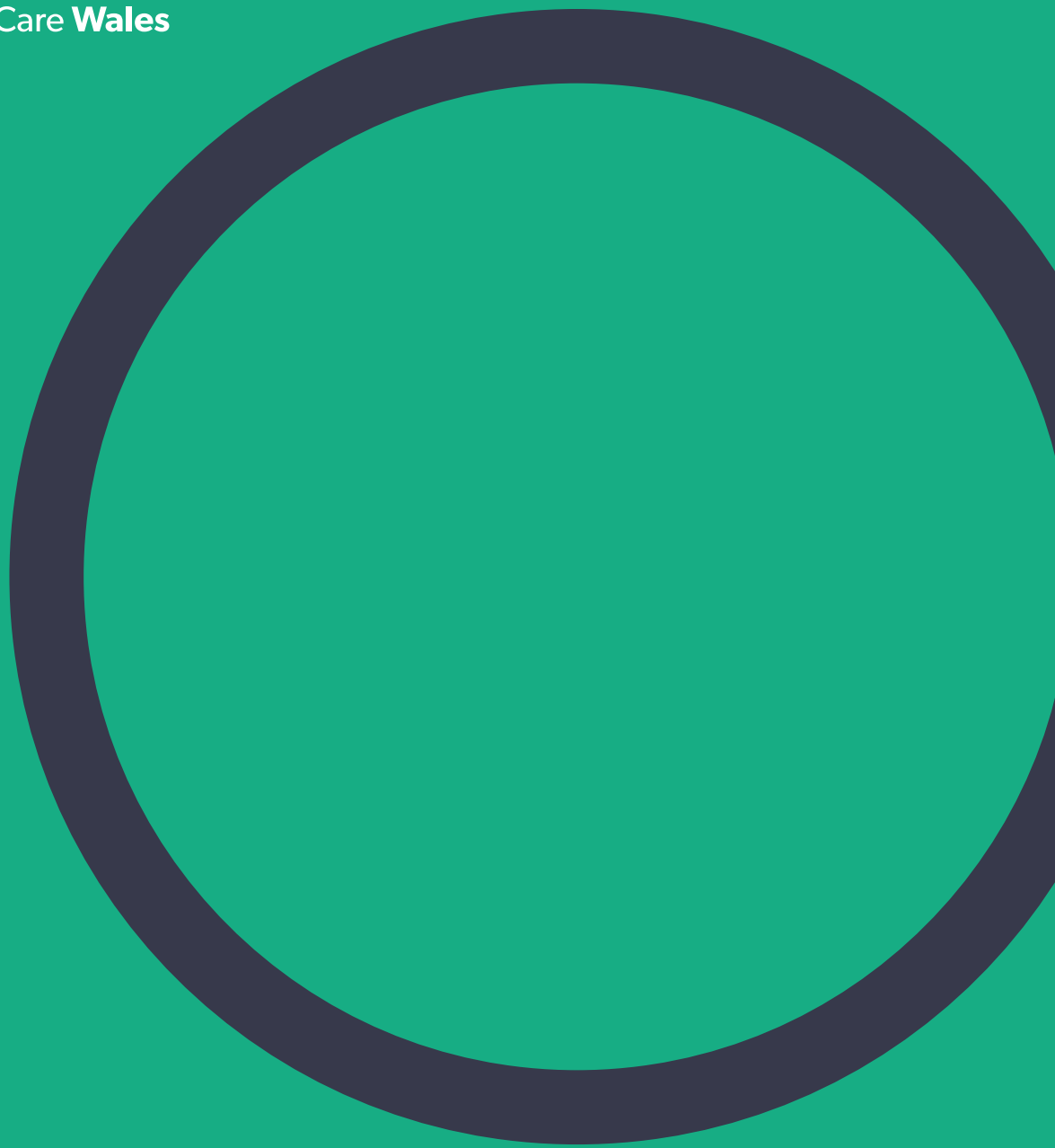




Gofal Cymdeithasol **Cymru**
Social Care **Wales**



All Wales induction framework for health and social care: **Workbook three**

Health and well-being (Adults)

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Noddir gan
Lywodraeth Cymru
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All Wales Induction Framework for Health and Social Care

workbook three:

Health and well-being (Adults)

This workbook will help you explore the relationship between health and well-being and the role health and social care workers have in promoting health and well-being in the care and support provided to individuals. You can use the completed workbook activities as evidence towards achievement of the All Wales Induction Framework for Health and Social Care (Induction Framework). It can also be counted towards the qualification that you will need to complete later for your practice.

Contents:

3.1	Well-being.	5
3.2	Factors which impact upon the health and well-being of individuals	8
3.3	Support for personal care and continence	16
3.4	Pressure area care	19
3.5	Oral health care.	23
3.6	Foot care.	26
3.7	Administration of medication.	28
3.8	Nutrition and hydration	31
3.9	Falls prevention.	34
3.10	End of life care	36
3.11	Assistive technology	38
3.12	Sensory Loss.	40
3.13	Dementia	43
3.14	Mental health	47
3.15	Substance misuse	50
3.16	Practice placement reflection.	52

3.1 Well-being

You will have learnt about well-being when you completed the activities in workbook 1: principles and values of health and social care. This section will help you explore your understanding a bit more.

Everyone is entitled to well-being and everyone has a responsibility for their own well-being, but some people need extra help to achieve this.

Well-being is about more than just being healthy, it can also include:

- being safe
- having somewhere suitable to live
- being involved in decisions that impact your life
- having friends
- being part of good, strong communities
- having every chance to do well in education
- feeling good about your life
- for adults – being able to work
- for children – being able to grow up happily and successfully, and being well-looked after

Learning activity

Think about well-being in relation to your own life and what this means to you. Reflect upon what matters to you and what helps you achieve a good life.

Workbook notes

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Learning activity

List five factors that negatively or positively affect the well-being of individuals and carers?

Workbook notes

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Learning activity

Read the case study below and answer the questions.

Gwyneth is 80 years old. Her husband passed away a few years ago and her daughter has recently moved to England to be near her daughter who has multiple sclerosis. Gwyneth has always been very active in her local community - helping out in the local lunch club which her church runs. She sings in a choir and has begun to attend a computer class in the village hall. She has learnt how to use Skype which has made a big difference in keeping in touch with her family.

Gwyneth recently had a nasty fall, after slipping on ice. She broke her arm and leg. She was discharged to a care home from hospital for rehabilitation before going home. However, her recovery has been delayed from an infection in her leg.

She has become very low in mood. She hardly dresses or leaves her bedroom and has little appetite. She is not doing the exercises the physiotherapist has set for her.

Her daughter has been keeping in touch with the home by telephone and is becoming very worried about her mother's decline.

Workbook notes

1. What is affecting Gwyneth's well-being?

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2. What might help to improve this?

3. How might you work with Gwyneth to support and promote her well-being?

4. Who else could help?

Supporting the well-being of individuals is an important part of your role. It is important you understand what matters to the individuals and carers you work with, in order to promote their well-being.

3.2 Factors that impact upon health and well-being

In this section you will show your understanding of the **factors which affect the health, well-being and development of individuals.**

Knowledge of human development is important because it will help you understand the needs of individuals at different stages in their lives. You also need to be aware of the factors that can have a positive or negative affect on an individual's development and how this links to their health and well-being. Erik H Erikson describes eight stages of human development, look these up and answer the questions below:

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Learning activity

Workbook notes

1. List the eight stages of human development.
2. List five factors that can affect human development.

3. What does the term 'attachment' mean and what impact can this have on individuals in adulthood?

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4. Why is self-identity, self-worth and a sense of security and belonging important for the health and well-being of individuals?

5. Explain how the way individuals are supported impacts on the way they feel about themselves.

There are a range of **factors which may affect the health, well-being and development of individuals**. Describe what the impact might be on an adult who loses their sight through an accident in work.

Workbook notes

Disability Wales; an umbrella organisation for disability groups in Wales says that, 'Disabled people generally have fewer opportunities and a lower quality of life than non-disabled people. There are two different ways of explaining what causes this disadvantage: the medical model of disability and the social model of disability.'¹

To find out more about the social model of disability, you can watch a film made by Scope UK - What is the social model of disability?²

¹ <http://www.disabilitywales.org/social-model/>

² Web address - <https://www.scope.org.uk/about-us/our-brand/social-model-of-disability>

Learning activity

When we base our practice on the social model, we focus on reducing or removing the barriers people with disabilities face. We see the person first and not their disability or illness. Our aim is to help them achieve their goals, aspirations and full potential. The social model recognises people with disabilities as full, valued and included members of our communities with the same rights and responsibilities as everyone else.

Write in the table below five differences between the medical and social models of disability.

Medical model of disability	Social model of disability

Learning activity

In the space below write a sentence on what is meant by:

- good physical health
- good mental health

Workbook notes

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Learning activity

Think back to the case study of Gwyneth and answer the following questions:

Workbook notes

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1. How are good physical health and good mental health connected?
2. What is the potential impact of prolonged inactivity on Gwyneth's physical well-being?
3. What has been the impact of prolonged inactivity on Gwyneth's mental well-being?
4. Before Gwyneth fell, what contributed to her sense of well-being?
5. How might this be supported in the care home environment?

The arts and well-being

The arts can play an important role in contributing to our sense of well-being. They bring colour, comfort, imagination and meaning to life, and enhance our sense of well-being. They can be especially helpful in health and social care settings.

If you have not already done so, look at the 'What does the Act mean for me?' Workbook (pages 17-18) and complete the activities to learn about how the arts can contribute to individual well-being. Talk to your manager about what you have learnt.

Workbook notes

Supporting health and well-being

Learning activity

An important part of your role as a health and social care worker is promoting an individual's health and preventing illness where possible. What information would help in the situations below and where could you get extra advice?

You work with a family who are struggling to have a balanced diet.

You support a young adult with a learning disability who does not like going to the dentist and hasn't been for a number of years.

You support an older person who has trouble swallowing her tablets so doesn't want to take them

You work with a family with young children and the parents want to give up smoking

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Give an example in the space below of how you have promoted health and well-being with an individual. If you are not already employed, leave this blank and come back to it later.

Workbook notes

Learning activity

Workbook notes

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1. What are the types of changes in an individual that would give cause for concern for their health and well-being?
2. Explain the importance of observing, monitoring and recording the health and well-being of individuals affected by specific health conditions.
3. Why is it important to report concerns or changes in the health and well-being of individuals?

Making the links

Learning activity

Talk to your manager about the links between health and well-being and:

- safeguarding
- the Mental Capacity Act

Make some notes of your discussion in the space below

Workbook notes

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3.3 Support for personal care and continence

Learning activity

Good personal hygiene is an important part of maintaining dignity. If support is required with personal care it should be provided in the way a person wants it. Answer the questions below:

Workbook notes

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1. What is meant by the term 'personal care'
2. Read the case study about Mrs Desai in workbook 1 – Principle and Values (heading 1:3)
 - a. How could the nurse and home carers have established how Mrs Desai would prefer to be supported with her personal care?
 - b. Describe the ways in which Mrs Desai's privacy and dignity could have been protected when being supported with personal care.

It's important to support people to maintain their personal hygiene and appearance to the standards that they want. So, when providing support with personal care, you need to take people's preferences into consideration - respect their choice of dress and hairstyle, for example. You also shouldn't make assumptions about what are the appropriate standards of hygiene as these will differ from person to person. As you will see from the case study it's also very important to take cultural factors into consideration. How an individual is to be supported should be outlined in their **personal plan**.

You may like to watch the film made by the Social Care Institute for Excellence (SCIE) on dignity in care: personal hygiene³ to help develop your understanding further.

³ Web address - <http://www.scie.org.uk/socialcaretv/video-player.asp?v=personal-hygiene>

Continence management

High quality continence management and care is essential in maintaining dignity and quality of life for individuals. Bladder and bowel control problems can affect adults, young people and children.

Learning activity

Workbook notes

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1. Explain what the term 'continence' means?
2. Identify five factors which may contribute to difficulties with continence.
3. Describe how difficulties with continence can impact on quality of life, health and well-being.
4. How might an individual's personal beliefs, sexual preferences and values affect the management of their continence?

5. What are the aids and equipment that can support the management of continence.

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6. What professionals can help with continence management?

7. When supporting an individual with meeting their personal hygiene needs, how should infection prevention and control be managed?

3.4 Pressure area care

It is important health and social care workers understand how to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's personal plan and risk assessment.

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Learning activity

Workbook notes

1. What is meant by the terms:

- pressure area care
- pressure damage
- pressure ulcers

2. What is the relevant legislation and national guidelines that relate to pressure damage.

3. Identify five factors that increase an individual's risk of skin breakdown and damage.

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4. List the common parts of the body for pressure damage.

Briefly describe the stages of pressure ulcer development. Describe what the affected areas of pressure damage will look and feel like and which parts of the skin are affected.

Stage 1

Stage 2

Stage 3

Stage 4

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SDTI

Unstageable

Identify five interventions which can help prevent the development of pressure ulcer and damage.

Workbook notes

Learning activity

Read the case study below and think about actions that should have been taken in this case.

Neglect on the part of a care home owner contributed to the death of one of the elderly residents, a coroner has ruled.

The judgment came after an inquest heard that the owner and manager of a residential home failed to seek medical help for an 80-year-old woman despite 19 references in the home's records to her having a pressure sore.

The woman, who had been living at the home for five years, died at hospital on August 5, 2016, two weeks after being admitted with a Grade 4 sore – the worst grade possible – on her bottom. The cause of death was respiratory failure caused by sepsis.

The owner told the inquest that the sore was not there two days earlier, but a consultant geriatrician said it was the worst he had ever seen and it could have started as early as April, with "redness" noted.

The coroner concluded the facts of the woman's death adding: "It was contributed to by neglect in not seeking medical attention for the pressure sore in the appropriate manner."

Members of staff at the home told the inquest that when they drew the owner's attention to the sore, which sometimes bled, she was reluctant to call a nurse or doctor.

Workbook notes

- 1. What actions should have been taken by the owner?**
- 2. What further actions should the care workers have taken if they had ongoing concerns?**
- 3. How does this relate to responsibilities in relation to safeguarding and duty of care?**

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3.5 Oral health care

A healthy mouth is an important part of our overall wellbeing. Your role as a health and social care worker involves helping individuals to maintain and improve their oral health and ensure timely access to dental treatment.

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Learning activity

Workbook notes

1. What is meant by the terms:

- oral health care

- mouth care

2. Outline the national policy and practice guidance on oral health care.

3. What are the common oral and dental problems in older people and other individuals who need care and support?

4. Describe how poor oral health and mouth care can impact an individual's health and well-being.

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5. Which professionals can help with the oral health care of individuals you support?

Learning activity

Denise is 45 years old and lives alone. She has experienced mental health problems for many years. As her support worker you have been visiting twice a week to support her to attend an anxiety management programme as she is reluctant to attend alone. You have noticed when talking in the car that she has 'bad breath' and when you observe Denise in the class you can see she is shielding her mouth when talking to the person next to her.

Workbook notes

a. How might Denise's oral health be impacting on her well-being?

b. What action would you take to help Denise?

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Select three mouth problems and describe the signs and symptoms of the mouth condition and the impact this might have on an individual.

Mouth problem	Signs and symptoms	Impact

3.6 Foot care

It is important a person's feet are not neglected as part of their personal plan. The health of an individual's feet will impact on their general health and well-being.

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Learning activity

Workbook activity

1. Describe why foot care is needed by some individuals.
2. List three common conditions that can cause problems with feet.
3. What professionals can help with the foot care of the individuals you support?

Select three foot problems and describe the signs and symptoms of the foot condition and the impact this might have on an individual.

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Mouth problem	Signs and symptoms	Impact

For more information on foot health, NHS Choices has a visual slideshow on foot problems⁴ you may like to look at.

4 <http://www.nhs.uk/Tools/Pages/Foot-problems-a-visual-guide.aspx>

3.7 Administration of medication

Some of the individuals you support might use medication and require support to store and take it correctly. Others may be able to manage their own medication safely and this should be encouraged to promote their continuing independence. Information about the support an individual needs with their medication, will be included in their personal plan.

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Learning activity

It is important you discuss with your manager what you can and cannot do to support with medication with regard to your role, and stage of training. This should cover:

- your organisation's **policies and procedures** for medication management and administration
- what training is required to support with the administration of medication if this forms part of your role.

Write a summary of your discussions in the space below to show your understanding.

Workbook notes

Learning activity

Workbook notes

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1. Outline the legislation and national guidance that relates to the administration of medication.

2. What are the roles and responsibilities of those involved in:

- prescribing
- dispensing
- supporting the use of medication.

3. Where does the responsibility lie for the use of 'over the counter' remedies and supplements in health and social care settings?

4. Explain the link between misadministration of medication and safeguarding.

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For headings 3.3 – 3.7, where these are part of your role, ask your manager to provide you with feedback on how they have observed you support individuals with:

- personal care
- continence management
- oral health and mouth care
- foot care
- support of medication

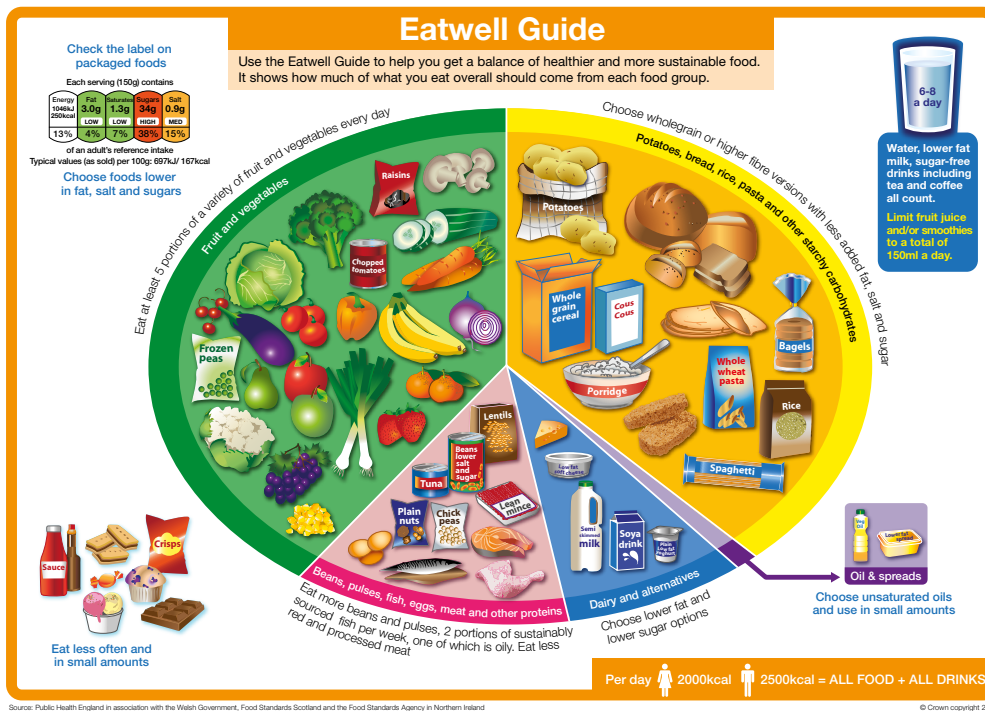
The feedback should also include how you follow **personal plans**; risk assessments and your work place's policies and procedures.

Manager notes

3.8 Nutrition and hydration

What we eat and drink is vital to our health and well-being, how we look, feel and function. A diet that does not include the right balance of everything we need, can lead to ill-health. Supporting people with their dietary needs should be carried out in a person-centred way. An individual's personal plan is an essential tool in providing this properly.

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

Learning activity

Workbook notes

1. What is meant by the term 'nutrition' and 'hydration'?

2. Identify seven factors that affect nutrition and hydration

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3. Outline two national and local initiatives that have been introduced that support nutrition and hydration.

As a health and social care worker you should promote good nutrition and hydration; encouraging and supporting individuals to have the correct balance of food and fluids. Explain how you would promote good nutrition and hydration with each individual for each of the examples below.

An individual with dementia who lives independently and forgets to eat and drink

An individual with a moderate learning disability who lives in supported accommodation and is diabetic

An individual who has had a severe stroke and lives in a care home

Ask your manager or team leader for feedback on how you follow:

- personal plans to support individuals to meet their nutrition and hydration requirements
- workplace policies and procedures for monitoring and recording when supporting individuals with the management of their nutrition and hydration.

Manager notes

3.9 Falls prevention

Slips, trips and falls can have a serious impact on the health and well-being of individuals. Some people who receive health or social care support can be particularly vulnerable to falls injuries - many of which are preventable.

List three individual factors and three environmental factors which can contribute to falls:

Individual factors

Environmental factors

Describe the different strategies that could be used to reduce the risk of falling for each of the factors listed above.

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For more information on falls prevention look at the Ageing well in Wales Falls Prevention Resource Hub⁵ and the Health and Safety Executive's webpage on Slips and trips in health and social care.⁶

⁵ Web address - <http://www.ageingwellinwales.com/en/resource-hub/fp-resources>

⁶ Web address - <http://www.hse.gov.uk/healthservices/slips/index.htm>

Learning activity

You support Mr Jones within his own home. Mr Jones has some mobility problems but usually manages to get around the home using chairs and walls as props. You notice that Mr Jones seems to be having trouble with reading his letters lately and the house is becoming more cluttered with newspapers stacked up by the chair and dirty crockery left out in the kitchen. Mr Jones also insists on wearing his favourite slippers that are worn and no longer fit him properly because they have stretched so much. Answer the questions below:

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Workbook notes

1. What would your concerns be?

2. What actions should you take?

3. Where could you get more information and support to help Mr Jones?

3.10 End of life care

Being diagnosed with a terminal or chronic illness might limit our choices, but it shouldn't stop us living in the way we want to until we die. Some people will need help to enable them to do this. Your role as a health and social worker may involve supporting individuals in the end stages of their life.

The Social Care Institute for Excellence (SCIE) states, 'End of life care is generally used to describe care for those who are approaching death, with a key goal being to make the person comfortable and attend to their needs and wishes as the end of their life approaches. This approach recognises that much can be done to maintain quality of life, even when a cure is no longer an option'.⁷

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Learning activity

Workbook notes

1. Describe how death and dying and grief and mourning might impact on individuals and key people in their lives.

2. How might culture, religion and personal beliefs impact upon an individual's approach to death and dying?

⁷ Social Care Institute for Excellence End of Life Resources - <http://www.scie.org.uk/adults/endoflifecare/resources.asp>

3. What is meant by the terms 'advanced care planning' and 'advanced directives' and why are these important?

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4. Outline the range of support that is available to individuals and families for end of life care.

5. What assistance is available for workers when supporting individuals with end of life care and why is this important?

3.11 Assistive technology

In your role it is important to understand how assistive technology can make a contribution to support individuals' health, well-being and independence. Technology is all around us and is used to make life safer and easier for everyone. There are many different terms used when talking about assistive technology, but it is important to understand that all the technology we use can also support and aid individuals to do some things. For example, using a tablet to shop for groceries online which is delivered to an individual's home can support someone to continue to shop independently. However, in this context we are specifically focusing on technologies that are designed to help keep people with additional needs well, safe and as independent as possible.

A short film produced by Social Care in Excellence (SCIE) provides a good introduction and will support you to complete the learning activities below. 'Providing more personalised care' is available on the SCIE website.

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Learning activity

What is meant by the terms 'assistive technology' and 'electronic assistive technology'?

Learning activity

Think of all the technology you have used before leaving the house this morning. For most of us this will be a long list including using the kettle, drying our hair, using a dishwasher or checking the weather on our smartphones. But some technologies are specifically designed to assist people to undertake a task or to enable them to access support quickly.

List five different types of technological aids that can be used to support an individual's health, well-being and independence.

Outline below how you would support individuals to access assistive technologies in a safe and informed way.

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Provide two examples of how technological aids can be used to support **active participation**.

3.12 Sensory loss

In your role as a health and social care worker, it is likely you will work with people who have sensory loss. It is important you have an understanding of sensory loss and are able to appropriately respond to support requirements of the people you work with.

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Learning activity

1. What is meant by the term 'sensory loss'?

2. In the table below:

- list the five senses
- give an example of a sensory loss for each sense
- give an example of a sign of sensory loss, for one of the examples you stated.

Sense	Example	Sign

3. Identify five factors that cause sensory loss.

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4. Give five examples of the difficulties people with a sensory loss face.

5. What do you need to consider when communicating with an individual with.

- sight loss
- hearing loss
- deaf blindness

6. What do you need to consider when supporting an individual with:

- loss of taste
- loss of smell
- loss of touch

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7. List five potential sources of support that are available to individuals who experience sensory loss.

3.13 Dementia

According to the Alzheimer's Society⁸ there are around 850,000 people in the UK with dementia. The number of people with dementia is increasing because people are living longer. It is estimated that by 2025, the number of people with dementia in the UK will have increased to around 1 million. Even if you don't support individuals with dementia in your work, having a basic understanding of dementia and the impact it has will make a difference to those individuals you might have contact with in your everyday life.

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Learning activity

Workbook notes

1. What is meant by the term 'dementia'.
2. Dementia is not just about forgetting things. List five other indicators or signs of dementia.

Watch the film 'Living with Dementia'⁹ by SCIE. In the space below write down what you have learnt about the ways dementia can affect individuals.

Workbook notes

⁸ Web address - <https://www.dementiastatistics.org/>

⁹ Web address - <http://www.scie.org.uk/dementia/living-with-dementia/>

Person centred care

Research studies show that person-centred care has been found to reduce agitation and aggression in people living with dementia, along with reducing the need for medication to manage symptoms. Read the case study below which describes the importance of a person-centred approach when supporting an individual with dementia.

Learning activity

Case study

Ceri has Alzheimer's Disease and has been admitted to a care home on an emergency basis due to his wife being taken into hospital with a suspected stroke. The staff team report that whilst Ceri has settled well given the circumstances, he became upset and agitated when they helped him to bath.

1. What do you think might be happening?

2. What action might you take?

A member of staff speaks to Mari, Ceri's daughter who lives in Canada, on the telephone. Mari explains that her dad has always preferred to shower since an incident when he got stuck in the bath a few years ago.

The staff have now altered the way they support Ceri with his personal care and it has made such a difference. Once or twice Ceri has even burst into song when showering!

Communication

Learning activity

Dementia will gradually affect the way a person communicates.

What are the things to try and remember when communicating with someone with dementia?

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Support for individuals living with dementia and their families

Learning activity

1. Outline the range of support available to an individual living with dementia.
2. The experience of supporting and caring for a loved one with dementia can be very challenging, particularly as the condition progresses. It is vital that carers receive the support they need to safeguard their own physical and mental well-being. Outline the ways in which carers can be supported in their role?

3. What is meant by the term 'living well with dementia'? Describe some of the important elements of it.

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4. What is a 'dementia friendly community' and how can it contribute to the well-being of individuals living with dementia?

3.14 Mental health

Approximately 1 in 4 people in the UK will experience a mental health problem each year¹⁰. Mental ill-health can have a significant impact on individuals' health and well-being. It is important health and social care workers have an understanding of mental ill-health and how to support individuals to 'live well' with mental ill-health.

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Learning activity

Workbook notes

1. What is meant by the term 'mental ill-health'.
2. Explain what impact mental ill-health can have on health and well-being.
3. What factors can contribute or lead to mental ill-health.

4. List six indicators or signs of mental illness.

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5. Describe five ways in which individuals can be supported to 'live well' with mental ill-health.

6. Give three examples of the positive outcomes associated with improved mental health and well-being.

7. Outline the range of support that is available to help individuals with mental ill-health.

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Read a blog by Manon, who is a Welsh speaker as she shares her experiences of trying to access mental health information and services in Welsh and why it's important to be able to access such support in your first language. The importance of mental health care in Welsh.¹¹

¹¹ Web address - <https://www.mind.org.uk/information-support/your-stories/the-importance-of-mental-health-care-in-welsh/>

3.15 Substance misuse

Substance misuse can have a negative impact on an individual's mental and physical health and well-being. Substances which can be abused are wide-ranging.

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Learning activity

Workbook notes

1. Explain what is meant by the term 'substance misuse'.
2. Possible indicators of substance misuse might include:
3. Outline what the potential impact of substance misuse on the health and well-being of individuals.
4. What support is available to individuals who misuse substances?

Learning activity

For headings 3.9 – 3.15, ask your manager to provide you with feedback on how they have observed you work in ways which support individuals (as applicable) with:

- falls prevention
- end of life care
- assistance technology
- sensory loss
- dementia
- mental health
- substance misuse

The feedback should also include how you follow personal plans, risk assessments and your work place's policies and procedures.

Feedback by manager

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3.16 Practice placement reflection

Talk to a manager in your work placement about how you have put the health and well-being of adults in health and social care into practice.

Write a short reflective account and ask the manager to record a summary in the space below.

Workbook notes

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Manager feedback

Use the space below to record any discussions between you and your qualifications assessor.

Qualification assessor discussion notes

*For use by
qualification
assessors*

If evidence from the workbook is being used towards the qualification the assessor must complete the declaration below.

*For use by
qualification
assessors*

New worker declaration

I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.

Learner signature

Date

Manager declaration

I confirm that the new worker has achieved all the requirements of the workbook with the evidence submitted

Manager signature

Date

Qualification assessor declaration

I confirm that the learner has achieved all the requirements of the workbook with the evidence submitted. Assessment was conducted under the specified conditions and is valid, authentic, reliable, current and sufficient.

Qualification assessor signature

Date

*For use by
qualification
assessors*

*For use by
qualification
assessors*