Sample Assessment Materials

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

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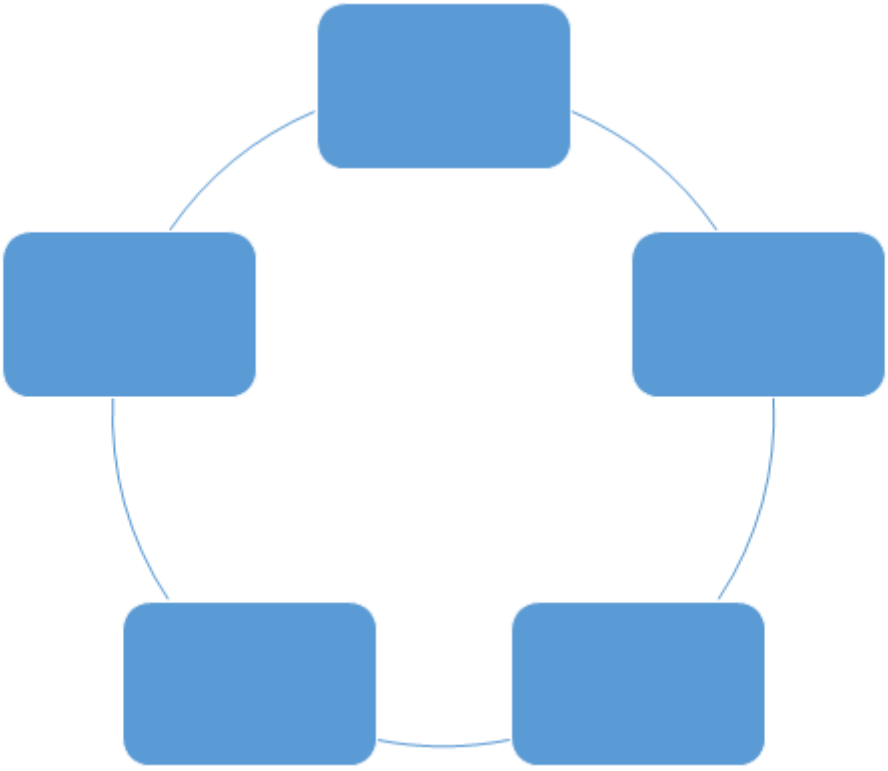
Assessment 32: AN 2 Undertake personal hygiene activities with individuals

Introduction

Task 1

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

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



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

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

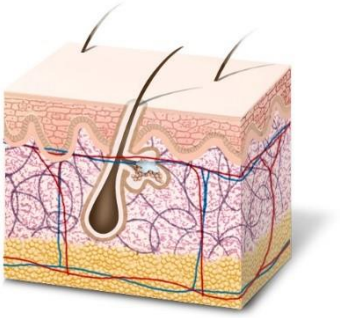
(AN 2: LO1, AC1.1, 1.2, 1.3, LO3, AC3.1, LO4, AC4.6)

Task 2

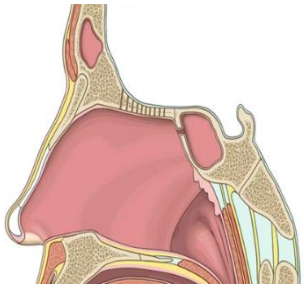
You are required to demonstrate your knowledge of the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to personal hygiene and cleansing.

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

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

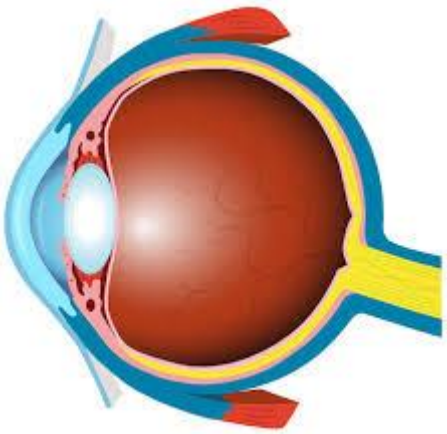


Describe the anatomy and physiology of the nose in relation to cleaning.



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

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



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

(AN 2: LO2, AC2.1)

Scenario

You have started your morning shift on a hospital ward and there are several patients needing support to start their day. As part of your role, you are to assist a vulnerable patient who needs guidance and support with their personal hygiene.

Task 3

Reflective account activity

Reflecting on this situation, a real situation and/or a simulated activity where you have supported an individual with their personal hygiene, please complete the reflective activity below.

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

Explain the importance of following the individual's care plan.

Prepare for undertaking personal hygiene activities with individuals, including how you:

- prepared the environment and equipment prior to commencing the activity
- confirmed all equipment and materials were fit for purpose, as outlined in the individual's care plan
- confirmed the individual's identity and gained valid consent
- communicated information in a way that was sensitive to the personal beliefs and preferences of the individual.

Undertake personal hygiene activities with individuals, including how you:

- applied health and safety measures relevant to procedure and environment
- applied standard precautions for infection control, including any equipment you used
- carried out personal hygiene activities in accordance with the individual's care plan, ensuring their privacy and dignity was maintained
- observed the individual while providing support and reassurance and how you addressed any concerns
- responded to any adverse reactions, detailing the actions you took.

Record and report the outcome of the personal hygiene activity, including how you:

- recorded the outcome of the personal hygiene activity and what documents you used
- reported outcomes of the activity to member of the care team in line with local policy.

Please note that as part of this reflection and when gaining valid consent, the following needs to be considered.

Consent must be in line with agreed UK country definition and could include that:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely.

(AN 2: AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, LO5, AC5.1, 5.2)

Task 4

Direct observation/expert witness testimony

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

Note to expert witness:
Please state in detail what you have observed the learner completing from the following competencies. Please include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice 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 Explain the importance of following the individual's care plan	
3.2 Prepare the environment and equipment prior to commencing the activity	
3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan	
3.4 Confirm the individual's identity and gain valid consent	
3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual	
4.1 Apply health and safety measures relevant to the procedure and environment	
4.2 Apply standard precautions for infection control	
4.3 Carry out personal hygiene activities in accordance with the individual's care plan	
4.4 Ensure that the individual's privacy and dignity is maintained	
4.5 Observe the individual while providing support and reassurance and address any concerns	
4.6 Describe action to take in response to adverse reactions	
5.1 Record the outcome of the personal hygiene activity	
5.2 Report the outcomes of the activity to a member of the care team in line with local policy	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, LO3, AC3.1, LO4, AC4.6

Task 2
LO2, AC2.1

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, LO5, AC5.1, 5.2

Task 4
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, LO5, AC5.1, 5.2

Evidence requirements

Task 1
Written responses and short report

Task 2
Written responses

Task 3
Reflective account

Task 4
Observation report

Assessment 33: AN 15 Assist in the administration of medication

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

This unit is barred against AN 30 Understand the administration of medication.

Task 1

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

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

(AN 15: LO1, AC1.1, 1.2)

Task 2

Reflective account activity

Reflect on an occasion when you have assisted in the administration of medication. This reflective activity could be following a simulated activity or from a real working environment. In your reflective account, refer to the following.

How you checked and confirmed the identity of the individual who was to receive the medication with the person leading the activity and with the individual themselves before the medication was administered (what was the age, gender, and medical condition of the individual?).

How you obtained or confirmed valid consent for the administration of medication.

How you applied standard precautions for infection control and what (if any) equipment you used for this.

The records you checked and what medication was selected, what the medication was and its purpose for this individual.

The preparations you made for the medication to be administered.

How you contributed to the administration of medication, what time this was and how you administered the medication.

How you assisted the individual to be as self-managing as possible and how you monitored the individual's condition throughout the administration process.

How you checked and confirmed that the individual had taken the medication and did not pass their medication to others.

Following the administration of the medication, what records did you complete, and how did you complete these?

Whilst dealing with the records and all information, how did you maintain the confidentiality and security of these throughout the administration process and where did you return them to for their safe storage?

How did you check the stock level of medications and what actions did you take to obtain new stocks, when required, to ensure stocks were adequate and relevant to each individual's needs and their prescriptions?

Reflect on whether you met the criteria and whether you could have done better. Include in your reflection any recommendations for improvement assisting in administrating medication.

(AN 15: LO5, AC5.1, 5.2, 5.3, 5.5, LO6, AC6.1, 6.2, 6.4, 6.6, LO7, AC7.2, 7.3, 7.4, 7.5)

Task 3

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment assisting in the administration of medication.

Note to assessor/expert witness:
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
5.1 Obtain or confirm valid consent for the administration of medication	
5.2 Apply standard precautions for infection control	
5.3 Assist in the selection, checking and preparation of medication according to the medication administration record or medication information leaflet	
5.4 Explain the importance of referring confusing or incomplete instructions back to the person leading the administration of medication or the pharmacist	
5.5 Assist with the checking and confirming of the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered	
6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan	
6.2 Assist the individual to be as self-managing as possible	
6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication	
6.4 Monitor the individual's condition throughout the administration process	
6.5 Explain the types of adverse effects that may occur and the action to take if they do	
6.6 Check and confirm that the individual has taken the medication and does not pass medication to others	
7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication	
7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely	
7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage	
7.4 Maintain the confidentiality of information relating to the individual at all times	
7.5 Check the stock level of medications and take action to obtain new stocks when required	

Task 4

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

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

A description of the different routes for the administration of medication. Routes may include:

- oral
- nasal
- rectal
- vaginal
- intravenous
- intramuscular
- inhalation
- instillation
- nasogastric
- topical
- transdermal
- subcutaneous
- sublingual

The handout needs to describe the type, purpose and function of materials and equipment/aids needed for the administration of medication within own level of responsibility. These may include:

- calibrated medicine cups
- disposable medicine cups
- tray
- medications
- medicated pads or patches
- application papers
- tape
- the patient's clinical record
- spoons
- medicine trolley
- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag

(AN 15: LO3, AC3.2, 3.3, 3.4)

Task 5

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

Your information leaflet will need to include:

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

(AN 15: LO2, AC2.1, 2.2, 2.3)

Task 6

Professional discussion activity

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

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

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

Within your professional discussion, you should:

- explain the purpose and significance of the information that should be provided on the label of a medication (AN 15: LO3, AC3.1)

- explain the importance of applying standard precautions for infection control and the potential consequences of poor practice (AN 15: LO3, AC3.5).

- explain why medication should only be administered against the individual's medication administration record and in a way that is consistent with the prescriber's advice (AN 15: LO3, AC3.6).

- explain the importance of maintaining security and the correct storage for the medication (AN 15: LO3, AC3.7).

- explain the importance of identifying the individual for whom the medications are prescribed (AN 15: LO4, AC4.1).

- explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it (AN 15: LO4, AC4.2).

- explain the importance of referring confusing or incomplete instructions back to the person leading the administration of medication or the pharmacist (AN 15: LO5, AC5.4).

- explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication (AN 15: LO6, AC6.3).

- explain the types of adverse effects that may occur and the action to take if they do (AN 15: LO6, AC6.5).

- explain the importance of keeping accurate and up-to-date records of the administration of medication (AN 15: LO7, AC7.1).

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2

Task 2
LO5, AC5.1, 5.2, 5.3, 5.5, LO6, AC6.1, 6.2, 6.4, 6.6, LO7, AC7.2, 7.3, 7.4, 7.5

Task 3
LO5, AC5.1, 5.2, 5.3, 5.4, 5.5, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6, LO7, AC7.1, 7.2, 7.3, 7.4, 7.5

Task 4
LO3, AC3.2, 3.3, 3.4

Task 5
LO2, AC2.1, 2.2, 2.3

Task 6
LO3, AC3.1, 3.5, 3.6, 3.7, LO4, AC4.1, 4.2, LO5, 5.4, LO6, AC6.3, 6.5, LO7, AC7.1

Evidence requirements

Task 1
Table of information

Task 2
Reflective account

Task 3
Observation report

Task 4
A handout

Task 5
An information leaflet

Task 6
Professional discussion notes

Assessment 34: AN 17 Understand how to obtain and test specimens from individuals

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

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

(AN 17: LO1, AC1.1)

Task 2

Create an information poster that can be displayed to identify the hazards and other consequences related to incorrect labelling of specimens.

You may use pictures or illustrations in your poster to be visually stimulating whilst being informative and memorable.

(AN 17: LO1, AC1.2)

Task 3

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

For each container you must:

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

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

(AN 17: LO2, AC2.1, 2.2, 2.3)

Task 4

Professional discussion activity

Arrange a professional discussion with your line manager, mentor or assessor to discuss your understanding of how to prepare to obtain specimens from individuals. You must prepare evidence that includes:

- an explanation of the professional approaches needed when greeting the individual and how you would confirm their identity
- an explanation of how to maintain a safe and healthy working environment using infection and control techniques

- an explanation of the procedure for obtaining valid consent
- an explanation of how to ensure an individual's privacy and dignity is maintained at all times
- an identification of ethnic and religious aspects of an individual that might affect the procedure
- an explanation of ways to communicate with individuals in an appropriate manner to meet a range of needs and preferences
- a description of the required preparations for obtaining a specimen including materials and equipment needed.

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

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

(AN 17: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)

Task 5

Produce a process flow chart to demonstrate your understanding of how to obtain specimens from individuals. You must include:

- an outline of the procedure for obtaining specimens, including the equipment required
- a description of possible problems in collecting specimens and how and when these should be reported
- a description of the signs and symptoms that an individual is in pain, distress or discomfort and explain how you would respond to these
- an explanation of how to ensure the correct collection, labelling and storage of specimens
- an identification of the relevant documentation that requires completion once the specimen has been obtained.

(AN 17: LO4, AC4.1, 4.2, 4.3, 4.4, 4.5)

Task 6

As part of your role as a healthcare support worker, you have been asked to contribute to the training of new staff by way of a presentation. Your presentation must explain how to test specimens and can include images, charts and graphs where appropriate.

Your presentation needs to:

- explain tests for a range of specimens that can be obtained from individuals
- explain the appropriate health and safety measures relevant to the procedure and the environment where the specimens are being collected and stored. The environment to include:
    - standard precautions for infection prevention and control
    - use of personal protective equipment (PPE)
- explain effective handwashing techniques and correct use of PPE in the environment
- explain safe methods of disposing of clinical waste.

(AN 17: LO5, AC5.1, 5.2, 5.3, 5.4)

Task 7

As part of the new staff training, you must also produce an information leaflet to help other new healthcare support workers understand how to report the outcomes of specimens. Your information leaflet must:

- explain the correct process for reporting and recording test results
- describe the actions to be taken when the results are outside the normal range
- explain appropriate approaches to be used to communicate test results in accordance with agreed ways of working
- describe why it is important to understand the implications the test results may have on individuals.

(AN 17: LO6, AC6.1, 6.2, 6.3, 6.4)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1

Task 2
LO1, AC1.2

Task 3
LO2, AC2.1, 2.2, 2.3

Task 4
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

Task 5
LO4, AC4.1, 4.2, 4.3, 4.4, 4.5

Task 6
LO5, AC5.1, 5.2, 5.3, 5.4,

Task 7
LO6, AC6.1, 6.2, 6.3, 6.4

Evidence requirements

Task 1
A short report

Task 2
Information poster

Task 3
Poster

Task 4
Process flow chart

Task 5
Professional discussion notes

Task 6
Presentation

Task 7
Information leaflet

Assessment 35: AN 25 Move and position individuals safely in accordance with their care plan

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

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

Your presentation will need to:

Identify current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals.

Current legislation, national guidelines, policies, procedures and protocols should include:

- Health and Safety at Work etc. Act 1974
- The Manual Handling Operations Regulations 1992 (as amended 2002)
- The Provision and Use of Work Equipment Regulations 1998
- Lifting Operations and Lifting Equipment Regulations 1998
- NHS
- The Royal College of Nursing (RCN)
- The National Institute for Health and Care Excellence (NICE)
- workplace policies, procedures and protocols.

Summarise responsibilities and accountabilities of a healthcare support worker’s role in relation to moving and positioning individuals, including:

- organisational policies and procedures
- job description
- own competence levels.

Describe health and safety factors to consider when moving and positioning individuals, including:

- risk assessments
- training
- maintenance of aids/equipment
- the environment
- the task
- the individual’s condition and maintaining their dignity
- the individual's ability to co-operate
- yours and the individual’s safety.

(AN 25: LO1, AC1.1, 1.2, 1.3)

Task 2

Reflective account activity

Reflect on an occasion when you have carried out moving and positioning of individuals safely in accordance with their care plan. This reflective activity could be following a simulated activity or from a real working environment.

For this you will need to reflect on all the following procedures and protocols.

How you carried out preparatory checks using:

- the individual's care plan
- the moving and handling risk assessment.

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

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

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

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

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

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

How did you position the individual in accordance with their care plan and how did you communicate effectively with others involved in the manoeuvre positioning.

Others could include any of the following:

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

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

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

(AN 25, LO3, 3.1, 3.2, LO4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Task 3

Professional discussion activity

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

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

Use examples from your own practice to complete the criteria below.

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

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

(AN 25: LO3, AC3.3)

Describe the actions you have taken or the actions you would take if the individual's wishes conflict with their care plan.
(AN 25: LO3, AC3.4)

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

Aids and equipment	Describe how this may be used for moving and positioning
Wall hoist	
Ceiling hoist	
Manual hoist	
Electric hoist	
Slide sheet	

Aids and equipment	Describe how this may be used for moving and positioning
Wheelchairs	
Stand aid	
Transfer board	
Handling belt	

(AN 25: LO4, 4.5)

Describe when advice and/or assistance should be sought in relation to moving or positioning an individual.
(AN 25: LO5, AC5.1)

Describe sources of information available in relation to moving and positioning individuals.
(AN 25: LO5, AC5.2)

Task 4

Design a poster that can be displayed in the staff room at your place of work for staff to be able to understand the anatomy and physiology in relation to moving and positioning individuals.

Your poster needs to:

- outline the anatomy and physiology of the human body in relation to moving and positioning individuals, including:
  - muscles
  - bones
  - joints
  - ligaments
  - the musculoskeletal system.

Your poster must then describe the impact of specific conditions on the movement and positioning of an individual, including:

- bone and joint conditions
- arthritis, osteoarthritis, and osteoporosis
- physical disability
- sensory impairment
- tissue viability
- musculoskeletal injuries.

(AN 25: LO2, AC2.1, 2.2)

Task 5

Direct observation/expert witness testimony

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

Note to assessor/expert witness:
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
3.1 Carry out preparatory checks using: • the individual's care plan • the moving and handling risk assessment	
3.2 Identify any immediate risks to the individual	
3.3 Describe the action to take in relation to identified risks	
3.4 Describe the action to take if the individual's wishes conflict with their care plan	
3.5 Prepare the environment ensuring: • adequate space for the move • potential hazards are removed	
3.6 Apply standard precautions for infection control	
4.1 Confirm the individual's identity and obtain valid consent	
4.2 Communicate with the individual in a manner that: • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences	
4.3 Position the individual in accordance with their care plan	
4.4 Communicate effectively with others involved in the manoeuvre	
4.5 Describe the aids and equipment that may be used for moving and positioning	
4.6 Use equipment to maintain the individual in the appropriate position	
4.7 Encourage the individual's active participation in the manoeuvre	
4.8 Monitor the individual throughout the activity	
4.9 Record and report the activity noting when the next positioning manoeuvre is due	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3

Task 2
LO3, AC3.1, 3.2, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

Task 3
LO3, AC3.3, 3.4, LO4, AC4.5, LO5, AC5.1, 5.2

Task 4
LO2, AC2.1, 2.2

Task 5
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

Evidence requirements

Task 1
Presentation

Task 2
Reflective account

Task 3
Professional discussion notes

Task 4
Poster

Task 5
Observation report

Assessment 36: AN 28 Undertake agreed pressure area care

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

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

The information leaflet is to include the following:

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

(AN 28: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

Task 2

Create a report to demonstrate that you understand good practice in relation to a healthcare support worker's role when undertaking pressure area care. Include the following:

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

(AN 28: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5)

Task 3

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

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

(AN 28: LO4, AC4.1, 4.2, 4.3)

Task 4

Direct observation/expert witness testimony

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

Note to assessor/expert witness:
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
3.1 Check the agreed care plan prior to undertaking the pressure area care	
3.2 Identify any concerns with the agreed care plan prior to undertaking the pressure area care	
3.3 Demonstrate the use of pressure area risk assessment tools in own work area	
5.1 Prepare equipment and the environment in accordance with health and safety guidelines	
5.2 Obtain valid consent for the pressure area care	
6.1 Carry out pressure area care in a way that: • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working	
6.2 Apply standard precautions for infection prevention and control	
6.3 Carry out pressure area care without obstruction from bedding and clothing	
6.4 Move an individual using approved techniques and in accordance with the agreed care plan	
6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions	
6.6 Communicate effectively with the individual throughout the intervention	
6.7 Complete all records and documentation accurately and legibly	

Task 5

Reflective account activity

Reflect on an occasion when you have carried out agreed pressure area care. This reflective activity could be following a simulated activity or from a real working environment.

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

Without using the individual's name, provide a brief of the individual including their age and conditions. Reflect on how you carried out the following activities.

How did you check the agreed care plan prior to undertaking the pressure area care?

What were the pressure areas risk assessment tools you used, and how did you use them?

What equipment did you prepare for the activity and how did you prepare the environment in accordance with health and safety guidelines?

How did you obtain valid consent for the pressure area care?

How did you carry out pressure area care in a way that:

- respected the individual's dignity and privacy?
- maintained their safety?
- ensured the individual's comfort?
- promoted active participation?
- promoted partnership working?

How did you apply standard precautions for infection prevention and control and what personal protective equipment (PPE) did you use?

How did you carry out pressure area care without obstruction from bedding and clothing?

What approved moving and handling techniques did you use with the individual?

What pressure relieving aids did you use in accordance with the care plan and any safety instructions?

How did you communicate effectively with the individual throughout the activity, what did you say to them and how did you ensure they were at ease?

What records did you complete following the activity and how did you ensure these were completed accurately and legibly?

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

(AN 28: LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4, 2.5

Task 3
LO4, AC4.1, 4.2, 4.3

Task 4
LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

Task 5
LO3, AC3.1, 3.2, 3.3, LO5, AC5.1, 5.2, LO6, AC6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

Evidence requirements

Task 1
Information leaflet

Task 2
Report

Task 3
Poster

Task 4
Observation report

Task 5
Reflective account

Assessment 37: AN 30 Understand the administration of medication

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

This unit is barred against AN 15 Assist in the administration of medication.

Task 1

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

Within this presentation you need to:

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

Legislation, regulations, guidance, policies and protocols to include:

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

Regulations and guidance:
- The Misuse of Drugs Regulations 2001
- The Domiciliary Care Agencies Regulations 2002
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- The Handling of Medicines in Social Care (Royal Pharmaceutical Society 2007)
- The Human Medicines Regulations 2012
- Administration of medicines in care homes (with nursing) for older people by care assistants (Department of Health, 2016)
- The Controlled Drugs (Supervision of Management and Use) Regulations 2013
- The Human Medicines (Amendment) Regulations 2015.

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

(AN 30: LO1, AC1.1, 1.2, 1.3)

Task 2

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

Within your handout you need to:

- describe the responsibilities and accountability in relation to the administration of medication
- explain the importance of working within organisational policies and procedures in relation to the administration of medication
- explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.

(AN 30: LO2, AC2.1, 2.2, 2.3)

Task 3

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

For this information leaflet you need to:

Explain the purpose and significance of the information that should be provided on the label of a medication.

Information to include:

- name of the individual
- name and address of the supplying pharmacy
- date of dispensing
- name of the medicine
- precautions relating to the use of the medicine
- method of administration, for example oral or topical
- dosage
- frequency of dosage
- specific requirements:
    - before, with, or after food
    - specific timings
    - swallowed whole
    - dependent on test results
    - condition of individual, for example pulse or respiration rates.

Describe the different routes for the administration of medication.

Administration routes to include:

- oral
- nasal
- rectal
- vaginal
- intravenous
- intramuscular
- inhalation
- instillation

- nasogastric
- topical
- transdermal
- subcutaneous
- sublingual

Describe the type, purpose and function of materials and equipment and various aids needed for the administration of medication within own area of responsibility.

Materials, equipment and aids to include:

- calibrated medicine cups
- disposable medicine cups
- tray
- medications
- medicated pads or patches
- application papers
- tape
- the patient's clinical record
- spoons
- medicine trolley
- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag.

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

Task 4

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

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

(AN 30: LO3, AC3.5, 3.6, LO4, AC4.1, 4.2, LO5, AC5.1, 5.2, 5.3, 5.4, 5.5, 5.6)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4

Task 4
LO3, AC3.5, 3.6, LO4, AC4.1, 4.2, LO5, AC5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Evidence requirements

Task 1
Presentation

Task 2
Handout

Task 3
Information leaflet

Task 4
Report

Assessment 38: AN 35 Understand the process and experience of dementia

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

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

Your information booklet needs to:

- describe the range of causes of dementia syndrome, to include a description of each of the following:
    - Alzheimer's disease
    - vascular dementia
    - Creutzfeldt-Jakob disease (CJD)
    - Huntington's disease
    - dementia with Lewy bodies (DLB).

- describe the types of memory impairment commonly experienced by individuals with dementia, to include a description of each of the following:
    - regression
    - confusion
    - forgetfulness
    - loss of awareness of date/year
    - loss of ability to reason
    - loss of life skills
    - forgetting faces/names
    - communication difficulties.

- explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia

- explain how other factors can cause changes in an individual’s condition that may not be attributable to dementia, to include an explanation each of the following factors:
    - urinary tract infection (UTI)
    - high temperature
    - depression
    - sensory loss
    - sight/hearing
    - reduced metabolism.

- explain why the abilities and needs of an individual with dementia may fluctuate

- explain the meaning of mental capacity and the impact of this on an individual's needs.

(AN 35: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Task 2

Case study/questions

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

From the case study, complete the following questions and produce a written response.

Describe the impact of early diagnosis and a follow-up to diagnosis.

Describe how this diagnosis might affect:

- Joseph
- Susan
- Adam
- each of the daughters
- friends.

Describe any myths and stereotypes that Joseph, his family and friends may have heard about dementia and how they may be affected.

Describe what fears that Joseph and his family may have and ways in which both Joseph and all his family can be supported to overcome their fears and better understand the potential symptoms and their affects.

(AN 35: LO2, AC2.1, 2.4, LO3, AC3.4, 3.5)

Task 3

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

Your presentation needs to:

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

(AN 35: LO2, AC2.2, 2.3, LO3, AC3.1, 3.2, 3.3)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2
LO2, AC2.1, 2.4, LO3, 3.4, 3.5

Task 3
LO2, AC2.2, 2.3, LO3, 3.1, 3.2, 3.3

Evidence requirements

Task 1
Information booklet

Task 2
Written responses to scenario questions

Task 3
Presentation

Assessment 39: AN 36 Care for the older person

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

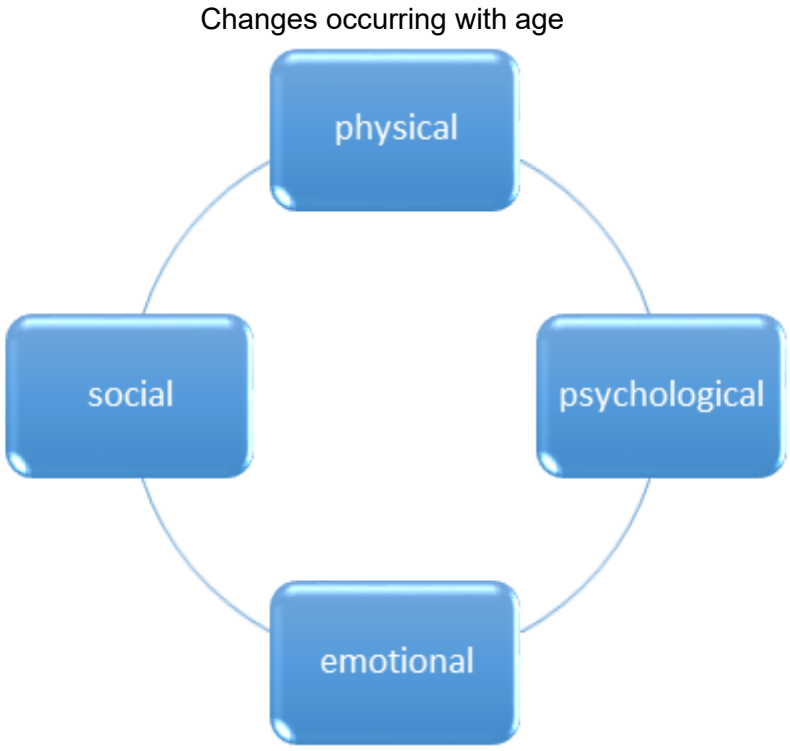
You have been asked by your manager to complete an academic poster that can be displayed in the staff room for other staff to develop their knowledge and understanding of the ageing process and the needs of the older person in relation to the ageing process.

You need to include a description of:

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

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

Academic poster template (example only)



Physical changes include
Psychological changes include
Emotional changes include
Social changes include

How the physical needs of the older person can be met
How the psychological needs of the older person can be met
How the emotional needs of the older person can be met
How the social needs of the older person can be met

(AN 36: LO1, AC1.1, 1.2)

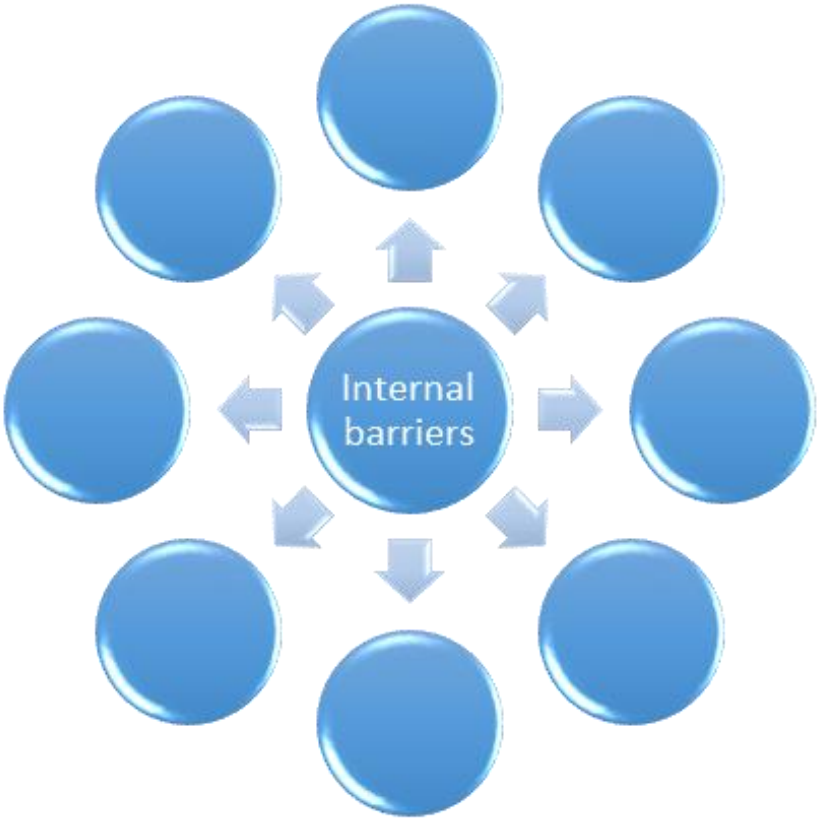
Task 2

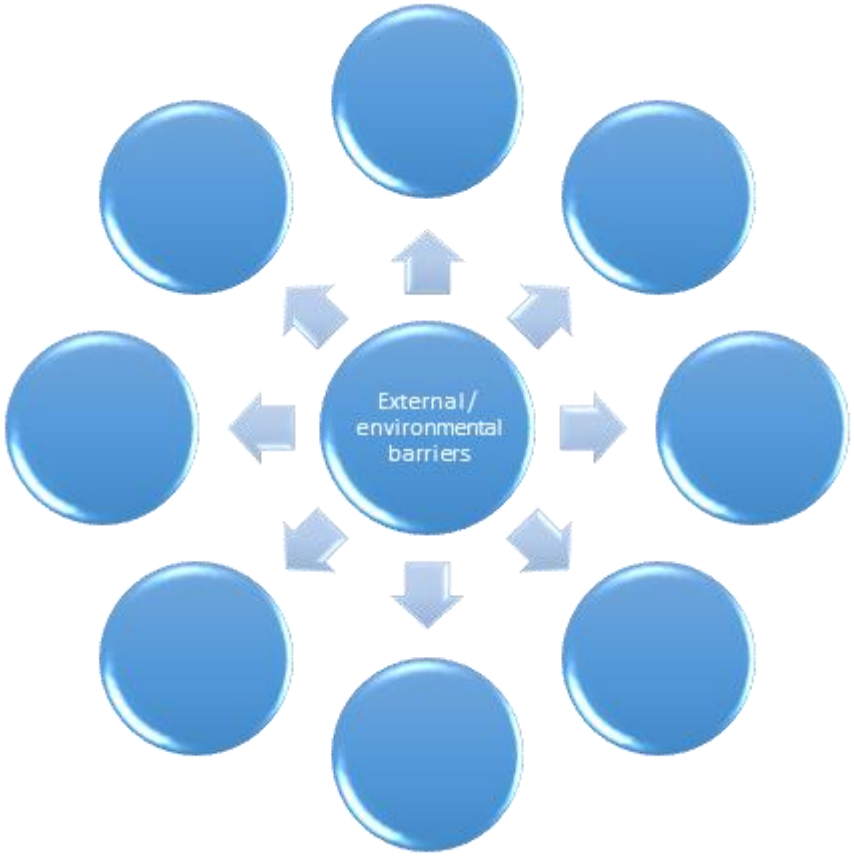
For this task you need to demonstrate that you have a clear understanding of how to adapt communication when caring for the older person.

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

Activity 1

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





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

Activity 2

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

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

(AN 36: LO2, AC2.1, 2.2, 2.3)

Task 3

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

Complete the table below to describe the following conditions that could affect an older person.

Condition	Describe this condition
Dementia	
Parkinson's disease	
Stroke/transient ischaemic attack (TIA)	
Arthritis	
Osteoporosis	
Diabetes	
Sensory loss	
Incontinence	
High blood pressure	
Influenza	
Depression and anxiety	
Cancer	

Describe how to adapt care plans for the older person.

(AN 36: LO3, AC3.1, 3.2)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO3, AC3.1, 3.2

Evidence requirements

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

Task 2: activity 1
Spider graph
Full response to question

Task 2: activity 2
Table of information

Task 3
Table of information
Written response to question

Assessment 40: AN 38 Support independence in the tasks of daily living

Introduction

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

Task 1

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

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

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

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

(AN 38: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Task 2

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/ registered nurse/qualified senior support worker or other professional who has observed you have supporting individuals with independence in the tasks of daily living. This task can be carried out in a simulated environment or in a real work environment.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working	
2.2 Clarify with the individual and others, the requirements for supporting an individual's independence in daily living tasks	
2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks	
3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences	
3.2 Support the individual to store food safely	
3.3 Support the individual to prepare food in a way that promotes active participation and safety	
4.1 Identify different ways of buying household and personal items	
4.2 Work with the individual to identify household and personal items that are needed	
4.3 Support the individual to buy items in their preferred way	
4.4 Support the individual to store items safely	
4.5 Support the individual to use items safely	
5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety	
5.2 Describe different risks to home security that may need to be addressed	
5.3 Support the individual to use agreed security measures	
6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks	
6.2 Record changes in the individual's circumstances that may affect the type or level of support required	
6.3 Adapt support in agreed ways to address concerns, changes or increased independence	

Task 3

Reflective account activity

Reflect on an occasion when you have supported individuals with their independence in daily living tasks. This reflective activity could be following a simulated activity or from a real working environment.

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

How did you access information about support for daily living tasks, using an individual's care plan and agreed ways of working?

How did you clarify with the individual and others, the requirements for supporting an individual's independence in daily living tasks?

How did you describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks?

How did you support the individual to plan meals, what the meals were and how did these contribute to a healthy diet that reflected their culture and preferences?

How have you supported the individual to store their food safely?

How did you support the individual to prepare food in a way that promotes active participation and safety?

How have you worked with the individual to identify household and personal items that are needed? Include what these were, ways to buy these items and the reasons for their selection.

How have you supported the individual to buy items in their preferred way? What were the items and how were these purchased? How did you then support the individual to store their items safely?

How have you supported the individual to use their items safely? Include what the items were and how these were used.

How have you supported the individual to keep their home clean, in a way that promotes active participation and safety?

How have you supported the individual to identify different risks to home security that need to be addressed? What were these risks?

How have you supported the individual to use agreed security measures? Include what these were and how were they used.

How have you enabled the individual to express views about the support provided to increase independence in daily living tasks? Include what support was agreed.

How did you record changes in the individual's circumstances that may affect the type or level of support required? Within which document?

How have you adapted the support provided, in agreed ways, to address concerns, changes or increased independence? What were the concerns and/or changes needed and how has this increased independence?

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

(AN 38: LO2, AC2.1, 2.2, 2.3, LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3, LO6, AC6.1, 6.2, 6.3)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, LO2, AC2.3, LO4, AC4.1, LO5, AC5.2

Task 2
LO2, AC2.1, 2.2, 2.3, LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3, LO6, AC6.1, 6.2, 6.3

Task 3
LO2, AC2.1, 2.2, 2.3, LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3, LO6, AC6.1, 6.2, 6.3

Evidence requirements

Task 1
A report

Task 2
Observation report

Task 3
Reflective account

Assessment 41: AN 39 Awareness of mental health legislation

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

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

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

(AN 39: LO1, AC1.1, 1.2, 1.3, 1.4)

Task 2

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

Your presentation needs to:

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

(AN 39: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10)

Task 3

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

Your information leaflet needs to:

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

(AN 39: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5)

Task 4

Professional discussion activity

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

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

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

(AN 39: LO4, AC4.1, 4.2, 4.3)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5

Task 4
LO4, AC4.1, 4.2, 4.3

Evidence requirements

Task 1
Report

Task 2
Presentation

Task 3
Information leaflet

Task 4
Professional discussion notes

Assessment 42: AN 41 Understand how to work in partnership with families to support individuals

Introduction

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

Task 1

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

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

(AN 41: LO1, AC1.1, 1.2, 1.3, 1.4, LO3, AC3.1)

Task 2

Case study

You have been asked to support a new patient who requires some support in his own home. Olade is a 78-year-old male of Nigerian descent who had been a chief in his home village and has recently been diagnosed with dementia. He has been struggling to settle into the new situation and lacks understanding to what it is happening.

He has started to become very forgetful; his family are coming to terms with his recent diagnosis, and they need ongoing support to reduce the likelihood of Olade needing full-time residential care. He has two sons, who are aged 38 and 42 years old. They both live nearby and visit him on a regular basis.

The family are concerned that Olade, who has been very independent and a resilient, well-respected person in his community, will not accept help from others outside of the family. This is against the cultural tradition of staying within the family home.

Review the case study of Olade and write a report demonstrating how to support effective partnership working to meet Olade's needs and preferences for a positive outcome for him and his family. Your report must:

- explain effective methods you would use when interacting with family members that show respect for their culture, values, experience and expertise
- describe how you would establish trust carrying out any actions agreed with the family

- describe the principles you would use for addressing the dilemmas or conflicts that may arise when working in partnership with the family
- identify the role of the healthcare support worker, role of the family members and roles of others in supporting this individual. Others may include:
    - team members
    - other colleagues
    - those who use or commission their own health or social care services
    - carers or advocates
- explain the support you would give to the family members to encourage person-centred approaches and agreed ways of working
- identify any risks associated with sharing care or support and explain how you would manage these, within scope of the healthcare support worker's role
- describe the processes you would use for monitoring the shared support care plan within scope of the healthcare support worker's role.

(AN 41: LO2, AC2.1, 2.2, 2.3, LO3, AC3.2, 3.3, 3.4, 3.5)

Task 3

Using the same case study from task 2, produce an information leaflet for the family to help them access support in their role as carers. The information leaflet must:

- identify the support required from the family to fulfil their role
- identify available resources that are relevant for the support needed
- explain what support you can give to the family to access the support.

(AN 41: LO4, AC4.1, 4.2, 4.3)

Task 4

Produce a presentation to demonstrate your understanding of how to exchange and record information about partnership work with families, within scope of a healthcare support worker role. The presentation must:

- identify what information might be exchanged with families
- explain how to exchange information with the individual and family members about:
    - how the plan will be implemented
    - how to change the needs and preferences
- describe how to record information in line with agreed ways of working about:
    - progress towards outcomes
    - effectiveness of partnership working.

Your presentation can include images, charts and graphs where appropriate.

(AN 41: LO5, AC5.1, 5.2)

Task 5

Professional discussion activity

Arrange a professional discussion with your line manager, mentor or assessor to discuss contributing to reviewing partnership work with families and providing feedback. You may use your own experience and/or the case study provided in task 2 to help you provide a suitable response. Your discussion must:

- explain how you would agree criteria and processes for reviewing partnership work with families and family members, within scope of a healthcare support worker role
- explain how you would involve the individual and their family members in the reviews
- explain how you would provide feedback to others about the support accessed by the family members
- describe how you would report on any gaps in the provision of support for family members
- describe the ways you would challenge information or support that is discriminatory or inaccessible.

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

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

(AN 41: LO6, AC6.1, 6.2, LO7, AC7.1, 7.2, 7.3)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, LO3, AC3.1

Task 2
LO2, AC2.1, 2.2, 2.3, LO3, AC3.2, 3.3, 3.4, 3.5

Task 3
LO4, AC4.1, 4.2, 4.3

Task 4
LO5, AC5.1, 5.2

Task 5
LO6, AC6.1, 6.2, LO7, AC7.1, 7.2, 7.3

Evidence requirements

Task 1
Report

Task 2
Case study report

Task 3
Information leaflet

Task 4
Presentation

Task 5
Professional discussion notes

Assessment 43: AN 46 Support individuals to live at home

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

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

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

(AN 46: LO1, AC1.1, 1.2, 1.3, 1.4)

Task 2

Reflective account activity

Reflect on an occasion when you have supported individuals to live at home. This reflective account could be following a simulated activity or from a real working environment. In your reflective account, refer to the following.

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

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

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

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

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

(AN 46: LO2, AC2.1, 2.3. LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, LO5, AC5.1)

Task 3

Direct observation/expert witness testimony

Provide a copy of this section to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you supporting individuals to live at home. This task can be carried out in a simulated environment or in a real work environment.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
2.1 Work with an individual to identify the strengths, skills and existing networks they have that could support them to live at home	
2.2 Work with an individual to identify their needs that may require additional support and their preferences for how the needs may be met	
2.3 Agree with the individual and others the risks that need to be managed in living at home, identifying ways to address them	
3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home	
3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks	
3.3 Contribute to completing paperwork to apply for required resources, facilities and services in a way that promotes active participation	
3.4 Obtain permission to provide additional information about the individual to secure resources, services and facilities	
4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home	
4.2 Introduce the individual to new resources, services, facilities or support groups	
4.3 Record and report on the outcomes of additional support measures in required ways	
5.1 Work with the individual and others to agree methods and timescales for ongoing review	
5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support	
5.3 Work with the individual and others to agree revisions to the support provided	

Task 4

Case study

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

Work with Joe to identify his needs, which of these may require additional support, and his preferences for how his needs may be met to support him living at home.

Consider the following needs:

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

Preferences can include:

- beliefs
- values
- culture
- aspirations
- wishes.

(AN 46: LO2, AC2.2)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4

Task 2
LO2, AC2.1, 2.3, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, LO5, AC5.1

Task 3
LO2, AC2.1, 2.3, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, LO5, AC5.1, 5.2, 5.3

Task 4
LO2, AC2.2

Evidence requirements

Task 1
A report

Task 2
Reflective account

Task 3
Observation report

Task 4
Case study response

Assessment 44: AN 47 Dementia awareness

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Complete the following to demonstrate your understanding of dementia.

Define the term ‘dementia’:

Source of information:

Describe how each of the following key functions of the brain are affected by dementia.

Key function	Description
Communication	
Cognitive	
Memory	
Emotions	
Behaviour	
Functions	

Explain why the following impairments may be mistaken for dementia.

Impairment	Explanation
Depression	
Delirium	
High temperature	
Age-related memory loss	

Define 'mental capacity':

Source of information:

Explain the impact mental capacity has on an individual living with dementia:

(AN 47: LO1, AC1.1, 1.2, 1.3, 1.4)

Task 2

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

Your handout needs to:

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

(AN 47: LO2, AC2.1, 2.2, 2.3)

Task 3

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

Your report needs to:

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

(AN 47: LO3, AC3.1, 3.2, 3.3, 3.4)

Task 4

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

Your leaflet needs to:

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

(AN 47: LO4, AC4.1, 4.2)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO3, AC3.1, 3.2, 3.3

Task 4
LO4, AC4.1, 4.2

Evidence requirements

Task 1
Worksheet

Task 2
Staff handout

Task 3
Research notes and report

Task 4
Information leaflet

Assessment 45: AN 50 Understand how to support individuals at the end of life

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

You would like to apply for a promotion within your team and part of the new role will include supporting individuals with end-of-life care.

To demonstrate your suitability for this role, write a detailed report to demonstrate your knowledge and understanding of the aims and principles of end-of-life care.

Your report must include the following:

- an explanation of the aims and principles of end-of-life care
- an analysis of the impact of national and local drivers on current approaches to end-of-life care
- a description of conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care
- identification of the key people and services who may be involved in delivery of end-of-life care
- an explanation of the concept of holistic care at the end of life
- a description of the signs that suggest individuals are nearing the end of life.

(AN 50: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Task 2

Professional discussion activity

Arrange a professional discussion with your line manager, mentor or assessor to discuss your understanding of factors affecting end of life care. You must include the following:

- an outline of the key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
- an explanation of how the beliefs, religion and culture of individuals and key people can influence end-of-life care
- an explanation of why support for an individual's health and wellbeing may not always relate to their terminal condition.

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

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

(AN 50: LO2, AC2.1, 2.2, 2.3)

Task 3

Produce a description of the procedures around supporting an individual to help them understand advance care planning in relation to end-of-life care. You must include:

- a description of the benefits to an individual of having as much control as possible over their end-of-life care
- an explanation of the purpose of advance care planning in relation to end-of-life care
- an explanation of why, with their valid consent, it is important to pass on information about the individual's wishes, needs and preferences for their end-of-life care
- an outline of the ethical and legal issues that may arise in relation to advance care planning outside of own job role
- an explanation of how to work in the best interest of an individual without capacity.

You may use a case study if you wish.

(AN 50: LO3, AC3.1, 3.2, 3.3, 3.4, 3.5)

Task 4

A patient’s relative asks for your help in understanding the role of organisations and support services available to individuals and key people in relation to end-of-life care.

Create a patient leaflet to help them acknowledge and support the spiritual beliefs of their relative and raise awareness of the sources available.

Your leaflet must include the following:

- an explanation of why support for spiritual needs may be especially important at the end of life
- a description of a range of sources of support to address the needs of individuals and key people at the end of life.

(AN 50: LO5, AC5.1, 5.2)

Task 5

Case study

Esther is 89 years old and has been in remission from lung cancer for three years. However, she has recently been experiencing pains and after some tests, she has been diagnosed with bone cancer and her condition is terminal.

Esther has three adult children and eight grandchildren between the ages of 5 and 20.

Esther has discussed with the oncologist, the Macmillan nursing service and their family solicitor to produce an advanced care plan. This has been written and shared with the NHS and stored for the family with the solicitor. This details the actions she would like after her death. She has also signed a ‘do not resuscitate’ document.

Esther has stated she wants to die at home with her children by her side and for the eldest daughter to cleanse her body. She has also asked for a Christian burial, which she would like to be led by her local vicar with all her children and grandchildren present and would like the family bible to be placed with her for prayers.

Finally, she would like to be buried with her husband who died 10 years previously.

Review the case study and produce a presentation on how you would provide support to Esther and the key people involved during end-of-life care. Your presentation must:

- explain the support you would provide Esther and the key people involved to explore their thoughts and feelings about death and dying
- explain the support you would provide Esther and the key people involved that respects their beliefs, religion and culture
- identify the ways you would help Esther feel respected and valued throughout the end-of-life care
- identify the key information you would provide to Esther and/or the key people involved about her illness and the support available
- include examples of how Esther's wellbeing can be enhanced, including:
  - environmental factors
  - non-medical interventions
  - use of equipment and aids
  - alternative/complementary therapies
- explain how you would contribute to working with the key people involved to support Esther's wellbeing during end of life
- explain how you would contribute to addressing any distress experienced by Esther promptly and in agreed ways through the process of dying
- explain how you would adapt support to reflect Esther's changing needs or responses through the process of dying.

(AN 50: LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, LO6, AC6.1, 6.2)

Task 6

It is important to know what actions to take following the death of an individual. Create a training resource to help staff understand the importance of their actions following a death and how to manage their own feelings. Your training resource must:

- explain why it is important to know about an individual's wishes for their after-death care
- include the actions to carry out immediately following a death that respect the individual's wishes and follow agreed ways of working
- describe ways to support key people immediately following an individual's death
- identify ways to manage own feelings in relation to an individual dying or their death
- identify the support systems that are used to deal with own feelings in relation to an individual dying or their death.

Your training resource can be in any format that you think is helpful for the development of staff. You may include images, graphs, charts and text to help with understanding.

(AN 50: LO7, AC7.1, 7.2, 7.3, LO8, AC8.1, 8.2)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5

Task 4
LO5, AC5.1, 5.2

Task 5
LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, LO6, AC6.1, 6.2

Task 6
LO7, AC7.1, 7.2, 7.3, LO8, AC8.1, 8.2

Evidence requirements

Task 1
Report

Task 2
Professional discussion notes

Task 3
Description of procedures

Task 4
Patient leaflet

Task 5
Presentation

Task 6
Staff training resource

Assessment 46: AN 52 Support individuals who are bereaved

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Reflective account activity

Write a reflective piece around understanding the effects of bereavement on individuals.

Within your reflection you must include:

- a description of how an individual may feel immediately following the death of a loved one
- an analysis of how the bereavement journey may be different for different individuals across the lifespan.

You may use an individual from your own experience to reflect on as a case study if you wish. This may be from a simulated activity or a real working environment.

(AN 52: LO1, AC1.1, 1.2)

Task 2

Write a detailed report to demonstrate your knowledge and understanding of principles for supporting individuals who are bereaved.

Your report must include the following:

- a comparison of theories of bereavement
- an explanation of the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement
- an explanation of the importance of empathy in supporting a bereaved individual.

(AN 52: LO2, AC2.1, 2.2, 2.3)

Task 3

A patient's relative asks for your help in understanding the role of specialist agencies in supporting individuals who are bereaved.

You decide to create a leaflet for staff to help explain the different roles that various professionals play in bereavement support.

Your leaflet must include the following:

- a comparison of the roles of specialist agencies in supporting individuals who are bereaved
- a description of how to assess whether a bereaved individual requires specialist support
- an explanation of the importance of establishing agreement with the individual for a referral to a specialist agency.

(AN 52: LO5, AC5.1, 5.2, 5.3)

Task 4

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment supporting individuals who are bereaved.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
3.1 Create an environment where the individual has privacy to express their emotions	
3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress	
4.1 Assess the individual's level of distress and their capacity for resilience	
4.2 Agree a programme of support with the individual and others	
4.3 Carry out own role within the support programme	
4.4 Support the individual to identify any changes they may need to make as a result of their loss	
4.5 Explain the importance of working at the individual's pace during the bereavement journey	
4.6 Support the individual to manage conflicting emotions, indecision or fear of the future	
6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved	
6.2 Use support systems to help manage own feelings	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO5, AC5.1, 5.2, 5.3

Task 4
LO3, AC3.1, 3.2, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, LO6, AC6.1, 6.2

Evidence requirements

Task 1
Reflective account

Task 2
Report

Task 3
Staff information leaflet

Task 4
Observation report

Assessment 47: AN 57 Support individuals to access and use information about services and facilities

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Case study

Akira is an Asian service user new to your service. She can speak some English; however, she has difficulty reading and understanding English. You have worked with Akira to identify her likes, dislikes, hobbies and interests. She has explained to you that she likes being outdoors and particularly likes cycling and walking. For indoor activities, she likes to take part in arts and crafts, particularly card making. She has asked you to help her find information on groups and activities that will support her to maintain these interests and support her to develop her English skills.

From the case study carry out research and create a report that includes:

- the types of services and facilities related to your own job role about which Akira may require information. Services and facilities could include:
  - services provided within an individual's home
  - services to enable an individual to meet their social care needs
  - community facilities
- the potential barriers to accessing and understanding information Akira may experience
- a description of the ways to overcome these barriers for Akira
- a range of formats, translations and technology that could make information more accessible for Akira
- a description of the types of support Akira may need to enable her to identify and understand information about services and facilities
- a description of the ways to support Akira to deal with any issues or concerns that may arise from the content of information
- how to support Akira to challenge any information that is misleading, inaccurate or discriminatory.

(AN 57: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO3, AC3.4, LO4, AC4.3)

Task 2

Direct observation/expert witness testimony

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

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities	
2.2 Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes	
2.3 Support an individual to obtain selected information in their preferred format and language	
3.1 Support an individual to access the content of information about services and facilities	
3.2 Demonstrate ways to check an individual's understanding of the information	
3.3 Work with an individual to access a service or facility using the information in ways that promote active participation	
3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information	
4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences	
4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information	
4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO3, AC3.4, LO4, AC4.3

Task 2
LO2, AC2.1, 2.2. 2.3, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3

Evidence requirements

Task 1
Research activity and report

Task 2
Observation report

Assessment 48: AN 64 Support individuals to manage continence

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Individuals who are finding it hard to manage their continence can often feel embarrassed discussing the challenges they are experiencing with a healthcare practitioner.

To help navigate the possible communication barrier and build a stronger working relationship with the individual in your care, create a presentation that helps an individual to understand factors that may affect the management of continence.

Within this presentation, ensure you include:

- an explanation of how continence can affect an individual's self-esteem, health and day-to-day activities
- a list of conditions that can affect continence
- an explanation of how continence issues can be transient in individuals
- an explanation of how the personal beliefs and values of an individual and/or their carers may affect the management of continence
- a description of ways to respect an individual's privacy whilst managing continence.

(AN 64: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5)

Task 2

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment supporting individuals to manage continence.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.1 Encourage an individual and their carers to express preferences and concerns about continence needs	
2.2 Support the individual and their carers to understand the effects of lifestyle on continence	
2.3 Explain how to support adults to take responsibility for their own health and wellbeing	
2.4 Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' valid consent	
2.5 Explain how and when to access additional support in relation to the management of continence	
3.1 Access information about continence equipment recommended for the individual	
3.2 Agree with the individual and their carers preferred times and places for using continence equipment	
3.3 Agree the level and type of support required for use of continence equipment	
3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy, and promote active participation	
4.1 Identify infection risks that may arise while supporting individuals and their carers to manage continence	
4.2 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE)	
4.3 Encourage the individual and their carers to maintain personal hygiene whilst managing continence	
4.4 Maintain the safe supply, storage, use and disposal of supplies and equipment	
4.5 Ensure the environment is clean, tidy and accessible before and after use	
5.1 Monitor the individual's needs in relation to the support needed to manage continence	
5.2 Recognise and respond to the signs and symptoms that an individual is in pain or discomfort to maximise comfort and wellbeing	
5.3 Record and report on support for managing continence using agreed ways of working	
5.4 Explain the activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, LO3, AC3.1, 3.2, 3.3, 3.4, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3, 5.4

Evidence requirements

Task 1
Presentation

Task 2
Observation report

Assessment 49: AN 65 Support individuals who are distressed

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

You have been asked by your manager to develop an information leaflet that can be used as part of the induction for new staff. The information leaflet will develop their understanding of the causes and effects of distress on individuals within your care setting.

Your information leaflet needs to:

- identify causes of distress
- describe signs and symptoms that may indicate an individual is distressed
- explain how distress may affect the way an individual communicates.

(AN65: LO1, AC1.1, 1.2, 1.3)

Task 2

Complete the following to demonstrate you understand potential impacts on your own wellbeing when supporting an individual who is distressed.

First you must explain how supporting an individual who is distressed may impact on own wellbeing.

Now complete the following table.

Sources of support	**How can this source support you to manage your own feelings when supporting an individual who is distressed?**
Formal support	
Informal support	
Supervision	
Appraisal	
Within the organisation	
Beyond the organisation	

(AN65: LO2, AC2.1, 2.2)

Task 3

Reflective account activity

Complete a reflective account from an occasion when you have supported individuals who are distressed. This reflective activity could be following a simulated activity or from a real working environment.

Provide a description of the individual and the situation that led to the distress and reflect on the following.

How did you communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual? Preferences could include:

- values
- culture
- aspirations
- wishes.

How did you work with them in ways that alleviated the individual's distress?

How did you respond to the individual's reactions in a way that showed empathy and reassurance?

How did you involve others at appropriate times when supporting the individual who was distressed? Others could include:

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

How did you encourage the individual to express their thoughts and feelings, and what were these?

How did you work with the individual and others to identify triggers for distress, and what were these?

How did you work with the individual and others to manage triggers or alleviate causes of distress?

How did you encourage the individual to review ways of coping with distress?

What records did you maintain relating to the individual's distress and the support provided?

How have you reported on periods of distress in line with agreed ways of working?

How have you used information gathered to identify patterns and trends relating to the individual's distress, and what were the patterns and trends?

How have you accessed information and advice in relation to supporting an individual who is distressed, and what was the information and advice you received?

How have you recognised signs of distress that indicate the need for specialist intervention? How did you access the specialist intervention?

Reflecting on this activity, what did you do well, is there anything that could have improved the situation for the individual, and is there anything you could have improved on yourself?

(AN65: LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3, 5.4, LO6, AC6.1, 6.2, 6.3)

Task 4

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment supporting individuals who are distressed.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
3.1 Access information and advice in relation to supporting an individual who is distressed	
3.2 Recognise signs of distress that indicate the need for specialist intervention	
3.3 Describe how to access specialist intervention	
4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual	
4.2 Work in ways to alleviate an individual's distress	
4.3 Respond to the individual's reactions in a way that shows empathy and reassurance	
4.4 Involve others at appropriate times when supporting an individual who is distressed	
5.1 Encourage the individual to express thoughts and feelings	
5.2 Work with the individual and others to identify triggers for distress	
5.3 Work with an individual and others to manage triggers or alleviate causes of distress	
5.4 Encourage the individual to review ways of coping with distress	
6.1 Maintain records relating to the individual's distress and the support provided	
6.2 Report on periods of distress in line with agreed ways of working	
6.3 Use information gathered to identify patterns and trends relating to the individual's distress	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3

Task 2
LO2, AC2.1, 2.2, LO3, AC3.3

Task 3
LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3, 5.4, LO6, AC6.1, 6.2, 6.3

Task 4
LO3, AC3.1, 3.2, 3.3, LO4, AC4.1, 4.2, 4.3, 4.4, LO5, AC5.1, 5.2, 5.3, 5.4, LO6, AC6.1, 6.2, 6.3

Evidence requirements

Task 1
Information leaflet

Task 2
Worksheet activities

Task 3
Reflective account

Task 4
Observation report

Assessment 50: AN 68 Understand how to support individuals to meet personal care needs

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Scenario

You have just began working in a care home for the elderly as a healthcare support worker. You are to support a senior healthcare worker in meeting the personal care needs of the residents.

Task 1

Before you go on rounds, you are asked to write a short report to demonstrate your understanding of how to work with individuals to identify their needs and preferences in relation to personal care. Your report must:

- explain how to enable individuals to communicate their needs, preferences and personal beliefs affecting their personal care
- explain how to identify the level and type of support and their individual needs for personal care
- identify how to ensure that privacy is maintained during personal care.

(AN 68: LO1, AC1.1, 1.2, 1.3)

Task 2

You are looking after a resident who has COVID-19. They can walk with the support of one staff member, and they require some support to use the toilet and change their continence aids. The resident is currently isolating to reduce the chance of spreading the infection to the rest of the care home.

Using the individual as an example, create a presentation to show how you would provide support for personal care. Your presentation must:

- describe how you would obtain valid consent from the individual for personal care activities
- explain how you would support the individual to understand the reasons for:
  - hygiene
  - safety precautions
- explain how you would use the following to minimise the risk of infection:
  - protective equipment
  - protective clothing
  - hygiene techniques
- explain how you would report concerns about the safety and hygiene of the equipment or facilities used for the individual's personal care
- identify ways for the individual to summon help when alone during personal care
- explain how you would ensure the safe disposal of waste materials.

(AN 68: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

Task 3

Professional discussion activity

You have been asked to contribute the care plan of the individual from task 2 in relation to the provision of support for their personal care needs. For this task you need to make notes for a professional discussion to describe the recommendations you would make for the individual's care plan. Your notes must include:

- an explanation of how you would provide support to the individual to use the toilet facilities in ways that respect their dignity and how to make themselves clean and tidy afterwards
- an explanation of how you would support independence for washing, bathing and mouth care for the individual
- an explanation of how you would provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation.

Arrange a professional discussion with your tutor, assessor or line manager. Your notes should only be used as a prompt for your discussion.

(AN 68: LO3, AC3.1, 3.2, LO4, AC4.1, LO5, AC5.1)

Task 4

As part of your role in the care home, you must monitor and report the support provided for personal care. Create a poster to demonstrate your understanding of this; your poster must include:

- an explanation of how to seek feedback from the individual and others on how well the support for personal care meets the individual's needs and preferences. Others may include:
    - team members
    - other colleagues
    - those who use or commission their own health or social care services
    - families, carers and advocates.
- an explanation of how to record and report on an individual's personal care in agreed ways.

(AN 68: LO6, AC6.1, 6.2)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Task 3
LO3, AC3.1, 3.2, LO4, AC4.1, LO5, AC5.1

Task 4
LO6, AC6.1, 6.2

Evidence requirements

Task 1
A short report

Task 2
Presentation

Task 3
Professional discussion notes

Task 4
Poster

Assessment 51: AN 69 Support individuals to eat and drink

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Reflective account activity

Provide a reflective account to demonstrate how you have:

- supported individuals to make choices about food and drink
- prepared and provided support for eating and drinking
- cleared away after eating and drinking
- monitored eating and drinking
- supported these activities.

Provide a brief of the individual and their circumstances. You can use examples from a workplace setting or from a simulated environment.

Reflect on the following.

How did you identify what the individual's dietary requirements were and how did you establish with them and others the food and drink the individual wished to consume?

How did you encourage the individual to select suitable options for food and drink?

How did you resolve any concerns about the choice of food and drink? Did you have to seek guidance about the individual's choices?

How did you identify support an individual required when eating and drinking, and what support was required?

How did you apply standard precautions for infection control when providing support for eating and drinking, including yourself and the individual?

How did you support the individual to prepare to eat and drink? What utensils and equipment did you provide to assist them to eat and drink?

What factors did you use to promote an individual's dignity, comfort and enjoyment while eating and drinking?

How did you support the individual to consume manageable amounts of food and drink at their own pace whilst encouraging them to eat and drink?

How did you support the individual to clean themselves if food or drink was spilt?

How did you respond to the individual's feedback or observed reactions while eating and drinking, and what was the feedback received or observations you made?

How did you confirm that the individual had finished eating and drinking and clear away used crockery and utensils in a way that promoted active participation? Explain why it is important to confirm with the individual they have finished eating or drinking before you clear away.

How did you support the individual to wash their hands and make themselves clean and tidy after eating and drinking?

How did you store or dispose of any leftover food and drink?

How did you monitor, record and report on the following:

- the food and drink the individual consumed?
- any issues or concerns in relation to the individual and their eating and drinking?

How did you explain the importance of monitoring the food and drink the individual consumed and deal with any difficulties they encountered?

How did you report on the support provided for eating and drinking?

Reflecting on this activity, what did you do well, is there anything that could have improved the situation for the individual, and is there anything you could have improved on yourself?

(AN 69: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO2, AC2.1, 2.2, 2.3, 2.4, LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3)

Task 2

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment supporting individuals to eat and drink.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
1.1 Establish the individual's dietary requirements	
1.2 Establish with the individual and others the food and drink the individual wishes to consume	
1.3 Encourage the individual to select suitable options for food and drink	
1.4 Describe ways to resolve any concerns about the choice of food and drink	
1.5 Describe how and when to seek guidance about an individual's choice of food and drink	
2.1 Identify support an individual requires when eating and drinking	

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
2.2 Apply standard precautions for infection control when providing support for eating and drinking	
2.3 Support the individual to prepare to eat and drink	
2.4 Provide suitable utensils and equipment to assist the individual to eat and drink	
3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking	
3.2 Support the individual to consume manageable amounts of food and drink at their own pace	
3.3 Encourage the individual to eat and drink	
3.4 Support the individual to clean themselves if food or drink is spilt	
3.5 Respond to an individual's feedback or observed reactions while eating and drinking	
4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away	
4.2 Confirm that the individual has finished eating and drinking	
4.3 Clear away used crockery and utensils in a way that promotes active participation	
4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking	
4.5 Store or dispose of any left-over food and drink	
5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter	
5.2 Monitor, record and report: • the food and drink the individual consumes • any issues or concerns in relation to the individual and their eating and drinking	
5.3 Report support provided for eating and drinking	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO2, AC2.1, 2.2, 2.3, 2.4, LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3

Task 2
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, LO2, AC2.1, 2.2, 2.3, 2.4, LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3

Evidence requirements

Task 1
Reflective account

Task 2
Observation report

Assessment 52: AN 71 Understand how to provide support for sleep

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

It is important to understand the importance of sleep and establish conditions suitable to support the individual to sleep.

Create an information leaflet that:

- explains how sleep contributes to an individual's:
  - ability to heal
  - ability to cope
  - ability to focus
  - ability to maintain proper weight
- identifies reasons why an individual may find it hard to sleep
- describes the possible short-term and long-term effects on an individual who is unable to sleep well.

(AN 71: LO1, AC1.1, 1.2, 1.3)

Task 2

Professional discussion activity

Arrange a professional discussion with your line manager, mentor or assessor in your place of work. You are expected to prepare notes to assist you in your discussion by completing the table below.

Describe the expected benefits of these actions on a sleep environment:

Action	Benefit
Asking an individual about their usual bedtime routine	
Turning down lights and closing shades	
Adjusting your movements to decrease noise	

Taking action to let others know their behaviours are disturbing an individual's sleep	

(AN 71: LO2, AC2.1, 2.2, 2.3, 2.4)

Task 3

You are asked to create a presentation that could be delivered to residents in a care home. The presentation must explain how staff can assist the residents to get better sleep. Your presentation must:

- explain what a holistic approach is to assisting sleep and why it is important
- explain how the residents can communicate the support they need to aid sleep
- describe how the staff can assist the residents to find a position for sleep consistent with their plan of care
- explain what aids are available to help sleep that reflect the plan of care and following the agreed ways of working.

(AN 71: LO3, AC3.1, 3.2, 3.3, 3.4)

Task 4

Write a short report to demonstrate your understanding of how to monitor the sleep of an individual. Your report must:

- explain how to establish with the individual and others how sleep will be monitored, including different methods for monitoring sleep
- explain how to record agreed observations relating to the individual's sleep and the assistance given, including what documents you might use.

(AN 71: LO4, AC4.1, 4.2)

Task 5

Scenario

A young patient on a post-surgery unit is having trouble sleeping due to pain. Describe what additional information and assistance you need to help promote their ability to sleep. Then identify the actions you would take to get this information and assistance.

(AN 71: LO5, AC5.1, 5.2)

Unit learning outcomes (LOs):

Task 1
LO1, AC1.1, 1.2, 1.3

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4

Task 4
LO4, AC4.1, 4.2

Task 5
LO5, AC5.1, 5.2

Evidence requirements

Task 1
Information leaflet

Task 2
Professional discussion notes

Task 3
Presentation

Task 4
A short report

Task 5
Description of actions

Assessment 53: AN 72 Support individuals with specific communication needs

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Scenario

An 85-year-old resident from a care home arrives at hospital for surgery and has forgotten to bring their hearing aid. Write a report explaining how you will support them to communicate and understand what is happening to them during their admission. Include the following:

- an explanation of the importance of meeting this individual's communication needs
- an explanation of how and when to access information and support in relation to their communication needs
- an explanation of how a healthcare support worker's role and practice can impact on communication with the individual
- a range of communication methods and aids to support this individual, methods could include:
  - sign language
  - speed of verbal communication
  - volume of verbal communication
  - body language
  - written instead of verbal
  - listening
- what features of the environment will have an impact on communication with the individual and what impact will they have
- an explanation of the reasons why the individual may use a form of communication that is not based on a formal language system
- a description of the potential effects of the individual having unmet communication needs
- an explanation of how hospital passports can support individuals with specific communication needs.

(AN 72: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)

Task 2

Create a leaflet that demonstrates how to support the use of communication technology and aids. Include the following:

- the specialist services relating to communication technologies and aids
- a description of the types of support an individual may need in order to use the communication technology and aids
- an explanation of the importance of ensuring that communication equipment is correctly set up and working properly.

(AN 72: LO2, AC2.1, 2.2, 2.3)

Task 3

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment using person-centred values to support communications between individuals and others.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies.**
3.1 Work in partnership with the individual and others to identify the individual's communication needs	
3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs	
4.1 Identify communication methods that can be used to interact with individuals	
4.2 Prepare the environment to facilitate communication	
4.3 Use agreed methods of communication to interact with the individual	
4.4 Monitor the individual's responses during and after the interaction	
4.5 Adapt own practice to improve communication with the individual	
5.1 Support the individual to develop communication methods	
5.2 Promote person-centred values when supporting effective communication between individuals and others	
5.3 Provide opportunities for the individual to communicate with others	
5.4 Support others to be understood by the individual	
5.5 Support others to understand the individual	

Task 4

Reflective account activity

Produce a reflective account following a time when you have reviewed an individual's communication needs and support that they received. This can be from a simulated activity or from a real working environment. Include the following:

- what information did you bring in relation to an individual's communication needs and support provided to conduct a review of their needs?

- what communication methods were effective for the individual and why? What communication methods were not effective?
- what communication support needed to be further developed and who did you agree this with? Consider the environment and the individual.

(AN 72: LO6, AC6.1, 6.2, 6.3)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO3, AC3.1, 3.2, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, LO5, AC5.1, 5.2, 5.3, 5.4

Task 4
LO6, AC6.1, 6.2, 6.3

Evidence requirements

Task 1
Report

Task 2
Leaflet

Task 3
Observation report

Task 4
Reflective account

Assessment 54: AN 73 and AN 81 Prepare for and support individuals undergoing healthcare activities

Introduction

Your assessor will be able to holistically assess criteria from the following two units:
AN 73 Support individuals undergoing healthcare activities
AN 81 Prepare individuals for healthcare activities

Task 1

Scenario

You are a healthcare support worker supporting a resident in a care home having blood samples taken. The resident is having a blood sample taken to test for infection and they are currently in a drowsy and semi-conscious state. Your work includes being with the nurse taking the sample and with the individual before, during and after their procedure.

Write a detailed report to include appropriate information and actions to use in this healthcare setting. Include the following:

- a summary of current legislation, national guidelines, policies, protocols and good practice guidelines that inform own practice in relation to preparing and supporting individuals undergoing healthcare activities
- a description of the healthcare support worker's accountabilities in relation to preparing the individual for this healthcare activity
- a description of the anatomy and physiology of the vein in relation to the healthcare activity
- an explanation of the purpose and use of the equipment and devices required for the procedure
- an explanation of the roles and responsibilities of the team members
- what protection/precautionary measures would be taken for the procedure. Such as:
  - measures for the procedure being carried out
  - how the measures should be applied
  - potential implications and consequences of not applying these measures
- an explanation of how to manage privacy and dignity for the individual in both the conscious and unconscious states
- an explanation of how to complete records of the actions taken and the individual's condition during the healthcare activity.

(AN 73: LO1, AC1.1, 1.2, 1.3.,1.4, 1.5, 1.6, 1.7, AN 81: LO1, AC1.1, 1.2)

Task 2

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment preparing individuals before, during and after undergoing healthcare activities.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
Introduce self, explain own role and confirm the individual's identity (AN 73: LO2, AC2.1, AN 81: LO2, AC2.1, 2.2)	
Explain the procedure to the individual and relevant others (AN 73; LO2, AC2.2, AN 81: LO2, AC2.2)	
Confirm that valid consent has been obtained and that the individual has complied with any pre-procedural instruction (AN 73: LO2, AC2.3, AN 81: LO2, AC2.2, 2.4)	
Explain how consent would be gained from individuals who do not have the capacity to consent (AN 73: LO2, AC2.4)	
Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities (AN 73: LO2, AC2.5)	
Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities (AN 73: LO2, AC2.6)	
Provide the agreed support and reassurance needed with the individual and relevant others in a way that is sensitive to their personal beliefs and preferences (AN 73: LO2, AC2.7, AN 81, LO2, 2.5)	
Respond to any questions the individual may have and explain who to refer any concerns or questions raised by the individual to if unable to answer (AN 73: LO2, AC2.8, AN 81: LO2, AC2.6)	
Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times and in accordance with the requirements (AN 73: LO2, AC2.9, AN 81: LO2, AC2.7)	
Keep individuals informed and reassured throughout the healthcare activity (AN 73: LO3, AC3.1)	
Apply and maintain standard precautions for infection prevention and control (AN 73: LO3, AC3.2, AN 81: LO2, AC2.8)	
Apply and maintain health and safety measures relevant to the healthcare activity and environment (AN 73: LO3, AC3.3, AN 81: LO2, AC2.8)	
Recognise and respond to changes in an individual's health and wellbeing (AN 81: LO2, AC2.9)	

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
Explain actions to take in response to any ill effects, adverse reactions or an emergency during the healthcare activity that arises outside of the limits of a healthcare support worker's competence (AN 73: LO3, AC3.4, AN 81: LO2, AC2.10)	
Ensure that an individual's privacy and dignity are maintained at all times (AN 73: LO3, AC3.5, AN 81: LO2, AC2.3)	
Provide an individual with the facilities and support for the period of recovery (AN 73: LO4, AC4.1)	
Monitor an individual and recognise signs of ill effects or adverse reactions (AN 73: LO4, AC4.2)	
Explain actions to take in response to any ill effects or adverse reactions following the healthcare activity (AN 73: LO4, AC4.3)	
Give individuals and relevant others instructions and advice, within scope of the healthcare support worker's role (AN 73: LO4, AC4.4)	
Explain how any requirements for transport and escorts are confirmed and arranged with the individual (AN 73: LO4, AC4.5)	
Record information including updating the individual's healthcare activity records within scope of the healthcare support worker's role and in line with national and local policy and protocol (AN 73: LO4, AC4.6, AN 81: LO3, AC3.1)	
Maintain confidentiality of information in accordance with guidelines and procedures (AN 73: LO4, AC4.7)	
Describe how to report any issues that arise to the relevant person (AN 81: LO4, AC3.2)	

Unit learning outcomes (LOs)

Task 1
AN 73: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
AN 81: LO1, AC1.1, 1.2

Task 2
AN 73: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, LO4, AC4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7
AN 81: LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, LO3, AC3.1, 3.2

Evidence requirements

Task 1
A report

Task 2
Observation report

Assessment 55: AN 79 Understand planning and the practical application of health promotion

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Understanding methods of health promotion planning are important. Create a presentation to demonstrate your understanding of these methods. Include the following:

- an outline of the stages of a health promotion project. Health promotion projects could include but are not limited to:
  - healthy eating
  - stopping smoking or vaping
  - reducing alcohol intake
  - increasing exercise activities
- the different aims and objectives in relation to health promotion planning
- an explanation of the importance of needs assessments and why you would undertake one.

(AN 79: LO1, AC1.1, 1.2, 1.3)

Task 2

Your manager has asked you to complete an information leaflet to help understand practical application opportunities for health promotion.

Your leaflet must:

- recognise appropriate applications of own health promotion knowledge
- identify opportunities for health promotion within a health setting
- outline strategies for health promotion opportunities.

(AN 79: LO2, AC2.1, 2.2, 2.3)

Task 3

You are to create a reflective report to show your understanding of the importance of health promotion for an individual who is experiencing breathlessness and a chesty cough. The individual currently smokes 40 cigarettes a day and has done so since the age of 18. The individual is now 56 years of age and has poor mobility due to their breathlessness.

Your report must include:

- a description of the evidence available for the cause or causes of one body system-related disease appropriate to this individual
- an identification of the effect of this disease on general health and wellbeing
- a review of current methods of disease prevention appropriate to this individual
- appropriate health promotion messages that would be beneficial for this individual.

You may draw from your own experience and observations if applicable.

(AN 79: LO3, AC3.1, 3.2, 3.3, 3.4)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3

Task 2
LO2, AC2.1, 2.2, 2.3

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4

Evidence requirements

Task 1
Presentation

Task 2
Information leaflet

Task 3
Report

Assessment 56: AN 82 Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Complete the table to explain how the following actions contribute to a safe and professional healthcare environment in relation to dressing for work.

Action	Contribution
Attending an induction on organisational policies and protocols in healthcare settings.	
Balancing presenting a professional personal appearance while preventing infection while: • preparing for work • dressing for work.	
Washing hands before and after giving care in line with local policy and protocol.	
Removing personal clothing, make-up and fashion items for a particular role or work setting.	
Reporting to appropriate personnel when there is a need for additional personal protective equipment (PPE) stock.	
Maintaining professional appearance and safe actions when caring for all individuals and cultures.	

(AN 82: LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Task 2

Create an information leaflet on the importance of PPE in a healthcare setting. You must include:

- an explanation of why PPE is important in a healthcare setting
- an explanation of the different types of PPE
- a description of how you select and use appropriate PPE for your own job role and setting. You can use images and text to help demonstrate what you wear.
- a description of how PPE in your work setting might become unsuitable and actions to take if this happens
- a description of what additional PPE should be worn when there is a risk of:
  - aerosols
  - blood
  - body fluids
  - radiation
- an explanation of when synthetic non-powdered, non-sterile gloves and aprons should be used.

(AN 82: LO2, AC2.1, 2.2, 2.3, 2.4)

Task 3

Scenario

An in-home hospice patient is actively dying of complications from a highly infectious respiratory disease, tuberculosis. You have been helping support the family with the care of their loved one for several weeks. Their death is now expected within several hours.

Professional discussion activity

Arrange a professional discussion with your line manager, mentor or assessor to discuss how you would select and use PPE for this scenario. You are expected to prepare notes to assist you in your discussion on the following:

- how you would check the cleanliness, suitability and fit of PPE for the roles and procedures?
- what PPE you would wear and what procedures you would need to follow?
- what actions would you take to remove and dispose of PPE in line with local policy and protocol?
- what actions would you take if PPE levels are falling below the required stock level, with reference to how the reporting and restocking of PPE is carried out?

(AN 82: LO3, AC3.1, 3.2, 3.3. 3.4)

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4

Task 3
LO3, AC3.1, 3.2, 3.3, 3.4

Evidence requirements

Task 1
Written table of responses

Task 2
Leaflet

Task 3
Professional discussion notes

Assessment 57: AN 83 Assist the practitioner to carry out healthcare activities

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Complete the table by summarising your own role, responsibilities, and accountability with assisting a practitioner to carry out a simple dressing change for a patient with a leg ulcer. The patient is anxious about having the dressing changed and your role is to provide support to the practitioner with their healthcare activities and to the patient by offering support during the procedure. Cover the following:

Current legislation	
National guidelines	
Policies, protocols and good practice guidelines	

Local ways of working	

(AN 83: LO1, AC1.1)

Task 2

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment assisting the practitioner carrying out healthcare activities.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
2.1 Identify the information needed by the practitioner: • prior to carrying out healthcare activities • during healthcare activities.	
2.2 Confirm the identity of the individual	
2.3 Confirm valid consent has been obtained	
2.4 Carry out tasks as required by the practitioner, the care plan and within the scope of own competence	
2.5 Communicate information to other team members while maintaining confidentiality	
2.6 Explain how to seek guidance and refer onto the appropriate person if any adverse events occur, in line with organisational requirements	
2.7 Recognise and respond to changes in an individual's health and wellbeing	
2.8 Collaborate during activities that require teamwork	
2.9 Record information as directed by the practitioner in line with national and local policy	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1

Task 2
LO2, AC2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

Evidence requirements

Task 1
Table summary

Task 2
Observation report

Assessment 58: AN 84 Monitor and maintain the environment and resources during and after healthcare activities

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

A resident in the care home where you work is known to be at a high risk of falling. Falls are a major contributor to illness and injury in the older population, so it is important that you assess the risk associated with this.

During the morning shift, the resident asks you to assist them with having a shower.

Write a short report to summarise the legislation, guidelines, organisational policies, and protocols that inform the healthcare support worker's role, responsibilities, and accountabilities to ensure the safety of the resident during this activity.

(AN 84: LO1, AC1.1)

Task 2

Create a training presentation for new staff in your workplace. The presentation will help develop knowledge on the procedures for monitoring and maintaining the environment and resources during healthcare activities. Your presentation must include:

- procedures relating to monitoring the environment during specific healthcare activities in a health and care setting. Healthcare activities could include:
  - clinical, for example, taking bloods or helping to bathe a patient
  - diagnostic, for example, X-rays, testing urine samples or checking blood pressure
  - therapeutic, for example, an exercise activity
- resources needed during specific healthcare activities
- an explanation of procedures for reporting problems with the environment and resources, beyond the healthcare support worker's scope of practice
- an outline of hazards and risk associated with procedures carried out in own work practice including how these are controlled.

(AN 84: LO1, AC1.2, 1.3, 1.4, 1.5)

Task 3

Scenario

In your workplace, you have recently completed moving and handling training where you learnt about:

- the safe use of lifting and operating equipment like hoists and slings
- the importance of observing infection control during and after lifting
- health and safety with equipment and operating equipment in line with manufacturer's instructions.

Professional discussion activity

Arrange a professional discussion with your line manager, mentor or assessor. You are expected to prepare notes to help you discuss the operating of equipment safely and in line with policies and procedures.

Answer the questions below in preparation.

Explain:

How to achieve safe use of lifting and operating equipment (hoists and slings) and why this is important?
What standard precautions should be applied for infection control when operating equipment? What could happen if infection control during and after lifting is not observed?
What health and safety measures should be implemented with equipment and what could happen if this is not observed?
Why it is important to operate equipment like the hoist in line with manufacturer's instructions:

(AN 84: LO2, AC2.1, 2.2, 2.3, 2.4)

Task 4

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment monitoring, maintaining and cleaning the working environment and resources.

Note to assessor/expert witness
State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.
If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
3.1 Maintain environmental conditions at the levels required by the activity	
3.2 Replenish and replace resources as required for the activity	
3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity	
3.4 Return unused and/or surplus resources to the correct storage location	
3.5 Store resources in line with local policy or protocol at the end of the activity	
3.6 Maintain monitoring records in line with national and local policies and protocols	
4.1 Maintain the level of cleanliness required in own work area	
4.2 Clean fixed resources after use in line with national and local policies and protocols	
4.3 Clean reusable resources and make safe prior to storage	
4.4 Dispose of waste in line with national and local policy	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1

Task 2
LO1, AC1.2, 1.3, 1.4, 1.5

Task 3
LO2, AC2.1, 2.2, 2.3, 2.4

Task 4
LO3, AC3.1, 3.2, 3.3, 3.4, 3.5, 3.6, LO4, AC4.1, 4.2, 4.3, 4.4

Evidence requirements

Task 1
Table of information

Task 2
Training presentation

Task 3
Professional discussion notes

Task 4
Observation report

Assessment 59: AN 98 Contribute to the effectiveness of teams

Introduction

Your assessor may be able to holistically assess this evidence to cover learning outcomes (LOs) and assessment criteria (AC) from the mandatory units.

Task 1

Scenario

You are a healthcare support worker working in a care home. The care home is scheduled to upgrade the washroom facilities in several of the residents' bedrooms. Your line manager is leading a team that includes members from nursing, facilities and housekeeping.

The team's task is to create a plan for moving residents to temporary bedrooms before the improvement programme begins. The aim is to conduct the move safely, with the least disruption to care.

Write a short report to outline your plan for the move. Include the following:

- a description of objectives that will make the move go safely
- an explanation of what your role and responsibilities can contribute to the team
- an identification of what other team members' roles and responsibilities can contribute
- an explanation of how activities and ideas can be shared with other team members.

(AN 98: LO1, AC1.1, 1.2, 1.3, 1.4)

Task 2

Direct observation/expert witness testimony

Provide a copy of this sheet to your assessor/line manager/registered nurse/qualified senior support worker or other professional who has observed you within your workplace or in a simulated environment contributing to the effectiveness of a team and using efficient time management.

State in detail what you have observed the learner completing from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself. If any of these have not been observed, it is good practice to state 'not observed'.

Competencies	**Refer to the learner by name and state what tasks they have carried out to meet the competencies**
2.1 Use feedback or suggestions from others to enable them to improve own practice within the team	
2.2 Propose suggestions or ideas to benefit team members and improve team working	
2.3 Undertake development and learning to interact with the team more effectively	
3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities	

Competencies	Refer to the learner by name and state what tasks they have carried out to meet the competencies
3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales	
4.1 Behave towards other team members in a way that supports the effective functioning of the team	
4.2 Resolve differences of opinion and conflicts within the team in ways that respect other team members' points of view	

Unit learning outcomes (LOs)

Task 1
LO1, AC1.1, 1.2, 1.3, 1.4

Task 2
LO2, AC2.1, 2.2, 2.3, LO3, AC3.1, 3.2, LO4, AC4.1, 4.2

Evidence requirements

Task 1
A report

Task 2
Observation report

Change history record

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