

REVISE BTEC NATIONAL

Health and Social Care

PRACTICE ASSESSMENTS Plus⁺

Unit 2



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Health and Social Care
UNIT 2

PRACTICE
ASSESSMENTS
Plus⁺

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A note from the publisher

These practice assessments are designed to complement your revision and to help prepare you for the external assessment. They do not include all the content and skills needed for the complete course and have been written to help you practise what you have learned. They may not be representative of a real assessment.

While the publishers have made every attempt to ensure that advice on the qualification and its assessment is accurate, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

This qualification is reviewed on a regular basis and may be updated in the future. Any such updates that affect the content of this book will be outlined at www.pearsonfe.co.uk/BTECchanges

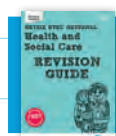
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Introduction

This book has been designed to help you to practise the skills you may need for the external assessment of BTEC National Health and Social Care – Unit 2: Working in Health and Social Care. You may be studying this unit as part of the BTEC National Certificate, Extended Certificate, Foundation Diploma, Diploma or Extended Diploma in Health and Social Care.

About the practice assessments

The book contains four practice assessments for the unit, but, unlike your actual assessment, each question has targeted hints, guidance and support in the margin to help you understand how to tackle it.



Revision Guide
page 30

gives you relevant pages in the Pearson Revise BTEC National Health and Social Care Revision Guide so you can revise the essential content. This will also help you to understand how the essential content is applied to different contexts when assessed.

Hint

gets you started and reminds you of the skills or knowledge you need to apply.



Prepare

helps you think about how to approach a question, such as making a brief plan.

LEARN IT!

provides content that you need to learn such as a definition, rule or formula.



Explore

reminds you of content related to the question to aid your revision on that topic.

Watch out!

helps you avoid common pitfalls.



Time it!

appears in the final practice assessment and helps you become familiar with answering in a given time, and thinking about allocating appropriate time for different kinds of questions.

There is space within the book for you to write your answers to the questions. However, if you are planning or writing notes, or simply require more space to complete your answers, you may want to use separate paper.

There is also an answer section at the back of the book, so you can check your answers for each practice assessment.

Check the Pearson website

For overarching guidance on the official assessment outcomes and key terms used in your assessment, please refer to the specification on the Pearson website.

The practice questions, support and answers in this book are provided to help you to revise the essential content in the specification, and to help you review ways of applying your skills. The details of your actual assessment may change, so always make sure you are up to date on its format and requirements by asking your tutor, or checking the Pearson website, for the most up-to-date Sample Assessment Material, mark schemes and any past papers.

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A small bit of small print

Pearson publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions have been written to help you test your knowledge and skills. Remember: the real assessment may not look like this.

Practice assessment 1

SECTION A

Answer ALL questions.
Write your answers in the spaces provided.

1

Scenario 1: Ill health

Nigel is 45 years old. A brain injury has left him partially paralysed down his right-hand side, after a year in hospital, initially on a medical ward and then in a rehabilitation centre. He will be on medication for his brain injury for the rest of his life.


He now walks with the aid of a stick, swinging his right leg to walk and cannot move his right arm at all. He lives on his own in a new home and has been allocated a support worker, Tama, to help him adjust to his condition. He has family and friends living close by.

Nigel is depressed. He suffers from mood swings and is often angry with his situation, although he pretends to be cheerful and makes fun of himself and his condition when he is with family and friends.

(a) Identify **two** ways in which a support worker might help Nigel adapt to his changed circumstances.

- 1
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- 2
-

2 marks



Revision Guide
pages 58, 59,
61, 62 and 98

Hint

For this **identify** question, you simply need to provide the facts asked for, with no added details.

Hint

Imagine what you would need help with if you were partially paralysed down one side and lived on your own.

Hint

Remember that not only will Nigel need help doing day-to-day tasks, but he will also need help to come to terms with his changed life. His family and friends will need support with this too.



Revision Guide

pages 65, 66, 67, 68 and 70

Hint

To answer this describe question, you need to give two care values, such as 'empower him', or 'keep him safe', and add some detail for each about how the support worker can do this.

Hint

Although there are many ways in which a support worker can empower an individual, this question asks you to consider two of the care values, so only give one answer about empowering Nigel. Your second answer should be about a different care value such as ensuring safety.

LEARN IT!

Empower means giving an individual information and support so they can make informed decisions and choices about their life in order to live as independently as possible.

(b) Describe how his support worker might apply two of the care values when helping Nigel.

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4 marks

(c) Explain how healthcare service providers can help Nigel now he has left hospital.

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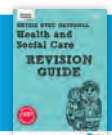
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6 marks



Revision Guide
pages 56, 57,
60 and 62

Hint

In this **explain** question, you need to include some detail in your answer. The question asks about healthcare service **providers** which requires you to write about two or more services.

Hint

The number of marks available should guide you on the amount of detail to include in your answer. For 6 marks, you could identify two healthcare service providers and give at least two examples of how each can help Nigel. Alternatively, you could identify three healthcare service providers and include one way in which each can help him.

Watch out!

The question asks about healthcare service providers, so you won't gain any marks if you write about any social care services.

1



Revision Guide

pages 75, 92, 93 and 94

Hint

This is a **discuss** question, so make sure you add some detail about each of the concerns you write about.

Watch out!

Make sure you include a range of ways the employer will ensure Tama meets professional standards while staying safe.

It is easy to focus solely on one way, such as providing policies and codes of practice, and then writing lots of different examples, but this will limit the mark you are awarded.

Hint

Try to include at least four different ways with some added detail about each one.

Hint

You don't need to name any organisations or regulatory bodies but you should think about the responsibilities the organisation has towards both Nigel and the support worker.

(d) Discuss how the organisation which employs Tama, Nigel's support worker, will ensure she meets professional standards while staying safe herself.

Dotted lines for writing the answer.

8 marks

Total for Question 1 = 20 marks

SECTION B

2

Scenario 2: Learning disability

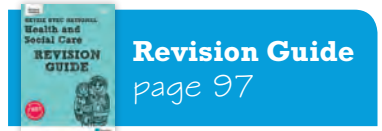
Owen is 22 years old, is strong and physically fit, and has a learning disability. He still lives with his parents and during the week attends a day centre for people with learning disabilities.

Owen's parents hope that one day he will be able to live independently as they are in their late 50s: they worry about how he will cope when they are no longer able to care for him. He has two brothers and two sisters but they all live in different parts of the country and have busy lives.

(a) Identify **two** skills the day centre could teach Owen to help prepare him for living independently.

- 1
-
- 2
-

2 marks



Hint

For this **identify** question, you simply need to state two different skills that will help Owen to live independently.

Hint

Imagine you are going to live in your own flat away from your parents for the first time. What will you need to be able to do to look after yourself?

LEARN IT!

Mencap defines a **learning difficulty** as 'a reduced intellectual ability and difficulty with everyday activities [...] which affects someone for their whole life.' (Source: MENCAP)



Revision Guide
page 97

Hint

This is a **describe** question, so make sure you add some detail about each of the concerns you write about.



Prepare

Before you begin your answer, you can plan your writing by imagining you are looking after a 22-year-old man with learning difficulties – write a bullet list of concerns you may have. For example, how might he behave if he doesn't understand something and gets frustrated?

Hint

Think about what you know about care values, especially the one about empowerment, as the day centre is trying to help Owen live independently in the community.

(b) Describe **two** concerns the day centre may have when providing care for Owen.

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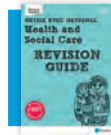
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4 marks



Revision Guide
pages 86 and 97

(c) Explain how an advocate may be of use to Owen when he moves into his own accommodation in the community.

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6 marks

Hint

For this **explain** question, you need to say how an advocate can support Owen and add some detail to each example. Be guided by the number of marks available, e.g. you could give three different examples and add some detail for each.

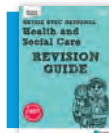
Hint

Think about how your parents or guardians supported you when you were young. Did they speak up for you? Why? In what circumstances?

LEARN IT!

An **advocate** speaks on behalf of someone else who has communication difficulties, to represent their interests.

1



Revision Guide
pages 67, 72
and 97

Hint

For this **discuss** question, you need to consider the different ways in which organisations keep service users safe and include some detail for each.

Prepare

Before you start to write, make some notes of what you want to include in your answer. You could draw a mind map or note down a list of bullet points – whatever works best for you.

Hint

You are only required to write about ensuring safety. Discussing other care values will not gain you any extra marks, unless you make it clear how they are related to ensuring safety. For example, protecting Owen from discrimination is keeping him safe if that discrimination means that Owen is being abused or is at risk of physical harm.

(d) Discuss how managers and carers at the day centre can keep Owen safe.

Dotted lines for writing the answer.

8 marks

Total for Question 2 = 20 marks

SECTION C

3

Scenario 3: Physical/sensory disability

Angie is 55 years old, lives in London and has a visual impairment. Her parents and one of her brothers lost their sight due to an inherited condition and she has now started to lose hers. Although she knew this could happen, she is struggling to come to terms with the fact that she is going blind.

Angie is learning to read Braille but, because she is doing this in middle adulthood, she is finding it difficult and keeps saying she is going to give up. Her husband, Steve, is very supportive and is encouraging her to continue to learn Braille.

She will be allocated a social worker to help her and hopes to have a guide dog one day, like her parents and brother do.

(a) Identify **two** ways in which the social worker can support Angie as she loses her sight.

- 1
-
- 2
-

2 marks



Revision Guide

pages 58, 62, 64 and 98

Hint

For this **identify** question, you only need to state the two facts asked for, without adding any detail.

Hint

Think about your *day-to-day* life. What might you find it hard to do if you could no longer see?

Hint

Show that you understand what support Angie will need from the social worker by thinking of two ideas of your own. Do not include learning to read Braille (her husband is supporting her with that) and do not include putting her in contact with the Guide Dogs for the Blind (because her family will give her that information).

Watch out!

Make sure you do not confuse the role of a social worker with that of a support worker. A support worker is more 'hands on', supporting people with their day-to-day living by helping them put into practice the solutions to problems suggested by a social worker. This question is about a social worker.

1



Revision Guide
pages 69 and 70

Hint

For this **describe** question, you need to add more detail than you would when answering an 'identify' question.

Hint

Try to include four relevant points to gain a good mark.

Hint

Think about the precautions you take to keep your mobile phone and other devices such as iPads secure.

Explore

The Data Protection Act 2018, which supplements the EU General Data Protection Regulation (GDPR), came into force on 25 May 2018. This superseded the Data Protection Act 1998. It is the biggest change to data protection legislation since 1998, introducing new requirements for how all organisations process personal data. It is important to know about the change.

(b) Describe how the social worker will keep personal information about Angie secure.

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4 marks

(c) Explain **three** barriers that Angie may face when accessing services, such as when visiting her GP, dentist or optician.

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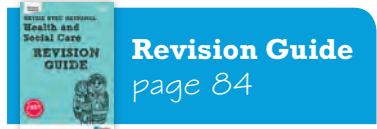
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6 marks



Hint

For this **explain** question, you need to identify three barriers and add some detail about each one.

Hint

Think about how you would try to access your GP if you were blind. How would you make and record the appointment? How would you get there and back? How would you cope when you got there?

Watch out!

This question does not ask you to suggest ways to overcome any barriers you identify. If you do you will not gain any extra marks.

1



Revision Guide
pages 88 and
91

Hint

For this **discuss** question, you need to identify two organisations that regulate and inspect social care services. You also need to include some detail about how they do this.

Hint

The organisations that you have learned about regulate and inspect all health and social care services, not only social care, so you can just refer to services in your answer.

LEARN IT!

Regulate means to lay down guidelines and codes of practice that must be followed by service providers.

Inspect means to examine the performance of organisations against a set of standards and report the results to the public.

Watch out!

The scenario tells you that Angie lives in London. This means you need to know and write about the organisations that regulate and inspect care providers in England.

(d) Discuss the roles of **two** organisations which regulate and inspect social care services in England.

Dotted lines for writing the answer.

8 marks

Total for Question 3 = 20 marks

SECTION D

4 Scenario 4: Age-related needs (later adulthood)

Shama is 87 years old. She lives at home with her family and is fit and healthy, having stayed active all her life.

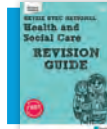
She had a fall and fractured her pelvis, so was admitted to hospital, where she had an operation. She was then cared for in hospital, before being moved to a nursing home to continue her recuperation.

You are a trainee healthcare assistant in the nursing home and Shama is one of the patients you help care for.

(a) Identify **two** rights relating to Shama that you need to be aware of when caring for her.

- 1
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- 2
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2 marks



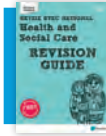
Revision Guide
page 100

Hint

For this **identify** question, you don't need to include any detail beyond stating two of Shama's rights.

Hint

If you can't think of any rights relating to Shama, think about how you would expect to be treated if you were in hospital.



Revision Guide
pages 75, 81
and 93

Hint

For this **describe** question, you need to include some detail about each point you make.

Hint

The question asks you to describe how your skills will be both monitored and improved, so make sure you write about both in your answer.

Hint

Answer the question as though you are describing how this happens to **you**, not as though you are talking about **any** trainee healthcare assistant.

Watch out!

This question is about skills, which are abilities to do certain things, rather than qualities, which are attributes possessed by a person, such as being kind or polite. One skill you might use as a healthcare assistant looking after Shama is to help her move from her bed to a chair; another is to help her wash and dress.

(b) Describe how your professional skills will be monitored and improved by your line manager.

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4 marks

(c) Explain what your role as a healthcare assistant involves.

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6 marks



Revision Guide
pages 56, 60,
75, 93, 95 and
100

Hint

For this **explain** question, you need to give examples of what a healthcare assistant does, and include some detail with each example. If you are finding it hard to think of examples, you could imagine what you would need help with if you had limited mobility after a fall and were in hospital. (A hospital is another place where healthcare assistants work.)

Hint

Use the number of marks available as a guide to how many healthcare assistant's duties you should write about.



Revision Guide
pages 73, 74
and 77

Hint

For this **discuss** question, you need to consider different aspects of partnership working, and include some detail with each example. Try to justify why each aspect of partnership working will be good for Shama and her family.

Hint

Use the number of marks available to guide your answer. You could write about at least four different aspects of partnership working and explain how each is beneficial to Shama and her family.

Watch out!

This question asks you to discuss **benefits** of partnership working so, even if you know some disadvantages of partnership working, do not include them as they will not gain you any marks.

Watch out!

Don't forget to link the different aspects of multidisciplinary working to Shama and her family, rather than talking about the general benefits of multidisciplinary working.

Hint

If you have time, remember to check your writing and spelling. Poor spelling and grammar can make it hard to understand what you're trying to say.

(d) Discuss how multidisciplinary working can benefit Shama and her family.

Dotted lines for writing the answer.

8 marks

Total for Question 4 = 20 marks

TOTAL FOR PAPER = 80 MARKS

Practice assessment 2

SECTION A

Answer ALL questions.
Write your answers in the spaces provided.

1

Scenario 1: Ill health

Ava is 8 years old and has leukaemia, a cancer of the blood. She is currently in a children's hospital and is being cared for by a team of staff made up of people with different roles. They are confident that Ava will make a full recovery as her condition has been diagnosed early. However, the treatment will last for months or even years, so she will be away from her family, friends, home and school for a long time. Although her family visit every day and make sure friends keep in touch, she is aware that home and school life is continuing without her, so is often sad.

Although her ward has a teacher, Ava is often very tired (a side effect of the treatment) so she doesn't always feel like doing school work. Like other children in her position she is falling behind her classmates. She has a paediatric nurse, Sally, who works closely with both her and her family.

(a) Identify **two** ways in which Sally can support Ava's family.

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- 2
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2 marks



Revision Guide
 pages 95
 and 99

Hint

For this **identify** question, you only need to provide the facts asked for, with no added details.

Hint

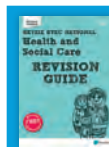
Imagine someone you are close to is ill in hospital. What support would you like a nurse to offer you? Would you like to be clear about exactly what was happening to your relative or friend?

LEARN IT!

The word **paediatric** means of, or relating to, the medical care of children.

Watch out!

This question is about Ava's family, so you won't get any marks if you write about ways Sally can support Ava herself.



Revision Guide

pages 56, 60, 67, 70, 72 and 95

Hint

To answer this question you need to think about how Sally can protect Ava from any risk of harm, for example, by making sure all visitors use the hand gel provided on the ward to prevent infection.

Hint

For this **describe** question, you need to identify two ways in which Sally can safeguard Ava and to add some detail about each of these ways. For example, if you write about making sure all equipment is sterile, explain that this is to reduce the risk of infection.

LEARN IT!

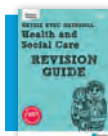
To **safeguard** a child means to promote their wellbeing and protect them from harm, to both their health and development, so providing safe and effective care.

(b) Describe **two** ways that Sally can safeguard Ava in the hospital ward.

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4 marks



Revision Guide
pages 56, 60
and 79

(c) Explain the roles of **three** other professionals who will help Ava while she is in hospital.

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6 marks

Hint

For this **explain** question, you should include some detail in your answers. You will have learned about the roles of some professionals in your lessons. If you can't remember three, but you know of others through personal experience, or from watching television programmes, it is fine to include them.

Hint

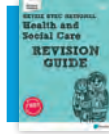
As this question is worth 6 marks you should identify three professionals and write at least one example of what each of their roles involves.

Watch out!

The word 'other' in the question tells you that you should not describe the role of the paediatric nurse or the ward teacher mentioned in the scenario. The word 'professionals' means that you should write about people who are trained and paid to work at the hospital, rather than volunteers such as hospital visitors.

Watch out!

Remember that this question is about roles, **not** responsibilities. A role is a description of what a person does within their job, whereas a responsibility is a duty to make sure a particular task is done to the required standard, for example, by following policies and procedures in the workplace.



Revision Guide
pages 92, 93,
101 and 102

Hint

For this **discuss** question, you need to write about different ways in which healthcare professionals gain and maintain their skills, knowledge and understanding.

Hint

You also need to think about how healthcare professionals can make sure their working practices are of a high standard, so they do not adversely affect the people who use the hospital services.

Hint

You could structure your answer in four parts:

1. How healthcare professionals train before they get the job.
2. What they do when they start the job.
3. How they train on the job.
4. How they make sure their working practices stay at a high standard.

(d) Discuss how the healthcare professionals who work in an NHS hospital train for their roles and maintain their own good working practices.

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8 marks

Total for Question 1 = 20 marks

Answers

The questions and sample answers are provided to help you revise content and develop your skills. Ask your tutor or check the Pearson website for the most up-to-date Sample Assessment Material, past papers and mark schemes to get an indication of the actual exam and what this requires of you. Details of the actual exam may change so always make sure you are up to date.

Use this section to check your answers. Note that answers to questions are individual and some may require longer responses; bullet points show the key points you could include in your answer or how your answer could be structured. For these questions, your answers should be written using sentences and paragraphs and you might include some, but not necessarily all of the points.

Practice assessment 1

(pages 1 to 16)

For all the questions, use the number of marks available to guide your answers and the number of points you should make to gain a high mark.

- 1 (a) Example content may include:
- Help him access the healthcare services he needs.
 - Arrange for any adaptations needed in his home to enable him to cope with day-to-day tasks.
 - Help with access to benefits.
 - Help him cope as he adjusts to normal living away from the hospital.
 - Support his family and friends.
 - Ensure that his care reflects his needs and preferences.
- (b) Example content may include:
- Empower him by supporting him and making sure he is not discriminated against due to his disability, making sure he has access to all the services he needs.
 - Empower him by finding ways to help him that allow him to keep his dignity, such as providing a grabber, so he can pick things up himself instead of relying on others.
 - Empower him by finding ways and equipment to help him be as independent as possible.
 - Empower him by making sure his care reflects his choices and promotes his wellbeing.
 - Empower him by promoting his rights, such as making sure he knows how to complain if he feels his needs are not being met.
 - Make sure he is safe by arranging for adaptations to be made so any risk is minimised, such as grab rails in the shower on his left-hand side as his right arm does not work.
 - Make sure he is safe by ensuring that another qualified support worker is on call to help if Tama is not available.
 - Maintain confidentiality by only sharing information about him and his condition with those who are involved in his care.
- (c) Example content may include:
- An occupational therapist can visit Nigel at home to identify issues he has in everyday life, such as cooking.
 - The occupational therapist can help him work out practical solutions, such as having a small vacuum cleaner both upstairs and downstairs as he struggles to lift items like this.
 - His GP can provide prescriptions, so he can continue his medication without returning to the hospital.
 - His consultant at the hospital will continue to see him regularly to check on his progress and his brain injury.
- A physiotherapist will work with Nigel regularly to help him maintain and, hopefully, improve his mobility.
- A psychologist can help him cope with his anxiety and depression caused by his condition, and help improve his quality of life.
- (d) Example content may include:
- Provides policies, procedures and codes of practice to follow.
 - Ensures policies, procedures and codes of practice are regularly reviewed and updated to make sure they support current national work practices, policies and legislation.
 - Is available to advise the support worker if she needs any help.
 - Provides any records/details she needs before starting to work with Nigel.
 - Monitors the support worker to make sure the service she provides meets National Occupational Standards (NOS).
 - Provides opportunities for continuing professional development (CPD).
 - Provides a complaints procedure for the service user and the support worker.
 - Ensures any complaints are dealt with properly.
 - Encourages the support worker to have membership of a trade union/professional association.
 - Provides a whistleblowing policy which protects the support worker if she feels the workplace practices that she is expected to implement are unsafe.
- 2 (a) Example content may include:
- How to:
- use public transport
 - manage money
 - shop
 - do household tasks
 - cook safely
 - look after his personal hygiene.
- (b) Example content may include:
- The need to make sure that Owen and his family have a say in his care, which means the day centre needs to offer a range of options to give them choices.
 - The conflict between trying to preserve Owen's independence and the obligation to report risk if they suspect there is any.
 - Owen is a strong and fit 22-year-old male, so if he loses his temper it may be hard for some staff to deal with him.
 - Providing care that is individualised enough for Owen when they have other service users with different needs.
- (c) Example content may include:
- Attending meetings with Owen or completing paperwork on his behalf in order to help him to:
- express his views and opinions about his care and needs, so they are taken seriously
 - access information and services
 - defend and promote his rights and responsibilities
 - explore his choices and options.
- (d) Example content may include:
- Ensure that they have a robust health and safety policy and that there is someone identified as being responsible for health and safety.
 - Undertake a risk assessment to identify risks and hazards and take action to reduce the likelihood of harm or injury.
 - Provide health and safety training for all staff and volunteers.
 - Keep a record of all accidents and incidents.

- Have a robust safeguarding policy.
 - Protect from illness by, for example, having clean toilets, hand-washing facilities and safe drinking water.
 - Provide well-maintained first aid facilities.
 - Use protective equipment and clothing, for example, when dealing with any body fluids.
 - Control substances harmful to health, such as cleaning fluids, by keeping them in a locked steel cupboard.
 - Have enough staff to be able to adequately care for all service users.
 - Make sure all staff have Disclosure and Barring Service (DBS) clearance.
 - Ensure they have codes of practice which are familiar to, and followed by, all staff.
 - Ensure that all staff have knowledge of infection control procedures.
- 3 (a) Example content may include:
- Help her learn to do day-to-day tasks without her sight.
 - Arrange adaptations to her home.
 - Advise on appliances and other specialist aids available.
 - Provide emotional support.
 - Arrange for her to access other services, such as a psychologist or an occupational therapist, to help her adapt to her new circumstances.
 - Provide information and support for her family and friends.
 - Provide links for support groups.
- (b) Example content may include:
- Make sure information transferred electronically is either encrypted or password protected.
 - Make sure any written records are stored in a locked filing cabinet.
 - Adhere to codes of practice regarding confidentiality provided by the social worker's employers.
 - Only share information with others directly involved in Angie's care.
 - Follow the policy provided by her employer on the use of mobile phones.
- (c) Example content may include:
- She cannot see to use the phone to make the appointment.
 - She will need someone to be available to go with her, to escort or take her to the appointment and to help her while there.
 - There may be steps up to the front door which Angie will find harder to climb up as she can't see them, even with someone holding her arm.
 - Angie will not be able to read any directions or other printed information when she gets there.
 - There may be signs in Braille, but until she can read this fluently they will not help.
 - Angie will not be able to complete any forms and will have to rely on the person with her, or the service provider, to do this for her.
- (d) Example content may include:
- The Care Quality Commission (CQC):
 - o registers care providers
 - o monitors, inspects and rates services
 - o takes action to protect service users if necessary
 - o publishes inspection reports.
 - The National Institute for Health and Care Excellence (NICE):
 - o produces evidence-based guidance and advice for service providers
 - o develops quality standards and performance measures for service providers
 - o provides a range of information services
 - o advises on the safety and effectiveness of services.
 - The Health and Care Professional Council (HCPC):
 - o promotes good practice
 - o protects the public from poor standards of care
 - o registers members of professions such as social workers
 - o investigates complaints and takes appropriate action.
- 4 (a) Example content may include:
- To be treated fairly and equally.
 - To be consulted about her care.
 - To be consulted about her preferences, such as what to eat or wear, or when to pray.
 - To be protected from risk or harm.
 - To have access to the complaints procedures.
- (b) Example content may include:
- Line manager will:
- watch me carry out various procedures, such as changing a dressing, so she or he can tell me how to improve if necessary
 - provide me with opportunities for training courses or continuous professional development (CPD), so I can learn, use and improve my skills
 - make sure I have access to, and have read, all relevant documents that explain procedures that I need to be able to carry out
 - check on skills, such as my record keeping, to make sure I don't need more training and to make suggestions for any improvements
 - chat to service users as part of my performance management to gather feedback on the care I provide.
- (c) Example content may include:
- Under supervision by my line manager or other trained staff who are working near me I perform the following tasks:
- washing, dressing, toileting, making beds, feeding and helping service users with mobility
 - monitoring health by taking readings such as temperature, pulse, respiration rate, blood pressure, oxygen level and weight
 - providing correct information when answering questions from service users, their families and others involved in their care
 - making sure notes are accurate and up to date
 - following healthcare plans for each service user
 - talking to service users, to give them company, keep their spirits up, reassure and comfort them
 - keeping service users safe, for example, when they are using a walker reminding them not to sit down until the backs of their legs are touching the edge of their chair
 - making sure I return records to their allocated place, so they are secure.
- (d) Example content may include:
- All service providers work together so there is no need to keep repeating the details of Shama's case.
 - Shama's different needs can be more easily assessed by multidisciplinary working.
 - Gaps in provision can be identified and addressed.
 - More efficient use of services, for example, a member of her family will be her primary carer when she returns home and a different service will assess that carer.
 - Healthcare planning can be shared by all, so information is readily available and there is no break in Shama's care as she moves from hospital to the nursing home and then back home.
 - Information sharing between professionals is more efficient.
 - Care is provided in a coordinated way so services complement rather than disrupt each other, so less frustrating for all involved.
 - Shama will feel she is being treated as a whole person, rather than having different services look after different parts of her care and not knowing what other services are doing.
 - Shama and her family will be involved in the planning and decision-making about her care.
 - A range of specialist services will be readily available to Shama and her family.