Sample Assessment Materials (SAMs) (mandatory units)

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

QN: 610/4528/7

Version 1.0 August 2025

Contents

Unit 1 DC1: Communication in healthcare settings 6
Introduction 6
Task 1 6
Task 2 6
Unit learning outcomes 7
Evidence requirements 8

Unit 2 DC2: Handle information in healthcare settings 9
Introduction 9
Task 1 9
Task 2 9
Unit learning outcomes 10
Evidence requirements 10

Unit 3 DC3: Personal development in healthcare settings 11
Introduction 11
Task 1 11
Task 2 11
Task 3 11
Unit learning outcomes 12
Evidence requirements 12

Unit 4 DC4: Implement person-centred approaches in healthcare settings 13
Introduction 13
Task 1 13
Task 2 13
Task 3 13
Task 4 15
Unit learning outcomes 15
Evidence requirements 15

Unit 5 DC5: Equality and inclusion in healthcare settings 16
Introduction 16
Task 1 16
Task2 16
Unit learning outcomes 17
Evidence requirements 17

Unit 6 DC6: Health, safety and wellbeing in healthcare settings 18
Introduction 18
Task 1 18
Task 2 18
Task 3 19
Task 4 20
Task 5 RWE / Simulation 20
Task 6 21
Task 7 21
Task 8 RWE / Simulation 21
Unit learning outcomes 22
Evidence requirements 23

Unit 7 DCHS7: Responsibilities of a healthcare support worker 24
Introduction 24
Task 1 24
Task 2 24
Assessor observation / Expert Witness Testimony 24
Unit learning outcomes 25
Evidence requirements 25

Unit 8 DC8: Duty of care 26
Introduction 26
Task 1 26
Task 2 26
Task 3 26
Unit learning outcomes 26
Evidence requirements 27

Unit 9 DCHS9: Safeguarding and protection in healthcare settings 28
Introduction 28
Task 1 28
Task 2 28

Task 3 30

Task 4 31
Unit learning outcomes 31
Evidence requirements 32

Unit 10 DHS10: The principles of infection prevention and control 33
Introduction 33

Task 1 33
Task 2 34
Task 3 34
Task 4 34
Task 5 34
Task 6 35
Task 7 36
Task 8 36
Task 9 36
Task 10 37
Task 11 37
Unit learning outcomes 37
Evidence requirements 38

Unit 11 DHS 12: Cleaning, decontamination and waste management 39
Introduction 39
Task 1 39
Task 2 39
Task 3 40
Unit learning outcomes 41
Evidence requirements 41

Unit 12 DHS 13: Understand mental health conditions 42
Introduction 42
Task 1 42
Task 2 42
Task 3 43
Unit learning outcomes 44
Evidence requirements 44

Unit 13 AN 1: Undertake physiological measurements 45
Introduction 45
Task 1 45
Task 2 45
Task 3 45
Task 4 46
Task 5 46
Task 6 46
Unit learning outcomes 47
Evidence requirements 47

Appendix **48**

Item A **48**

Item B **49**

Item C **52**

Item D **54**

Item E **57**

Item F **58**

Item G **60**

Item H **61**

Item I **62**

Item J **63**

Change history record **65**

Unit 1 DC1: Communication in healthcare settings

Introduction

Being able to communicate effectively with individuals you support, as well as work colleagues, is essential. Support workers need to be able to adapt their communication methods appropriately to meet the communication needs and preferences of those they support.

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

Task 1

You will take part in a **professional discussion**. The professional discussion can take place with your tutor or assessor or your supervisor if you are in a work placement. You should prepare for your professional discussion in advance to ensure you can provide relevant examples to evidence the requirements of the outcomes identified below.

As part of your preparation, you can make brief notes. These must be handed in to your assessor once your professional discussion is finished.

The first part of the discussion focuses on your understanding of why communication is important in the work setting. You should be able to:

- identify the different reasons people communicate
- explain how effective communication affects all aspects of the healthcare support worker's role.
- explain why it is important to be aware and observe an individual's reactions when communicating with them.
- give examples of barriers to communication and identify sources of information and services to enable more effective communication to those you support
- identify how and when you would seek advice as a healthcare support worker about communication needs

(DC1 LO1: AC1.1, 1.2, 1.3, LO2: AC2.3, LO3: AC3.1, 3.4)

The second part of the discussion focuses on your understanding of the principle and practice of confidentiality at work. You should be able to:

- explain the term 'confidentiality'
- describe situations where you would need to pass on information normally considered confidential
- explain how and when you would seek advice about confidentiality.

(DC1 LO4: AC4.1, 4.3, 4.4)

Task 2

This task requires you to be observed within your work role / learning environment and your supervisor / tutor to provide a witness testimony in which you demonstrate your ability to communicate with an individual that you support in a healthcare setting.

Using **Item G,** new resident (AB) information sheet, have an initial meeting with AB to introduce yourself as one of AB's key support workers. Using **Item H**, resident key information sheet, make notes from your meeting to record your findings on their communication needs, wishes and preferences. When communicating with AB make sure you:

- consider their language needs, communication needs and preferences
- use appropriate communication methods when communicating with the individual, including how to overcome barriers
- check that communication is understood
- follow correct procedures regarding confidentiality when communicating with individuals you support

(DC1 LO2: AC2.1, 2.2, LO3: AC3.2, 3.3, 4.2)

Assessor observation / expert witness testimony

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

Note to assessor / expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.1 Find out an individual's communication and language needs, wishes and **preferences**	
2.2 Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences	
3.2 Demonstrate how to reduce barriers to communication in different ways	
3.3 Demonstrate ways to check that communication has been understood	
4.2 Demonstrate confidentiality in day-to-day communication, in line with **agreed ways of working**	

Unit learning outcomes

Task 1

DC1 LO1: AC1.1, 1.2, 1.3, LO2: AC2.3, LO3: AC3.1, 3.4, LO4: AC4.1, 4.3, 4.4
Task 2
DC1 LO2 2.1, 2.2, LO3 3.2, 3.3, LO4 4.2

Evidence requirements

Task 1

Professional Discussion

Task 2

Assessor observation form / expert witness testimony

Unit 2 DC2: Handle information in healthcare settings

Introduction

Handling information in healthcare settings needs to be done securely. As a healthcare support worker, you must know how to handle a range of information, how to access support in relation to information handling and follow agreed ways of working.

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

Task 1

Identify legislation in healthcare settings in relation to:

- recording information
- storing information
- sharing information

Why is it important to have secure systems in place for recording, storing and sharing information? Give examples.

Describe how to ensure data and cyber security is maintained in care services when using:

- electronic information systems
- manual systems

How would you access guidance and advice about handling information within a care setting?

What actions would you take when you have concerns regarding recording, storing or sharing information?

(DC2 LO1: AC1.1, 1.2, 1.3, LO2: AC2.1, 2.2)

Task 2

Complete a daily care record of you supporting an individual with a daily routine aligned with their wellbeing plan. You can use work products from your care setting or the resources and scenario referring to La Ville Care Home and resident AB. **Item I** the daily care record is in your resource materials.

You must ensure all relevant information is included for clarity and follows agreed processes for keeping notes, and you must make sure you follow the agreed procedures for keeping notes.

Assessor observation / expert witness testimony

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

Note to assessor / expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies.
3.1 Keep records that are up to date, complete, accurate and legible.	
3.2 Follow **agreed ways of working** for: • recording information	
3.2 Follow **agreed ways of working** for: • storing information	
3.2 Follow **agreed ways of working** for: • sharing information	

Unit learning outcomes

Task 1

DC2 LO1: AC1.1, 1.2, 1.3, LO2: AC2.1, 2.2

Task 2

DC2 LO3: AC3.1, 3.2

Evidence requirements

Task 1

Written responses

Task 2

Assessor observation form/ expert witness testimony

Unit 3 DC3: Personal development in healthcare settings

Introduction

As a healthcare support worker, it is important to work competently and to reflect on your own work role. This is achieved by using a personal development plan and reflective practice. This assessment asks you to identify your development needs, contribute to your own development plan and assess your own professional development through completing a reflective account of your work activities.

For this assessment, you can use information and work products from your work setting or placement. If you are not in a work setting or placement you can use the resources that refer to La Ville Care Home.

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

Task 1

- Referring to **Item B,** care support job role description or your work setting job description, outline the duties and responsibilities of your role. (DC3 LO1:1.1)
- Identify what *care standards* you need to work in line with and how they relate to the knowledge and skills you need for your work role. (DC3 LO1: 1.2)
- Give examples to show how you ensure your own values and beliefs do not stop you from providing effective practice. (DC3 LO1: 1.3)
- Explain why, as a care support worker, it is important to reflect on work activities. (DC3 LO2: 2.1)
- Identify distinct types of support and how you can use these to help with your own personal development. (DC3 LO3: 3.1)
- What does **CPD** mean? Explain why it is important. (DC3 LO4: 4.3)

Task 2

Using **Item C**, the reflective practice template or your reflective practice accounts from your workplace setting, identify a particular work activity and reflect on your knowledge, skills and practice for this activity. Using a simple reflective cycle (such as **Gibbs**), assess what you do well or know already, what you need to develop further and what support you might need to progress. (DC3 LO2: AC2.2, 2.3, LO4: AC4.1, 4.2,).

Explain how completing the learning activity and reflection has improved your knowledge, skills or understanding overall. (DC3 LO4: AC4.1, 4.2)

** Note, for simulated work activities, you can reflect on the practical activities you completed in Unit DC 6 Health, safety and wellbeing in care settings.*

Task 3

Contribute to your personal development plan by identifying a skill you need to develop further. This can be through your own assessment (using the reflective cycle) or through feedback from others such as your team members, supervisor, manager or course tutor. (DC3 LO3: AC3.2, 3.3)

Record your progress, using the personal development plan provided **(item D)** or using your work development plan, how feedback from others and using the reflective cycle has helped you to develop your knowledge, skills and understanding over time. (DC3 LO4: AC4.4, 4.5)

Unit learning outcomes

Task 1

DC3 LO1: AC1.1,1.2,1.3, LO2: AC2.1, 3.1, LO4: AC4.3

Task 2

DC3 LO2: AC2.2, 2.3, LO4: AC4.1, 4.2.

Task 3

DC3 LO3: AC3.2, 3.3, LO4: AC4.4,4.5

Evidence requirements

Task 1

Witten work against job role requirements

Task 2

Completion of a reflective account focusing on work activities

Task 3

Completion of Personal Development Plan

Unit 4 DC4: Implement person-centred approaches in healthcare settings

Introduction

Working from a person-centred approach is at the heart of your role as a healthcare support worker. This assessment asks you to show your understanding and to demonstrate a person-centred approach, including the completion of an Individual **Wellbeing Plan** with an individual in your care work setting.

For this assessment, you can use information and work products from your work setting or placement. If you are not in a work setting or placement you can use the resources that refer to La Ville Care Home.

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

Task 1

Create a **mind map** that defines person-centred values and give an example to show your understanding for each one.

Task 2

Answer the following to show your understanding.

1. Explain why as a healthcare support worker, you need to embed person-centred vales into your approach with individuals you support.
2. What is **risk taking** and why it is part of the person-centred approach?
3. Explain how using an individual's care plan contributes to working in a person-centred way.
4. Explain why you must gain informed **consent** when providing care or support and what should you do if the individual cannot provide informed consent?
5. When assisting an individual in making choices, explain why your personal views should not influence their decision.
6. Describe how to support an individual to question or challenge decisions concerning them that are made by others.
7. How is an individual's self-esteem and identity linked to their level of wellbeing?
8. Describe attitudes and approaches that are likely to promote an individual's wellbeing.
9. Explain how individuals show the signs and symptoms of pain, distress or discomfort and how this should be responded to.
10. Explain why good nutrition and hydration is important to individuals' wellbeing. Give some examples.
11. Outline how to recognise and respond to changes in an individual's physical and mental health.

(DC4 LO1: AC1.1, 1.2, 1.3, 1.4, LO3: AC3.1, 3.3, LO5: AC5.3, 5.4, LO6: AC6.1, 6.2, 6.5, 6.6, 6.7)

Task 3

Create an **A4 flyer** that could be given to new healthcare support workers to help them understand active participation in care. Include:

- what active participation is
- the benefits to the individual
- the benefits to the provider
- barriers that can stop individuals being supported in active participation

(DC4 LO4: AC4.1, 4.2)

Task 4

You will be observed by your workplace setting manager / supervisor or course assessor / tutor undertaking the following.

Working from a person-centred approach, complete an individual wellbeing plan (**Item F**) with an individual you support in a care setting **or** use the resources and scenario that refer to La Ville Care Home (**Item A**). Use the new resident (AB) information sheet (**Item G**), which provides you with a history scenario.

Whilst undertaking the individual wellbeing plan you must:

- apply the person-centred values when considering your individual's history, preferences, wishes and needs
- ensure that you use appropriate communication skills and establish informed consent for any agreed activities or actions
- demonstrate how you have reduced barriers identified to encourage active participation from the individual
- demonstrate how you have supported the individual to make informed choices
- use agreed risk assessment processes to support the individual's right to make choices
- show how your support helps promote their sense of identity and self-esteem and contributes to their wellbeing

(DC4 LO2: AC2.1, 2.2, LO3: AC3.2, LO4: AC4.3, LO5: AC5.1, 5.2, LO6: AC6.3, 6.4,)

Unit learning outcomes

Task 1

DC4 LO1: AC1.1

Task 2

DC4 LO1: AC1.2, 1.3, 1.4, LO3: AC3.1, 3.3, LO5: AC5.3, 5.4, LO6: AC6.1, 6.2, 6.5, 6.6

Task 3

DC4 LO4: AC4.1, 4.2

Task 4

DC4 LO2: AC2.1, 2.2, LO3: AC3.2, LO4: AC4.3, LO5: AC5.1, 5.2, LO6: AC6.3, 6.4

Evidence requirements

Task 1

Mind map

Task 2

Written information – question responses

Task 3

A4 Flyer

Task 4

Completion of an individual wellbeing plan, through a simulated discussion with an individual, in the form of role play.

Completion of a risk assessment based on information from the individual wellbeing plan.

Unit 5 DC5: Equality and inclusion in healthcare settings

Introduction

Healthcare support workers provide care to a diverse range of individuals. Understanding equality and inclusion and ensuring you work in a non-discriminatory way is required, this means being able to access help to support your role and to challenge discrimination to encourage change.

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

Task 1

Answer the following to show your understanding:

1. Identify which legislation and codes of practice on equality, diversity and discrimination apply to your role as a healthcare support worker.

2. Explain, by providing examples in care support, what is meant by:

- diversity
- equality
- inclusion
- belonging
- discrimination

3. Give examples to help outline how discrimination can occur in a work setting:

- deliberately
- unintentionally

4. How can practices that promote equality and inclusion help reduce discrimination?

5. Identify when you would access information, advice and guidance, to support you in your role in promoting diversity, equality and inclusion.

6. Research sources of information and guidance available to you about diversity, equality and inclusion and present in the form of a leaflet.

7. Describe how to challenge discrimination in a way that encourages change.

(DC5 LO1: AC1.1, 1.2, 1.3, LO2: AC2.1, 2.3, LO3: AC3.1, 3.2, 3.3)

Task2

This task requires you to be observed within your work role / learning environment and your supervisor / tutor to provide a witness testimony in which you demonstrate your ability to interact with individuals that respects their beliefs, culture, values and preferences. You can use work role activities within your place of work, or if you are not within a work placement / role you can use an observation / expert witness testimony when completing the following simulations:

Unit DC1 Communication in care settings – Task 2
Unit DC4 Implementing person-centred approaches in care settings – Task 4

Assessor observation / expert witness testimony

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

Note to assessor / expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.2 Show interaction with **individuals** that respects their protected characteristics	

Or they can use the resources created and the tutor can provide an expert witness testimony for the simulation when the learner goes through an individual's wellbeing plan.

(DC5 LO2: AC2.2)

Unit learning outcomes

Task 1

DC5 LO1: AC1.1, 1.2, 1.3, LO2: AC2.1, 2.3, LO3: AC3.1, 3.2, 3.3,

Task 2

DC5 LO2: AC2.2

Evidence requirements

Task 1

Short question response

Task 2

Simulation for RWE required

Expert witness testimony of an interaction during role play, of a learner completing an individual wellbeing plan.

Unit 6 DC6: Health, safety and wellbeing in healthcare settings

Introduction

Your role as a healthcare support worker requires you to work within your role, following and promoting the principles of health, safety and wellbeing with individuals and care settings, including risk assessment, and demonstrating how to reduce the spread of infection. This assessment asks you to show your understanding, knowledge and skills through written and practical tasks.

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

Task 1

Using workplace products / information and your own research of a particular care work setting* complete **a report** that:

- identifies key health and safety legislation in relation the care setting
- outlines the key points of the policies and procedures of the care setting
- in relation to the care setting, outlines:
  - your own responsibilities in promoting health and safety
  - the care setting's manager
  - others within the care setting

Include in your report:

- what tasks should you **not undertake** without training
- where can you access support regarding health and safety in relation to your work setting?

Your report must:

- show your understanding of how to manage risk in relation to health and safety through:
  - explaining why you need to assess health and safety risks within the care setting, including activities you might undertake
  - outlining when and how you report potential health and safety risks
  - outlining how risk assessments can help to manage activities and potential health and safety concerns
- identify health and safety legislation for moving and handling – individuals, equipment and objects

(DC6 LO1: AC1.1, 1.2, 1.3, 1.4, 1.5, LO2: AC2.1, 2.2, 2.3, LO4: AC4.1)

*Note, care work settings can be adult, children and young people's health settings and adult care settings.

Task 2

You must complete the following **practical activities** to demonstrate your understanding of how to move and handle individuals, equipment and objects through **observation** within your workplace setting, or through a **simulation** set up by your tutors.

(DC6 LO4: AC4.2, 4.3)

Assessor observation / expert witness testimony

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

Note to assessor / expert witness

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

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

Practical Activities Assessment sheet. Please see **Item E** observation grid of practical activities.

Practical activity observed	Key points of what you did and verbally explained to your assessor	Assessor comments	Achieved/ not achieved date
Moving and handling: • helping an individual from a sitting to standing position • unfolding and folding a wheelchair • picking up a box from the floor and placing it on a table			

Task 3

Your manager has asked you to prepare a **series of posters** to place in the staff room at the care setting where you work. The aim of the posters is to provide a clear visual reminder to all staff regarding the critical aspects of health and safety guidelines in the workplace. Your posters should:

- outline types of accidents and sudden illnesses that may occur in the care work setting and the procedures that must be followed in the event of an accident or sudden illness (LO3: AC3.1, 3.2)
- identify and explain the key principles for moving and handling individuals, equipment and objects safely (LO4: AC4.2)
- describe hazardous substances and materials that can be found in the care work setting and explain safe practices for **storing**, **using** and **disposing** of hazardous substances and materials (LO5: AC5.1, 5.2)
- describe practices that can prevent fires from starting and spreading, and a describe the emergency procedures to be followed in the event of a fire in the care work setting, explaining the importance of ensuring clear evacuation routes in the work setting at all times (LO6: AC6.1, 6.2, 6.3)

Task 4

A recent study by the British Psychological Society (BPS) estimates that **one-third** (30 % or 500,021 FTE days) * of social care staff sickness absence in councils in England last year.
https://www.bps.org.uk/news/one-third-social-care-workforce-sickness-absence-due-mental-health-and-stress-troubling-new

i) Research the common signs and indicators of stress individuals experience and the range of factors that can trigger stress.
ii) Think of a time when you were stressed. What signs of stress have you experienced? What factors or circumstances led to the feeling of stress?
iii) Ask 2 peers in your group to identify circumstances and triggers that led them to experiencing stress.
iv) Describe healthy ways to manage stress as a care support worker and how you can access support in your area.
(DC6 LO8: AC8.1, 8.2, 8.3)

Task 5 RWE / Simulation

This task requires you to be observed and the completion of an expert witness testimony by your manager / supervisor in your care work setting or by your assessor / tutor. You must show your understanding of following agreed ways of working when checking the identity of anyone requesting access to the care premises and information.

If completing in the learning environment (simulation) use the following scenarios.

Access to premises.
A new podiatrist has arrived to carry out an assessment on one of the residents.

Access to information.
The secretary from the local community centre has called to check a date of birth of one of the residents.

Assessor observation / expert witness testimony

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

Note to assessor / expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies.
7.1 Use **agreed ways of working** for checking the identity of anyone requesting access to: • premises	

7.1 Use **agreed ways of working** for checking the identity of anyone requesting access to: • information	

Task 6

- Create a **mind map** to show how you can implement measures to protect your own and others safety and security when working in care.
- Explain why it is importance as a care worker to make sure work colleagues and managers know your whereabouts.
- Produce a **pocket checklist** for care workers that is a reminder of how they can let others know their whereabouts.

Task 7

Your manager has asked you to prepare a **leaflet** to place in the staff room at the care setting where you work. The aim of the posters is to provide a clear visual reminder to all staff that maintaining proper nutrition and hydration is crucial for optimal health and well-being at all stages of life.

Your **leaflet** should:

.

- explain the principles of nutrition and hydration.

Task 8 RWE / Simulation

This task requires you to be observed and the completion of an expert witness testimony by your manager / supervisor in your care work setting or by your assessor / tutor. You must show your understanding of working as part of a multidisciplinary team to promote access to fluids and nutrition in line with an individual's care plan.

If completing in the learning environment (simulation) use the following scenarios.

Scenario

You have been asked to participate in a team meeting to actively share expertise and assessments, the aim of the meeting is to collaborate on developing and modifying care plans, and address any concerns raised by other team members. You should establish clear communication channels by communicating with team members such as doctors, nurses, social workers and therapists to share information about the individual's nutritional status, fluid intake, and any challenges encountered.

Assessor observation / expert witness testimony

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

Note to assessor / expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies.
9.2 Work as part of a multidisciplinary team to promote optimal fluid intake and nutrition	

(DC6 LO7: AC7.2, 7.3)

Unit learning outcomes

Task 1

DC6 LO1: AC1.1, 1.2, 1.3, 1.4, 1.5, LO2: AC2.1, 2.2, 2.3, LO4: AC4.1

Task 2

DC6 LO4: AC4.2, 4.3

Task 3

DC6 LO3: AC3.1,3.2, LO4: AC4.2, LO5: AC5.1, 5.2, LO6: AC6.1, 6.2, 6.3

Task 4

DC6 LO8: AC8.1, 8.2, 8.3

Task 5

DC6 LO7: AC7.1

Task 6

DC6 LO7: AC7.2, 7.3

Task 7

DC6 LO9: AC9.1

Task 8

DC6 LO9: AC9.2

Evidence requirements

Task 1

Written report

Task 2

Practical demonstrations (simulation)

Task 3

Series of posters

Task 4

Research activities

Task 5

Practical demonstrations (simulation)

Task 6

Mind map

Written response

Checklist

Task 7

Leaflet

Task 8

Simulated activity

Unit 7 DCHS7: Responsibilities of a healthcare support worker

Introduction

The ability to work with diverse individuals and manage the relationships that develop as part of the role of a care worker is essential.

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

Task 1

Produce a **PowerPoint presentation** that you could share with your peers that:

- explains how working relationships differ from personal ones
- describes the types of relationships in healthcare settings
- describes why it is important to work within the scope of your job role as a healthcare support worker
- explains the importance to work in partnership with others in care settings
- identifies skills and approaches used to resolve conflicts
- identifies where you can access advice about partnership working and resolving conflicts

(DCHS7 LO1: AC1.1, 1.2, 2.1, LO3: AC3.1, 3.3, 3.4)

Task 2

Assessor observation / Expert Witness Testimony

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

Note to assessor / expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.2 Access full and up-to-date details of agreed ways of working	
2.3 Work in line with agreed ways of working	
2.4 Contribute to quality assurance processes to promote positive experiences for individuals receiving care	
3.2 Demonstrate ways of working that can help improve partnership working	

Note: you would need to gain consent from the individual if being assessed in the workplace.

If they cannot use work products from a care setting, then suggest the following simulation.

Working in pairs and taking turns to be the healthcare support worker and resident AB, complete the resident feedback questionnaire, (**Item J**). Once completed, compile the overall result from your learning group. Ensure that you access up-to-date details and follow agreed ways of working when obtaining and recording information from individuals you support. (DCHS7 LO2: AC2.2, 2.3)

Once you have the results, identify the top 3 results and the bottom 3 results.
Write a short evaluation and make suggestions on how the bottom results could be improved.

Unit learning outcomes

Task 1

DCHS7 LO1: AC1.1, 1.2, LO2: AC2.1, LO3: AC3.1, 3.3, 3.4

Task 2

DCHS7 LO2: AC2.2, 2.3, 2.4, LO3: AC3.2

Evidence requirements

Task 1

PowerPoint presentation

Task 2

Simulation exercise

Unit 8 DC8: Duty of care

Introduction

As a healthcare support worker, *'You have a duty of care to all those receiving care and support in your workplace. This means promoting wellbeing and making sure that people are kept safe from harm, abuse, and injury. Duty of care is a legal requirement; you cannot choose whether to accept it. It applies as soon as someone has care or treatment. Breaking this duty, for example through negligence, could result in legal action.*' (www.skillsforhealth.org.uk/wp-content/uploads/2020/11/Standard-3-Duty-of-care.pdf)

This assessment asks you to show your understanding of duty of care and your own role within it.

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

Task 1

- Considering the role of a healthcare support worker, define duty of care and outline the 6 Cs of care. Explain how **duty of candour** is related to duty of care and provide examples. (LO1: AC1.1, 1.2)
- Explain how duty of care affects your own role as a care support worker (LO1: AC1.3)

Task 2

As a healthcare support worker, you need to balance the individual's rights you support and your own duty of care.

- Give examples of dilemmas that can happen.
- Identify how you would get support and / or advice to resolve dilemmas.

(DC8 LO2: AC2.1, 2.2)

Task 3

As a healthcare support worker, you may need to deal with complaints from individuals you support, their families or others.

- Describe the correct process to follow when responding to complaints.
- Identify the main points you need to follow when handling complaints.

(DC8 LO3: AC3.1, 3.2)

Unit learning outcomes

Task 1

DC8 LO1: AC1.1, 1.2, 1.3

Task 2

DC8 LO2: AC2.1, 2.2

Task 3

DC8 LO3: AC3.1, 3.2

Evidence requirements

Written responses to questions

Unit 9 DCHS9: Safeguarding and protection in healthcare settings

Introduction

Your role as a healthcare support worker requires you to understand how to safeguard and protect individuals you support whilst working within the limits of your role. This assessment asks you to show your understanding, knowledge and skills through written and practical tasks.

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

Task 1

Provide written responses to the following:

i) explain the term 'safeguarding' and explain your own role and responsibilities by giving examples of how you work to safeguard individuals you support (DCHS9 LO1: AC1.1, 1.2)

ii) describe what 'harm' means in relation to working in care settings supporting individuals (DCHS9 LO1: AC1.4)

iii) identify the **five types** of **restrictive** practices and describe each one briefly (DCHS9 LO1: AC1.5)

iv) explain **actions** you need to take if:
- there are suspicions an individual is being abused
- an individual alleges they are being abused (DCHS9 LO3: AC3.1, 3.2, 3.3 3.4)

v) identify when you would seek support in situations beyond your experience and expertise (DCHS9 LO3: AC3.3)

vi) outline the key risks in using the following online systems for individuals and explain how these risks can be reduced:
- internet
- communication devices
- social networking sites
- making financial transactions online

vii) explain the importance of balancing measures for online safety against the benefits to individuals when using electronic devices and systems (DCHS9 LO7: AC7.3)

(DCHS9 LO7: AC7.1, 7.2, 7.3)

Task 2

You have been asked to produce a **booklet** that could be used to inform healthcare support workers about distinct types of abuse and neglect, relevant legislation and sources of information to help them in their work role. Make sure you include:

- physical abuse
- domestic abuse
- sexual abuse
- emotional / psychological abuse
- financial / material abuse
- modern slavery
- discriminatory abuse
- institutional / organisational abuse
- self-neglect
- neglect by others

(DCHS9 LO1: AC1.3)

In your booklet you need to:

- identify relevant legislation, national policies and organisational systems that are in place to safeguard and protect individuals from abuse (DCHS9 LO4 4.1)
- explain the key roles of different agencies in safeguarding and protecting individuals from abuse of each one identified above (DCHS9 LO4: AC4.2)
- identify key factors that have featured in reports of serious abuse and neglect (DCHS9 LO4: AC4.3)
- provide sources of information that are available to support care workers to help them safeguard and protect individuals they work with (DCHS9 LO4: AC4.4)
- define and describe ‘whistleblowing’ (DCHS9 LO4: AC4.4)

Task 3

Complete the following table from research you have undertaken to create a checklist as a new healthcare support worker.

Abuse type	Signs and symptoms	Contributing factors
Physical abuse		
Domestic abuse		
Sexual abuse		
Emotional / psychological abuse		
Financial / material abuse		
Modern slavery		
Discriminatory abuse		
Institutional / organisational abuse		
Self-neglect		
Neglect by others		

(DCHS9 LO2: AC2.1, 2.2)

Task 4

You will take part in a **professional discussion**. The professional discussion can take place with your tutor or assessor or your supervisor if you are in a work placement. You should prepare for your professional discussion in advance to ensure you can provide relevant examples to evidence the requirements of the outcomes identified below.

The first part of the discussion focuses on your understanding of **ways to reduce the likelihood of abuse**.

Explain:

- how working from a **person-centred** perspective can reduce the likelihood of abuse
- how encouraging active **participation** can reduce the likelihood of abuse
- how promoting an individual's choice and rights can reduce the likelihood of abuse
- how supporting individuals' awareness of personal safety can reduce the likelihood of abuse
- how using an accessible complaints procedure can reduce the likelihood of abuse

Outline:

- how managing risk and focusing on preventions can reduce the likelihood of abuse

(DCHS9 LO5: AC5.1, 5.2, 5.3)

The second part of the professional discussion focuses on **knowing how to recognise unsafe practices**. You should be able to show your understanding of the following assessment criteria:

- describe some unsafe practices that may affect the wellbeing of individuals. Explain the actions you would take if you have identified unsafe practices
- describe the actions you would take if suspected abuse or unsafe practices have been reported but nothing has been actioned

(DCHS9 LO6: AC6.1, 6.2, 6.3)

Unit learning outcomes

Task 1

DCHS9 LO1: AC1.1, 1.2, 1.4, 1.5, LO3: AC3.1, 3.2, 3.3, 3.4, LO7: AC7.1, 7.2, 7.3

Task 2

DCHS9 LO1: AC1.3, LO4: AC4.1, 4.2, 4.3, 4.4

Task 3

DCHS9 LO2: AC2.1,2.2

Task 4

DCHS9 LO5: AC5.1, 5.2, 5.3, LO6: AC6.1, 6.2, 6.3

Evidence requirements

Task 1

Written responses

Task 2

Booklet

Task 3

Research table

Task 4

Professional discussion

Unit 10 DHS10: The principles of infection prevention and control

Introduction

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

HSC S 10 Diabetes awareness

LO7: AC7.1 and 7.2

AN17 Understand how to obtain and test specimens from individuals

LO3: AC3.1 and 3.2

LO5: AC5.3

AN 2 Undertake personal hygiene activities with individuals

LO1: AC1.3

LO4: AC4.2

AN 15 Assist in the administration of medication

LO3: AC3.5

AN 30 Understand the administration of medication

LO3: AC3.5

AN 68 Understand how to support individuals to meet personal care needs

LO2: AC2.3 and 2.4

AN 82 Select and wear appropriate Personal Protective Equipment (PPE) for work in healthcare settings

LO1: AC1.2 and 1.3

LO2: AC2.1 and 2.4

Scenario

As part of your qualification, you are expected to undertake a number of simulated assessments as a healthcare support worker. To support your understanding of the causes and spread of infection you have been asked to create several resources.

Task 1

You have been asked to produce a PowerPoint presentation to demonstrate your understanding of the causes of infection. The presentation needs to:

- identify the differences between bacteria, viruses, fungi and parasites
- identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
- explain what is meant by systemic infection and localised infection
- identify how one's own health or hygiene might pose a risk to the individuals they support or work with
- explain what is meant by the term healthcare associated infections (HCAI)

(DHS 10 LO1: AC1.1, 1.2, 1.3, 1.4, 1.5)

Task 2

- Produce a poster that can be displayed in the assessment area to remind learners of the transmission of infection. Identify the five main routes of transmission of micro-organisms within your poster.

(DHS 10 LO2: AC2.3)

Task 3

You have been asked to produce an information leaflet that can be distributed to other learners prior to undertaking a simulated assessment. Your leaflet should demonstrate your understanding of the transmission of infection.

Your leaflet needs to:

- describe what is meant by the chain of infection
- explain the conditions needed for the growth of microorganisms, including:
  - temperature
  - humidity
  - nutrients
  - time
- identify common sources of infection
- explain the ways an infective agent might enter the body
- explain how an infective agent can be transmitted to a person
- identify the key factors that will make it more likely that infection will occur
- explain how vaccines can prevent or reduce infection

(DHS 11 LO2: AC2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8)

Task 4

You have been asked to produce a poster that can be displayed in a staff room of a local healthcare facility. Your poster must:

- describe the term antimicrobial resistance (AMR)
- identify the factors that contribute to antimicrobial resistance (AMR)

(DHS 10 LO3: AC3.1, 3.2)

Task 5

You are working in a local healthcare facility and have been asked to produce an information booklet for a cohort of learners who will be starting their placements in local healthcare facilities. Your **information booklet** must:

- explain employees' roles and responsibilities in relation to the prevention and control of infection
- explain employers' responsibilities in relation to the prevention and control of infection
- identify local and organisational policies relevant to the prevention and control of infections

(DHS 10 LO4: AC4.1, 4.2, 5.2)

Task 6

In the table below, outline how each legislation / regulatory body specifically relates to the prevention and control of infection.

Health and safety legislation and regulatory body standards	Outline how each specifically relates to the prevention and control of infection.
Health and Safety at Work etc. Act 1974	
The Management of Health and Safety at Work Regulations 1999	
The Food Safety and Hygiene (England) Regulations 2013	
The Control of Substances Hazardous to Heath (COSHH) Regulations 2002	
The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013	
The Hazardous Waste (England and Wales) Regulations 2005	
The Public Health (Infectious Diseases) Regulations 1988	
The Health and Social Care Act 2008: code of practice on prevention and control of infections and related guidance	
NICE Quality Standard (QS61) Infection prevention and control (2014)	
NICE Clinical Guideline (CG139) Healthcare-associated infections: prevention and control in primary and community care (updated 2017)	

Care Quality Commission Standards for Infection Prevention Control (IPC)	

(DHS 10 LO5: AC5.1)

Task 7

Create a report that demonstrates your understanding of systems and procedures relating to the prevention and control of infection. Your report must include:

- a description of procedures and systems relevant to the prevention and control of infection
- an explanation of how to report issues relating to infection prevention and control

(DHS 10 LO6: AC6.1, 6.2)

Task 8

Your tutor has asked you to produce a PowerPoint presentation that can be shown to learners before they start their work placements.

Your presentation must demonstrate your understanding of the importance of risk assessment in relation to the prevention and control of infections.

Your presentation must include:

- a definition of the term 'risk'
- a description of the process of carrying out a risk assessment
- an explanation of the importance of carrying out a risk assessment

(DHS 10 LO7: AC7.1, 7.2, 7.3)

Task 9

Using the example provided complete the table below, identifying and explaining the reason for the use of PPE.

Types of PPE	Identification	Explain the reason for the use of PPE
Disposable aprons	***Single use, plastic***	***The reason for using an apron is to protect your clothing and reduce the spread of infection.***
Gowns		
Disposable gloves		
Sterile gloves		
Masks		
Hats		

(DHS 10 LO8: AC8.2, 8.3)

Task 10

Consider **three** of the PPE identified in Task 9 and write a report that demonstrates your understanding of the importance of using Personal Protective Equipment (PPE) in the prevention and control of infection. Your report must:

- explain the correct use of PPE
- state current relevant regulations and legislation relating to PPE
- describe employees' responsibilities regarding the use of PPE
- describe the correct procedure for the disposal of used PPE

(DHS 10 LO8: AC8.1, 8.4, 8.5, 8.6)

Task 11

You have been asked to produce a poster that can be displayed in a local healthcare facility. Your poster must demonstrate your understanding of the importance of good personal hygiene in the prevention and control of infections. Your poster must:

- describe the key principles of good personal hygiene
- explain the correct handwashing technique
- explain when and why handwashing should be carried out

(DHS 10 LO9: AC9.1, 9.2, 9.3)

Unit learning outcomes

Task 1

DHS 10 LO1: AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2

DHS 10 LO2: AC2.3

Task 3

DHS 11 LO2: AC2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8

Task 4

DHS 10 LO3: AC3.1, 3.2

Task 5

DHS 10 LO4: AC4.1, 4.2, 5.2

Task 6

DHS 10 LO5: AC5.1

Task 7

DHS 10 LO6: AC6.1, 6.2

Task 8

DHS 10 LO7: AC7.1, 7.2, 7.3

Task 9

DHS 10 LO8: AC8.2, 8.3

Task 10

DHS 10 LO8: AC8.1, 8.4, 8.5, 8.6

Task 11

DHS 10 LO9: AC9.1, 9.2, 9.3

Evidence requirements

Task 1

PowerPoint Presentation

Task 2

Poster

Task 3

Information leaflet

Task 4

Poster

Task 5

Information booklet

Task 6

Table

Task 7

Report

Task 8

PowerPoint Presentation

Task 9

Table

Task 10

Report

Task 11

Poster

Unit 11 DHS 12: Cleaning, decontamination and waste management

Introduction

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

Task 1

You have been asked to design an information guide for new members of staff that provides introductory information on the cleaning and decontamination of the work setting and the management of waste. In this guide you need to:

- state the general principles for environmental cleaning
- explain the purpose of cleaning schedules
- explain the reason for the national policy for colour coding of cleaning equipment
- describe the three steps of the decontamination process
- describe how and when cleaning agents are used
- describe how and when disinfecting agents are used
- identify the different categories of waste and the associated risks
- explain how to dispose of the different types of waste safely and without risk to others
- explain how waste should be stored prior to collection
- explain how to use waste disposal equipment correctly
- state how to reduce the risk of sharps injury

(DHS 12 LO1: AC1.1, 1.2, 1.4, LO2: AC2.1, 2.2, 2.3, LO3: AC3.1, 3.2, 3.3, 3.4. 3.6)

Task 2

You have been asked to produce a report that includes:

- how to correctly manage the environment to minimise the spread of infection
- an explanation of the role of personal protective equipment (PPE) during the decontamination process
- an explanation of the concept of risk in dealing with specific types of contamination
- how the level of risk determines the type of agent that may be used to decontaminate
- a description of how equipment should be cleaned and stored
- a description of how and when cleaning agents are used
- an identification of the legal responsibilities in relation to waste management
- an explanation of why the work environment must be visibly clean

(DHS 12 LO1: AC1.3, 1.5, LO2: AC2.4, 2.5, 2.6, 2.7, LO3: AC3.5, LO4: AC4.1, 4.2 ,4.3, 4.4)

Task 3

As this element is practical you will need your assessor to observe how you do each of these things in a workplace. This can be carried out as an observation in the work setting or as a practical assessment in the classroom.

You will be asked to show how you can undertake a decontamination process. You will show that you can:

- select the appropriate PPE
- clean and decontaminate equipment
- store equipment safely
- dispose of waste safely
- store waste prior to collection

Scenario

You will be cleaning up in the bathroom following providing some personal care. To do this you will select the cleaning materials and PPE and remove these from the storeroom in your work setting. You will clean up all equipment that was used and then store this away properly, disposing of waste properly and storing this prior to collection in line with policy.

Assessor observation / Expert Witness Testimony

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

Note to assessor/expert witness

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

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

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies.
4.1 Select the appropriate cleaning and disinfecting agents	
4.2 Select the appropriate PPE	
4.3 Clean and decontaminate equipment	
4.4 Store equipment safely	
4.5 Dispose of waste safely	
4.6 Store waste prior to collection	

Unit learning outcomes

Task 1

DHS 12 LO1: AC1.1, 1.2, 1.4, LO2: AC2.1, 2.2, 2.3, LO3: AC3.1, 3.2, 3.3, 3.4, 3.6

Task 2

DHS 12 LO1: AC1.3, 1.5, LO2: AC2.4, 2.5, 2.6, 2.7, LO3: AC3.5, LO4: AC4.1, 4.2, 4.3, 4.4

Task 3

DHS 12 LO4: AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Evidence requirements

Task 1

Information guide

Task 2

Report

Task 3

Assessor observation / expert witness testimony

Unit 12 DHS 13: Understand mental health conditions

Introduction

Healthcare support workers require a robust understanding of mental health conditions and how they impact on individuals, family, work and social networks.

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

Task 1

Write a report, using appropriate subheadings, to show your understanding of the legal context of mental ill health, understanding mental capacity and identifying risk in relation to mental health. Your report must:

- identify relevant legislation in relation to mental health (DHS13 LO3: AC3.1)
- outlines the implications in the identified legislation and provision of care for individuals with mental ill health (DHS13 LO3: AC3.2)
- outlines the legal provisions for individuals who are unable to make decisions for themselves (DHS13 LO3 3.3)
- outline key legal issues around confidentiality and data protection in relation to individuals with mental health conditions (DHS13 LO3: AC3.4)
- describes how to identify situations of risk for individuals with mental health, yourself as a support worker and others who support those with mental ill health (DHS13 LO6: AC6.1)
- explain as a support worker, how you seek support where a situation of risk is identified (DHS13 LO6: AC6.2)

(DHS 13 LO3: AC3.1, 3.2. 3.3, 3.4, LO6: AC6.1, 6.2)

Task 2

Create a **booklet** aimed at your new care support workers. Ensure your booklet:

- explains the effects of experiencing mental health can have on an individual (DHS13 LO2: AC2.1)
- explains how individuals with mental ill health experience stereotyping (DHS13 LO2: AC2.3)
- explains how mental ill health can affect an individual and how it can impact on the individual's family, social or work environment (DHS13 LO2: AC2.2)
- identifies key indicators that an individual's wellbeing is deteriorating, consider both physical and mental health (DHS13 LO4 4.1), and describes the recording and reporting process from observations in identifying a deterioration (DHS13 LO4: AC4.2)
- provides a 'Top Tips' page as a healthcare support worker on how to respond to the deterioration of an individual's physical and mental wellbeing (DHS13 LO4: AC4.3)
- explains what mental capacity means (DHS13 LO5: AC5.1)
- identifies limitations in an individual's mental capacity and describes how to recognise limitations in an individual's mental capacity (DHS13 LO5: AC5.2, 5.3)
- provides a 'Top Tips' page as a healthcare support worker on how to respond to limitations in an individual's mental capacity (DHS13 LO5: AC5.4)

(DHS 13 LO2: AC2.1, 2.2, 2.3, LO4: AC4.1, 4.2, 4.3, LO5: AC5.1, 5.2, 5.3, 5.4)

Task 3

Complete the table **to outline** the different types of mental ill health. As you research, complete the template boxes.
Identify the key classification systems used to diagnose mental health conditions
Explain in your own words what you consider to be the key strengths and limitations of the psychiatric classification system and explain alternative ways for understanding mental distress.

(DHS 13 LO1: AC1.1, 1.2)

Key descriptors of mental health disorders

Mental health condition	DSM 5 / ICD 11 Key Description of Mental Health Disorders
Mood disorders *Bipolar Disorder* *Depressive Disorder*	
Personality disorders *Emotional Unstable Personality Disorder (EUPD) – sometimes referred to as borderline personality disorder (BPD)* *Anti-social personality disorder (ASPD)* *Narcissistic personality disorder*	
Anxiety disorders *Generalized Anxiety Disorder (GAD)* *Phobia Related Disorder* *Social Anxiety Disorder*	
Substance-related disorders This can be in relation to any substance – alcohol, marijuana, solvent, heroin etc.	
Eating disorders *Anorexia Nervosa* *Binge Eating Disorder*	

Cognitive disorders *Mild neurocognitive disorder* *Major neurocognitive disorder*	
Trauma and stress related disorders *PTSD*	

Unit learning outcomes

Task 1

DHS 13 LO3: AC3.1, 3.2, 3.3, 3.4, LO6: AC6.1, 6.2

Task 2

DHS 13 LO2: AC2.1, 2.2, 2.3, LO4: AC4.1, 4.2, 4.3, LO5: AC5.1, 5.2, 5.3, 5.4

Task 3

DHS 13 LO1: AC1.1, 1.2

Evidence requirements

Task 1

Report

Task 2

Booklet

Task 3

Table

Unit 13 AN 1: Undertake physiological measurements

Introduction

Your assessor will be able to assess criteria from **AN 1 Undertake physiological measurements**.

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

Task 1

Fill in the normal range for the following physiological measurements in table 1.

Table 1 – Physiological Measurements

Physiological Measurement	Normal range
Blood Pressure	
Body Temperature	
Respiratory Rate	
Pulse Rate	

(AN 1 LO2: AC2.1, 2.2, 2.3, 2.4)

Task 2

Design an informative cardiac poster that focuses on the principles of blood pressure and pulse rate. The poster must explain:

- what a pulse rate is and systolic and diastolic blood pressure
- one way to measure pulse rate and one way to measure blood pressure
- conditions of high and low blood pressure
- factors affecting pulse rate

All the required information should be created on a A4 size poster. You can use images, graphs and charts if you wish to help demonstrate your understanding.

(AN 1 LO2: AC2.1, 2.4)

Task 3

Prepare for and have a professional discussion with a mentor or supervisor about the principles of respiratory rate and temperature. You can produce evidence in any format that you feel is suitable to prepare for the discussion. However, this evidence should only be used as a prompt during your discussion.

You will need to include the following key points within your discussion:

- what is respiration rate
- factors affecting respiratory rate
- how respiration rate and body temperature is measured

- conditions that can affect body temperature maintenance

After the discussion, record 5 key learning points that you have taken away from the discussion.

(AN 1 LO2: AC2.2, 2.3)

Scenario

You are working in the admission clinic for a same day surgery unit. Your role is to assist with the preoperative assessments of patients undergoing surgery.

Task 4

Explain the importance of undertaking physiological measurements.

Explain how you might have to adapt the physiological measurements for individuals based on their needs, clinical presentation or due to the environment that the measurements are taken in.

(AN 1 LO2: AC2.5, 2.6)

Task 5

You have been asked to demonstrate your knowledge on taking and recording of physiological measurements as part of an individual's care plan, and describe current legislation, national guidelines, organizational policies and protocols affecting work practice.

(AN 1 LO1: AC1.1)

Task 6

Practical skill demonstration – in the workplace or in a simulated environment

The following table consists of practical tasks that you will need to achieve in a work or simulated environment. 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 2 – Physiological measurements

Criteria	Description of situation/action	Assessor confirmation and comments
3.1 Explain to the individual what measurements are being taken and why they are required		
3.2 Ensure all materials and equipment to be used are prepared appropriately		
4.2 Select appropriate equipment to support in obtaining an accurate measurement		

5.1 Explain the necessity of recording physiological measurements		
5.2 Explain common conditions that require the recording of physiological measurements		
5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels		
3.3 Has the learner consistently confirmed identity and obtained valid consent as per UK regulations before undertaking physiological measurements?		
4.1 Has the learner correctly applied standard measures for health and safety, infection prevention and control when supporting in taking physiological measurements?		
5.4 Has the learner demonstrated professional documentation following appropriate policy and standards? This must include physiological measurements.		

Unit learning outcomes

Task 1
AN 1 LO2: AC2.1, 2.2, 2.3, 2.4
Task 2
AN 1 LO2: AC2.1, 2.4
Task 3
AN 1 LO2: AC2.2, 2.3
Task 4
AN 1 LO2: AC2.5, 2.6
Task 5
AN 1 LO1: AC1.1
Task 6
AN 1 LO3: AC3.1, 3.2, 3.3, LO4: AC4.1, 4.2, LO5: AC5.1, 5.2, 5.3, 5.4

Evidence requirements

Task 1
Physiological measurements (table 1)
Task 2
Cardiac poster
Task 3
Professional discussion and reflection
Task 4
Written responses
Task 5
Written response
Task 6
Practical application (table 2)

Appendix

Item A

Qualification	NCFE CACHE Level 2 Technical Occupational Entry in Healthcare Support (Diploma)
Unit Number and Title	Mandatory RWE Outcomes – Scenario for simulations Unit DC1: LO2, 3, 4 Unit DC2: LO3 Unit DC3: LO2, 3, 4 Unit DC4: LO2, 3, 4, 5, 6 Unit DC5: LO2 Unit DC6: LO4, 5, 8 Unit DC7: LO2, 3 The scenario is set out as a work provider / placement and an individual within the identified work setting. This is to provide a scenario as near to an actual workplace setting for those outcomes in which a learner cannot provide evidence against the learning outcomes and assessment criteria identified in the units above. Each unit is assessed independently. However, for continuity and for those learners that are not in a work setting placement, the scenario and materials / resources can be used to help them apply their knowledge, understanding and skills against the criteria.

La Ville Care Home Outline.

La Ville Care Home provides residential and respite care for adults with physical disabilities. La Ville Care home is a registered care home for 38 residents, offering a range of services, including long-term and respite care. La Ville Care Home is a place where residents enjoy a thriving year-round calendar of events and activities, whilst receiving the precise level of dedicated professional care they need, as they need it.

Everyone who lives and works at La Ville Care Home is considered by the managers as part of a close extended family. It is a place where residents are fully supported in continuing to live their lives as they have been used to; where everyone can feel safe and secure and where independence and personal dignity is strongly promoted.

Friendships are forged at La Ville Care Home, and those who live here enjoy being a part of a warm, caring environment.

At La Ville Care Home, the specialist services of caring for the challenges that come with age sit seamlessly beside high standards of hygiene and cleanliness, comfortable beds and seating, and good food and drink. Equally important are the needs of the mind: stimulation, empathy and understanding. Our staff are never too busy to pay attention, listen and help smooth out anxieties and problems, little or large, and if they can’t do it themselves, they will find someone who can.

Item B

Care Support Job Role Description

CARE SUPPORT WORKER JOB DESCRIPTION
Job Title: CARE SUPPORT WORKER
Reports to: CARE MANAGER
Issue Date: 2023

JOB PURPOSE:

La Ville Care Home expects **care support workers** to give their personal best and strive for continuous improvement to ensure the highest standards of person-centred care and service are delivered to all clients.

The main requirements of your role as a **care support worker** are:

• To be responsible for the wellbeing (for example, the physical, emotional and social needs) of the clients, in a caring, kind and respectful manner, preserving dignity and self-respect at all times, under the supervision of the Care Manager and/or the Deputy Manager.

Principal accountabilities and activities

• To act as a primary carer for allocated clients under the guidance of the Care Manager and/or Deputy Manager.

• To provide the highest standards of holistic person-centred care and attention for the clients.

• To participate fully in the overall care of the clients.

• To assist with washing, dressing, toileting and personal hygiene as per wellbeing plan.

• To assist with and prepare wholesome, nutritious meals, if requested to do so, as per wellbeing plan.

• To assist in maintaining safe levels of care and ensuring safe practice.

• To help provide essential physical and mental stimulation by participating in recreational and social activities with clients individually, or in a group, if appropriate to the setting.

• To assist in maintaining accurate records in accordance with registration and legal requirements.

• To carry out instructions given by the Care Manager and/or Deputy Manager in an efficient and conscientious manner.

• To attend training when requested to do so, care support workers' meetings and mandatory training.

• To report any accidents relating to clients, yourself, work colleagues and/or relatives, in line with procedures.

• To ensure the company policy on confidentiality is upheld.

• To be respectful and courteous when dealing with colleagues, relatives and other public and professional people.

• To be prepared to undertake any aspects of care or non-caring duties, such as light cleaning, as requested by the Care Manager and/or Deputy Manager and as per wellbeing plan.

• To assist and facilitate in the welcoming of new work colleagues.

• To assist in the maintenance of a safe and healthy working environment, by ensuring adherence to Premium Care LTD Health and Safety and Welfare policies and procedures.

• Duty to report to the Care Manager and/or Deputy Manager, if witness to bad/poor care practice or harm to a client within the client's home or outside, in an appropriate setting.

Qualifications, training and experience

• To have worked in a similar caring background.

• To be NVQ or QCF Care Level 3 qualified **or** above is desired, but not essential.

• Good communication skills.

• Ability to work within a team environment or on one's own initiative.

Environment

All Care Support Workers should bear in mind the overall objectives of La Ville Care Home, namely that clients will be encouraged to maintain independence and choice in their own home, while promoting health and safety through client risk assessments and ongoing excellent customer relationships.

This Job Description is intended to give the Care Support Worker an appreciation of the role and envisage the range of duties. However, it is not exhaustive and may be reviewed from time to time.

I UNDERSTAND THERE ARE DUTIES WHICH I SHOULD NOT PERFORM UNLESS I HAVE RECEIVED APROPRIATE TRAINING IN THESE AREAS. THOSE DUTIES INCLUDE:

- **MOVING AND HANDLING**
- **ADMINISTRATION OF MEDICATION OUTSIDE THE ASSESSED LEVEL**

- **EYE DROPS, NOSE AND EAR DROPS**
- **ADMINISTRATION OF OXYGEN**
- **CATHETER CARE**

To be reviewed September 2024.

Item C

Reflective Practice Template

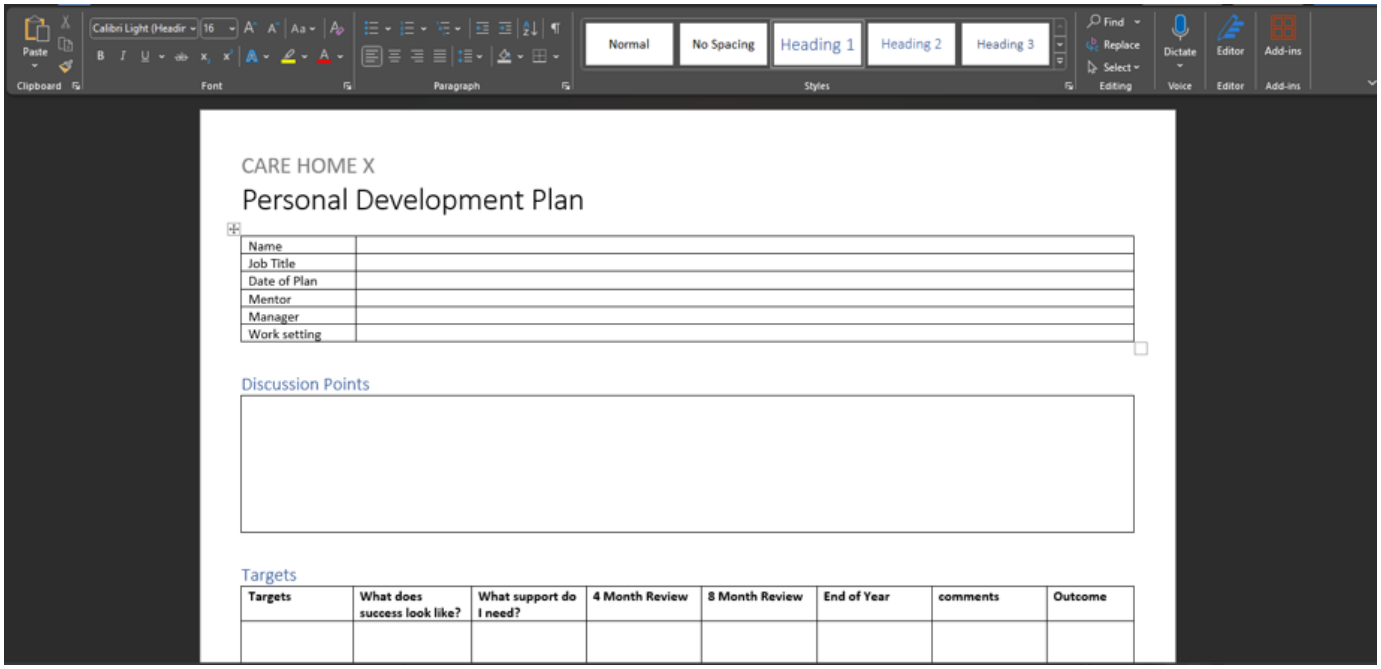
Gibbs Reflective Cycle (1998)

Description What happened?	
Feelings What were you thinking and feeling?	

Evaluation What was good and bad about the experience?	
Analysis What sense can you make of the situation?	
Conclusion What else could you have done?	
Action Plan If it arose again, what would you do?	

Item D

Personal Development Plan



CARE HOME X

Personal Development Plan

Name	
Job Title	
Date of Plan	
Mentor	
Manager	
Work setting	

Discussion Points

Targets

Targets	What does success look like?	What support do I need?	4 Month Review	8 Month Review	End of Year	comments	Outcome

Personal Development Plan

Name	
Job Title	
Date of Plan	
Mentor	
Manager	
Work setting	

Discussion points

Targets

Targets	What does success look like?	What support do I need?	4-month review	8-month review	End of year	Comments	Outcome

Personal development plan

Actions identified	Steps to take to achieve	Target achievement date	4-month review	8-month review	End of year	Comments	Outcome

Initial plan

Role	Typed name	Signature	Date
Care Support Worker			
Manager / Tutor			

4-month review

Role	Typed name	Signature	Date
Care Support Worker			
Manager / tutor			

8-month review

Role	Typed name	Signature	Date
Care support worker			
Manager / Tutor			

End of year review

Role	Typed name	Signature	Date
Care support Worker			
Manager / Tutor			

Item E

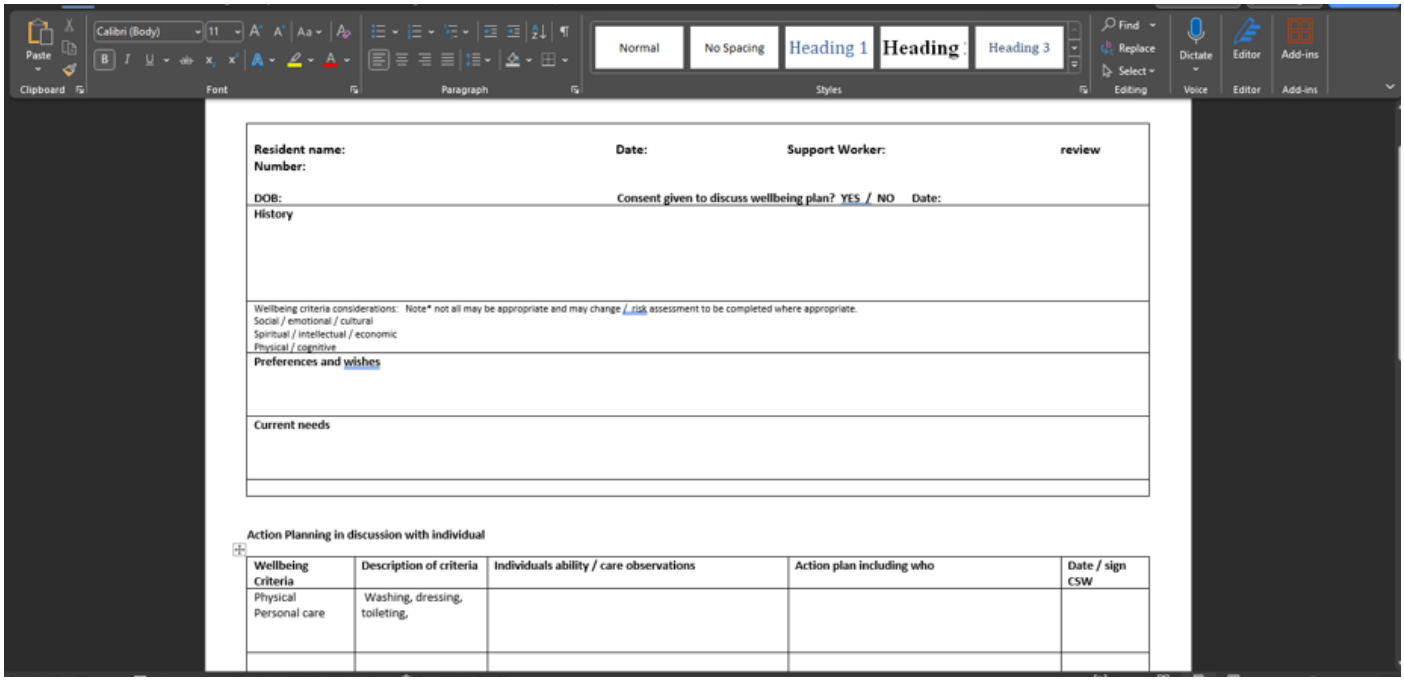
Observation Grid of Practical Activities

Practical Activity Observed	**Key points of what you did and verbally explained to your assessor.**	**Assessor comments**	**Achieved / Not achieved Date**
Moving and handling: • helping an individual from a sitting to standing position • unfolding and folding a wheelchair • picking up a box from the floor and placing it on a table			

Item F

Individual Wellbeing Plan

Screenshot here of the template completed. The learner should be given access to this, to have as an example, or to complete if they do not have a work setting placement / role.



Resident name: **Date:** **Support Worker:** **review**
Number:

DOB: **Consent given to discuss wellbeing plan? YES / NO Date:**

History

Wellbeing criteria considerations: Note* not all may be appropriate and may change / risk assessment to be completed where appropriate.
Social / emotional / cultural
Spiritual / intellectual / economic
Physical / cognitive

Preferences and wishes

Current needs

Action Planning in discussion with individual

Wellbeing Criteria	Description of criteria	Individuals ability / care observations	Action plan including who	Date / sign CSW
Physical Personal care	Washing, dressing, toileting,			

Individual wellbeing plan – La Ville Care Home

Resident name: **Date:** **Support Worker:** **Review Number:** **DOB:** **Consent given to discuss wellbeing plan? YES / NO Date:**
History
Wellbeing criteria considerations: Note not all may be appropriate and may change / risk assessment to be completed where appropriate.

Social / emotional / cultural Spiritual / intellectual / economic Physical / cognitive
Preferences and wishes
Current needs

Action planning in discussion with the individual

Wellbeing criteria	Description of criteria	Individual's ability / care observations	Action plan including who	Date / sign CSW
Physical personal care	Washing, dressing and toileting			

Item G

New resident (AB) Information Sheet

This can be used to support learners in the role play simulation of Unit DC4 Implementing person-centred approaches in care settings, and simulation for Unit DC1 Communication in care settings. The learner playing the support worker will have this to help them prepare. The learner playing AB can use this as a base to add to, as they work with the support worker. **Note the** learner playing AB must not obstruct the support care worker, by providing information or responses that would be difficult to work with, for the purpose of this assessment.

AB has just moved into La Ville Care Home. They are 80 years old. They are mobile and use a walking stick (left hand) as they report this makes them feel more secure. Before moving into La Ville Care Home, they managed generally well when they lived in their own home. They had a stair lift to get up to their bedroom and bathroom. However, they were finding it increasingly more difficult to negotiate getting on and off and getting to the toilet on time. AB cleaned the house themselves but was finding it harder to keep up with the house and garden.

AB has type 2 diabetes and this is regulated by diet and medication (metformin) which is taken daily. AB had a fall 6 months ago, getting off the stair lift after using the bathroom. They were taken to the local hospital and were discharged after no fractures were found. Up until their fall, AB walked daily to the local park (they used to go on hiking holidays) and was a member of the local “Fit Club” for over 60’s. The fall had an impact on AB’s confidence, and they stopped going to the park and ‘fit club’. AB also expressed that they often felt lonely being in the house on their own. They wear hearing aids but often leave them out complaining they make their ears sore; this can make communication problematic.

AB’s son lives overseas and after the fall, through discussions, AB decided that moving into a care home might be a better option. La Ville Care Home was local to AB, and they liked the gardens and sunroom when they went to visit. They also like the fact there was a home cat called “kitty” and gardening club amongst the other activities offered at the home.

AB enjoys crosswords and Suduko and likes to read a daily newspaper. They like watching “Strictly come Dancing” and David Attenborough Wildlife Programmes. They enjoy a range of food; they have been vegetarian for the past 15 years.

Item H

Resident key Information Sheet

Resident name: Room number:

Preferred name / nickname:

Discussed / identified communication difficulties:

Preferred ways of communication:

Likes / dislikes

Support worker name: date completed:

Item I

Daily Care Record

Resident name:	Date:	AM / PM / EVE
Signed:		

Item J

Resident Feedback Questionnaire

LIVING IN THE HOME: RESIDENTS/RELATIVES' FEEDBACK QUESTIONNAIRE

This sample model questionnaire indicates the sorts of questions to ask when obtaining residents' and relatives' views on quality issues. It should be adapted for individual purposes and the specific questions amended accordingly. Ask individuals to answer the following questions in terms of whether they are:

A = VERY SATISFIED
B = QUITE SATISFIED
C = NOT VERY SATISFIED
D = NOT SATISFIED AT ALL

A. Catering and Food				
	A	**B**	**C**	**D**
How satisfied are you with:				
1. (a) The choice of food provided?				
(b) The variety of food provided?				
(c) The amount of food provided?				
2. The efforts made to satisfy your individual requirements (including any religious and cultural requirements)?				
3. The way in which menus are planned?				
4. The way in which food is presented (e.g., to make it attractive or easy to eat)?				
5. (a) The starting times for meals?				
(b) The time taken over meals (e.g., too rushed or too slow)?				
6. Seating and table arrangements?				
7. The general atmosphere at mealtimes?				
8. Additional snacks and drinks provided?				
B. Personal Care and Support				
	A	**B**	**C**	**D**
How satisfied are you with:				
9. (a) The way staff try to help?				
(b) How staff look after you?				
10. Staff availability – do they come to help you when you need them (e.g., when you ring for help)?				
11. How staff carry out their work?				
12. Staff attitudes and general manner?				
13. The nursing and medical care that you receive?				
14. Any additional services or treatments arranged (e.g., chiropodist, hairdresser)?				
C. Daily Living				
	A	**B**	**C**	**D**
How satisfied are you with:				
15. The arrangements that you have for getting up and going to bed?				
16. The arrangements for your personal care (e.g., for washing, bathing, going to the toilet, etc.)?				
17. The arrangements for cleaning and tidying your room or flat?				
18. The social activities provided or arranged?				

19.	The efforts to help you keep up with your personal interests and hobbies?				
20.	How residents in general get on with each other?				
21.	How residents and staff get on with each other?				
D. Premises					
		A	**B**	**C**	**D**
How satisfied are you with:					
22.	The home's decorations and furnishings?				
23.	The facilities and amenities?				
24.	The accessibility of lounges, dining room and other public areas?				
25.	The general cleanliness and tidiness of the building and grounds?				
26.	How well repairs and general maintenance are carried out?				
E. Management					
		A	**B**	**C**	**D**
How satisfied are you with:					
27.	The availability of the home's managers to discuss any problems when you need to?				
28.	The way managers get things done when asked?				
29.	How manager involve residents and families in the affairs of the home?				
30.	The management's efforts to create a good atmosphere?				

Please can you return this form to:

Mrs B. Body (manager)
La Ville Care Home
Happy Lanes
Any Town
AT1 24H

Change history record

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