



**Scottish Vocational Qualification  
in  
Health and Social Care  
level 2**

**Group Award Code: G7LN 22**

**ASSESSMENT STRATEGY and GUIDANCE**

## General Introduction

This document is based on the final Assessment Strategy which was produced along with the new Standards by the UK Joint Project for Health and Social Care including TOPSS, SSSC, Skills for Health, Care Council for Wales and Northern Ireland Care Council.

This guidance on the gathering of evidence and Evidence Requirements has been produced collaboratively and subscribed to by the following UK Awarding Bodies: SQA, Edexcel, CACHE, OCR and GOAL.

## Welcome

.....to the Scottish Vocational Qualification (SVQ) in Health and Social Care level 2. This is a nationally recognised award accredited by the Scottish Qualifications Authority (SQA), and is suitable for those working in most areas of the health and social care sector with adults.

In the SVQ in Health and Social Care level 2, candidates are expected to be involved in very practical hands-on care tasks in a support role to other workers (eg listening, organising leisure activities, entering notes in care plans, taking messages, help with feeding, toileting, dealing with minor medical needs etc).

To achieve the SVQ in Health and Social Care level 2, candidates must achieve **six** Units in total — **two** core Units, **two** optional Units, and **two** Units from either the core or optional sections. **However, for registration with the Scottish Social Services Council (SSSC), candidates must complete four core and two optional Units.**

*The full selection of units that make up the SVQ in Health and Social Care at level 2 can be found in the Information Sheet.*

The following pages offer assessment guidance to candidates, assessors, expert witnesses, internal verifiers and external verifiers — in short — anyone who is involved in the assessment process.

## About Scottish Vocational Qualifications (SVQs)

SVQs are work-based qualifications, which set the level of competence required by health and social care workers in their particular field. These are called standards and they have been designed and developed by Sector Skills Bodies (SSBs) through consultation with employers and practitioners from across the statutory and voluntary health and social care sectors.

SVQs are nationally recognised awards, which cover a wide range of health and social care activities. They also have levels assigned to them, which are related to the responsibilities of a person's actual job. In undertaking this Award which is at level 2 — the candidate would normally be acting in a support role under the supervision of a more senior worker.

To achieve this SVQ, candidates must provide evidence of experience from caring for more than one individual. Where this is not possible, for example, where a person is employed directly to care for one individual as an employee, advice should be sought from SQA or the External Verifier.

## What does an SVQ look like?

All SVQs — follow the same format. There are:

- ◆ **Units**
- ◆ **Elements**
- ◆ **Performance Criteria**
- ◆ **Scope**
- ◆ **Knowledge Specification**
- ◆ **Evidence Requirements**

**UNITS** are simply different tasks that are familiar areas of work to all health and social care workers.

For example, the SVQ in Health and Social Care level 2, contains **SIX UNITS** (**four** Mandatory Units and **lots** of optional Units which reflect the different tasks a support worker might do — two of these must be chosen to complete the SVQ).

Each Unit comprises several **ELEMENTS** — which describe the activities workers are expected to perform.

**PERFORMANCE CRITERIA (PCs)** are built into each element and are **the standards** against which the work activities should be measured — and for which evidence of actual performance must be provided.

**SCOPE** — is a statement to ensure candidates can carry out workplace competences in a variety of contexts and situations. There are suggestions about this in each individual Unit

**KNOWLEDGE** — this requires that candidates **understand** their actions, and can integrate knowledge and practice.

**EVIDENCE REQUIREMENTS** — are specific to each Unit, and detail what particular evidence is required for the Unit in order for a candidate to meet the performance criteria and knowledge. It is important that these instructions are followed. So for example, if it says “the assessor/expert witness **must** observe the candidate”, then observation **must** be done — simulation or witness testimony will not do instead.

## Who’s who in SVQs?

### **the candidate**

is the person undertaking the SVQ. The responsibility of a candidate is to meet with the assessor, plan how to undertake units and then produce evidence to demonstrate competence.

### **the assessor**

is the person who assesses the candidate and makes a decision if he/she is competent, based on a variety of evidence. The assessor is normally (but not always) in the same workplace as the candidate. The assessor has the responsibility to meet with the candidate regularly, to plan, support, judge and give feedback on performance.

### **the expert witness**

is a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the co-ordinating assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ.

### **the internal verifier**

is someone designated by the assessment centre to ensure that assessors are performing consistently in the use of assessment methods and assessment decisions. This can be carried out by sampling evidence on a regular basis and by ensuring that candidates are being supported to achieve their award.

### **the external verifier**

is appointed by the SQA, the Awarding Body, to ensure consistency in assessment and internal verification across all centres offering the award. Centres are normally visited by an External Verifier twice a year. SQA's External Verifiers also meet with EVs from other Awarding Bodies to ensure UK wide standardisation.

## **Required expertise of assessors, expert witnesses and internal verifiers**

### **Assessors**

- ◆ Must be occupationally competent in the Units which they will assess, and be knowledgeable about legislation and codes of practice in relation to health and social care settings. Their competence and experience should be demonstrated through evidence of continuing professional development. This could be demonstrated through the possession of a relevant qualification and/or experience — for example, Social Work Qualification, Registered Nurse, SVQ 4, HNC and SVQ 3, or equivalents, combined with a minimum of two years experience in a care setting.
- ◆ Must hold or be working towards the assessor qualification — D32/33 or A1.
- ◆ Should be able to take the lead role in the assessment of a candidate by observing practice for at least the four Mandatory Units.

### **Expert Witnesses**

- ◆ Must have a working knowledge of the National Occupational Standards (NOS) and the Units on which their expertise is based.
- ◆ Must have current experience and occupational competence as a practitioner or manager, for the Units on which their expertise is based, demonstrable through evidence of continuing professional development.
- ◆ Should hold **either** a qualification in assessment of workplace performance **or** have a professional work role which involves evaluating the practice of staff.
- ◆ Can only act as an Expert Witness if this has been determined and agreed in advance with the SVQ co-ordinator in a centre.

### **Internal Verifiers**

- ◆ Must be occupationally knowledgeable in respect of the Units which they will verify, including relevant legislation and codes of practice. It is crucial that Internal Verifiers understand the nature and context of health and social care settings due to the critical nature of the work and legal and other implications of the assessment process.
- ◆ Must hold qualifications and/or experience equivalent to or above that of the assessor.
- ◆ Should occupy a position of authority which allows them to co-ordinate the work of assessors, provide advice and carry out duties as defined by Unit V1.
- ◆ Must hold, or be working towards the appropriate IV qualification (D34 or V1).

## Service Users

**Service Users** and **Carers** are in an advantageous position in relation to receiving a service and having direct contact and experience of care worker provision. Their views of the care received should be seen as relevant and important in the assessment of the candidate's performance, alongside other sources of evidence.

Service users and carers may provide witness testimony to provide service user/carer testimony. Final decisions about the status of this testimony in the candidate's assessment will be made by the assessor.

Service users and carers said the following about contributing to assessment:

“Conversations with users and carers can illicit useful information and should be taken into consideration”.

“The service user should be consulted on specific areas of work of the care worker”.

## Assessment Methods

There are a number of methods of assessing evidence which can be used to demonstrate a candidate's competence. These are:

- DO**            **D**irect **O**bservation by the assessor or expert witness of real work activities. For this Award, the assessor must do the observation for the Core/Mandatory Units, although the Expert Witness may provide additional evidence if required.
- RA**            **R**eflective **A**ccount by the candidate, which is a detailed description of real work activities. Sometimes this reflection on practice can take the form of a Professional Discussion (which also must be recorded).
- EW**            Evidence provided by an **E**xpert **W**itness — this can be either observation of practice or questioning/professional discussion on a particular area of work. The expert witness could also give a candidate feedback on a reflective account.
- P**                **P**roducts – these are usually reports and recordings made by candidates as part of their normal work duties. Projects and assignments from college or in-house courses could also be considered as products, as well as Achievement of Prior Learning (APL).
- Q**                **Q**uestioning/**P**rofessional **D**iscussion — can be used to cover some gaps in PCs, for clarification of observed practice or for knowledge.
- WT**            **W**itness **T**estimony — this is a statement or comment by someone who was present while the candidate was carrying out an activity (eg colleague, service-user, carer or other) and can confirm that the candidate's evidence is authentic. Care and sensitivity must be exercised if service-users are providing this.

It is not acceptable for a portfolio to be completed in pencil — nor to delete details using Tippex, as this still does not ensure confidentiality of information. In addition, too many alterations can result in a very unprofessional looking portfolio inconsistent with the role of a care worker.

In addition to the evidence requirements for each Unit of the SVQ, SQA from time to time issues 'assessment guidance' where it is thought that guidance may assist the process of assessing a candidate. This information is provided on the Care Scotland web pages on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk). In addition, the **Care Scotland Bulletin**, which is published by SQA twice per year, and distributed to all assessment centres, gives the same information.

## Evidence

### **observation**

The assessor/expert witness records judgements of observed practice, showing the skills demonstrated by a candidate, and records how performance criteria and knowledge have been evident in the candidate's practice. It is not acceptable for candidates to record assessor observations: if this is done, then it has the status of a Reflective Account.

### **reflective account**

Candidates are required to produce reflective accounts that are written in the first person and describe their actions in completing a task. The candidate is expected to indicate the PCs, and knowledge which are demonstrated in the practice. The reflective account should always explicitly focus on the candidate's real work and not on what *might* be done.

### **the expert witness**

is a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ. The expert witness can observe and record practice for any of the Optional Units, question and record the candidate's answers or give feedback on a reflective account. The candidate should not record the observation done by the Expert Witness. Who can be an Expert Witness must be determined and agreed in advance with the SVQ Co-ordinator in a Centre

### **product**

Any work product that shows how a candidate meets the PCs, and knowledge can be used as evidence. PCs that indicate that the candidate should have recorded information are best met by products. Products should be the candidate's own work. It is not necessary for work products to be actually in the portfolio, as long as the assessor/IV and EV has access to them and there is an audit trail.

### **witness testimony**

If someone other than an assessor sees the candidate carry out some work, then the assessor can request confirmation of this from a witness. Whereas a witness can make a qualitative comment on the performance of the candidate, it is the assessor who makes the judgement of the witness testimony matched against the specific PCs, and knowledge.

**simulation**

Simulation is used by assessors where the work task is unlikely to occur. An artificial version of the situation is created to allow the candidate to demonstrate performance and possibly knowledge in a given area by simulating the activity and judging how the candidate would deal with the task if it arose. Simulation is only permitted if the evidence requirements explicitly say so.

**projects and assignments**

Projects and assignments are occasionally set by assessors to allow the candidate to meet some gaps in performance and knowledge evidence. Assignments from college courses can also be used for knowledge evidence.

**accreditation of prior learning (APL)**

Prior achievements of the candidate can be used to evidence the PCs, and knowledge, provided there is an audit trail. However, current practice must also be included to show that the candidate still has the skill at the time of completing the qualification. Candidates using work from, eg an HNC Assignment must clearly indicate on the evidence the PC's and knowledge being claimed.

**knowledge specification**

Each Unit lists the knowledge and understanding that is required to effectively carry out the specific area of work practice. Most of the knowledge should be inherent in the candidate's work and must be explicitly evident in the records of observations, reflective accounts or by answers to questions.

## Further Guidance on Knowledge Evidence

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. When reading the knowledge specification for a particular Unit, **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for **ALL** knowledge points in every Unit (**NB: assessors beware of duplication!**) and you can do this in a number of ways:

- ◆ Can be claimed in Reflective Accounts and /or in the Direct Observation — but needs to be explicit. If not explicit enough, then additional questioning or professional discussion on the practice may be necessary — which must be recorded.
- ◆ Can be claimed on assessed work from courses (eg HNC assignments or similar) — if so, the Knowledge Evidence numbers should be marked in the relevant sections of the assignment. However, candidates would still have to demonstrate through questioning or discussion with the assessor that they are still able to put this knowledge into practice, especially if the course work was done some time ago.
- ◆ Can be claimed by evidence from in-house courses — provided it is clear how and on what the candidate was assessed. If there was no assessment, then the course content can be used along with additional questioning by the assessor to ascertain application of knowledge — or by the candidate's own comments in Reflective Accounts showing how they are using the knowledge.
- ◆ Through written and oral questions by the assessor — all of which need to be recorded (if oral, this can be written up either by the assessor or the candidate).

- ◆ It is essential that knowledge evidence is primarily recorded through Reflective Accounts and Direct Observations as only using questions diminishes the importance of the integration of knowledge and practice. ‘Question banks’, which have their place, are **not** acceptable as the only form of knowledge evidence.

In each case, the evidence number where a particular knowledge point is to be found should be entered into the box beside that knowledge point.

**Remember, the ‘amount’ and ‘depth’ of knowledge required should be consistent with your job role.**

**A glossary of terms related to each specific SVQ is included in the candidate portfolio.**

## **How to get started**

The above guidance and explanations should be sufficient to allow an assessment to commence.

The best way to fully understand an SVQ award is **simply to start!**

At the start, the assessor and candidate should meet and draw up an **ASSESSMENT PLAN**.

The first assessment plan should contain some general decisions about how often candidate and assessor will meet — and where. It may be important to agree a place where meetings will not be interrupted. Subsequent plans should be specific about what evidence is suitable for the particular Unit(s) being discussed, when this evidence will be collected and should include review dates.

It is a good idea to make a decision about which Unit will be tackled first. It is encouraging to try and start with a familiar area of everyday work, and be very specific about what piece of work the assessor will observe. The candidate, with the help of the assessor, should also leave the planning meeting with a very clear idea of what has to be written for the Reflective Account. Finally, a date should be agreed when the assessment plan for the Unit (or Units) will be reviewed and a target date set for completion.

At subsequent planning sessions it is recommended that candidates and assessors take a more ‘holistic’ view of both the job role and the assessment of competence. What this means is that you are encouraged **not** to approach the SVQ on a Unit by Unit basis, but to see how normal day to day, workplace activities will provide evidence of competence for several SVQ Units. This “holistic approach” may not happen when you start your SVQ as some people may prefer to simply focus on one Unit. However, after this you and your Assessor will be more familiar with the standards and should use this more holistic approach to your work.

The exemplars ahead provide an insight into how this might be tackled including an example of an assessment plan.

# WORKED EXAMPLES

## Scottish Vocational Qualification in Health and Social Care level 2

The following pages contain **some** worked examples of how to write evidence of performance and knowledge and how to match it against the Units, elements, PCs, and knowledge of the standards. The examples do not **necessarily** show all the evidence which would be required for a complete Unit.

We hope you will find the worked examples helpful. Please note, that whilst you are requested to use the SQA recording documentation, it is recognised that candidates and assessors will have different styles describing, explaining and writing about events and incidents. You should do this in the way most suitable to you.

## ASSESSMENT PLAN

<b>UNIT(S) TO BE ASSESSED</b> <i>(insert title(s) and number(s))</i>	<b>HSC21</b> Communicate with and complete records for individuals <b>HSC24</b> Ensure your own actions support the care, protection and well-being of individuals <b>HSC210</b> Support individuals to access and participate in recreational activities
---	---

activities	when	assessment method & possible criteria to be covered
<p>David is in the process of arranging a visit to the theatre for residents. Observation can be arranged for 6<sup>th</sup> April when David will be asking residents if they wish to participate in this. Will provide evidence for HSC21, HSC24 &amp; HSC210</p> <p>David was able to discuss with me a respite admission of Mr A when he had been requested to compile a care plan for a service user who had poor communication abilities, after discussing PCs for HSC21, HSC24, &amp; HSC210 with David he will write a reflective account for our next meeting</p> <p>Some knowledge will be identified in both the above pieces of work, with questioning used to meet the knowledge requirements for the unit. We also discussed that knowledge for the unit will be met through further pieces of work.</p>	<p>Tues 6<sup>th</sup> April at 2pm</p> <p>Write for next meeting</p> <p>At next meeting</p>	<p>Observation by Assessor</p> <p>Reflective Account</p> <p>Questioning</p>
<p><b>Identify any knowledge evidence already achieved</b></p> <p>Part of David's induction 9 months ago included the Care Planning process for our workplace. I asked David to bring the worksheets he completed during the course to the next meeting</p>	<p><b>Which course</b></p>	<p><b>How will this be used?</b></p> <p>For Knowledge Evidence for Unit HSC24</p>
<p><b>Record of any additional discussion including when there will be a review of the above work:</b></p> <p>The next meeting will be on Friday 7<sup>th</sup> April at 11am            Assessor will have written Direct Observation, with David agreeing to have completed Reflective Account re Mr A.            We will identify knowledge covered in the worksheets from the Induction course. We will also complete questioning for the knowledge and identify the remaining work required to complete these units.</p>		

<b>Candidate Signature:</b>	<i>Mary Jones</i>
<b>Assessor Signature:</b>	David Bloggs
<b>Date:</b>	30 March 2004



**EVIDENCE GATHERING FORM**

<b>EVIDENCE NO:</b>	1
<b>DATE:</b>	10.03.04

*IDENTIFY EVIDENCE TYPE*

- |                           |                          |                           |                                     |
|---------------------------|--------------------------|---------------------------|-------------------------------------|
| <b>DIRECT OBSERVATION</b> | <input type="checkbox"/> | <b>REFLECTIVE ACCOUNT</b> | <input checked="" type="checkbox"/> |
| <b>QUESTIONS</b>          | <input type="checkbox"/> | <b>EXPERT WITNESS</b>     | <input type="checkbox"/>            |
| <b>PRODUCT</b>            | <input type="checkbox"/> | <b>WITNESS TESTIMONY</b>  | <input type="checkbox"/>            |

<b>CANDIDATE NAME:</b>	David Bloggs
------------------------	--------------

<b>EVIDENCE:</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
<p>HSC21 Communicate with, and complete records for individuals</p> <p>HSC24 Ensure your own actions support the care, protection and well-being of individuals</p> <p>HSC210 Support individuals to access and participate in recreational activities</p> <p>Mr A is an elderly gentleman who is profoundly deaf, his speech is very difficult to understand, he was admitted for a period of respite. During the changeover report I was asked to complete Mr A's care plan (see Evidence No. 4)</p> <p>Knowing Mr A was deaf I asked the senior giving the report how best to communicate with Mr A.</p> <p>I approached Mr A, smiling as I walked towards him. Using advice provided by the senior I stood in front of him to enable him to lip read, I introduced myself, I spoke slowly and clearly, maintaining eye contact and asked him if he would like to come with me to a private area where we could speak in private, I gave him time to reply, ensuring I did not rush him.</p> <p>I listened carefully as he replied, aware he was nodding his agreement.</p> <p>I asked Mr A if he needed assistance to rise from the arm chair, he nodded and I asked a colleague if they would assist me.</p> <p>I explained to Mr A where the office was, pointing to it. As we walked towards the office I chatted to Mr A explaining we would not be disturbed.</p> <p>Once in the office when Mr A was seated I closed the office door, the sun was shining through the window and I asked Mr A if he was in agreement to me closing over the window blind a little, he nodded.</p> <p>I sat facing Mr A where he could see me clearly, I was very careful to speak clearly, I asked Mr A his likes and dislikes, recording information received clearly in the care plan.</p> <p>I asked Mr A if there were any clubs or interests he enjoyed, Mr A replied but I could not understand what he was trying to tell me, ensuring I did not rush Mr A, I apologised and asked him if he would like to write down the answers to my questions, Mr A nodded.</p> <p>I obtained a pad and pen giving these to Mr A, I repeated my question, waiting as he wrote his reply, on reading what Mr A had written I became aware that he attended day care and went to two evening clubs, I asked Mr A if he would like to continue to attend these activities while staying in the unit, Mr A nodded.</p> <p>I then asked if he would require me to arrange transport to the evening clubs, confirming I would contact the day centre to advise he was to be collected from the unit during his stay.</p> <p>Mr A smiled, writing yes on the note pad.</p>	<p>HSC21.1.1</p> <p>HSC21.2.3</p> <p>HSC24.2.3</p> <p>HSC21.2.2 HSC24.1.1</p> <p>HSC21.3.7 HSC21.1.2 HSC21.2.4 HSC24.2.5 HSC21.3.3 HSC21.3.1</p> <p>HSC210.2.1 HSC21.2.6</p>	<p>HSC21.8</p> <p>HSC21.9 (a-h)</p> <p>HSC21.2 HSC21.3 HSC210.8</p> <p>HSC24.5</p>

EVIDENCE contd	Unit, Element, PCs	Knowledge
<p>I contacted the day centre to advise them that Mr A would be staying in the unit for two weeks respite, confirming days when Mr A would attend.</p> <p>I advised the senior on duty of arrangements made, recording details in the unit diary of days Mr A was to attend day care when he would be collected by bus and the evenings he attended his clubs advising a taxi should be arranged for this.</p>	HSC210.2.3	HSC210.3 HSC210.6 HSC210.7

### ADDITIONAL EVIDENCE AND CLARIFICATION

<p>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</p> <p><b>What policy and procedure had you a duty to follow?</b></p> <p>I ensured all information discussed was clearly and accurately recorded in Mr A's care plan, in line with national care standards, detailing information as to how I had communicated with Mr A with the use of the notepad and pen. I then stored the completed care plan in the filing cabinet which I locked, maintaining confidentiality in line with organisational policy and the requirements of the Data Protection Act.</p> <p><b>Did you report any information to the senior?</b></p> <p>I also advised the senior on duty of the difficulty I had encountered and how I overcame this through using the pad and pen.</p> <p>David was able to discuss with me the cultural needs of the resident, aware of his responsibility in line with the Residents Charter of Rights, to ensure cultural needs should be respected and provision made to ensure cultural needs are met. David gave me an example of a resident who had a strong religious faith who due to physical frailty was unable to attend her church. David explained how the church was contacted and arrangements made for the resident to receive regular pastoral visits. We also discussed a resident's preference in respect to how they wish to celebrate birthdays, Easter and Christmas, also preferences as to food which a resident may not eat due to their culture. David recognised his responsibility to access information from the resident's care plan to enable him to know the resident's wishes.</p>	<p>HSC21.1.5</p> <p>HSC21.4.2 HSC21.4.6</p> <p>HSC21.4.4</p> <p>HSC24.2.3</p>	<p>HSC21.10 HSC21.1 HSC21.4</p> <p>HSC21.14</p> <p>HSC24.2</p>
--	---	--

### COMMENTS/FEEDBACK TO CANDIDATE

This is a good reflection on your work practice you clearly demonstrate your understanding of different forms of communication and the need to ensure information is shared with all staff involved in a service user's care.

**If witness testimony used please state who supplied testimony and relationship to candidate.**

<b>Expert Witness Signature (if applicable):</b>	
<b>Candidate Signature:</b>	<i>David Bloggs</i>
<b>Assessor Signature:</b>	<i>Mary Jones</i>
<b>Date:</b>	06.04.04

**EVIDENCE GATHERING FORM**

<b>EVIDENCE NO:</b>	2
<b>DATE:</b>	07.05.04

*IDENTIFY EVIDENCE TYPE*

- |                           |                                     |                           |                          |
|---------------------------|-------------------------------------|---------------------------|--------------------------|
| <b>DIRECT OBSERVATION</b> | <input type="checkbox"/>            | <b>REFLECTIVE ACCOUNT</b> | <input type="checkbox"/> |
| <b>QUESTIONS</b>          | <input checked="" type="checkbox"/> | <b>EXPERT WITNESS</b>     | <input type="checkbox"/> |
| <b>PRODUCT</b>            | <input type="checkbox"/>            | <b>WITNESS TESTIMONY</b>  | <input type="checkbox"/> |

<b>CANDIDATE NAME:</b>	David Bloggs
------------------------	--------------

<b>EVIDENCE:</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
HSC21 Communicate with, and complete records for individuals		
<p>Questions for HSC21</p> <p>1 Describe how you assessed your communication skills as to their suitability in meeting Mr A's needs?</p> <p><i>As I spoke to Mr A I was monitoring his body language and facial expression to assess if he was able to understand what I was saying to him. On encountering difficulty understanding what he was trying to say to me, I believed by offering him the choice of writing down his wishes I was promoting Mr A's individuality and rights.</i></p> <p>2 Describe the action you would take to obtain additional support to ensure you were able to communicate with an individual where there were communication differences and they were not able to communicate with you.</p> <p><i>If I had found neither the resident or I could understand one another I would firstly have requested support from the senior on duty or the resident's main carer prior to admission. I would also contact the speech therapist to request advice and support on how to overcome the difficulties which were being experienced.</i></p> <p>3 How do you ensure the focus of the communication is with the individual whilst acknowledging the input from others?</p> <p><i>I would ensure the focus of the communication is with the individual by encouraging them to participate and interact, using their preferred method of communication, listening to other staff views and encouraging the individual to respond to this.</i></p>	<p>HSC21.1.3</p> <p>HSC21.1.4</p> <p>HSC21.3.4</p>	<p>HSC21.3</p> <p>HSC21.8</p> <p>HSC21.2</p>

EVIDENCE contd	Unit, Element, PCs	Knowledge

**ADDITIONAL EVIDENCE AND CLARIFICATION**

<p>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</p>		
--	--	--

**COMMENTS/FEEDBACK TO CANDIDATE**

Good Answers to the questions, you clearly consider all aspects of communication being aware your own body language can affect the service user's willingness to communicate with you - well done.

**If witness testimony used please state who supplied testimony and relationship to candidate.**

<b>Expert Witness Signature</b> <i>(if applicable):</i>	
<b>Candidate Signature:</b>	<i>David Bloggs</i>
<b>Assessor Signature:</b>	<i>Mary Jones</i>
<b>Date:</b>	07.05.04

**EVIDENCE GATHERING FORM**

<b>EVIDENCE NO:</b>	3
<b>DATE:</b>	06.04.04

*IDENTIFY EVIDENCE TYPE*

- |                           |                                     |                           |                          |
|---------------------------|-------------------------------------|---------------------------|--------------------------|
| <b>DIRECT OBSERVATION</b> | <input checked="" type="checkbox"/> | <b>REFLECTIVE ACCOUNT</b> | <input type="checkbox"/> |
| <b>QUESTIONS</b>          | <input type="checkbox"/>            | <b>EXPERT WITNESS</b>     | <input type="checkbox"/> |
| <b>PRODUCT</b>            | <input type="checkbox"/>            | <b>WITNESS TESTIMONY</b>  | <input type="checkbox"/> |

<b>CANDIDATE NAME:</b>	David Bloggs
------------------------	--------------

<b>EVIDENCE</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
HSC21 Communicate with, and complete records for individuals HSC24 Ensure your own actions support the care, protection and well-being of individuals HSC210 Support individuals to access and participate in recreational activities		
David was working with a resident, Charlie, who had very poor communication skills due to a stroke.		HSC21.9
David used active listening skills as the resident spoke, nodding, smiling and maintaining eye contact.	HSC21.2.1 HSC21.3.3	HSC21.7
David spoke clearly, bending towards Charlie, he asked him if he would like to come with him to the quiet room where they could have some privacy and where there would be less noise and distraction. David waited until Charlie had indicated his agreement.	HSC24.1.1	HSC21.2
Once in the room David closed the door, maintaining confidentiality. The room was well lit, comfortably furnished and quiet.	HSC21.2.3 HSC21.2.2 HSC210.2.1 HSC21.3.2	HSC21.3 HSC210.7 HSC210.8
David knelt beside Charlie, taking his hand he spoke clearly, maintaining suitable eye contact asking him if he would like to attend an outing to the theatre, providing details of the show and the cost involved.	HSC21.2.4	
David did not pressurise Charlie, providing time for him to reach his decision independently. Charlie was concerned that his poor mobility may prevent him being able to get onto the bus, which would be transporting him to the theatre. David listened carefully to Charlie's concerns, taking time to clarify this, explaining staff would be accompanying him and advising the bus was fitted with a hoist which would enable the resident to board the bus while sitting in his wheelchair.	HSC21.2.5 HSC21.3.7 HSC21.2.6	HSC24.6
David used excellent communication skills, his actions and enthusiasm encouraging Charlie to participate.		
David then assisted Charlie back to the lounge area after confirming this was Charlie's preference.	HSC21.4.3 HSC210.2.3	HSC210.3
He then recorded details in the unit diary of Charlie's agreement to attend the outing adding his name to the list of residents wishing to participate.		

EVIDENCE contd	Unit, Element, PCs	Knowledge

### ADDITIONAL EVIDENCE AND CLARIFICATION

<p>This might be used to record additional questions or the candidate may use it to write an additional paragraph</p> <p><b>How did you know it was alright to take the resident's hand?</b></p> <p>David explained he knew from working with the resident that holding his hand assisted him keep Charlie's attention and encouraged him to lip read as he spoke.</p> <p><b>Is there anyone you would not do this with?</b></p> <p>David explained he would not take someone's hand that he had no knowledge of or who he knew did not like physical contact.</p> <p><b>Why is it important to ensure information is recorded clearly and accurately?</b></p> <p>David explained that it was important to record information clearly and accurately to ensure all staff involved in the residents' care were aware of how to meet their individual needs. I have also observed the resident's care plan which was fully and clearly detailed.</p>	<p>HSC24.2.1</p>	<p>HSC21.3</p> <p>HSC21.12</p> <p>HSC24.4</p>
--	------------------	---

### COMMENTS/FEEDBACK TO CANDIDATE

You used excellent communication skills, when working with the resident, you were aware of the need to ensure additional time was provided to enable the resident to express his view point. You were patient, waiting and not pressurising the resident to make a decision. This was a really good piece of one to one work.

**If witness testimony used please state who supplied testimony and relationship to candidate.**

<b>Expert Witness Signature</b> (if applicable):	
<b>Candidate Signature:</b>	<i>David Bloggs</i>
<b>Assessor Signature:</b>	<i>Mary Smith</i>
<b>Date:</b>	04.04.04

**EVIDENCE GATHERING FORM**

<b>EVIDENCE NO:</b>	4
<b>DATE:</b>	06.04.04

*IDENTIFY EVIDENCE TYPE*

- |                           |                                     |                           |                          |
|---------------------------|-------------------------------------|---------------------------|--------------------------|
| <b>DIRECT OBSERVATION</b> | <input type="checkbox"/>            | <b>REFLECTIVE ACCOUNT</b> | <input type="checkbox"/> |
| <b>QUESTIONS</b>          | <input type="checkbox"/>            | <b>EXPERT WITNESS</b>     | <input type="checkbox"/> |
| <b>PRODUCT</b>            | <input checked="" type="checkbox"/> | <b>WITNESS TESTIMONY</b>  | <input type="checkbox"/> |

<b>CANDIDATE NAME:</b>	David Bloggs
------------------------	--------------

<b>EVIDENCE</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
HSC21 Communicate with, and complete records for individuals		
<p>This relates to the Care Plan referred to in Evidence No. 1 &amp; Evidence No. 6.</p> <p>The Care Plan for Mr A is held in the top drawer of the filing cabinet.</p> <p>As the information contained in Mr A’s Care Plan is confidential I have not included it in my portfolio.</p>		

**ADDITIONAL EVIDENCE AND CLARIFICATION**

<p>This might be used to record additional questions or the candidate may use it to write an additional paragraph</p> <p><i>As David’s Assessor I can confirm that David recorded Mr A’s likes &amp; dislikes in his Care Plan. The Care Plan was completed appropriately, providing clear and accurate information on Mr A’s preferred method of communication.</i></p>	<p>HSC21.4.3 HSC21.1.5 HSC21.3.9 HSC21.4.2a, b, c &amp; d</p>	<p>HSC21.10</p>
--	---	-----------------

**COMMENTS/FEEDBACK TO CANDIDATE**

**If witness testimony used please state who supplied testimony and relationship to candidate.**

<b>Expert Witness Signature (if applicable):</b>	
<b>Candidate Signature:</b>	<i>David Bloggs</i>
<b>Assessor Signature:</b>	<i>Mary Smith</i>
<b>Date:</b>	04.04.04

**EVIDENCE GATHERING FORM**

<b>EVIDENCE NO:</b>	5
<b>DATE:</b>	20/03/04

*IDENTIFY EVIDENCE TYPE*

- |                           |                          |                           |                                     |
|---------------------------|--------------------------|---------------------------|-------------------------------------|
| <b>DIRECT OBSERVATION</b> | <input type="checkbox"/> | <b>REFLECTIVE ACCOUNT</b> | <input type="checkbox"/>            |
| <b>QUESTIONS</b>          | <input type="checkbox"/> | <b>EXPERT WITNESS</b>     | <input checked="" type="checkbox"/> |
| <b>PRODUCT</b>            | <input type="checkbox"/> | <b>WITNESS TESTIMONY</b>  | <input type="checkbox"/>            |

<b>CANDIDATE NAME:</b>	David Bloggs
------------------------	--------------

<b>EVIDENCE:</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
HSC21 Communicate with, and complete records for individuals HSC24 Ensure your own actions support the care, protection and well-being of individuals		
David approached me asking for information requested by a resident’s daughter which he did not have access to relating to her father’s hospital appointment. I was able to provide this to him from the resident’s personal file. I then observed David working with the resident whose hearing aid was broken, knowing the resident would have difficulty understanding what was being said David asked the resident if she was willing to come to a quiet area. David sat facing the resident, he spoke directly towards her in a clear tone of voice, repeating his words and gesturing as he spoke, to assist the resident to understand what he was saying. David clarified the resident’s understanding of what was to happen with regards to the repair of the hearing aid, clarifying both his own and the resident’s understanding of the discussion. David explained he would be detailing in the communication diary the arrangements in place to take the hearing aid to the hospital for repair, advising the resident the time when they would be going to the hospital the following day and arrangements in place concerning transport. David also recorded in the resident’s care plan details concerning the broken hearing aid, difficulties when communicating with the resident and how he had overcome them. I confirmed the information recorded was in line with organisational policy and practice.	HSC21.2.7 HSC21.4.1  HSC21.3.5  HSC21.3.6  HSC21.4.5   HSC24.1.7 HSC21.3.9 HSC21.3.8	HSC21.11  HSC21.6 HSC21.7  HSC24.2    HSC21.10 HSC21.14

EVIDENCE contd	Unit, Element, PCs	Knowledge

### ADDITIONAL EVIDENCE AND CLARIFICATION

<p>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</p> <p>I asked David what policy related to recording information in the resident's care plan ?  <b>David advised the National Care standards and the policy of the organisation require that care plans should be updated to ensure the needs of the resident are met.</b></p> <p>Why should you respect people's right to confidentiality and what legislation does this relate to and why records should be stored securely when not in use ?</p> <p><b>Confidentiality should be respected at all times with information shared on a need to know basis, this is in line with the policy and procedures of the organisation and the Data Protection Act. Records should be stored in a locked cabinet to ensure confidentiality is maintained.</b></p> <p>I further discussed with him knowledge point <b>HSC24.2</b>. David explained to me his awareness of the residents' Charter of Rights which advises of the residents' right to have cultural needs met and his responsibility to access information from the residents' care plan which would advise him of how individual needs should be met. Through further discussion David demonstrated his awareness of the residents' right to take appropriate risks recognising his responsibility to provide residents with a safe secure environment.</p>	<p>HSC21.3.9</p> <p>HSC21.3.8</p>	<p>HSC21.5 HSC21.13 HSC24.9</p> <p>HSC24.2</p>
---	-----------------------------------	--

### COMMENTS/FEEDBACK TO CANDIDATE

You demonstrated knowledge and understanding of the need to communicate clearly through using communication skills to meet the individual needs of the resident. Aware of your responsibility to ensure records were updated providing relevant information to ensure continuity of care. Storing files safely and securely.

**If witness testimony used please state who supplied testimony and relationship to candidate.**

<b>Expert Witness Signature</b> (if applicable):	<i>Margaret Green</i>
<b>Candidate Signature:</b>	<i>David Bloggs</i>
<b>Assessor Signature:</b>	<i>Mary Jones</i>
<b>Date:</b>	07.05.04

**EVIDENCE GATHERING FORM**

<b>EVIDENCE NO:</b>	6
<b>DATE:</b>	10/03/04

*IDENTIFY EVIDENCE TYPE*

- DIRECT OBSERVATION**
- QUESTIONS**
- PRODUCT**

- REFLECTIVE ACCOUNT**
- EXPERT WITNESS**
- WITNESS TESTIMONY**

<b>CANDIDATE NAME:</b>	David Bloggs
------------------------	--------------

<b>EVIDENCE:</b>	<b>Unit, Element, PCs</b>	<b>Knowledge</b>
HSC21 Communicate with, and complete records for individuals HSC24 Ensure your own actions support the care, protection and well-being of individuals		
<p>David requested information from me concerning how to communicate with Mr A who had been admitted for a period of respite and whom David was to complete a care plan with. After the meeting with Mr A David advised me of difficulties he had encountered and advising of how he had overcome these.</p> <p>David completed the care plan clearly and accurately providing information which would assist all staff involved in Mr A's care communicate through Mr A's preferred method.</p> <p><b>This relates to Evidence No. 1 and Evidence No. 4.</b></p>	<p>HSC21.1.1</p> <p>HSC21.1.5</p>	<p>HSC21.10</p> <p>HSC24.6</p>

EVIDENCE contd	Unit, Element, PCs	Knowledge

### ADDITIONAL EVIDENCE AND CLARIFICATION

<p>This might be used to record additional questions or the candidate may use it to write an additional paragraph.</p> <p>Assessor's comments: - I can confirm the accuracy of this witness testimony and I have checked the completed care plan. See Evidence 1 and Evidence 4.</p>		
--	--	--

### COMMENTS/FEEDBACK TO CANDIDATE

You ensured continuity of care through providing relevant information to assist all staff communicate with Mr A.

**If witness testimony used please state who supplied testimony and relationship to candidate.**

Reta Green Senior on Duty (David's Supervisor) *Reta Green*

<b>Expert Witness Signature</b> ( <i>if applicable</i> ):	
<b>Candidate Signature:</b>	<i>David Bloggs</i>
<b>Assessor Signature:</b>	<i>Mary Jones</i>
<b>Date:</b>	06.04.04