Sample Assessment Materials (SAMs)

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

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Assessment 30: AHP 20 Provide support for mobility, HSC AS 20 Provide support for therapy sessions

Your assessor will be able to holistically assess criteria from the following units:

- **AHP 20 Provide support for mobility**
- **HSC AS 20 Provide support for therapy sessions**

Scenario

You are working in a general medical ward, which consists of a predominantly geriatric population. Your role is primarily supporting the allied health team in promoting functional activities and preparing patients to be discharged from the hospital setting.

You have been asked to assist with three of the patients on the ward.

The first patient is Mr Jones, a 72-year-old engineer. He was admitted to hospital with reduced mobility due to a viral illness. He is normally independent, working part-time and living with his wife. He is currently using a Zimmer frame with the assistance of one person but is only able to walk 5 metres before requiring a rest.

The second patient is Ms Khan, an 84-year-old who was admitted with left sided upper and lower limb weakness due to a stroke. Ms Khan lives alone and is normally independent, with the help of a walking stick. Ms Khan is currently requiring the assistance of two people to transfer her from bed to chair, with the use of a four-point stick.

The third patient is Mrs Willliams who is 75-years-old and was admitted after a fall two weeks ago. She was found to have a fractured hip which required surgery and she has been slowly improving post operatively. Mrs Williams is normally independent and lives with her husband. She is currently walking 15 metres with elbow crutches and the assistance of one person.

Task 1

Knowledge task: case study

Using the case studies above, produce a written response to the questions below.

Define what is mobility and how could the three patients' conditions impact their mobility. (AHP 20.1.1 and AHP 20.1.2)

Describe how maintaining and improving mobility will benefit the three patients. (AHP 20.1.4)

Choose one of the patients and explain how reduced mobility could impact their wellbeing. (AHP 20.1.3)

List a minimum of six different types of therapy sessions and explain how they could be beneficial for one of the patients in the case study. (HSC AS 20.1.1 and HSC AS 20.1.2)

Pick one of the patients and describe how therapy support can be part of their daily routine. (HSC AS 20.2.1)

Task 2

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

The following table consists of practical tasks you will need to achieve in a work or simulated environment. Describe the situation and action that best applies to the listed criteria. You may need multiple sessions or experiences to cover all the criteria.

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

Table 1

Mobility/supporting therapy sessions.

Criteria	Description of situation/action	Assessor confirmation and comments
Agree mobility activities with the individual and others, according to the individual's needs and abilities. (AHP 20.2.1)		
Check the safety, suitability and cleanliness of mobility equipment and appliances for the individual. (AHP 20.2.4, AHP 20.2.5)		
Establish own responsibilities in preparing for a therapy session. (HSC AS 20.3.1)		
Describe ways to overcome fears or concerns an individual may have about a therapy session. (HSC AS 20.4.3)		
Identify with the individual their needs, preferences and requirements for the therapy session. (HSC AS 20.3.2)		
Agree what observations are required and how they are to be recorded and carry out the agreed observations. (HSC AS 20.5.1, HSC AS 20.5.2, HSC AS 20.5.3)		

Assist an individual to use mobility appliances correctly and safely. (AHP 20.3.2)		
Monitor the individual during a mobility activity and report any adverse events to an appropriate person. (AHP 20.3.3)		
Provide feedback and encouragement to promote active participation and independence during a mobility and therapy session. (AHP 20.3.1, HSC AS 20.4.2, AHP 20.3.4)		
Provide support during a therapy session that takes account of: • the therapist's directions • the individual's preferences and requirements (HSC AS 20.4.1)		
Report on progress and/or problems relating to the mobility activity, including: • choice of activities • equipment • appliances • the support provided (AHP 20.4.2)		
Contribute to the review of a therapy session and the required changes to future therapy sessions with the individual and others. (HSC AS 20.6.1, HSC AS 20.6.2)		
Has the learner demonstrated professional documentation following appropriate policy and standards? This must include mobility activities and therapy sessions. (HSC AS 20.5.4, AHP 20.4.1)		
Has the learner complied with the required health and safety measures by preparing the environment, equipment, and patient's clothing/footwear to minimise the risk of hazards and infection. (AHP 20.2.3, HSC AS 20.3.3, AHP 20.2.2)		

Unit learning outcomes

Task 1

AHP 20: LO1, AC1.1, AC1.2, AC1.3, AC1.4, HSC AS 20: LO1, AC1.1, AC1.2, LO2, AC2.1

Task 2

AHP 20: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, LO3, 3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, LO5, AC5.1, 5.2, 5.3, 5.4, LO6, AC6.1, 6.2

HSC AS 20: LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, LO5, AC5.1, 5.2, 5.3, 5.4, LO6, AC6.1, 6.2

Evidence requirements

Task 1

Case study written responses.

Task 2

Completed observation report (table 1).

Assessment 31: HSC AS 13 Support individuals to meet nutritional and hydration needs, HSC AS 21 Understand how to support individuals with foot care

Your assessor will be able to holistically assess criteria from the following units:

- **HSC AS 13 Support individuals to meet nutritional and hydration needs**
- **HSC AS 21 Understand how to support individuals with foot care**

Scenario 1

You have started a new role at the local health clinic which manages a variety of chronic health and lifestyle related issues in the community. Your role is to support the health care professionals with educating and supporting patients to change behaviour and live a healthier lifestyle.

Task 1

Knowledge-based tasks

Complete the following table listing each structure of the foot and ankle, including a description of the structure and the function of the structure. (HSC AS 21.1.1, 21.1.2)

Table 1: foot and ankle structures.

Foot and ankle structure	Description	Function

Task 2

Write a short report to demonstrate your knowledge on the functions of the feet and the factors affecting foot care. Your report must:

- explain the importance of mobility and blood circulation for feet (HSC AS 21.1.3)
- describe the growth process of toenails and the effects of ageing on this process (HSC AS 21.1.4)
- outline factors that could affect an individual's ability to care for their feet (HSC AS 21.2.2)

Task 3

Local knowledge application

Produce an information leaflet that will help individuals understand the causes of foot problems and, using your local area as an example, include the available support. Your leaflet must:

- describe the potential effects of common medical conditions on feet and toenails. Common medical conditions may include:
  - diabetes
  - arthritis
  - peripheral vascular disease
  - eczema (HSC AS 21.2.1)
- explain the local available support for individuals with conditions which could affect their ability to manage their foot and toenail problems (HSC AS 21.2.5)
- describe the referral process for podiatry services (HSC AS 21.4.1).

Scenario 2

Your first patient in the clinic is Mr Thompson, who is 49-years-old and he is attending the clinic to manage his foot ulcers. Mr Thompson is currently unemployed and homeless with a history of drug abuse and alcoholism. His medical history includes type 2 diabetes, hypertension, and peripheral vascular disease.

Task 4

Using the case study, produce a written response to the questions below.

Describe how you would support Mr Thompson regarding his foot and nail care. (HSC AS 21.3.1)

Describe the advice you would provide to Mr Thompson regarding features of healthy footwear. (HSC AS 21.3.8)

Provide an outline of how you would record the above support provided to Mr Thompson's foot care and who you would report it to. (HSC AS 21.4.2)

Describe the effects of unsanitary living conditions and unsuitable footwear on feet and toenails. (HSC AS 21.2.3, HSC AS 21.2.4)

Describe the potential signs of foot problems you may expect to find when assessing Mr Thompson. (HSC AS 21.3.2)

List a minimum of five items commonly found within a basic personal foot and nail toolkit that you could recommend to Mr Thompson. (HSC AS 21.3.3)

Describe how to prepare an environment that would be comfortable and safe for Mr Thompson to receive foot and nail care, including infection control requirements. (HSC AS 21.3.4, HSC AS 21.3.6)

Explain the key factors of skin care that might help Mr Thompson, including how to clip and file toenails. (HSC AS 21.3.5, HSC AS 21.3.7)

Scenario 3

Your second patient is Ms Atkins, a 22-year-old attending the clinic with her mother. Ms Atkins has a five-year history of anorexia and bulimia and is attending the clinic for nutritional input. Her current Body Mass Index (BMI) is 15 (healthy range is: 18.5 to 24.9). She is lactose intolerant and suffers from widespread pain and chronic fatigue.

Task 5

Part A

Compile a comprehensive report to help Ms Atkins and her mother understand the principles of a balanced diet. Your report must:

- outline the current nutritional guidelines for a balanced diet (HSC AS 13.1.1)
- identify the main food groups and sources of essential nutrients (HSC AS 13.1.2, HSC AS 13.1.3)
- explain the importance of a balanced diet (HSC AS 13.1.4)
- explain the impact of a poor diet on health and wellbeing and identify the signs of malnutrition (HSC AS 13.1.6, HSC AS 13.3.1)

Part B

Create a one-sided patient handout that covers the importance of hydration that Ms Atkins and her mother may find useful. It must also include the signs of dehydration and an explanation of the impact of dehydration on health and wellbeing. (HSC AS 13.2.1, HSC AS 13.2.2, HSC AS 13.2.3)

Part C

Design a double-sided pamphlet that can be provided to Ms Atkins and her mother, and other patients, regarding food safety. The pamphlet must:

- identify food safety standards (HSC AS 13.7.1)
- outline food handling and storage hazards (HSC AS 13.7.2)
- describe the food safety and hygiene protocols for the storage, preparation, serving, presentation and disposal of food (HSC AS 13.7.3)

Part D

Using the case study of Ms Atkins, produce a written response to the questions below.

Using Ms Atkins as an example, apply an understanding of the principles of a balanced diet by outlining how nutritional requirements vary between different groups. (HSC AS 13.1.5)

Describe the importance of understanding Ms Atkins' nutrition and hydration needs. (HSC AS 13.5.1)

Describe the risk factors that may have contributed to Ms Atkins' malnutrition. (HSC AS 13.3.2)

To prevent malnutrition, Ms Atkins' diet needs to improve. Outline ways of increasing the nutritional density of foods and drinks through fortification. (HSC AS 13.3.3)

Explain how the use of nutritional supplements could assist Ms Atkins. (HSC AS 13.3.4)

Identify factors that could influence Ms Atkins' dietary needs and preference factors. (HSC AS 13.4.1)

Give three examples of special dietary requirements associated with other common health conditions. (HSC AS 13.4.2)

Outline the potential risks Ms Atkins faces by not following special dietary requirements. (HSC AS 13.4.3)

Explain the difference between food intolerance and food allergy. (HSC AS 13.4.4)

Part E

Prepare an email to send to Ms Atkins, with a list of information and support available for her to access with regards to a special dietary requirement she has. Include a brief description of each of your chosen sources to help Ms Atkins. (HSC AS 13.4.5)

Scenario 4

Your third patient is Mrs Wu, a 37-year-old who has attended the clinic to receive some advice and support regarding nutritional intake for her mother who she is caring for. Her mother is three months post stroke and is requiring a soft diet with moderately thickened fluids due to her impaired swallow. She also has weakness with her right hand which impacts her ability to feed herself. Mrs Wu is having to support with this activity. Mrs Wu has two children under the age of five and is struggling to support with the feeding of her mother, as well as her two children during mealtimes.

Task 6

Using the case study, produce written responses to the questions below.

Describe how mealtime environments could be a barrier to meeting nutritional and hydration needs for Mrs Wu's mother. (HSC AS 13.5.2)

Explain how mealtime environments and food presentation could be used to promote nutrition and hydration for this patient. (HSC AS 13.5.3)

Describe how to provide assistance to individuals with eating and drinking in a way that maintains dignity, respect and independence. Include what advice you would give to Mrs Wu in relation to this. (HSC AS 13.5.4)

Apply an understanding of person-centred care in supporting nutrition and hydration by outlining how a range of aids and adaptations could be used in this scenario to support with eating and drinking. (HSC AS 13.5.5)

Task 7

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

The following table consists of practical tasks 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: Nutritional and hydration support

Criteria	Description of situation/action	Assessor confirmation and comments
Establish with an individual their choice of food and drink. (HSC AS 13.6.1)		
Encourage the individual to select options to meet their nutritional needs. (HSC AS 13.6.2)		
Identify the level and type of support needed for eating and drinking. (HSC AS 13.6.3)		
Support an individual to position themselves for comfort and to promote digestion. (HSC AS 13.6.4)		
Apply food safety and hygiene precautions when preparing and handling food and drink. (HSC AS 13.6.5)		
Present food according to individual preferences with appropriate utensils and aids. (HSC AS 13.6.6)		
Explain actions to take in relation to concerns regarding nutrition and hydration. (HSC AS 13.6.9)		
Dispose of waste. (HSC AS 13.6.7)		
Complete records to monitor nutrition and hydration. (HSC AS 13.6.8)		

Unit learning outcomes

Task 1

HSC AS 20, LO1, AC1.1, 1.2

Task 2

HSC AS 20, LO1, AC1.3, 1.4, LO2, AC2.2

Task 3

HSC AS 20, LO2, AC2.1, 2.5, LO4, AC4.1

Task 4

HSC AS 20, LO2, AC2.3, 2.4, LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, LO4, AC4.2

Task 5

HSC AS 13, LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, LO2, AC2.1, 2.2, 2.3, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5 LO5, AC5.1, LO7, AC7.1, 7.2, 7.3

Task 6

HSC AS 13, LO5, AC5.2, 5.3, 5.4, 5.5

Task 7

HSC AS 13, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9

Evidence requirements

Task 1

Ankle and foot structures (table 1).

Task 2

A short report.

Task 3

Local support recourses leaflet.

Task 4

Written case study responses.

Task 5

Written case study responses, including parts A to E.

Task 6

Written case study responses.

Task 7

Completed observation report (table 2).

Change history record

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