		
Explain and agree the therapeutic activities with a individual (AHP 11 AC5.3)		
Obtain and use suitable equipment and materials to support the individual's learning needs (AHP 9 AC3.3)		

Carry out therapeutic activities as directed and detailed within the individual's care plan, and seek advice when an activity is beyond own scope of practice (AHP 11 AC6.1)		
Assist the individual to use augmented and alternative means of communication (AHP 10 AC5.5)		
Follow instructions using agreed methods of communication (AHP 9 AC4.2)		
Explain the use of educational and behaviour support plans (AHP 9 AC4.7)		
Demonstrate a range of methods to help a patient understand the environment and the use of objects (AHP 9 AC4.5)		
Sequence and structure learning activities and the environment in collaboration with therapist so the individual develops: <ul style="list-style-type: none"> organisational skills information processing skills problem-solving skills (AHP 9 AC4.6) 		
Provide opportunities and encourage a patient to initiate, respond and maintain communication with relevant others (AHP 10 AC6.1, 6.2)		
Provide the individual with sufficient time, opportunity and encouragement to practice existing and newly developed skills (AHP 11 AC6.3)		
Use different communication methods to encourage and assist a patient with participation (AHP 10 AC5.4)		
Promote the individual's autonomy regarding expressive		

and receptive language (AHP 10 AC6.4)		
Provide appropriate and effective support, encourage, praise, and reassure the individual to help them with learning activities (AHP 9 AC4.1)		
Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate skills and implement the programme into their normal daily activities (AHP 11 AC6.4)		
Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual (AHP 11 AC6.2)		
Provide a model for the individual in terms of verbal and non-verbal communication (AHP 11 AC5.1)		
Monitor a patient's response to learning activities and adjust appropriately to improve achievement (AHP 9 AC4.4)		
Objectives post treatment		
Help patients to identify their achievements and plan for future learning (AHP 9 AC5.2)		
Provide support to relevant others to enable them to develop skills that they can use with the individual in a functional setting (AHP 11 AC6.5)		
Encourage and support relevant others to respond to the individual with communication and interaction difficulties (AHP 10 AC6.3)		
Provide constructive feedback to the individual on their		

participation and progress (AHP 10 AC6.5)		
Appropriately and professionally feedback to the therapist regarding the individual's learning achievements and any problems encountered (AHP 9 AC5.1, AHP 10 AC6.6 and AHP 11 AC6.6)		
Describe the language and communication needs of a patient to a colleague (AHP 10 AC5.1)		
Describe modifications to learning activities that can be made to improve an individual's progress (AHP 9 AC3.5)		
Adapt teaching and learning materials with guidance from therapist to suit the individual's learning needs (AHP 9 AC3.4)		
Collaborate with the therapist to formulate approaches to enable and motivate the individual to develop learning strategies (AHP 9 AC3.2)		
Has the student demonstrated professional documentation following appropriate policy and standards? (AHP 9 AC5.3)		
Has the student documented outcomes of the intervention and actions taken to minimise risks of adverse reactions? (AHP 11 AC6.7)		

Task 6

Reflect upon three instances and describe when a patient's cognitive or learning difficulties has impacted on your ability to support them during a learning activity. (AHP 9 AC2.5)

Consider the importance of recognising individual diversity and modifying your practice. Reflect on occasions from your work environment where you have witnessed different cultures, upbringing and home circumstances and explain how these affected communication and interaction (AHP 10 AC4.3)

Reflect upon how each of the below factors can affect a patient's communication and social interaction.

Provide an example of each factor which you have experienced in your role: (AHP 11 AC3.4)

- unusual patterns of interaction
- psychological changes
- stress and distress
- familiar communication environments

- employment
- education
- health.

Evidence requirements

- written theory/knowledge tasks (Tasks 1, 2 and 3)
- workplace learning (Task 4)
- workplace experience (Task 5)
- reflective practice tasks. (Task 6)

AHP 21A, 22 and 23 Assignment

Introduction

You have started a new rotation at your local diabetic foot clinic. Your role in the department is to support the podiatrist and nursing team to manage a wide range of foot issues, primarily due to diabetes.

Task 1

To demonstrate your knowledge, you have been asked to compile an essay on diabetes. This essay must cover the causes of diabetes, signs and symptoms, and the association and risk that diabetes has with foot health. (AHP 22 AC2.1, 2.2, 2.3 AHP 23 AC2.1, 2.2, 2.3)

Task 2

Write a short report to summarise the national and local guidelines on diabetes healthcare. Explain how these guidelines impact your role in treating patients presenting with diabetic foot issues. (AHP 22 AC1.1 and AHP 23 AC1.1)

Task 3

Your first patient is Henry Stafford, a 64-year-old male who has been referred due to poorly controlled type 2 diabetes, peripheral neuropathy and ulcers on both feet. He has a past medical history of hypertension, peripheral vascular disease, and osteoarthritis. He presents wearing flip flops and his clothes appear to be dirty. There is a note on the system from the social worker which explains that Henry is known to the community team and has a history of excessive alcohol intake and hoarding in his home.

Produce a short report to demonstrate your knowledge and understanding. Include the following:

- a description of the effects of Henry's medical conditions on his feet and toenails (AHP 21A AC1.1)
- a description of the possible effects of Henry's living conditions and footwear on his feet and toenails (AHP 21A AC1.2)
- prepare a handout to provide to Henry about the relationship between diabetes and foot health. This must include the importance of footwear and how to look after footwear/check for wear (AHP 22 AC1.3, 2.4, 2.5 and AHP 23 AC2.4)
- how would you explain to Henry the impact of nutrition, health and physical exercise on individuals with diabetes? (AHP 22 AC2.6 and AHP 23 AC2.5)
- explain the treatment options for foot disorders that Henry may be experiencing (AHP 23 AC2.6)
- describe how you would work in partnership with Henry to improve his foot health (AHP 22 AC1.4)
- explain the local referral pathways that would be appropriate for Henry's foot health. (AHP 22 AC1.2 and AHP 23 AC1.2)

Task 4

The following table consists of practical tasks you will need to achieve in your work or placement. Describe the situation and action that best applies to the listed criteria.

Your assessor or manager will be required to confirm the scenario and provide feedback for you to consider in the future.

Criteria	Description of situation / action	Assessor confirmation and comments
Pre-assessment		
Prepare the equipment required for treatment (AHP 21A AC2.5)		
Prepare the individual's feet for treatment, in a way that promotes active participation (AHP 21A AC2.6)		
Ensure the setting for foot care meets the individual's preferences and maintains privacy throughout the examination (AHP 21A AC2.2 and AHP 23 AC3.4)		
Use individual's preferred method of communication (AHP 23 AC3.3)		
Explain the procedures and process for examining foot health and identifying risks to foot health linked to diabetes (AHP 22 AC3.6, 4.3, 5.2)		
Explain how to gather information from the individual prior to conducting a foot examination (AHP 22 AC3.1)		
Gather information about the individual's general health, including any relevant symptoms (AHP 22 AC3.5)		
Understand professional role and explain when to gain further advice or guidance from podiatrist (AHP 21A AC2.7, 3.3)		
Establish information about an individual's assessed foot care needs (AHP 21A AC2.1)		
Support the individual's understanding of any treatments, equipment or dressings to be used (AHP 21A AC3.1)		
Invite feedback from the individual on how their foot care is carried out (AHP 21A AC3.2)		
Assessment and treatment		
Examine the individual's footwear to assess suitability and risk status (AHP 22 AC4.8)		
Assess factors that may limit an individual's ability to self-care (AHP 22 AC5.1)		

Use tools to assess for peripheral sensory neuropathy (AHP 22 AC4.5)		
Palpate pedal pulses to assess for peripheral vascular disease (AHP 22 AC4.6)		
Carry out agreed foot care treatments in accordance with instructions (AHP 21A AC4.1)		
Select and safely operate the appropriate equipment used to examine foot health (AHP 21A AC4.2 and AHP 22 AC4.4)		
Check individual's feet are free from gross deformities, trauma, current infection and ulcerations (AHP 22 AC4.7)		
Discuss and agree arrangements for review with the individual / carer or the need for referral for further tests (AHP 23 AC3.6)		
Provide follow-up instructions to individuals on completion of treatment (AHP 21A AC4.5)		
Pass on information about an individual's care requirements to others in line with local policy and protocol (AHP 22 AC6.2)		
Discuss the results of the foot examination with the individual / carer (AHP 23 AC3.5)		
Provide written information on foot health to support the individual / carer (AHP 23 AC4.2)		
Discuss with the individual / carer the best options for managing foot health (AHP 23 AC4.1)		
Report on foot care treatments, conditions and reactions in agreed ways (AHP 21A AC5.4)		
Has the student consistently followed appropriate health and safety procedures? This must include infection control, disposal of waste products and personal protective equipment use (PPE) (AHP 21A AC4.3, 4.4, AHP 22 AC4.1, 4.2)		
Has the student consistently confirmed identity and obtained valid consent as per UK regulations prior to treatment or examination? (AHP 21A AC2.3, AHP 22 AC3.2, 3.3, AHP 23 AC3.1)		
Has the student demonstrated professional documentation following appropriate policy and standards? This must include treatments, response to treatment, outcomes, assessments, and plans (AHP 21A AC5.1, 5.2, 5.3, AHP 22 AC6.1, AHP 23 AC5.1, 5.2)		

Task 5

Recall three examples of patients who do not have the capacity to consent. Explain how consent was obtained. (AHP 21A AC2.4, AHP 22 AC3.4 and AHP 23 AC3.2)

Evidence requirements

- essay (Task 1)
- written theory / knowledge tasks (Task 2 and 3)
- patient handout (Task 2)
- workplace experience (Task 4)
- reflective task. (Task 5)

Change history record

Version	Description of change	Date of issue
V1.0	First publication	August 2025