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**BTEC Level 3 Nationals in   
Health and Social Care Practical Evidence Portfolio**

For qualifications starting first teaching September 2016

Issue 3

This Practical Evidence Portfolio is to be used with the following qualifications:

Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care

Pearson BTEC Level 3 National Diploma in Health and Social Care

Pearson BTEC Level 3 National Extended Diploma in Health and Social Care

Pearson BTEC Level 3 National Extended Diploma in Health and Social Care (Health Studies)

|  |  |
| --- | --- |
| Learner name |  |
| Name of learner’s centre  Centre reference number |  |
| Phone number of learner’s centre |  |
| Name of placement organisation |  |
| Address of placement organisation |  |
| Work placement supervisor name and job title |  |
| Phone number of work placement supervisor |  |

Edexcel, BTEC and LCCI qualifications

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Introduction to the Practical Evidence Portfolio

This Practical Evidence Portfolio is a tool for you to use to record evidence of how you have improved your skills and developed your health and social care practice for *Unit 6: Work Experience in Health and Social Care*.

The Practical Evidence Portfolio is designed to help you show that you have demonstrated good practice. It will help you focus your attention on how important reflective practice and continuing professional development is to your health and social care qualification.

This document contains all the information and forms that you need to be able to evidence your progress throughout your period of study.

The importance of the Practical Evidence Portfolio

By undertaking work placement(s), you will develop effective and informed practice. The Practical Evidence Portfolio should reflect your experiences and the activities carried out during your hours of work placement. You should include examples that demonstrate how you have engaged in continuous professional development and reflective practice, developing your skills, practical competence and subject knowledge.

Teachers and work placement supervisors should be fully satisfied that you have met the relevant assessment criteria before approving this in the progress reports.

To achieve *Unit 6:* *Work Experience in Health and Social Care*, your teachers will support you in collecting the appropriate evidence for your Practical Evidence Portfolio.

Placement requirements for the Pearson BTEC Level 3 National Foundation Diploma, Diploma and Extended Diploma in Health and Social Care.

The requirements for supervised work placements on the BTEC Nationals in Health and Social Care are as follows.

* Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care – optional placement of at least 50 hours.
* Pearson BTEC Level 3 National Diploma in Health and Social Care – optional placement of at least 100 hours.

If you are intending to undertake a work experience placement in either of these qualifications, you must take the optional *Unit 6: Work Experience in Health and Social Care*.

* Pearson BTEC Level 3 National Extended Diplomas in Health and Social Care and Health and Social Care (Health Studies) – mandatory placement of at least   
  100 hours.

Unit 6: Work Experience in Health and Social Care is a mandatory unit in this qualification.

You can carry out your hours in one or more work experience placement settings.

Appropriate settings include those listed below.

Healthcare placement examples:

* NHS and independent sector – adult, children and young people services
* inpatient services, e.g. mental health, learning disability, older person, paediatric, neonatal
* community teams (older people, adult, child), e.g. palliative care, learning disability services, mental health teams (including perinatal mental health teams)
* paramedic services
* day clinics/outpatient services
* primary care – general practice and general practice nurses
* district and community services: outreach teams, health visiting and family support services, domiciliary care, substance misuse services, supported living services, assisted living teams
* respite services
* hospice (adult and child)
* nursing homes
* reablement services
* school nursing.

Social care placement examples:

* youth work
* charitable services, e.g. Macmillan, British Heart Foundation, young carers groups, local charities
* care homes
* work shadowing or observing a professional
* children’s centres
* special educational needs schools
* local authority social services.

Administrative support placements:

* medical records
* medical secretaries
* portering.

Complementary services:

* care farms
* Riding for the Disabled Association (RDA)
* Dementia Cafes.

Health and fitness centres or organisations where the focus is on care values and health outcomes e.g. physiotherapist.

(This is not an exhaustive list, other settings may also be appropriate.)

If you are taking the Level 3 Extended Diploma endorsed pathway in Health Studies, you may **not** undertake any part of your work experience in an education setting.

If you are taking the following qualifications, you may spend up to **20 per cent** of your work experience hours at an education setting. However, you must spend your remaining hours at another appropriate health or social care setting:

* Pearson BTEC Level 3 Foundation Diploma in Health and Social Care
* Pearson BTEC Level 3 Diploma in Health and Social Care
* Pearson BTEC Level 3 Extended Diploma in Health and Social Care.

Learners taking any of the Health and Social Care or Health Studies pathways may spend up to 50 per cent of their work experience hours in an administrative support work placement. However, learners must spend their remaining hours at an appropriate clinical health or social care setting.

Each work placement that you carry out must include a minimum of **one** observational visit from a teacher on your course. Your teacher and work placement supervisor must record **each** visit on *Forms HSC AG 6* and *7* – *Teacher observational visit report/work placement supervisor* under the appropriate conditions.

If you are employed by a health or social care organisation, you may use your paid employment hours to contribute towards work experience hours, with the agreement of the employer and on the understanding that your teacher and work place supervisor must record **each** visit on *Forms HSC AG 6* and *7* – *Teacher observational visit report/work placement supervisor* under the appropriate conditions.

Health and safety of the learner while on placement

When going on placement, you will need to make sure that you are aware of your own, and the placement’s, responsibilities for managing health and safety at work. It is important that you can identify risks and hazards to you and others, and know how to minimise them.

Ownership and content of the Practical Evidence Portfolio

The Practical Evidence Portfolio will include a contribution from the different people involved in your training, but ownership is firmly in your hands. The Practical Evidence Portfolio is designed to be completed over the whole period of your work experience.

Demonstrating your skills

This Practical Evidence Portfolio is a record of how you have developed your skills in a health and social care context.

The following forms have been designed to support your work experience and must be used for each work placement you attend:

* HSC AG 3
* HSC AG 5.

The following forms have been designed to support your work placement; you may choose to use them, or an alternative provided by your teacher or work placement supervisor:

* HSC AG 1
* HSC AG 2
* HSC AG 4
* HSC AG 6
* HSC AG 7.

How to complete the forms

Form HSC AG 1 – Record of Hours in Placement

This form is designed to help you keep track of your attendance on placement. It will show whether you have been punctual and disciplined in your approach to timekeeping. You must keep a record of all of the hours you attend work placement and your work placement supervisor must confirm your attendance by signing for the hours you are claiming. Your teacher will refer to this when completing the final sign off for your Practical Evidence Portfolio.

Form HSC AG 2 – Work Experience Induction Form

When you start your work placement, you must have an interview with your work placement supervisor, so that you understand what will be expected of you during your work placement. You should keep a record of this interview, confirming that you are aware of your hours of attendance and responsibilities. You must also read certain procedures used by your setting, including procedures for health and safety, security, safeguarding, and emergency procedures; this form can be used to confirm that you understand these procedures.

Form HSC AG 3 – Work Experience Plan

You are required to produce a work experience plan as part of your assessment for *Unit 6: Work Experience in Health and Social Care*. You must use this form to record what will be expected of you on the placement, including your responsibilities and limits of your responsibilities. You must reflect on your current strengths, and record your professional development goals while on the placement, and how you are going to meet them.

Form HSC AG 4 – Learner Self-assessment of Work Skills

This form is designed to help you to identify areas you need to concentrate on during your work experience placement to support your development and to gather evidence for assessment in other units.

To help you, the form has been split into sections, each listing skills that employers have suggested as necessary for working in health or social care settings. Each section has been mapped to the relevant section of the Care Certificate Standards and the National Occupational Standards.

If you are undertaking more than one placement with different settings, you may have the opportunity to address the same skills when working with different age groups, for example interacting with children or older people at snack/mealtimes. However, you are not required to address each skill for every age group.

Where you record evidence of your skills development, your work placement supervisor and/or your teacher should sign and date the form to confirm your achievement.

When you complete the self-assessment at the end of your placement(s), try to focus on skill areas that need further development and how you might plan to address them.

Form HSC AG 5 Part 1 – Learner Reflections on Work Tasks

You must complete this form as part of your assessment for *Unit 6: Work Experience in Health and Social Care*. You will record the feedback you have received and your own reflections on the work tasks you have carried out. You must also consider what you could do to improve your performance.

You will be required to demonstrate three work tasks for your assessment and complete one form for each task. The observation records of your demonstrations must be kept with these forms.

Form HSC AG 5 Part 2 – Learner Professional Development Plan

You must complete this form as part of your assessment for *Unit 6: Work Experience in Health and Social Care*. You must reflect on your development during your placement, including strengths and the areas that you wish to develop in the future. You must decide on future professional development goals and how you are going to achieve them. This will help you to make decisions about your progress in the sector.

Form HSC AG 6 – Teacher observational visit report

Your course teacher will be visiting you at least once during work placement to assess your practice throughout the programme of study. One form should be completed for each placement that you undertake. Your teacher will be asked to complete records about your professional practice skills development. This means that you need to take an active part in gaining the evidence you require.

Form HSC AG 7 – Work placement supervisor interim/final observation report

While you are on placement, it is essential that you ask your work placement supervisor to assess your professional practice skills. It is best practice that the work placement supervisor should record and date any interim feedback on *Form HSC AG 7*. This feedback should be recorded with the term ‘interim’ circled on the document.

For you to gain sufficient evidence to be able to reflect and complete your placement(s), the work placement supervisor must provide you with final feedback. The Work Placement Supervisor’s final feedback should be recorded on a separate *Form HSC AG 7* with the term ‘final’ circled on the document.

At this level of study, you are expected to be able to identify suitable opportunities for your work placement supervisor to observe your actions. Work placement supervisors may not always recognise the kind of evidence you require. You should inform them of suitable opportunities. Therefore, building an effective relationship with your work placement supervisor is an important element of your work experience.

You should check your progress against your evidence and discuss this with your work placement supervisor, reflecting on any suggested areas for development that are discussed.

You will note that the criteria for both the work placement supervisor and teacher are the same. It is important that the signatory is clearly identified on both *Form HSC 6* and *Form* *HSC 7*.

Completing the Practical Evidence Portfolio

A final declaration of your achievement will be provided by your school or college teacher on successful completion of the Practical Evidence Portfolio.

You should include with your Practical Evidence Portfolio all other evidence of competence, including witness testimonies and detailed observation records. You need to make sure that your records of observation are detailed and demonstrate a good command of the English language.

Taking pleasure and pride in developing a high-quality Practical Evidence Portfolio will help you to complete this element of the qualification successfully. Detailed evidence that explores the ways you have developed skills and reflected on your practice using different sources and tools will help you achieve this.

There are several ways of recording the demonstration of your skills in a health and social care context. The most commonly used ways are asking your:

* Work placement supervisor to observe you carrying out a task or activity; they must then complete, sign and date a report detailing what they have seen   
  and heard
* Work placement supervisor for a signed witness statement relating to a piece of work that you have carried out in their workplace; they may not have seen you complete the task but have seen the end result
* course teacher to observe you completing an activity or task and then obtaining a signed and dated report detailing the results.

Maintaining confidentiality

To maintain service users’ confidentiality, you must not refer to the names of individual service users in your Practical Evidence Portfolio.

Photographs must not be submitted in your portfolio, so you must not take photographs of service users. You can, however, include photographs of displays, products, lunch/dinner time, activities etc. that you have been involved with.

The Care Certificate Standards

The Care Certificate is a set of standards that health and social care workers must adhere to in their working life. It has been designed for the non-regulated workforce, which includes roles such as Care Assistant, Healthcare Support Worker, Maternity Support Worker, Therapy Assistant, Activities Worker, Day-care Assistant or Domiciliary Care Worker. It is designed to ensure that workers in non-regulated roles have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high-quality care and support.

The Care Certificate:

* applies across health and social care
* links to competences (National Occupational Standards) and units in qualifications
* covers what is required to be caring
* gives workers the fundamental skills they need to provide quality care
* gives workers a basis from which they can further develop their knowledge and skills as their career progresses.

Links to the relevant part of the Care Certificate Standards are highlighted throughout this Practical Evidence Portfolio, in particular *Form HSC 4* is mapped to the Care Certificate Standards to show clearly where each standard could be met.

Appendix 1: Practical Evidence Portfolio forms

Form HSC AG 1 – Record of hours in placement

Learner name

Centre name

Centre reference number

Name of placement organisation

Address of placement organisation

Dates attended from to

Work placement supervisor name

Work placement supervisor job title

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | | Time | Work placement supervisor signature | | |
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|  | |  | |  | |
| Total time | |  | |  | |
| Learner signature |  | | | Date |  |
| Teacher signature |  | | | Date |  |
| Work placement supervisor signature |  | | | Date |  |

Form HSC AG 2 – Work Experience Placement Induction Form

|  |  |
| --- | --- |
| Name of setting |  |
| Name of work placement supervisor |  |
| Expected hours of attendance (number of days or hours per week) |  |
| I have had an induction interview with my work placement supervisor and know what my responsibilities are | Yes/No\*  Date |
| My responsibilities | |
| I confirm that I have read and understood the following policies and procedures | |
| Health and safety procedures | Yes/No\* |
| Safeguarding procedures | Yes/No\* |
| Security procedures | Yes/No\* |
| Emergency procedures | Yes/No\* |

\*Delete as appropriate

|  |  |  |  |
| --- | --- | --- | --- |
| Learner signature |  | Date |  |
| Work placement supervisor signature |  | Date |  |

Form HSC AG 3 – Work Experience Placement Plan

This part of the Practical Evidence Portfolio links to the Care Certificate Standard 1: Understand your role.

This form relates to learning aim B of Unit 6: Work Experience in Health and   
Social Care.

|  |
| --- |
| Unit 6: Work Experience in Health and Social Care |
| Learning aim A – Examine the benefits of work experience in health and social care for own learning and development |
| Assessment criteria |
| A.P1 Explain how work experience can support the development of own professional skills and personal attributes for work in the health and social care sector.  A.P2 Discuss ways in which work experience can inform own career choices and help prepare for employment in the health and social care sector.  A.M1 Analyse how work experience can provide support in gaining a realistic understanding of the health and social care sector. |
| Learning aim B – Develop a work experience plan to support own learning  and development |
| Assessment criteria |
| B.P3 Explain own responsibilities and limitations on work experience placement.  B.P4 Explain how to meet own specific personal and professional development goals while on work experience.  B.M2 Assess the importance of own work experience plan to support own learning and development.  AB.D1 Justify the benefits of preparation in supporting own understanding of the expectations of work experience. |

Form HSC AG 3 – Work Experience Placement Plan

|  |
| --- |
| What will be expected of me during my work experience placement?  Responsibilities  Skills  Attitudes and behaviours |
| What can I do now? |
| What areas do I plan to develop while on placement? |
| How will my work experience placement support:  the development of my professional skills  the development of my personal attributes  preparation for employment  my understanding of the health and social care sector? |

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| What are my goals while on work placement?  Goal 1  To meet this goal I will need to: |
| Goal 2  To meet this goal I will need to: |
| Goal 3  To meet this goal I will need to: |

|  |
| --- |
| How will this plan support my understanding of what will be expected of me while on placement? |

|  |  |  |  |
| --- | --- | --- | --- |
| Learner signature |  | Date |  |
| Teacher signature |  | Date |  |
| Work placement supervisor signature |  | Date |  |

Form HSC AG 4 Part 1 – Learner Self-assessment of Work Skills

| Skills for work in health and social care settings  The following skills relate directly to health and social care and can be demonstrated during your placement. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Maintain a safe and clean environment in a health and social care setting | | | |  |  |
| Mapping to unit | Health and social care skills | Evidence (teacher observations, work placement supervisor witness statements, learner reflective accounts, diary entries) | Page number | Links to National Occupational Standards (NOS) and/or Care Certificate Standards | School/college teacher and/or work placement supervisor initials |
| 1  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Monitor risks and hazards in the environment through observation |  |  | Care Certificate Standards: 13.2  NOS: SCDHSC0022, SCDHSC0032 |  |
| 2  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow procedures to use any equipment correctly |  |  | Care Certificate Standards: 13.3  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 3  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow procedures to lift and/or move objects |  |  | Care Certificate Standards: 13.3  NOS: SCDHSC0022, SCDHSC0032, SCDHSC00223, CH6 |  |
| 4  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Tidy away equipment, activities or resources |  |  | Care Certificate Standards: 13.3  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 5  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow risk assessment procedures |  |  | Care Certificate Standards: 13.2  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 6  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Complete risk assessment using documentation of the setting |  |  | Care Certificate Standards: 13.2  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 7  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow hygiene procedures to prepare and/or serve food |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032  IPC.2012 |  |
| 8  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow procedures to carry out cleaning activities |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032  IPC.2012 |  |
| 9  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Return cleaning equipment and cleaning materials in good working order to the appropriate storage area |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 10  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Wear Personal Professional Equipment (PPE), including appropriate clothing |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032  IPC.2012 |  |
| 11  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Monitor the cleanliness of the environment by observation |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 12  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow hand-washing procedures |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032 |  |
| 13  Unit 7: Principles of Safe Practice in Health and Social Care Settings | Follow procedures to prevent the transmission of infection |  |  | Care Certificate Standards: 13.2, 15.1  NOS:  SCDHSC0022, SCDHSC0032 |  |

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| Reflection |
| What skills and/or qualities have you developed during your placement? |
| How can you action plan to develop these skills and/or qualities further? |

| Skills for work in health and social care settings  The following skills relate directly to health and social care and can be demonstrated during your placement. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Promote and support effective communication in a health and social care setting | | | |  |  |
| Mapping to unit | Health and social care skills | Evidence (teacher observations, work placement supervisor witness statements, learner reflective accounts, diary entries) | Page number | Links to National Occupational Standards (NOS) and/or Care Certificate Standards | School/college teacher and/or work placement supervisor initials |
| 14  Unit 5: Meeting Individual Care and Support Needs | Develop professional relationships with individuals and key people that promote positive communication |  |  | Care Certificate Standards: 6.1  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 15  Unit 5: Meeting Individual Care and Support Needs | Seek support to ensure you are able to communicate effectively with individuals |  |  | Care Certificate Standards: 6.1  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 16  Unit 5: Meeting Individual Care and Support Needs | Use body language, eye contact, tone of voice and methods of listening that actively promote positive communication |  |  | Care Certificate Standards: 6.5  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 17  Unit 5: Meeting Individual Care and Support Needs | Communicate with individuals at a pace, in a manner and at a level appropriate to the individual’s understanding, preference and/or needs |  |  | Care Certificate Standards: 6.2, 6.5  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 18  Unit 5: Meeting Individual Care and Support Needs | Ensure that environment is suitable for communicating with individuals and colleagues |  |  | Care Certificate Standards: 6.3  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 19  Unit 5: Meeting Individual Care and Support Needs | Communicate appropriately with colleagues in informal day-to-day situations |  |  | Care Certificate Standards: 6.5  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 20  Unit 5: Meeting Individual Care and Support Needs | Communicate appropriately with colleagues in formal situations such as one-to-one or team meetings |  |  | Care Certificate Standards: 6.5  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 21  Unit 5: Meeting Individual Care and Support Needs | Actively listen and ask questions to confirm understanding |  |  | Care Certificate Standards: 6.5  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 22  Unit 5: Meeting Individual Care and Support Needs | Use strategies to overcome barriers to communication appropriate to individual preferences and needs |  |  | Care Certificate Standards: 6.3  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 23  Unit 5: Meeting Individual Care and Support Needs | Follow procedures to share information with appropriate individuals and/or colleagues |  |  | Care Certificate Standards: 6.4  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |
| 24  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Follow procedures to record information accurately and securely |  |  | Care Certificate Standards: 6.4  NOS:  GEN97  SCDCCLD0201, SCDHSC0031, SCDLDSS1 |  |

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| Reflection |
| What skills and/or qualities have you developed during your placement? |
| How can you action plan to develop these skills and/or qualities further? |

| Skills for work in health and social care settings  The following skills relate directly to the health and social care criteria, and can be demonstrated during any placement. You must reflect on what you are able to do before starting the placement, and then on finishing the placement, giving examples. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Promote and contribute to the effectiveness of team | | | |  |  |
| Mapping to unit | Health and social care skills | Evidence (teacher observations,  work placement supervisor witness statements, learner diary entries, reflective accounts) | Page number | Links to National Occupational Standards (NOS) and/or Care Certificate Standards | School/college teacher and/or work placement supervisor initials |
| 25  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Carry out your agreed role and responsibilities in a team |  |  | Care Certificate Standards: 1.4  SCDHSC0227 |  |
| 26  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Offer supportive and constructive assistance to team members |  |  | Care Certificate Standards: 1.4  SCDHSC0227 |  |
| 27  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Use suggestions and information from others to improve your practice as a team member |  |  | Care Certificate Standards: 1.4  SCDHSC0227 |  |
| 28  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Understand the team’s objectives and purpose |  |  | Care Certificate Standards: 1.4  SCDHSC0227 |  |

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| Reflection |
| What skills and/or qualities have you developed during your placement? |
| How can you action plan to develop these skills and/or qualities further? |

| Skills for work in health and social care settings  The following skills relate directly to the health and social care criteria and can be demonstrated during any placement. You must reflect on what you are able to do before starting the placement, and then on finishing the placement, giving examples. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Implement care values | | | |  |  |
| Mapping to units | Health and social care skills | Evidence (teacher observations,  work placement supervisor witness statements, learner reflective accounts, diary entries) | Page number | Links to National Occupational Standards (NOS) and/or Care Certificate Standards | School/college teacher and/or work placement supervisor initials |
| 29  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Show respect for individuals and promote equality and diversity |  |  | Care Certificate Standards: 4.1, 4.2  NOS: SCDHSC0234, SCDHSC3111 |  |
| 30  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Respect individuals’ dignity and privacy |  |  | Care Certificate Standards: 7.1, 7.2  NOS:  SCDHSC0234, SCDHSC3111 |  |
| 31  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Promote person-centred care through encouraging individuals’ independence, choices and preferences |  |  | Care Certificate Standards: 5.1, 5.2, 5.6, 5.7  NOS:  SCDHSC0234, SCDHSC0332, SCDHSC0350 |  |
| 32  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs | Implement an inclusive environment that encourages participation |  |  | Care Certificate Standards: 5.3 |  |

|  |
| --- |
| Reflection |
| What skills and/or qualities have you developed during your placement? |
| How can you action plan to develop these skills and/or qualities further? |

Form HSC AG 4 Part 2 – Work placement supervisor and teacher sign off

Checklist

| Number | Skill or behaviour | Demonstrated |
| --- | --- | --- |
| 1 | Monitor risks and hazards in the environment through observation |  |
| 2 | Follow procedures to use any equipment correctly |  |
| 3 | Follow procedures to lift and/or move |  |
| 4 | Tidy away equipment, activities or resources |  |
| 5 | Follow risk assessment procedures |  |
| 6 | Complete risk assessment using documentation of the setting |  |
| 7 | Follow hygiene procedures to prepare and/or serve food |  |
| 8 | Follow procedures to carry out cleaning activities |  |
| 9 | Return cleaning equipment and cleaning materials in good working order to the appropriate storage area |  |
| 10 | Use personal protective equipment (PPE), including wearing appropriate clothing |  |
| 11 | Monitor the cleanliness of the environment by observation |  |
| 12 | Follow hand-washing procedures |  |
| 13 | Follow procedures to prevent the transmission of infection |  |
| 14 | Develop professional relationships with individuals and key people to promote positive communication |  |
| 15 | Seek support to ensure you are able to communicate effectively with individuals |  |
| 16 | Use body language, eye contact, tone of voice and methods of listening that actively promote positive communication |  |
| 17 | Communicate with individuals at a pace, in a manner and at a level appropriate to the individual’s understanding, preference and/or needs |  |
| 18 | Ensure that the environment is suitable for communicating with individuals and colleagues |  |
| 19 | Communicate appropriately with colleagues in informal day-to-day situations |  |
| 20 | Communicate appropriately with colleagues in formal situations such as one-to-one or team meetings |  |
| 21 | Actively listen and ask questions to confirm understanding |  |
| 22 | Use strategies to overcome barriers to communication appropriate to individual preferences and needs |  |
| 23 | Follow procedures to share information with appropriate individuals and/or colleagues |  |
| 24 | Follow procedures to record information accurately and securely |  |
| 25 | Carry out your agreed role and responsibilities in a team |  |
| 26 | Offer supportive and constructive assistance to team members |  |
| 27 | Use suggestions and information from others to improve your practice as a team member |  |
| 28 | Understand the team’s objectives and purpose |  |
| 29 | Show respect for individuals and promote equality and diversity |  |
| 30 | Respect individuals’ dignity and privacy |  |
| 31 | Promote person-centred care through encouraging individuals’ independence, choices and preferences |  |
| 32 | Implement an inclusive environment that encourages participation |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Work placement supervisor signature |  | Date |  |
| Work placement supervisor comments |  | | |
| Teacher signature |  | Date |  |
| Teacher comments |  | | |
| Learner signature |  | Date |  |

Form HSC AG 5 – Reflective Practice Log

The following forms are designed to meet the requirements of learning aims C and D of *Unit 6:* *Work Experience in Health and Social Care*.You can use these forms to record your reflections on your work experience placement and to plan your professional development goals.

This part of the Practical Evidence Portfolio relates to the Care Certificate Standard 2: Your Personal Development:

2.1 Agree a personal development plan

2.2 Develop their knowledge, skills and understanding.

Form HSC AG 5 Part 1 – Reflections on Work Tasks

|  |
| --- |
| Unit 6: Work Experience in Health and Social Care |
| Learning aim C: Carry out work experience tasks to meet set objectives |
| Assessment criteria |
| C.P5 Demonstrate work-related skills to meet set objectives for work experience tasks.  C.P6 Discuss ways in which work shadowing and observation can support development of own skills while on work placement.  C.M3 Demonstrate work-related skills with confidence and proficiency to meet objectives in different situations.  C.D2 Demonstrate work-related skills proficiently, taking the initiative to carry out activities according to own responsibilities and setting’s procedures and selecting appropriate skills and techniques for different situations. |

You must complete this form while on your work placement.

You must include with this form, witness statements completed and signed by your   
work placement supervisor, for the tasks that you carried out.

|  |  |  |  |
| --- | --- | --- | --- |
| **Task 1** | | | |
| What skills, behaviours and attributes did I demonstrate while carrying out this task? | | | |
| What feedback did I receive? | | | |
| What went well? | | | |
| Which factors may have influenced my performance? | | | |
| How did work shadowing or observing others complete the task help my performance? | | | |
| How can I improve? | | | |
| Observed improvements (if task is being repeated) | | | |
| Task 2 | | | |
| What skills, behaviours and attributes did I demonstrate while carrying out this task? | | | |
| What feedback did I receive? | | | |
| What went well? | | | |
| Which factors may have influenced my performance? | | | |
| How did work shadowing or observing others complete the task help my performance? | | | |
| How can I improve? | | | |
| Observed improvements (if task is being repeated) | | | |
| Task 3 | | | |
| What skills, behaviours and attributes did I demonstrate while carrying out this task? | | | |
| What feedback did I receive? | | | |
| What went well? | | | |
| Which factors may have influenced my performance? | | | |
| How did work shadowing or observing others complete the task help my performance? | | | |
| How can I improve? | | | |
| Observed improvements (if task is being repeated) | | | |
| Learner signature |  | Date |  |
| Teacher signature |  | Date |  |
| Work placement supervisor signature |  | Date |  |

Form HSC AG 5 Part 2 – Learner Professional Development Plan

|  |
| --- |
| Unit 6: Work Experience in Health and Social Care |
| Learning aim D: Reflect on how work experience influences own personal and professional development |
| Assessment criteria |
| D.P7 Review own strengths and areas for development in response to feedback on work experience placement.  D.P8 Produce a personal and professional development plan thatidentifies improvements to own skills for future development.  D.M5 Assess how self-reflection can contribute to personal and professional development in work experience placement.  D.D3 Justify how planning for, and reflecting on, skills developed during own work experience placement have informed own future plans for personal and professional development. |

**You must complete this form once you have completed your placement.**

1 Looking back on work experience placement

|  |
| --- |
| What were my strengths while on my work placement?  (include details of any feedback received) |
| What areas do I wish to develop? |

2 Looking forward: personal and professional development plan

|  |  |  |  |
| --- | --- | --- | --- |
| Goal 1  How will this goal improve my skills and meet my development needs?  How will meeting this goal contribute to my personal and professional development?  What is my timescale for meeting this goal?  How will I know when I have achieved this goal? | | | |
| Goal 2  How will this goal improve my skills and meet my development needs?  How will meeting this goal contribute to my personal and professional development?  What is my timescale for meeting this goal?  How will I know when I have achieved this goal? | | | |
| Goal 3  How will this goal improve my skills and meet my development needs?  How will meeting this goal contribute to my personal and professional development?  What is my timescale for meeting this goal?  How will I know when I have achieved this goal? | | | |
| How will this plan contribute to my career development?  How have my experiences on work placement informed my personal and professional development plan? | | | |
| Learner signature |  | Date |  | |
| Teacher signature |  | Date |  | |
| Work placement supervisor signature |  | Date |  | |

Form HSC AG 6 – Teacher observational visit report

Please tick the appropriate box below to indicate the learner’s current level of competency.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learner name |  | | | Date |  |
| Name of work placement setting |  | | |  |  |
| Date of commencement of training |  | | | Number of hours in placement setting |  |
| Effective relationships | | **Needs improving and developing** | **Satisfactory** | Good | **Excellent** |
| Mirrors good practice of other staff | |  |  |  |  |
| Implements placement policies | |  |  |  |  |
| Ability to follow health and safety codes of practice | |  |  |  |  |
| Uses initiative and asks for advice if unsure | |  |  |  |  |
| Alert, focused and vigilant | |  |  |  |  |
| Ability to communicate effectively with others | |  |  |  |  |

| Be able to demonstrate caring skills | **Needs improving and developing** | **Satisfactory** | | Good | **Excellent** |
| --- | --- | --- | --- | --- | --- |
| Acts promptly and efficiently to the needs of others |  |  |  |  |  |
| Works as a team |  |  |  |  |  |
| Be able to demonstrate professional practice skills | **Needs improving and developing** | **Satisfactory** | | Good | **Excellent** |
| Timekeeping and reliability |  |  | |  |  |
| Personal appearance/dress |  |  | |  |  |
| Communication skills |  |  | |  |  |
| Ability to work in a team |  |  | |  |  |
| Enthusiasm and motivation |  |  | |  |  |
| Regard for health and safety in the workplace |  |  | |  |  |
| Ability to receive and follow instructions |  |  |  |  |  |
| Uses initiative to complete school/college tasks in placement |  |  |  |  |  |
| Responds to advice and guidance |  |  |  |  |  |
| Plans for self-improvement |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrate professional practice skills |  | **Needs improving and developing** | **Satisfactory** | | Good | Excellent |
| Attendance |  |  |  |  |  |  | |
| Relationships with other team members |  |  |  |  |  |  | |
| Punctuality |  |  |  |  |  |  | |

|  |  |  |
| --- | --- | --- |
| School/college teacher name | |  |
| School/college teacher signature | |  |
| School/college teacher comments | |  |
| Action required | |  |
| Work placement supervisor name | |  |
| Work placement supervisor signature | |  |
| Work placement supervisor comments | |  |
| Learner signature | |  |
| Learner comments | | |
| Date of next review |  | |

Form HSC AG 7 – Work placement supervisor interim/final\* observational report (\*delete as appropriate)

Please tick the appropriate box below to indicate the learner’s current level of competency.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Learner name |  | | | | Date |  | |
| Name of work placement setting |  | | | |  |  | |
| Date of commencement of training |  | | | | Number of hours in placement setting |  | |
| Effective relationships |  | **Needs improving and developing** | **Satisfactory** | | Good | | **Excellent** |
| Mirrors good practice of other staff | |  |  |  |  | |  |
| Implements placement policies | |  |  |  |  | |  |
| Ability to follow health and safety codes of practice | |  |  |  |  | |  |
| Uses initiative and asks for advice if unsure | |  |  |  |  | |  |
| Alert, focused and vigilant | |  |  |  |  | |  |
| Ability to communicate effectively with others | |  |  |  |  | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Be able to demonstrate caring skills | |  | Needs improving and developing | Satisfactory | | Good | Excellent |
| Acts promptly and efficiently to the needs of others | |  |  |  |  |  |  |
| Works as a team | |  |  |  |  |  |  |
| Be able to demonstrate professional practice skills | |  | Needs improving and developing | Satisfactory | | Good | Excellent |
| Timekeeping and reliability | | |  |  | |  |  |
| Personal appearance/dress | | |  |  | |  |  |
| Communication skills | | |  |  | |  |  |
| Ability to work in a team | | |  |  | |  |  |
| Enthusiasm and motivation | | |  |  | |  |  |
| Regard for health and safety in the workplace | | |  |  | |  |  |
| Ability to receive and follow instructions |  | |  |  |  |  |  |
| Uses initiative to complete school/college tasks in placement |  | |  |  |  |  |  |
| Responds to advice and guidance |  | |  |  |  |  |  |
| Plans for self-improvement |  | |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrate professional practice skills |  | **Needs improving and developing** | **Satisfactory** | | Good | Excellent |
| Attendance |  |  |  |  |  |  | |
| Relationships with other team members |  |  |  |  |  |  | |
| Punctuality |  |  |  |  |  |  | |

|  |  |  |
| --- | --- | --- |
| School/college teacher name | |  |
| School/college teacher signature | |  |
| School/college teacher comments | |  |
| Action required | |  |
| Work placement supervisor name | |  |
| Work placement supervisor signature | |  |
| Work placement supervisor comments | |  |
| Learner signature | |  |
| Learner comments | | |
| Date of next review |  | |

Appendix 2: Practical Evidence Portfolio   
Pro Formas

Witness statement

General risk assessment form

Reflective account

Action plan

Legislation and policies

Nutrition for health and social care

Equality and diversity for health and social care

Setting observation form

Witness statement

A witness statement is used to provide a written record of your performance against targeted assessment criteria. Anyone in the placement who has witnessed the skills being demonstrated can complete this witness statement. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about your performance in the given situation.

The quality of a witness statement is greatly improved, and enables the teacher to judge the standard and validity of performance against the grading criteria, if:

* the witness completing the form is given clear guidance on the desirable characteristics required for successful performance
* the evidence requirements are present on the witness testimony (this may need further amplification for a non-teacher)
* the witness also provides a statement of the context in which the evidence is set.

The witness statement does not confer an assessment decision. The teacher must:

* consider all the information in the witness statement
* note the relevant professional skills of the witness to make a judgement of performance
* review supporting evidence when making an assessment decision
* review the statement with the learner to enable a greater degree of confidence in   
  the evidence
* be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

* it may be helpful to collect specimen signatures
* all witness testimonies should be signed and dated by the witness
* information of their job role/relationship with the learner should be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit, but they should not form the main or majority assessment of   
the unit.

Witness statement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner name** | |  | | |
| **Qualification** | |  | | |
| **Unit number and title** | |  | | |
| **List the assessment criteria for which the activity provides evidence** | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
| **Description of activity/skill witnessed** | | | | |
|  | | | | |
| **Witness name** |  | | **Job role** |  |
| **Witness signature** |  | | **Date** |  |
| **Learner name** |  | | | |
| **Learner signature** |  | | **Date** |  |
| **Teacher name** |  | | | |
| **Teacher signature** |  | | **Date** |  |

It is not compulsory to use any of the following forms. However, you may find them helpful when gathering information or evidence for different units while on your work experience placement. Each form clearly indicates the unit it supports.

General risk assessment form

This form relates to *Unit 7: Principles of Safe Practice in Health and Social Care Settings*, as well as several other units in the BTEC Nationals in Health and Social Care.

| **Date** | **Assessed by** | **Checked/validated\* by** | **Location** | **Assessment reference number** |
| --- | --- | --- | --- | --- |
| Task/premises | | | | | |

| **Activity** | **Hazard** | **Who might be harmed and how** | **Existing measures to control risk** | **Risk rating** | Review date |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk assessment action plan** | | | | |
| **Ref number** | Further action required | Action by whom | Action by when | Done |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Reflective account

You can use this form to help you prepare *Form HSC 5 Part 1*, as well as to reflect on the skills developed and activities carried out throughout your placement.

|  |
| --- |
| What skills have you developed in the activities have you carried out? |
| How have the skills developed in the activities you have carried out supported your intended outcomes? |
| What skills/activities do you need to develop further? You can use the points you identify here to write your personal and professional development plan. |

Action plan

You can use this form to help you prepare your work experience plan and your personal and professional development plan.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **How will achieving this goal benefit me and others?** | **What steps are needed to achieve this goal?** | **What timeline should I set for achieving this goal?** | **Who can support me in achieving this goal?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Legislation and policies

**Outline how legislation, policies and procedures relating to health, safety and security influence health and social care settings. Before attending placement, research and outline the main points of each piece of legislation listed below. When you attend your placement, ask to see the setting’s policies and identify which policy has been written to adhere to the legislation.**

| **Legislation/regulations and related unit** | **Setting policy** | **How does the policy reflect the requirements of the legislation?** |
| --- | --- | --- |
| Health and Safety at Work etc. Act 1974  Unit 7: Principles of Safe Practice in Health and Social Care Settings  Unit 9: Infection Prevention and Control |  |  |
| Control of Substances Hazardous to Health (COSHH) Regulations 2002  Unit 7: Principles of Safe Practice in Health and Social Care Settings |  |  |
| Food Safety Act 1990  Unit 7: Principles of Safe Practice in Health and Social Care Settings  Unit 9: Infection Prevention and Control |  |  |
| Food Safety (General Food Hygiene) Regulations 1995  Unit 7: Principles of Safe Practice in Health and Social Care Settings  Unit 9: Infection Prevention and Control |  |  |
| Manual Handling Operations Regulations 1992  Unit 7: Principles of Safe Practice in Health and Social Care Settings |  |  |
| Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995  Unit 7: Principles of Safe Practice in Health and Social Care Settings |  |  |
| Data Protection Act 2018  Unit 2: Working in Health and Social Care  Unit 5: Meeting Individual Care and Support Needs |  |  |
| Management of Health and Safety at Work Regulations 1999  Unit 7: Principles of Safe Practice in Health and Social Care Settings |  |  |

Nutrition for health and social care

You can use this form for *Unit 19: Nutritional Health* to carry out a quantitative analysis of the daily intake of nutrients and energy by one individual.

Remember to include all the ingredients in the meals, for example pasta (includes pasta, tomatoes, peas, mushrooms, chicken and onions).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Day | Breakfast | Mid-morning snack | Lunch | Afternoon snack | Evening meal | Late-night snacks |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Equality, diversity and rights in health and social care

**Describe how anti-discriminatory practice is promoted in health and social care settings.**

**NB: It is suggested that you investigate and research each anti-discriminatory practice before attending placement. You will have the opportunity to observe these practices and, where possible, speak with your work placement supervisor or other staff members.**

This form relates to several units in the BTEC Nationals in Health and Social Care, but in particular: Unit 5: Meeting Individual Care and Support Needs, Unit 12: Supporting Individuals with Additional Needs, Unit 17: Caring for Individuals with Dementia and   
Unit 20: Understanding Mental Wellbeing.

| **Anti-discriminatory practice** | **How are the anti-discriminatory practices promoted in the setting?** |
| --- | --- |
| Ethical principles |  |
| Putting the patient/service user at the heart of service provision |  |
| Providing active support consistent with the beliefs, culture and preferences of the individual |  |
| Supporting individuals to express their needs and preferences |  |
| Empowering individuals |  |
| Promoting individuals’ rights, choices and wellbeing |  |
| Balancing individual rights with the rights of others |  |
| Dealing with conflicts |  |
| Identifying and challenging discrimination |  |

Setting observation form

You can use this form to gather information for units that require observation of practice in a setting. The form can be adapted for different units, for example *Unit 12:* *Supporting Individuals with Additional Needs,* *Unit 14:* *Physiological Disorders and their Care*,   
*Unit 17:* *Caring for Individuals with Dementia*.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Service user need | How workers plan to meet need (e.g. support/ adaptations/ treatment) | Factors to be considered | Worker’s role in meeting need | Intended outcome | Timescale | Observed outcome |
|  |  |  |  |  |  |  |

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