

**All-Wales Induction Programme for
Health and Care Workers supporting
Nursing and Allied Health Professionals
in acute and community settings.**



Name:

Department:

Induction Start Date:

Date workbook to be completed by:

Named Assessor:

Do not use any printed copy unless obtained from the
Education/Learning & Development Department.

Contents continually updated.

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AN IMPORTANT NOTE FOR BOTH STUDENT AND ASSESSORS

1. As this document requires digital signatures, it is best viewed via Acrobat Reader. If you do not have it downloaded, [click here](#).

[Click here](#) for a visual online guidance to completing a digital signature.

2. Click on the subject fields and fill in the relevant details. The text will shrink to fit the boxes.
3. If you click on a box that requires a digital signature, you will be asked to enter your Digital ID. If you do not already have one, you can set one up. Click “Configure New Digital ID”.
4. Click on “Create a new Digital ID”. Click on “Save to file”. Fill in all relevant details. For the field “Use Digital ID for”, leave it at “Digital Signatures”. Click “Continue”.
5. Set up a password for your signature. Your signature is now ready to use on this document and any others you open on your computer. Click “Continue”.
6. To complete your signing of the document, you must enter your password on the bottom left of the window. Click “Sign”. The document now has your digital signature embedded in it. Save the document to your computer.
7. If needs be, attach the document to an email to send to the next person that needs to sign it.

Contact Details

Health and Care Learner

Name:	
Full address and postcode:	
Date of Birth:	
Job Title:	
Place of work: (Please include department and hospital base)	
Contact number:	
Email address:	

Course Tutor

Name:	
Job Title:	
Place of work: (Please include department and hospital base)	
Contact number:	
Email address:	

Assessor

Name:	
Job Title:	
Place of work: (Please include department and hospital base)	
Contact number:	
Email address:	

Assessors/Mentors who have observed and assessed you for the observations in your workbook:

Name:	
Job Title:	
Band and/or Qualification:	
Place of work: (Please include department and hospital base)	
Activity assessed:	
Signature:	

Name:	
Job Title:	
Band and/or Qualification:	
Place of work: (Please include department and hospital base)	
Activity assessed:	
Signature:	

Name:	
Job Title:	
Band and/or Qualification:	
Place of work: (Please include department and hospital base)	
Activity assessed:	
Signature:	

Name:	
Job Title:	
Band and/or Qualification:	
Place of work: (Please include department and hospital base)	
Activity assessed:	
Signature:	

Learner Agreement Form/ Certificate of Authenticity

PLEASE READ CAREFULLY AND MAKE SURE YOU ARE HAPPY WITH THE COMMITMENT YOU ARE AGREEING TO UNDERTAKE BEFORE YOU SIGN.

The learner agrees to:

- Attend study days when required
- Engage in learning activities and take responsibility for their own learning and development
- Submit summative assignments as required (i.e. workbooks and competencies)
- Contact Education Team/manager if you are experiencing any difficulty/ falling behind with your work/discuss any mitigating circumstances
- Notify the Education Team of any change of circumstance at work – such as new base, change of manager or personal circumstance which may affect your progress through the Induction workbook
- Participate in the evaluation of the course
- Confirm that all work submitted in fulfilment of the Induction workbook is their own work
- Confirm/Agree that any unfair practice that is undertaken will result in the appropriate action being taken in line with organisational policy
- Gives permission for all of this work to be shared with the awarding body
- Confirm that the following have been received, read and understood:

(use the strikethrough and delete as appropriate)

- Induction workbook **YES / NO**
- Course resources/handbook **YES / NO**

In this workbook, it is important to note that the assessment of your work will be conducted by the assessor using their own professional judgment. The assessor will evaluate your responses mapped against the learning outcomes and assessment criteria.

Learner signature:

Date:

Summary of achievement record

Please date and sign when all activities/reflections etc for each subject have been completed.

Subject	Date	Subject	Date
Role of the Health and Care worker		Foot Care	
Person-centred Practice		Cognitive impairment	
Communication Skills		Learning Disabilities Awareness	
Principles of Record Keeping and Reporting		Mental Health Awareness	
Infection Prevention and Control		Sensory Loss	
Prevention of Falls		Understand and take physiological measurements (Nursing Unit only)	
Care of Pressure Areas		Deteriorating patient (Nursing Unit only)	
Nutrition and Hydration		Hygiene needs (Nursing Unit only)	
Maintenance of Continence		Care of the Dying (Nursing Unit only)	
Support the Wellbeing of Individuals		Specimens Collection (Nursing Unit only)	
Oral care		Reflection	
Assessor Comments:			

Student signature:		Assessor Signature:	
Date Credits Achieved		Date of Assessment	
Internal Quality Assurer Signature:			

1. Understand the role of a Health and Care worker

Describe your role, in relation to the following:

Scope of Practice (ACc 1.1a, ACn 1.1a):

The Code of Conduct (for Healthcare Support Workers in Wales) **or** Code of Professional Practice for Social Care (CoPP) (ACc 1.1b, ACn 1.1b):

Obtaining consent (ACc 1.1e, ACn 1.1e):

The role and responsibility of a chaperone (ACc 1.1i, ACn 1.1i):

Duty of care (ACc 1.1h, ACn 1.1h):

Mandatory and statutory training in your own work setting (ACc 1.1j, ACn 1.1j):

Describe what accountability and delegation mean to you within your role (ACc 1.1c, ACn 1.1c):

Describe how to maintain confidentiality within your role as a Health and Care worker.
Ensure you include specific reference to social media (ACc 1.1f, ACn 1.1f):

Describe your role and responsibility and the key points of local policies and procedures for:
(ACc 1.1d, 1.1k, ACn 1.1d, 1.1k):

- a. Record keeping

- b. Reporting concerns in line with organisational policies and procedures

List ways to support environmental sustainability in the health service e.g. disposable drinking cups/recycling (ACc 1.1, ACn 1.1):

1.

2.

3.

4.

5.

2. Understand person-centred practice

Describe person-centred practice and give **three** examples of how this applies in your work area (ACc 2.1, 2.2, ACn 2.1, 2.2):

Describe how an enabling approach can be used within your work setting (ACc,1.1g, ACn 1.1g):

Describe how to identify, cultural values and beliefs of individuals in health and care settings (ACc 2.3, ACn 2.3):

Describe why risk taking can be part of a person-centred approach (ACc 2.4, ACn 2.4):

3. Understand the importance of effective communication in health and care

Describe the key features of effective communication (ACc 3.1, ACn 3.1):

Identify the importance of effective communication for the wellbeing of individuals and the development of personal relationships (ACc 3.2, ACn 3.2):

Explain how you include the 'Active Offer' whilst carrying out your role (ACc 3.2, ACn 3.2):

--

Outline **three** barriers to effective communication and ways to address them to include age and life stage (ACc 3.3, ACn 3.3):

Age and life stage:	Barrier to communication:	Ways to address the barrier identified:
1.		
2.		
3.		

4. Demonstrate effective communication

The learning outcome from this exercise is that the Health and Care worker will be able to use communication in a health and care setting. They need to demonstrate verbal and non-verbal skills across all activities and include an explanation of the 'Active Offer'. (ACc 4.1, ACn 4.1)

The assessment criteria against which you are measuring the Health and Care worker is:

	Assessment 1	Assessment 2	Assessment 3
Did the Health and Care worker use verbal communication?	YES/NO	YES/NO	YES/NO
Did the Health and Care worker use written communication?	YES/NO	YES/NO	YES/NO
Did the Health and Care worker use non- verbal communication e.g. gesture and facial expression?	YES/NO	YES/NO	YES/NO
Did the Health and Care worker adapt the verbal communication to the needs of the individual?	YES/NO	YES/NO	YES/NO
Did the Health and Care worker introduce themselves?	YES/NO	YES/NO	YES/NO
Did the Health and Care worker explain the Active Offer i.e. the opportunity for care to be delivered in the medium of Welsh?	YES/NO	YES/NO	YES/NO
Did the Health and Care worker ask the person how they wished to be addressed?	YES/NO	YES/NO	YES/NO
<p>In your opinion what did the Health and Care worker do particularly well in this communication exercise?</p> <p>How could they improve?</p>			
Assessor signature:	Date:		
Learner signature:	Date:		

5. Understand the principles of infection prevention and control

Explain the chain of infection (ACc 5.1, ACn 5.1):

Identify the most common cause of the spread of infection (ACc 5.2, ACn 5.2):

What are the World Health Organisation (WHO) **five** moments of hand hygiene (ACc 5.3, ACn 5.3)?

1.

2.

3.

4.

5.

List different types of Personal Protective Equipment (PPE) available to you whilst carrying out your role (ACc 5.5, ACn 5.5):

Hand Hygiene technique assessment

Performance checklist for hand washing (minimum of **two satisfactory** assessments according to WHO guidelines on hand hygiene)

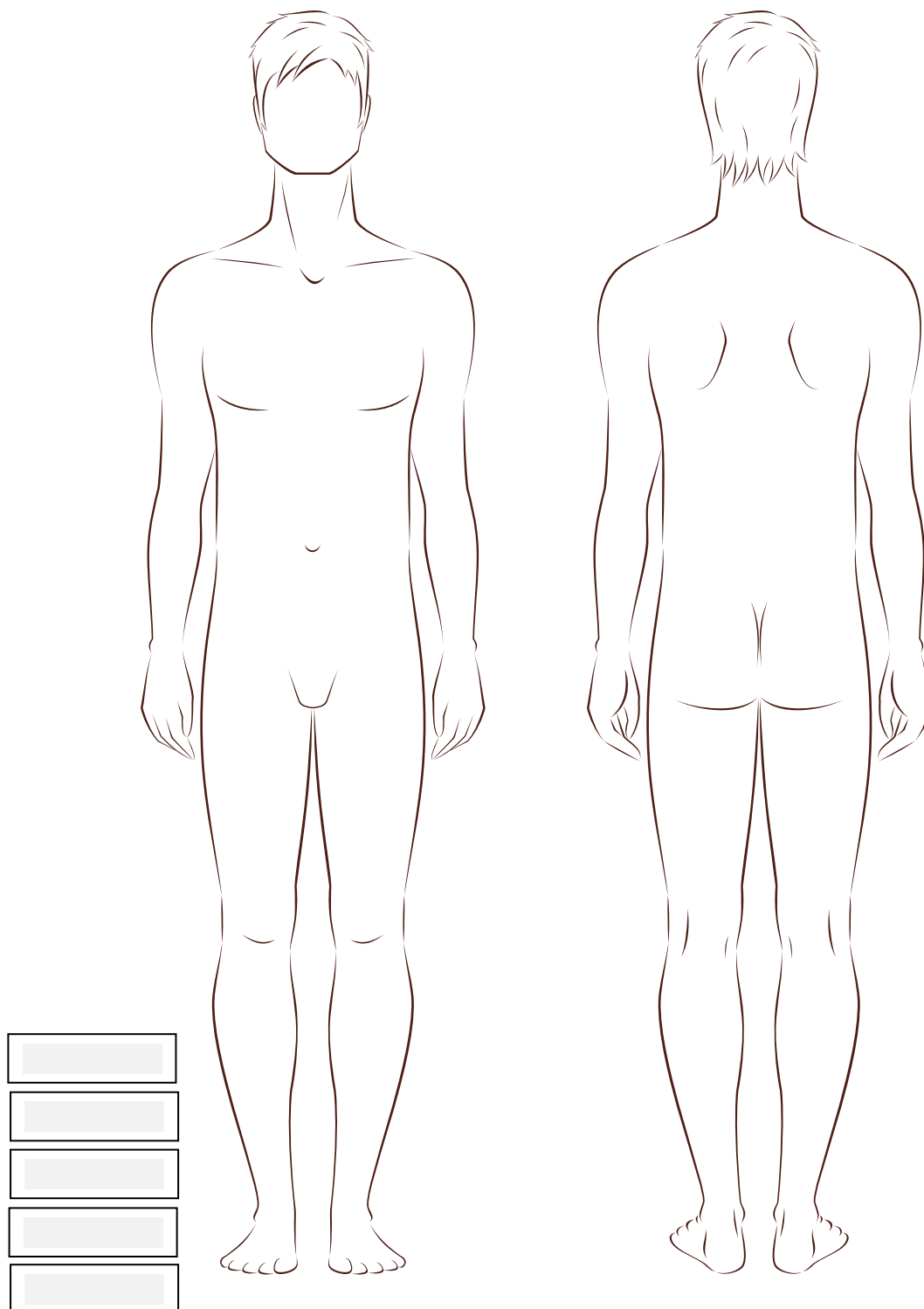
(ACc 5.4, ACn 5.4)

Assessment number:	1	2	3	4	5
Date of assessment:					
All jewellery and watches are removed, and sleeves rolled up to be bare below the elbow.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Fingernails are clean with no polish.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Any cuts are covered with waterproof dressings.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
The water is turned on and the temperature checked and adjusted to warm where possible.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Hands are wet under continuously running water.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Liquid soap is applied to wet hands.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Hands are rubbed together to create a lather.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
The lather is rubbed over all hand surfaces for 20 seconds, including the thumbs, between the fingers, fingertips and wrists.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Splashing of clothing and floor is minimised.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Hands are rinsed thoroughly.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Taps are turned off using wrist/elbow levers or using a clean paper towel.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Hands are patted dry thoroughly with paper towels.	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Paper towels are disposed of in an appropriate bin without contaminating hands (using a foot pedal or paper towel to open the bin.)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Assessor signature:	Learner signature:				
Comments:					

7. Understand pressure injury

Using the body map below, circle at least **five areas** at risk of pressure damage

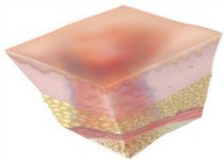
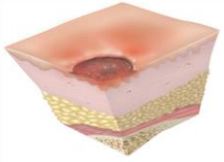

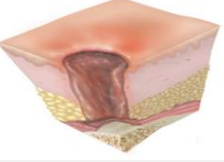
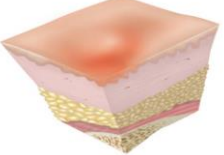
(ACc 7.1, ACn 7.1) *Use the 5 boxes and place onto the body map below*



Place the correct description of ulcer development in the answer box to match the images (A-F) (ACc 7.2, ACn 7.2).

Category III – Deep wound with yellow (slough) or black (necrotic) tissue. Not down to muscle or bone and depth of wound is visible.

Category II – Closed blister or an open wound. May be painful. Superficial wound. Wound bed will be pink/red. No yellow or purple tissue on the wound bed.

Picture	Corresponding Category
A 	
B 	
C 	
D 	
E 	



Category IV – Full thickness with exposed bone tendon or muscle. Localised over bone.

Category I – red skin over bony area that does not go white/blanch when pressed. No blister or break to the skin. Can be painful, warm +/- oedema.

Unstageable – Deep wound covered by necrotic or slough; unable to see how deep it is. At least a category III or IV.

SDTI – Looks like a bruise but over a bone and under the skin. Intact purple area or could be intact blood blister.

Classification of pressure ulcers: Reproduced with the permission of Dr Joseph Grey, University Hospital of Wales.

Identify **five** factors that increase an individual’s risk of developing pressure damage and **five** interventions that can reduce this.

(ACc 7.3, 7.4 ACn 7.3, 7.4).

Factors which increase an individual’s risk of developing pressure damage	Interventions to reduce the risk of pressure damage
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

8. Know the importance of diet, nutrition and hydration

Identify national and local initiatives which have been introduced to support nutrition and hydration for individuals receiving health and care in your work setting (ACc 8.1, ACn 8.1).

Identify **five** factors that affect nutrition **and** hydration (ACc 8.2, ACn 8.2):

Describe how to provide support for individuals with nutrition and hydration including those with swallowing difficulties (ACc 8.4, ACn 8.4)

Fluid balance

Provide **three** symptoms of dehydration (ACc 8.2, ACn 8.2):

Provide **three** routes of (ACc 8.2, ACn 8.2):

Fluid intake	Fluid loss
1.	1.
2.	2.
3.	3.

What documentation should be completed to support nutrition and hydration (ACc 8.3, ACn 8.3)?

Completing a Fluid Balance Chart (ACc 8.3, ACn 8.3)

Ms Louise Evans has been admitted to your clinical area having suffered diarrhoea and vomiting for the last 72 hours. She is looking pale and weak (*complete the appropriate food/fluid chart for your area*).

Her past medical history includes:

- Type 2 Diabetes well controlled
- She has rheumatoid arthritis
- Mobilises with a Zimmer frame having previously fractured her hip 2 years ago

On Admittance to the ward the medical team has reviewed 22.00 hours and asked the ward to monitor her fluid input and output over the next 24 hours. She has not at present been prescribed any Intravenous fluids. The fluid chart commences at midnight (note different areas start fluid balance charts at different times, namely 00:00 or 06:00)

This is her fluid intake/output for the next 24 hours:

00:00 Vomit (250ml)

02:00 3 sips of water (All-Wales guidance notes a sip as 5ml)

06:00 Went to the toilet (100ml urine)

06.30 300ml Diarrhoea

07:00 half cup of tea (100ml)

08:00 75ml of urine passed

10:00 Went to toilet passed urine forgot to measure

12:00 Cup of tea

15:00 Half a cup of water

15:45 120ml urine passed

16:00 Reviewed by team – continue monitoring

17:00 Vomit 100ml






18:00 Half bowl of soup (170ml) and 100ml of tea

20:00 Cup of tea

22:00 250ml Diarrhoea

Complete the Fluid Balance Chart: (Care setting)

What is the balance over 24 hours? (ACc 8.3, ACn 8.3)

 Full Daily Diaries						
 Name:			Day:		 Date:	
 Time	 Meals and drinks					
Breakfast						
Snacks						
Lunch						
Snacks						
Dinner						
Snacks						
Supper						
FLUID CHART Please ensure that every intake of fluid is put onto this chart						
07:00 – 09:00	09:00 – 11:00	11:00 – 13:00	13:00 – 15:00	15:00 – 17:00	17:00 – 19:00	19:00 – 22:00

Completing an All-Wales Food Record Chart (ACc 8.3, ACn 8.3)

Ms Louise Evans (89) has been transferred to your clinical area for rehabilitation having recently overcome a period of norovirus. She is still feeling unwell and appears weak. Her past medical history includes:

- Type 2 Diabetes well controlled
- She has rheumatoid arthritis and struggles to use cutlery

On admission to your ward, the dietetic team has reviewed her dietary intake. They are concerned by her nutritional score and therefore require her food intake until review. Please record the following onto the food chart.

Note: Cups/glasses = 200ml

	Food	Portion served	Amount eaten
Breakfast 08:00	Toast Porridge Tea	2x 800g slices of white bread with butter 1 medium bowl 1 cup	1 slice with butter ½ bowl 200ml
Mid-morning 10:30	Tea Digestive Biscuits Fortisip compact	1 cup 2 biscuits 125ml	200ml 0 biscuits ½ (60ml approx.)
Lunch 12:30	Cottage pie Mixed vegetables Ice cream Squash	1 large portion 1 portion (80g) 1 portion (80ml) 1 cup (200ml)	¼ portion ½ portion - 40g ½ portion – 40ml ½ - 100ml
Mid-afternoon 14:30	Tea Digestive Biscuits Fortisip compact	1 cup 2 biscuits 125 ml	200ml ½ of a biscuit 80ml
Dinner 17:30	Tea Ham sandwich Ice cream	1 cup 1 (2x 800g slices of bread) 1 portion (80ml)	200ml ½ sandwich 80ml
Supper 21:00	Horlicks Digestive Biscuits	1 cup 2 biscuits	½ - 100ml ½ of a biscuit



All Wales Food Record Chart

Please records all Food, Nutritional Supplements and nourishing Drinks consumed
If NONE consumed please specify the reason on the chart

Remember to:

- Record all food and drink consumed throughout the day
- Describe the type of food served e.g. beef, bread, creamed potato
- Specify the quantity and meal size actually eaten e.g. ½ a small bowl of soup

Addressograph		Ward:		Nursing:	
		Food chart requested by:		Dietitian:	
				Other:	
		Body Wt kgs:	Actual weight (kg):	Date:	
			Reported weight (kg):	Days:	
		Date:	Weight reported by patient <input type="checkbox"/>	Ongoing:	
			Weight reported by carer <input type="checkbox"/>		
Meal/Snack	Foods/nutritional supplements/nourishing drinks offered/special diets e.g. pureed	AMOUNT TAKEN			
		Must be reported to and countersigned by registered nurse (RN) twice daily			
		Portion Served (S,M,L)	Amount Eaten (none, ¼, ½, ¾, All)	Signed	Countersigned by RN
Breakfast					
Cereal					
Milk/sugar					
Cooked Item					
Bread / toast					
Spread					
Drinks					
Mid-morning					
Snacks					
Drinks					
Lunch					
Soup					
Main item					
Potato/rice					
Vegetables					
Pudding					
Drinks					
Mid-afternoon					
Snacks					
Drinks					
Dinner					
Soup					
Main item					
Potato/rice					
Vegetables					
Pudding					
Drinks					
Supper					
Snacks					
Drinks					
Therapeutic Intake e.g. oral intake trails for swallow rehabilitation such as yoghurt etc. Include amount given e.g. 3 teaspoons (refer to care plan)					

9. Know how to support individuals to maintain continence while preserving their dignity

Define the term continence (ACc 9.1, ACn 9.1):

Identify **three** factors that affect continence (ACc 9.2, ACn 9.2):

Identify **three** tools which support continence (ACc 9.3, ACn 9.3):

Identify how to maintain dignity for those in your care who need continence support (ACc 9.4, ACn 9.4):

Identify how to record bladder and bowel movements (ACc 9.5, ACn 9.5):

10. Understand how to support the wellbeing of individuals in a health and care setting

Identify specific factors that can impact the wellbeing of individuals in your work area

(ACc 10.1, ACn 10.1):

Physical wellbeing	Mental wellbeing
1.	1.
2.	2.
3.	3.

11. Know how to support oral care

Identify why oral care is important (ACc 11.1, ACn 11.1):

Give **three** examples of how you would support an individual with their oral care needs

(ACc 11.2, ACn 11.2):

Give **three** examples of when an individual may require additional support to meet their oral care needs (ACc 11.3, ACn 11.3):

12. Know how to support foot care

Identify why foot care is important (ACc 12.1, ACn 12.1):

Give **three** examples of how you would support an individual with their foot care needs

(ACc 12.2, ACn 12.2):

Give **three** examples of when an individual may require additional support to meet their foot care needs (ACc 12.3, ACn 12.3):

13. Understand the needs of individuals who have a cognitive impairment

Define the term cognitive impairment (ACc 13.1, ACn 13.1):

List **three** signs and symptoms that may indicate an individual has a cognitive impairment (ACc 13.2 ACn 13.2):

Describe **three** ways you could support an individual in your work area who has a cognitive impairment (ACc 13.3, ACn 13.3):

14. Understand the needs of individuals who have a learning disability

Define the term learning disability (ACc 14.1, ACn 14.1):

Identify **three** examples of underlying health conditions that may affect individuals with a learning disability (ACc 14.2, ACn 14.2):

Identify communication challenges an individual with learning disabilities may encounter (ACc 14.3, ACn 14.3)

Barrier to communication	Ways to address them
1.	1.
2.	2.
3.	3.

Explain **three** ways you can support an individual with a learning disability

(ACc 14.4, ACn 14.4):

15. Understand the needs of individuals with a mental health condition

Complete the table below (ACc 15.1, 15.2, 15.3, ACn 15.1, 15.2, 15.3):

- Identify **three** mental health conditions
- Outline **three** signs and symptoms you may observe in an individual
- Identify **three** ways to support an individual with a mental health condition

Mental Health Condition	Signs	Symptoms/Effects	Support

16. Know how to support individuals with sensory loss

In the table below list the **five** senses.

Identify **one** cause of a loss of each sense, ensure you include both congenital and acquired reasons in your table.

Identify a method or tool which could support an individual who has the named sensory loss (ACc 16.1, 16.2, 16.3, ACn 16.1, 16.2, 16.3)

Sense	Cause	Tools to support
1.		
2.		
3.		
4.		
5.		

17. Understand the signs of a deteriorating patient


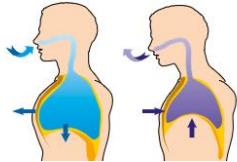



Identify the signs and symptoms of a deteriorating patient (ACn 17.1):

ABCDE	What might you see/hear? Minimum of 3	What does this mean?
Airway	1. 2. 3.	
Breathing	1. 2. 3.	
Circulation	1. 2. 3.	
Disability	1. 2. 3.	
Exposure	1. 2. 3.	

Describe key actions and considerations to take when you identify a deteriorating patient (ACn 17.2)

18. Know the factors that may affect physiological measurements

There are many factors that can affect physiological measurements. Complete the table below to identify **three** factors which can alter physiological measurements, both internal and external (ACn 18.1).

Physiological measurement	Internal affecting factors	External affecting factors
Blood pressure 		
Respiratory rate 		
Pulse 		
Temperature 		
Oxygen saturation 		

19. Be able to take physiological measurements - Learner Assessment Record Sheet

Physiological measurements to be completed on a minimum of **three** occasions relevant to your working environment. Tick each box when completed. If not assessed as competent, the learner must be considered for retraining (ACn 19.1, 19.2).

ONE COMPLETE SET MUST BE COMPLETED IN CLASSROOM (Simulated)

	Classroom	Class/Shadow/Simulated	Class/Shadow/Simulated	Class/Shadow/Simulated
The learner should be able to:				
Check all clinical observation equipment used is up to date with relevant checks				
Explain procedure to client and obtain informed consent				
Make appropriate adjustments to clothing to take a blood pressure recording				
Correctly obtain and record a Manual pulse rate				
Correctly chose the appropriate Blood Pressure machine for the client				
Use the correct cuff size for the client				
Correctly obtain and record a Blood pressure – please indicate manual or mechanical				
Correctly obtain and record an Oxygen saturation				
Correctly obtain and record a temperature using a tympanic thermometer				
Correctly obtain and record a respiration rate				
Correctly identify and record the CAVPU Score.				
Accurately record vital signs on the observation chart				

	Discussion 1	Discussion 2	Discussion 3
The learner should be able to:			
Discuss the NEWS/PEWS scoring system and required actions to take when measurements fall outside of normal ranges			
Discuss when to use PPE			
Correctly follow infection control procedures after each client use			
Discuss how to obtain clinical observations in an isolation room			
Discuss reporting defective equipment and removal from the clinical area			
Assessor signature:			
Date:			
Learner signature:			
Date:			

Assessors feedback to candidate	Candidate comments

20. Understand how to support the hygiene needs of individuals

Give **three** examples of how you can protect the privacy and dignity of individuals while providing support with hygiene needs (ACn 20.1):

Describe how you would support an individual with their hygiene (ACn 20.2):

21. Know about death and dying

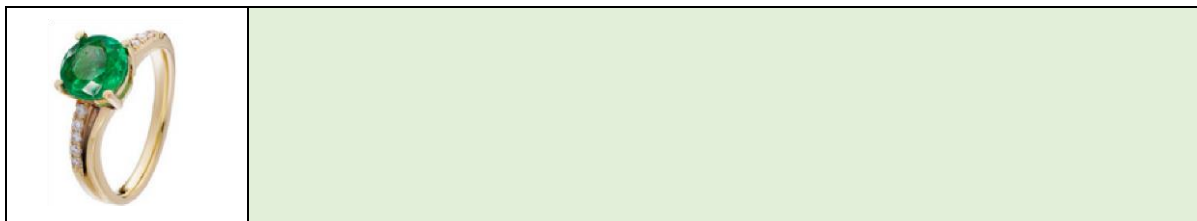
Identify cultural and religious differences associated with death and dying (ACn 21.1)

Describe how you would care for an individual in their last days of life (ACn 21.2):

Identify how to care for an individual after death (ACn 21.3):

Identify how the personal belongings of an individual are managed after death (ACn 21.4):

Describe these items of jewellery **and** how they would be handled and stored in line with workplace policy (ACn 21.4):



Identify support that is available to you whilst you are supporting individuals through death, dying and bereavement (ACn 21.5):

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22. Know how clinical specimens are taken

	Describe how the clinical specimen is taken (ACn 22.1)
Midstream Specimen of Urine (MSU)	
Catheter Specimen of Urine (CSU)	
Stool Sample	
MRSA Screening	
Sputum Specimen	

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Identify how to label clinical specimens (ACn 22.2):

23. Be able to use reflection in a health and care setting

Describe a model of reflection to use in a health and care setting (ACc 17.1, ACn 23.1):

Learning from practice – Template 1

Please use the following templates to reflect on **two** experiences from the list below (ACc 17.2, ACn 24.2. Choose either/or both templates – whichever best suits your learning style.

- Your training programme
- Your shadow shifts
- An interaction with another individual (e.g. patient, carer, colleague)

This is a template of the Reflective Model by Rolfe et al. (2001). You can use this template or transfer the headings to a new document; this will help you to achieve your reflective practice.

WHAT?

*This is the description and self-awareness level and all questions start with the word what.
What I did? What did I do well? What could I do better? What have I learnt?*

SO WHAT?

*This is the level of analysis and evaluation when we look deeper at what was behind the experience.
What could I have changed? How did it make you feel?*

NOW WHAT?

This is the level of synthesis. Here we build on the previous levels these questions to enable us to consider alternative courses of action and choose what we are going to do next.

Now what can I do? Now what do I need to do? Now what is my action plan to improve this

Date of activity:

Learning from Practice – Template 2

This is a template for a reflective review, based on the Reflective Model by Gibbs (1988).

You can use this template or transfer the headings to a new document; this will help you to achieve your reflective practice.

DESCRIPTION

What happened? Describe the situation you are reflecting upon as though you were communicating to someone who wasn't there.

Brief explanation of the situation you are reflecting upon (What happened? Where were you? Why were you there?):

Who was present / involved (include yourself in the list)?:

Briefly explain your specific role:

Briefly explain the role of others who were present:

FEELINGS

What were you thinking and feeling?

What did you feel confident about when just before and during the situation?

What were you nervous or less confident about just before and during the situation?

What were your feelings immediately afterwards, what made you feel that way?

What do you think other people involved in the situation were feeling during and after the action?

EVALUATION

This section is reflecting on what was good or bad about the situation. It might help to think about both your reactions and the response of other people involved during the situation

What went well in the situation?

How do you know this was a good outcome? (think about the response of others, or how well you met the objectives)

What didn't go so well / what could be improved?

How did you identify this as an area for improvement? (think about the response of others, or how well you met the objectives)

What were the consequences of your actions for the other people involved in the situation?

ANALYSIS

What sense can you make of the situation? Things that helped and things that hindered

What did you learn from this situation? Why did things go well? Why didn't things go so well?

Was there anything you did not know?

CONCLUSION

What else could you have done or what could have been done differently?

If the same situation happened again, what could you do differently to ensure a more positive outcome? Are there any skills which you could developed?

CALL TO ACTION!

How can you ensure a different outcome next time?

What do you need to do to ensure the actions you identified in the CONCLUSION get implemented and not just forgotten? Is there something you could do to make sure you were more prepared? Do you think you need to ask for help or further training to enable you to handle the situation better?

Date of activity:

Curriculum Details

An up-to-date curriculum can be accessed by either the clicking the links below or scanning the QR code.

All-Wales Induction Health and Care Workers (Core)

[Unit \(agored.cymru\)](https://agored.cymru)



All-Wales Induction Health and Care Workers (Nursing)

[Unit \(agored.cymru\)](https://agored.cymru)

