

English for Health and Social Care Workers

Transcripts

Unit 1: Communication

[1.1]

- Interviewer:** Can you tell us about your current responsibilities, Polly?
- Polly:** Sure. I take care of a couple of service users locally that I share with another carer. I'm doing personal care mainly. Helping my ladies get ready in the morning, showering, helping them choose their clothes, that sort of thing.
- Interviewer:** OK.
- Polly:** Oh, I also help them order their shopping online. I quite like doing that – they're not very computer-savvy.
- Interviewer:** *[shares a laugh]* Oh, right, I see. And what about administrative tasks?
- Polly:** I have some admin tasks, but not too many, luckily. It's not my favourite part of the job. I have to fill in a personal care chart, for example. Then I have a meeting with my supervisor once every two weeks.
- Interviewer:** Steve – tell us about a typical day.
- Steve:** Well, I've only got one service user at the moment, Paul.
- Interviewer:** Ah-hah?
- Steve:** He's got learning disabilities, but we're trying to give him as much independence as possible. So, I help him organise his day, accompany him on appointments on public transport – you know, like going to the doctor's or the dentist's. I also help him with his finances, which he finds a little difficult. I really like doing that.
- Interviewer:** So Maryssa, how are you finding your job?
- Maryssa:** I actually enjoy it more than I thought I would. Its varied and my service users are generally happy to see me. I like cooking anyway, then there's a bit of cleaning, helping service users with their shopping. It's all fairly easy.
- Interviewer:** That's good to hear. Anything that's proving a challenge?

- Maryssa:** I admit that I don't enjoy some of the personal care duties – toileting, for example.
- Interviewer:** OK. I understand. Administration?
- Maryssa:** Yes, there is some admin – I've got forms to fill after each person, but that's OK, I don't mind it.

[1.2]

- Steve:** Good morning, how are you today?
- David:** Nice to see you. Come in.
- Steve:** My name's Steve and I'll be looking after you this week.
- David:** That's good. I'm not used to having a man take care of me.
- Steve:** *[laughs]* I know; a lot of people say that. Now, what would you like me to call you, David or Mr Bellamy?
- David:** I prefer to be called by my surname.
- Steve:** That's fine with me, Mr Bellamy. Let me just check your care plan and see what we're doing this morning.
-
- Maryssa:** Hello, it's Mrs Driver, isn't it? I'm Maryssa. I took care of you last year.
- Nancy:** Hello, dear. Lovely to see you again.
- Maryssa:** And you. I'm going to take care of you while Jilly's on holiday.
- Nancy:** Yes, she did tell me she'd be away.
- Maryssa:** I have your notes here, but I just want to check a few things, if that's OK?
- Nancy:** Yes, of course.
- Maryssa:** So what do you prefer to be called?
- Nancy:** My name's Nancy, but most people call me Nan.

[1.3]

- a Good morning, how are you today?
- b Hello, it's Mrs Driver, isn't it?
- c What would you like me to call you, David or Mr Bellamy?
- d I have your notes, but I just want to check a few things, if that's OK?
- e What do you prefer to be called?

[1.4]

- a Yam alright chick?
- b Ay up me duck.
- c Watcha darlin'.
- d Why aya pet?

[1.5]

- Miro:** *[Bulgarian/Central or East European accent]* Good morning, Joe, I'm Miro. It's nice to meet you!
- Joe:** *[strong Newcastle accent]* Alreet, boy, lad.
- Miro:** Sorry, sir, I didn't understand.
- Joe:** Hello, come on away!
- Miro:** Do you mean you want me to leave?
- Joe:** No, lad. It means come in , like!
- Miro:** Oh yes, thank you.
- Joe:** It's gay cold out there, eh?
- Miro:** Sorry, Joe, can you repeat that, please?
- Joe:** I said it's 'gay cold out there' – it means it's very cold , like.
- Miro:** Oh, OK. You're right it's very cold today.

[1.6]

- a How can I help you today?
- b Can you describe your typical day?
- c Tell me about your husband.
- d What kinds of programmes do you like to watch on TV?
- e How are you feeling today?
- f Tell me about your son.
- g What did you do today?
- h What kinds of food do you like for breakfast?

[1.7]

Part 1

- Cheryl:** Hi, I'm Cheryl. Come in and take a seat. This is my mum, June.
- Polly:** Hello, Cheryl, Good morning, June. My name's Polly, we've met before.
- June:** Oh, yes, that's right.
- Yemi:** Hello, I'm Yemi. It's lovely to meet you both.
- June:** Morning.
- Cheryl:** Mum and I would just like to know a bit about how you're going support her.
- Polly:** Yes, of course. Well, June, we want to assist you as much as we can in the mornings. So, helping you to get up, washed and dressed and then helping you with your breakfast. Is that OK, June?
- June:** Yes, that sounds good to me.
- Polly:** Excellent! [*Speaks fast*] Now how do you like to wash, June? Morning or night or both? Do you prefer a bath or a shower?
- June:** Sorry, what did you say, dear? You'll have to excuse me; my hearing is not so good.
- Polly:** I'm sorry, June. Let me start again. How do you like to wash?
- June:** I like a shower in the morning.
- Polly:** And what about the evening?
- June:** Oh, I just like to freshen up with a flannel usually.
- Polly:** OK, that's fine. We'll note that down.
- Cheryl:** And you'll help with getting her ready for bed in the evenings. Is that right?
- Yemi:** Yes, that's what was discussed.

Part 2

- Yemi:** So tell us, June, what kinds of food do you like for breakfast?
- June:** I usually just eat toast and jam, but sometimes I have cereal.
- Polly:** And for lunch?
- June:** Oh, a sandwich – ham, tuna, cheese, anything like that – and some soup.
- Polly:** That sounds easy enough.

- Cheryl:** Yes, there's usually something in the fridge or the cupboard, so please help yourselves.
- Yemi:** And how about your evening meals, June?
- Cheryl:** Mum has ready meals delivered, which just need heating up in the microwave.
- June:** They're actually really nice.
- Yemi:** Good. And anything else?
- June:** I usually have a yoghurt for dessert.
- Yemi:** OK, I think that we can manage that!

Part 3

- Cheryl:** Good. I'm at work from nine until six most days, so you'll need to let yourselves in at lunchtime.
- Yemi:** Yes, that's fine, if you can give us a key.
- Cheryl:** Yes, that's OK. I'll get one for you now. I'd prefer it if you rang the doorbell in the mornings and the evenings, though, so I can let you in if I'm here. We always keep the door locked.
- Polly:** Yes, we understand. We always ring the doorbell and wait a few moments before we enter, just in case.
- June:** Good, thank you. The carers from the other agency just used to walk in uninvited and treated my home like it was their own. They'd often walk in whilst poor Cheryl was in the bathroom.
- Yemi:** Oh no, that's terrible. We won't do that.
- Polly:** No, we won't. And you must tell us immediately if we ever do anything that you're not happy with.
- Cheryl:** Yes, we will, thanks.

[1.8]

- Carer:** Tell me about your family, Phyllis.
- Phyllis:** I've got three children and nine grandchildren so far.
- Carer:** Nine!
- Phyllis:** Yes, six boys and three girls. I remember all their names and their birthdays.
- Carer:** Wow! I'm impressed. How old are they?
- Phyllis:** Daniel is the eldest. That's David's boy – he's 15 now. And the youngest – little Emily – is just three weeks old.

Carer: Do they all live locally?

Phyllis: David and his children live the other side of town. I see them for Sunday lunch most weeks. But Sonya and her family live up in the Scotland, so I don't see them very often.

Carer: And what about the rest of the family?

Phyllis: Andrew lives in New Zealand, so I haven't met Emily yet. Maybe at Christmas.

Carer: Oh, I hope so.

[1.9]

a

SU: My grandchildren are going to Disneyland Paris next week.

Carer: How exciting.

b

SU: My neighbour was in a car crash yesterday.

Carer: That's terrible.

c

SU: I played the lottery last week, but I didn't win anything.

Carer: What a shame!

d

SU: My best friend is coming over from Australia soon. I haven't seen her since 1972.

Carer: 1972!

Unit 2: Personal care

[2.1]

Part 1

- Carer:** What are you up to today then, Doreen?
- Doreen:** My son's going to bring my granddaughter round this afternoon.
- Carer:** Is he? That's lovely. It's Sophie, isn't it?
- Doreen:** Yes. She's adorable.
- Carer:** I've got your toothbrush. Have you got any more toothpaste?
- Doreen:** I think there's a new tube in the bathroom cabinet.

Part 2

- Carer:** So how did you sleep last night, Ted?
- Ted:** Not so bad, thanks.
- Carer:** Do you need any help getting washed and dressed this morning?
- Ted:** I can wash by myself OK, but maybe I just need some help with shaving.
- Carer:** Yes, of course.
- Ted:** I tend to shake a lot, and it's difficult to hold the razor still without cutting myself.
- Carer:** Not to worry. I'll give you a hand. Where are your razors?

Part 3

- Howard:** My flannel's on the side of the sink, Carol.
- Carer:** Thanks, yes, found it. And soap. All set. So, let's get you in, Howard. Are you ready?
- Howard:** Yes. It's the first time I've used this new bath.
- Carer:** OK, I'm just going to press this button. The seat will lower you slowly into the water.
- Howard:** Oooo. *[uncertain]*
- Carer:** It's a bit a strange at first, but you'll get used to it.

[2.2]

Part 1

- Polly:** Are you ready for your morning wash? *[Smiles]*
- Ms M:** Yes, Polly, I am. Can you help me out of bed, please?
- Polly:** *[Smiles again and makes direct eye contact]* Yes, Ms Matthews. Let's get your walking frame and then you can support yourself out of bed and onto your feet. Here you are.
[Passes Ms M the frame, which she uses to get up and walk from her bedroom to the bathroom]
- Ms M:** I think I'd like a shower today, Polly. Is that OK?
- Polly:** Yes, of course. It's your choice.
[Both walk in to the bathroom and close the door behind them to maintain Ms M's privacy and dignity]
- Polly:** I'm just going to put the bath-board in the bath. *[Safely places the bath-board into the bath and starts to run the shower and get the water to a comfortable temperature. She puts on her PPE]*
- Ms M:** Thank you, Polly.
- Polly:** OK, can I help you to get undressed and on to the bath chair?
- Ms M:** Yes, please, Polly.
- Polly:** Let me just check the temperature of the water. *[Checks the water temperature is not too hot or cold]* That seems OK. *[Helps Ms M to remove her night clothes]* Could you just lift up your arms, please? *[takes off Ms M's pyjama top]* That's it. Now can you step out of the bottoms? Hold onto me if you need to. Now sit on the bath seat. Slowly, that's it.
- Ms M:** Thank you.
- Polly:** Now, I'm going to lift your legs over the bath. Gently does it. There you go. OK?
- Ms M:** Yes, thank you, Polly.

Part 2

- Polly:** How's the water? OK for you?
- Ms M:** Oh that's a really nice shower, Polly. Can you help me wash my hair and my back, please?
- Polly:** Yes, no problem. Where's your shower gel and shampoo?
- Ms M:** They're in the bathroom cabinet. Can you see them?

- Polly:** Yes, got them, thanks.
- Ms M:** I've got my flannel.
- Polly:** OK, good.
- Ms M:** Yes, love.
- Polly:** *[Helps Ms M wash her back]* How's that, Ms Matthews?
- Ms M:** Yes, that's really nice, thank you, Polly.
[Polly continues washing]
- Ms M:** Can you leave me now so that I can do the rest of my body myself?
- Polly:** Yes, of course. Let me know when you're ready to do your hair.
[Leaves the bathroom and closes the door to maintain Ms M's privacy and dignity. She remains close by to ensure that she is able to assist Ms M should she need any help]
- Ms M:** Polly, can you come back and help me now?
- Polly:** Yes, Ms Matthews. I'm here. *[Knocks on the bathroom door and enters.]* Let me just put a towel round you. *[Puts a warm towel around Mrs M and helps her to dry to her back and hair and lets her to the rest]* Now I'll help you dry your back. There you go. All done. Would you like to brush your teeth while we're in the bathroom?
- Ms M:** Yes, please, Polly. Can you pass me my toothbrush and toothpaste?
- Polly:** Yes, here you go.
- Ms M:** Thanks. *[Brushes her teeth]* OK I'm done, Polly.
- Polly:** Thank you. *[Puts tooth and toothpaste back in the cup on the sink.]*

Part 3

[Both walk back to the bedroom and close the door behind them to maintain Ms M's privacy and dignity]

- Polly:** What would you like to wear today, Ms Matthews? *[Holds up some clothes for her to choose from]* What about the red dress?
- Ms M:** I've put on a bit of weight. I'm not sure it suits me anymore. Can I have the blue dress and the black jacket, please? I'm going to a special party at the day centre today and I want to look nice! *[Both smile as Polly passes the clothes over to Ms M]*
- Polly:** Of course, Ms Matthews. Do you want to wear shoes or sandals today?
- Ms M:** Oh, I don't know, dear. What do you think?
- Polly:** It's a little chilly outside. Maybe it's better to wear shoes? What about the navy blue ones?

- Ms M:** Yes, OK, dear. Good idea. Can you pass me the shoe horn? Thanks.
- Polly:** Do you want to wear your new perfume, too?
- Ms M:** Yes, please. My son bought me that for my birthday.
- Polly:** Yes, you told me. It's lovely. My mum has the same. Here you are.
[passes the perfume over to Mrs M] Where would you like to go now?
- Ms M:** I'd like to go to the lounge, please. Can I get some breakfast?
- Polly:** Of course, Ms Matthews. I'll just make sure the bathroom is clean.
[Cleans bathroom, washes hands and safely bins PPE]

[2.3]

- a Are you ready for your morning wash?
- b Can I help you get undressed?
- c How's the water for you?
- d Would you like to brush your teeth?

[2.4]

- a I'm going to wash my hands first and put on my apron.
- b I'll just wait outside the door. Tell me when you're ready.
- c I think you've got a temperature, I'll call the doctor.
- d What time are you going to visit your daughter?
- e I'm going to check the temperature of the water.

[2.5]

Part 1

- Ms H:** Hello, Rashid.
- Rashid:** Good morning, Ms Hoque. Something smells good.
- Ms H:** Just preparing lunch. My father-in-law is watching TV. *[whispering]*
I think he wants to visit the toilet.
- Rashid:** OK, thanks for letting me know. Do you mind if I close the door?
- Ms H:** No, please, go ahead.

- Rashid:** Thanks. *[Enters living room, closes door for privacy]* Good afternoon, Mr Hoque. How are you? *[Smiles and makes eye contact with Mr H]*
- Mr H:** Hello, Rashid, it's good to see you.
- Rashid:** How can I help you this morning? *[Speaks in low voice to avoid embarrassment]*
- Mr H:** Can you help me get to the bathroom, please?

Part 2

- Rashid:** Let me just close the door. *[Closes door to maintain Mr H's privacy and dignity.]* I'm going to wash my hands first and put on my apron. *[Washes hands and puts on PPE]* Now, would you like me to help you loosen your trousers and take them down, Mr Hoque?
- Mr H:** Yes, please.
[Rashid gently helps Mr H lower his trousers and sit down on the toilet]
- Rashid:** I'm just going to change your incontinence pad, Mr Hoque; it's a little wet.
- Mr H:** *[a little embarrassed]* Yes, yes, OK. *[Rashid removes this and puts it in to the bin]*
- Rashid:** I'm going to fill up the bodna so you can wash yourself. *[Fills up ablution jug (bodna) with warm water so Mr H can wash himself appropriately according to Islamic religious custom]* Would you like me to leave you for a few moments so you can have some privacy?
- Mr H:** Yes, please.
- Rashid:** OK. I'll just wait outside the door. So call me when you need me. *[Leaves the bathroom for a few minutes so Mr H can have some privacy]*

Part 3

- Mr H:** Rashid, I've finished. Could you come back and help me now, please?
- Rashid:** OK, I'm coming *[Knocks on the bathroom door and enters]* Shall we put on another incontinence pad?
- Mr H:** Yes, OK.
- Rashid:** Would you like any help to clean and dry the genital area?
- Mr H:** If you don't mind. I'm sorry.
- Rashid:** It's not a problem, Mr Hoque. I'm here to help. *[Makes sure Mr H is properly clean and dry around his genital area and then helps him to put on the incontinence pad]*

- Rashid:** OK. Are you ready to stand up and pull your trousers up?
- Mr H:** Yes.
- Rashid:** OK, on the count of three, one, two, and three and up! [*Helps Mr H to stand and pull up his trousers*]
- Mr H:** Can I just wash my hands?
- Rashid:** Yes, of course, Mr Hoque. [*both wash hands*] Shall we go back to the lounge?

[2.6]

- a Would you like me to help you with your hair?
- b Do you need any help to brush your teeth?
- c Do you want me to help you get dressed this morning?
- d How can I help you this morning?
- e Would you like me to help you loosen your trousers and take them down?
- f Would you like any help to clean and dry the genital area?

[2.7]

Abdomen.
Bladder.
Kidneys.
Ureter.
Urethra.

Unit 3: Food and nutrition

[3.1]

- Josie:** Let me just put this non-slip mat down first. It'll stop your plate from moving around.
- Martha:** Thanks. Can you help me with this spoon, Josie? I've never used it before.
- Josie:** Yeah, of course. Let me show you. I'm going to attach the plate guard first. Right, so you hold the spoon like this in your right hand. The padded handles will help you grip.

- Martha:** OK.
- Josie:** Now you push the food towards the plate guard and then push it onto your spoon. *[Demonstrates]*
- Martha:** Oh yes, that looks quite easy, doesn't it?
- Josie:** It's not hard, and you don't need to grip it so tightly. It shouldn't hurt your hands. *[Smiles and puts the spoon into Martha's right hand]*
- Martha:** Oh, it feels quite strange. *[Attempts to use the spoon to pick up some of her cereal but the spoon drops into the bowl]* Oh dear, I'm not very good at this.
- Josie:** Don't worry, it's fine. Try again, but this time just grip it a tiny bit harder. *[Picks up the spoon and demonstrates once more pushing the food over to the plate guard]* See, just use the plate guard to push the food onto the spoon.
- Martha:** Oh yes, I see, let me try again. *[Picks up the spoon and puts it in the bowl and pushes against the plate guard and this time she manages to get the food from the bowl in to her mouth]*
- Josie:** Yes, that's right. Well done, Martha. *[Smiling]*
[Martha smiles and puts her hand on Josie's hand]

[3.2]

- Robert:** Can I help you with eating your food, Filuck? *[Makes eye contact and smiles at Filuck and then points to the food that is in front of him]*
- Filuck:** Umm. *[Smiles and nods his head]*
- Robert:** OK, are you ready for your first mouthful?
- Filuck:** Umm. *[Smiles and looks at the food and reaches for the adapted spoon]*
- Robert:** OK. *[Guides Filuck's hand towards the spoon and places his hand on top of his and helps him guide the spoon to the plate and then towards his mouth]*

[Filuck starts to chew the food and some of the food dribbles from the corner of his mouth and Robert gently dabs the food away using a napkin.]

- Robert:** Can I get you a napkin to put over your clothes so they don't get food on them?
- Filuck:** Umm. *[Looks at Robert and smiles and nods]*

[Robert fetches a napkin from the kitchen and puts it over Filuck's shirt]

Robert: Are you ready for another spoonful of food?

Filuck: Umm. *[Smiles]*

[Robert and Filuck repeat the hand over hand process.]

Robert: How's your food? I hope it's not too hot.

Filuck: Umm. *[Smiles and nods approval]*

Robert: Tell me if I am going too fast and if I am putting too much on the spoon! *[Smiles and makes eye contact and puts a reassuring arm on Filuck's shoulder]*

Filuck: Umm. *[Smiles again and nods and puts his hand on Roberts hand approvingly]*

[3.3]

Part 1

Rashid: What would you like for your dinner, Mr Hoque?

Mr H: Umm, I'm not sure I'm very hungry, Rashid. I haven't felt very well all day.

Rashid: Oh dear, Mr Hoque, I am sorry. What's wrong?

Mr H: I have stomach ache and a headache.

Rashid: OK, have you eaten anything today? *[Looks Mr H in the eyes and looks concerned]*

Mr H: No, not really.

Rashid: What about yesterday? What did you eat?

Mr H: I ate a bit of rice, but that's all. I felt OK until yesterday morning.

Rashid: OK. Well I think you ought to eat a little something, don't you?

Mr H: Yes I suppose you're right, Rashid.

Rashid: How about something light and easy, like soup and a slice of toast?

Mr H: Well ... OK.

- Rashid:** Good. It'll hopefully make you feel better. OK, so let's see what's in the cupboard. There's tomato, potato and leek or vegetable soup. Which would you prefer?
- Mr H:** The vegetable, please, Rashid.

Part 2

- Rashid:** So how are you doing, Mr Hoque?
- Mr H:** I'm not enjoying it, to be honest.
- Rashid:** You're doing well.
- Mr H:** I don't think I can eat any more.
- Rashid:** Could you just try a little more?
- Mr H:** A little, maybe.
- Rashid:** That's good, take your time.
- Mr H:** I'm sorry.
- Rashid:** Don't worry, Mr Hoque. You've done well.

[3.4]

- a You're doing well.
- b Could you just try a little more?
- c That's good.
- d You've done well.

[3.5]

Part 1

- Polly:** Are you ready for your breakfast, Ms Matthews? *[Ms M is sitting in her chair in the living room and Polly is crouched down by the side of the chair making eye contact with her]*
- Ms M:** Oh yes, please, Polly, I am quite hungry now.
- Polly:** That's good. What would you like?
- Ms M:** I'd really like a bacon sandwich with tomato ketchup, but I'm not sure I should.
- Polly:** Why's that?

- Ms M:** I tested my glucose level before you arrived and it was high: 14.2.
- Polly:** Lots of people with Type 2 diabetes have quite high blood glucose levels in the morning.
- Ms M:** Yes, the nurse told me to be careful.
- Polly:** I went on a training course recently in food and nutrition. I learnt that people with diabetes need to watch what they eat, especially in the mornings.
- Ms M:** I know. Perhaps I should have something else.
- Polly:** Yes, that's a good idea. You could always have a bacon sandwich later when your blood glucose levels drop a bit. The trouble with bread is that it's full of carbohydrates which convert to sugar in your body.
- Ms M:** Should I have some cereal with semi-skimmed milk instead?
- Polly:** Yes. Why don't you have this whole-wheat cereal? It doesn't have any added sugar and it's much better for you than that one.
- Ms M:** Yes, that's a good idea.

Part 2

- Polly:** Would you like to come and help me prepare?
- Ms M:** Yes, Polly, I will.
[Polly helps Ms M onto her frame and they walk from the living room to the kitchen]
- Polly:** Can you get the milk out of the fridge, please, Ms Matthews?
- Ms M:** Sure. Should I switch the kettle on too while I'm here?
- Polly:** If you could, thanks. Do you want to go and sit in the lounge and make yourself comfortable?
- Ms M:** OK.
- Polly:** I'll bring your cereal and tea through. *[Gets a napkin ready and puts in on a tray along with the cutlery, bowl of cereal and the cup of tea and takes it through to Ms Matthews]*
- Ms M:** Oh thank you, Polly, that's lovely.
- Polly:** It's a pleasure, Ms Matthews. *[Completes the fluid and nutrition chart notes detailing the food and amount of food and drink consumed by Ms Matthews.]*

[3.6]

- Ms M:** I tested my glucose level before you arrived and it was high: 14.2.
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- Polly:** I went on a training course recently in food and nutrition. I learnt that people with diabetes need to watch what they eat, especially in the mornings.

[3.7]

- a** arrived **b** asked **c** was **d** chatted **e** decided **f** helped **g** sat **h** took

[3.8]

watched, watched
 listened, listened
 decided, decided

[3.9]

asked, asked
 arrived, arrived
 helped, helped
 chatted, chatted
 talked, talked
 trained, trained
 needed, needed
 washed, washed
 used, used
 tested, tested

Unit 4: Manual handling

[4.1]

- a** We can use it to help you move from your wheelchair to the toilet.
- b** It can be used to help reposition you in bed.

- c It's for lifting you in and out of the bath.
- d It's to help lift you out of bed.
- e You can use them to support yourself as you get in and out of the shower.
- f It's used to help you stand up from the chair.

[4.2]

Rosie:

Can you roll over to your right side?

Now sit on the edge of the bed.

Hold onto the walking frame.

Put your weight on your left leg first. Now your right leg.

Straighten up slowly. Push the walking frame forward.

Bend your foot and lift your heel.

Lift up your leg. Now the other one.

[4.3]

- 1 Could you just lift your right arm, please? *[no rise and fall intonation, aggressive sounding]*
- 2 Could you just lift your right arm, please? *[gentle rise and fall intonation]*

[4.4]

- a Could you roll over to your right side?
- b Now can you just sit on the edge of the bed?
- c Can you hold onto the walking frame?
- d Could you just put your weight on your left leg first? Now your right leg.
- e Can you just straighten up slowly for me? Push the walking frame forward.
- f Could you bend your foot and lift your heel for me?
- g Can you lift up your leg for me? Now the other one.

[4.5]

- a I'm going to help you stand up.
- b We're going to transfer you into your wheelchair.

- c He's just going to hold the frame for you.
- d They're just going to lift you up onto your bed.

[4.6]

Part 1

- Rosie:** Are you ready for lunch, Marina? *[Smiles and makes eye contact]*
- Marina:** Yes, my dear.
- Rosie:** Good. Let me get your walking frame for you. *[Silence]*
- Marina:** Ooo, *[in pain]* I don't know, love.
- Rosie:** You sound a little unsure.
- Marina:** Can't you push me in the wheelchair today? I was in a lot of pain this morning.
- Rosie:** Well, it's important you use your legs. The GP wants you to do as much exercise as possible. *[Silence]* I understand, it's not always easy. *[Silence]* How about you try using your frame? If it's too painful, I'll transfer you to your wheelchair. We'll do it together.
- Marina:** That sounds like a good compromise.

Part 2

- Rosie:** OK, so put your hands on the frame and push yourself up off the bed, like we did yesterday.
[Marina starts to get up slowly and then falls back on the bed] Take your time.
- Marina:** Ouff!
- Rosie:** Are you OK, Marina? *[Puts a reassuring hand on her shoulder and looks her in the eye]*
- Marina:** I am struggling a bit today, sorry.
- Rosie:** It's no problem. Let me get the handling belt – it'll be easier.
- Marina:** The what?
- Rosie:** The handling belt. We can use it to help you stand up from the bed. Let me just put this around you. There you go. We'll stand up on the count of three. Is that all right, Marina?
- Marina:** Yes, that's fine.
- Rosie:** OK, so one, two, three. Well done, Marina. Now grip your walking frame with both hands. That's it. Are you ready to walk to the dining room?

- Marina:** Yes, I think so. *[Begins to walk towards the bedroom door]*
- Rosie:** Stop and rest if you need to. *[Smiles at Marina]*
- Marina:** *[walks slowly but surely into the corridor, then stumbles slightly]*
Agghh. Oooppss.
- Rosie:** Oh, you stumbled, Marina. Are you OK?
- Marina:** *[Gasping]* Yes, yes, I am OK. I just tripped.
- Rosie:** Would you like me to get your wheelchair for you?
- Marina:** *[Defiant]* No, no, I'll be fine thank you, Rosie
- Rosie:** OK, Marina, just take it a bit more slowly; you might trip again. You're doing very well. How's the pain in your legs?
- Marina:** It's all right, thanks, now that I am walking and using my legs.
- Rosie:** Here we are. Well done. Do you want to sit in your usual seat?

[4.7]

- a Take your time.
- b You're doing very well.
- c That's it.
- d Well done.

[4.8]

Part 1

- Amit:** So, Martin, ready for that trip to the pub?
- Martin:** You bet! I've been waiting for this all morning. *[Smiles and laughs]*
I thought we could try the new one on Broad Street.
- Robert:** Oh, yeah, The Royal Oak. Sound's good. Amit, what do you reckon?
- Amit:** It might be a bit crowded. It's probably better to go to The Albert.
- Martin:** You're right. We'll stick with The Albert this time.
- Robert:** Great, I can have my usual.
- Martin:** What's your usual?
- Amit:** His full English, of course. You know he's always hungry. *[all laugh]*
Right, now, are you ready for us to do the transfer?
- Martin:** Yes, ready.

Robert: Before we start, can I just check – are you any pain or discomfort at all?

Martin: No, no, I'm fine.

Robert: Are there any uncomfortable pressure areas? *[Smiles and makes eye contact with Martin and Amit]*

Martin: No, none at all.

Part 2

Robert: Amit, would you mind passing me the sling, please?

Amit: Here you go.

Robert: Thanks. Right then, Martin, if you're ready, I'll just put the sling in place under you. Like this.

[The sling is put in place and linked up to the arms of the hoist and the brake is firmly applied to the hoist and the wheelchair.]

Robert: OK, off we go. If you could support Martin with your hand on his back and guide the hoist.

Amit: Sure.

[The controls are operated on the hoist and Martin is moved gently and respectfully while Robert guides the hoist and Amit supports Martin with a guiding and supportive hand on his back.]

Amit: Is everything all right for you, Martin? Are you comfortable? Do you feel supported?

Martin: Yeah, I'm feeling good. Thanks, Amit.

Robert: Could you just hold onto the cross bar for me, please? It makes it a bit easier for us and a bit more comfortable for you.

Martin: Oh yes, sorry.

Robert: That's it, thanks. Is everything OK at your end, Amit?

Amit: Yes, it's fine.

Robert: Can you just push Martin a bit more to the left, please? He isn't positioned correctly, and I don't want him to miss the chair!

Amit: Oh you're right, sorry. Are you OK, Martin?

Martin: Yes, I am fine, thanks.

Amit: Keep holding on for a moment, OK?

Martin: Yes, I will.

Robert: OK, we're going to lower you now so you can let go. Don't worry, we'll support you.

[Martin is gently lowered in to the waiting wheelchair gently and competently.]

- Robert:** Was everything OK? Are you comfortable, Martin?
- Martin:** Yes, fine, thanks.
- Amit:** OK, that's good. If I can just remove the sling from under you.
- Martin:** Sure. Thanks.
- Robert:** I'm about ready for that pint now. What about you two?

[4.9]

Part 1

- Amit:** Right, now, are you ready for us to do the transfer?
- Martin:** Yes, ready.
- Robert:** Before we start, can I just check – are you any pain or discomfort at all?
- Martin:** No, no, I'm fine.
- Robert:** Are there any uncomfortable pressure areas?
- Martin:** No, none at all.
- Robert:** Amit, would you mind passing me the sling, please?
- Amit:** Here you go.
- Robert:** Thanks. Right then, Martin, if you're ready, I'll just put the sling in place under you. Like this. OK, off we go. If you could support Martin with your hand on his back and guide the hoist.
- Amit:** Sure. Is everything all right for you, Martin? Are you comfortable? Do you feel supported?
- Martin:** Yeah, I'm feeling good. Thanks, Amit.
- Robert:** Could you just hold onto the cross bar for me, please? It makes it a bit easier for us and a bit more comfortable for you.
- Martin:** Oh yes, sorry.
- Robert:** That's it, thanks. Is everything OK at your end, Amit?
- Amit:** Yes, it's fine.
- Robert:** Can you just push Martin a bit more to the left, please? He isn't positioned correctly, and I don't want him to miss the chair!
- Amit:** Oh you're right, sorry. Are you OK, Martin?
- Martin:** Yes, I am fine, thanks.
- Amit:** Keep holding on for a moment, OK?

- Martin:** Yes, I will.
- Robert:** OK, we're going to lower you now so you can let go. Don't worry, we'll support you.
- Robert:** Was everything OK? Are you comfortable, Martin?
- Martin:** Yes, fine, thanks.
- Amit:** OK, that's good. If I can just remove the sling from under you.
- Martin:** Sure. Thanks.

Unit 5: Pain and medication

[5.1]

- a Take one tablet twice a day.
- b Take one tablet a day in the morning.
- c Take two tablets twice a day at mealtimes or just after.

[5.2]

a

- Carer:** According to the leaflet, Derek, you can take 60mg of Codeine up to four hourly.
- Derek:** Four hourly?
- Carer:** It means you can take one tablet every four hours, if you need to.

b

- Sylvie:** I'm still on these antibiotics, you know. They're not doing much good. Is that the right dose, love?
- Carer:** Yes, Sylvie. You're having two tablets of 250mg every eight hours. So that's two now and two this evening with your dinner.

c

- Mrs Smith:** I never remember what all these are for.
- Carer:** Well, that's Lactulose, Mrs Smith. It's for constipation.
- Mrs Smith:** Oh yes, of course.
- Carer:** You can take 15ml – that's a tablespoon – twice daily. So you need to take it morning and night.

d

- Carer:** Don't forget to use your eye drops, Mr Dawson. Do you want me to help you?
- Mr Dawson:** No, I can do it myself. How many drops again?
- Carer:** Let me just check. That's one drop in each eye, three times a day. So morning, noon and night.

[5.3]

Part 1

- Josie:** Are you ready for your morning medication, Martha? (*Smiles and makes eye contact*)
- Martha:** Yes, thank you.
- Josie:** OK, good. Let me just put my gloves on. Right, I have the monitored dosage pack here. There are two Naproxen 500mg tablets for this morning. That's 1,000mg altogether. Is that right? I thought you were on a lower dose? If you don't mind, I just want to check this against your MAR chart.
- Martha:** I was on a lower dose, but my GP increased it in the mornings for my legs; I'm in a lot of pain first thing in the morning.
- Josie:** Oh, OK. I just wanted to check.
- Martha:** I'll start to rattle soon with all of the tablets I'm taking! [*Laughs*]
- Josie:** I think you will, Martha. [*Laughs*]
- Martha:** I do think they're helping the pain in my legs, though.
- Josie:** Well, that's the important thing.

Part 2

- Josie:** Now, can I just check a couple of things with you, Martha? Have you eaten your breakfast?
- Martha:** Yes.
- Josie:** Good, because these are strong and they may make you feel sick if you haven't eaten. You need to take them on a full stomach.
- Martha:** I know. I felt a bit queasy the other day, but it wore off after an hour or so.
- Josie:** You will do, I'm afraid. They are pretty strong. Now, how is your pain this morning? I'll need to make a note of it in your plan of care.
- Martha:** It's not too bad this morning.

Josie: Excellent, Martha, good to hear. Here are your tablets, and your water. (*Dispenses the medication into Martha's hands and gives her a glass of water to take them with.*) Make sure you drink plenty of water.

Martha: Thanks. (*Takes the tablets and swallows them with the water.*)

Josie: Have you swallowed them?

Martha: Yes, yes, I have.

Josie: Do you need any more water?

Martha: No, all gone, thanks, Josie.

Josie: That's good. Now let me sign your MAR chart.

[5.4]

- a Nausea, vomiting and constipation
- b Confusion, drowsiness, headache and dizziness
- c Dry mouth, sweating and facial flushing

[5.5]

- a artery
- b atrial fibrillation
- c hypertension
- d ischemia
- e plaque
- g dysphagia
- h paralysis

[5.6]

a

Carer: How are you feeling this morning, Alice?

Alice: I'm not feeling very well at all.

Carer: No, you don't look too well. Where does it hurt?

Alice: I woke up with a terrible headache. It's so painful.

b

Carer: You look tired, Mr Khan. Is anything bothering you?

Mr Khan: My stomach really aches.

Carer: Can you point to where it hurts? I see. Have you taken any medication for it?

c

Carer: Anne, can you tell me where the pain is?

Anne: It doesn't hurt, but it's very itchy. I'm just scratching all the time.

Carer: Can you show me? Yes, you have a rash. It might be a side effect of the Warfarin.

d

Carer: I see you're rubbing your knee, Howard. Are you in any pain?

Howard: I tripped over the step. It's a bit tender.

Carer: Let me take a look. Oh, yes. It's quite badly bruised, isn't it?

Unit 6: Health and safety

[6.1]

Rosie: Are you OK, Phyllis? Can you tell me what happened?

Phyllis: I think so. I just tripped and fell down the stairs. My legs just gave way.

Rosie: OK, Phyllis, I understand. Does it hurt anywhere?

Phyllis: My right leg hurts a bit.

Rosie: Yes, it looks a bit bruised. Anywhere else?

Phyllis: My shoulder, just here.

Rosie: Your right shoulder. OK, Phyllis. Now try not to move. I am going to call for an ambulance. They'll be able to check you out.

Phyllis: Oh no, you really don't have to, I don't want to inconvenience anybody.

Rosie: It's not an inconvenience, Phyllis. It's my duty to make sure you're OK. I need to be sure you haven't broken anything.

Phyllis: If you're sure.

Rosie: I'm sure. Now let me just get you a blanket; I don't want you to get cold. *[Pause, Rosie returns]* There you go. How are you feeling, not too cold?

Phyllis: OK. I don't want to be any trouble. You go to your next client if you need to, Rosie. I'll be fine here, honestly. I know you're busy.

Rosie: No, it's no bother. Try to stay calm. I'll stay here until the ambulance comes. I'll call my boss; she'll organise another carer to do my rounds. Now, try not to move until the ambulance gets here.

[6.2]

- a I'm here to help you.
- b Try not to worry.
- c You're doing well. Take some deep breaths.
- d Try to stay calm. There's a lot of blood, but I think it looks worse than it is.
- e You must be in pain. We're trying everything to make things comfortable for you.
- f The ambulance is on its way.

[6.3]

Operator 1: Hello, Emergency Service Operator, which service do you require? Fire, police or ambulance?

Rosie: Ambulance, please.

Operator 1: I'll just connect you now.

Operator 2: Hello, this is the ambulance service. Where are you calling from?

Rosie: 45 Whitehorse Road on the Ashfield Estate.

Operator 2: Can I just check the town, please?

Rosie: Cardiff. It's Cardiff.

Operator 2: OK, thank you. What's the nature of your emergency, please?

Rosie: I'm sorry, I can't hear you very well.

Operator 2: Can you tell me what's happened, please?

Rosie: Sorry, yes. I am a care assistant. I've just arrived at my service user's home and found her at the bottom of the stairs. She says she fell down the stairs.

Operator 2: What's her name?

Rosie: Phyllis Jones.

Operator 2: And how old is Phyllis?

- Rosie:** She's 80. No, sorry, 81.
- Operator 2:** Is she injured?
- Rosie:** Yes, she's complaining of pain in her right leg and right shoulder. She's a bit shaken.
- Operator 2:** OK, can you give me your name, address and phone number, please?
- Rosie:** My name's Rosie. It's the number I'm calling on.
- Operator 2:** Right, and the address?
- Rosie:** It's 45 Whitehorse Road.
- Operator 2:** OK, thank you, Rosie, I'll send an ambulance crew along shortly.
- Rosie:** Thank you very much. How long will it take?
- Operator 2:** You should have a crew with you in around 20 minutes.
- Rosie:** Sorry, I didn't quite hear you. Could you repeat that, please? How long will it take?
- Operator 2:** 20 minutes, we should have someone with you in about 20 minutes.
- Rosie:** OK, that's great. Thank you.
- Operator 2:** It's important to keep her warm in the meantime.

[6.4]

- Operator 1:** Hello, Emergency Service Operator, which service do you require? Fire, police or ambulance?
- Rosie:**
- Operator 1:** I'll just connect you now.
- Operator 2:** Hello, this is the ambulance service. Where are you calling from?
- Rosie:**
- Operator 2:** Can I just check the town, please?
- Rosie:**
- Operator 2:** OK, thank you. What's the nature of your emergency, please?
- Rosie:**
- Operator 2:** Can you tell me what's happened, please?
- Rosie:**
- Operator 2:** What's her name?

Rosie:

Operator 2: And how old is Phyllis?

Rosie:

Operator 2: Is she injured?

Rosie:

Operator 2: OK, can you give me your name, address and phone number, please?

Rosie:

Operator 2: Right, and the address?

Rosie:

Operator 2: OK, thank you, Rosie, I'll send an ambulance crew along shortly.

Rosie:

Operator 2: You should have a crew with you in around 20 minutes.

Rosie:

Operator 2: Twenty minutes, we should have someone with you in about 20 minutes.

Rosie:

Operator 2: It's important to keep her warm in the meantime.

[6.5]

Manager: You must be very careful with clinical waste. So anything that's contaminated – dressings, bandages, anything you've used to clean the service user – you have to put all of that in the yellow clinical waste bags.

Rachel: What about our aprons and gloves? Do we have to put those in there too?

Manager: Yes, you do. Disposable items used for cleaning the spills, such as paper towels and gloves, should also be disposed of as clinical waste. And sharps, do you know what you have to do with sharps?

Rachel: I guess we have to put those in the sharps box, right?

Manager: Right. You must follow the correct procedure for the care home you're working at. Now if you're doing domiciliary work, then you should really send the sharps box back to the user's pharmacy or surgery.

- Rachel:** Oh, OK, I didn't know I had to do that.
- Manager:** And don't forget, body fluids such as blood, urine, vomit and faeces must be cleaned up immediately.
- Rachel:** OK, I think I understand.
- Manager:** You should always check with your manager if you're not sure.

[6.6]

- Rosie:** Hi, Sanja, it's Rosie.
- Sanja:** Hi, Rosie, how can I help?
- Rosie:** I need to report an incident.
- Sanja:** Go on.
- Rosie:** I was at the care home earlier this evening and Marina Staples fell over.
- Sanja:** Really, I hope she's OK. Was she using her walking frame?
- Rosie:** Yes, she was. She was walking from her bedroom to the dining room, but she just seems to have felt faint and then tripped over. I called the GP out, who checked her over. She said there's nothing to worry about.
- Sanja:** That's good to know. What was the GP's assessment?
- Rosie:** She thought it was because Marina has an ear infection at the moment, which is affecting her balance.
- Sanja:** I see. Well, thanks for informing me. Can you fill in an Accident Form, please, and leave it on my desk for the morning?
- Rosie:** Yes, of course.
- Amit:** Hi, Patrick, it's Amit.
- Patrick:** Oh hi, Amit, how are things going?
- Amit:** I'm a little worried about Martin. He seems to have a swelling on his right elbow and he's very distressed about it. What should I do?
- Patrick:** Thanks for calling me; you did the right thing. Now, can you call his GP and tell them about the symptoms. I know Martin well and he doesn't normally make a fuss unless he's in real pain.
- Amit:** All right. Should I do that now?
- Patrick:** Yes, please, and when you've finished, call me back. The GP's number is by the phone. Can you see it?
- Amit:** Yes.

Patrick: If in doubt, Amit, always seek medical assistance.

Amit: I will, and thanks, Patrick. Bye.

Patrick: Goodbye, Amit, speak to you later.

[6.7]

Sanja: Hi, Rosie, how can I help?

Rosie:

Sanja: Go on.

Rosie:

Sanja: Really, I hope she's OK. Was she using her walking frame?

Rosie:

Sanja: That's good to know. What was the GP's assessment?

Rosie:

Sanja: I see. Well, thanks for informing me. Can you fill in an Accident Form, please, and leave it on my desk for the morning?

Rosie:

[6.8]

Trainer: OK, so let's now look at how we can help a service user during a seizure. The first thing to do is try to protect them from injuring themselves. Make sure you remove any objects out of their way and cushion their head. Don't restrain them or attempt to move them unless really necessary, and don't put anything in their mouth, especially your fingers. People often think the patient is going to swallow their tongue. They may bite it, but putting something in their mouth to try to stop them is actually more dangerous.

Trainee: What should we do once they've stopped shaking?

Trainer: When the convulsions have stopped, put the service user into the recovery position until they regain consciousness. Talking and reassuring the user is a good idea.

Trainee 2: Sorry, what about calling an ambulance? Shouldn't we do that first?

Trainer: It's not always necessary. But if the user continues to have convulsions after five minutes or they have more than one seizure, then call the emergency services. Equally, if they have any respiratory problems or they injure themselves, you should call an ambulance immediately. Does anyone have any questions at this stage?

Unit 7: Activities of daily living

[7.1]

- Robert:** Right, let's check what's on your evening meal planner for next week. Can you read it out to me?
- Jamila:** Monday is spaghetti bolognaise.
- Robert:** OK, so check the freezer. Have you got any beef mince?
- Jamila:** No, haven't got any left.
- Robert:** Are there any tins of tomato in the cupboard?
- Jamila:** Umm, no tomatoes!
- Robert:** No? OK, so write that down on your list, Jamila.
- Jamila:** Yes, I've written it down.
- Robert:** Good. What about Tuesday then?
- Jamila:** It's chicken casserole and rice.
- Robert:** Sounds good. Have you got what you need?
- Jamila:** Yes, there's rice in the cupboard but no chicken. Should I put them on the list?
- Robert:** Only write down the things you need.
- Jamila:** OK. I'm having oven fish and chips on Wednesday. I've got frozen chips in the freezer.
- Robert:** OK, so you need to buy fish, then.
- Jamila:** I know – it's on my list.
- Robert:** And what's happening on Thursday?
- Jamila:** Ham salad, and I've got some tinned ham already in the cupboard.
- Robert:** OK, but we know that we have to buy all the salad stuff fresh, don't we? What do you want to put in your salad?
- Jamila:** Lettuce, cucumber, tomatoes and some coleslaw.
- Robert:** All right, so put those on your list. Friday and Saturday you're out in the evening, aren't you?
- Jamila:** Yes, I am.
- Robert:** OK, well you might want something for breakfast in the morning and lunch. What about some bread, bacon, sausages and some frozen pizzas?
- Jamila:** Yes, I'll put them on my list.

Robert: Don't forget your fizzy pop, milk and coffee.

Jamila: Oh, yes, well thought of, Robert!

[7.2]

Part 1

Robert: Are you ready, Jamila? Shall we walk down to the bus stop?

Jamila: Yes, I'm ready to go.

Robert: Now, where's your travel card so you can pay for your bus fare?

Jamila: It's in my bag.

Robert: Cool. Let's go then. Can you remember which bus we need to catch?

Jamila: I think it's the 108. Is that right?

Robert: Well remembered, Jamila.

Jamila: I hope I've got enough money on my travel card.

Robert: You should do. We checked it this morning on the website. Do you remember?

Jamila: Yes we did, didn't we?

Robert: Yes. Remember you need to keep it topped up with credit, yeah? How often do we need to top it up?

Jamila: Once a week.

Robert: Yes, that's right. And where can we top it up?

Jamila: When we go out shopping. You said we can top it up in the supermarket when we pay for our groceries.

Robert: Yes, we can. Well done for remembering.

Part 2

Robert: Jamila, can you check the timetable. What time's the next bus?

Jamila: It's at 15.20. Is that 20 past 3?

Robert: Yes, it is. Oh, here it is now. Make sure you've got your travel card in your hand ready. Have you got your travel card?

Jamila: Yes, here it is.

Robert: OK. Now get on the bus and find a seat. Don't forget to swipe your card first. That's it.

Jamila: Can we sit here, Robert? I want the window seat.

- Robert:** Can you see the sign from where you're sitting?
- Jamila:** Yes, I can.
- Robert:** Then that's a good place to sit. Now can you remember where to get off for the college?
- Jamila:** Abbot Street?
- Robert:** Well remembered, Jamila. Make sure you watch the sign at the front of the bus; it will tell you when your stop is coming up.
- Jamila:** Then can I press the bell?
- Robert:** Yes, of course. Well done! You're doing really well, Jamila. Remember to thank the driver.
- Jamila:** Thank you, bye!
- Driver:** You're welcome.

[7.3]

- a** Make sure you've got your travel card in your hand ready.
- b** Don't forget to swipe your travel card first.
- c** Make sure you watch the sign at the front of the bus.
- d** Remember to thank the driver.

[7.4]

- Ann:** Let's write the shopping list together. What do you need for your stew, Matt?
- Matt:** Meat.
- Ann:** That's right. What kind of meat do you normally use for your stew?
- Matt:** I don't know.
- Ann:** Do you want beef, chicken, pork ...?
- Matt:** Beef is good.
- Ann:** OK, so you need beef and ...?
- Matt:** Carrots.
- Ann:** Good, and what else do you need?
- Matt:** Peas.
- Ann:** Uh huh?

- Matt:** Erm, I don't know.
- Ann:** How about turnips?
- Matt:** No, no, I don't like turnips. Swede. Can I put swede in my stew?
- Ann:** Mmmmm, that sounds like a good idea. You're doing really well, Matt.
- Matt:** I think it's going to be very tasty.

[7.5]

Part 1

- Dr M:** Good morning, Jamila, come in and take a seat. So, how are you today?
- Jamila:** *[whispers]* I have a sore eye.
- Dr M:** Sorry, I didn't hear you very well, Jamila. What did she say?
- Robert:** She said she has a sore eye.
- Dr M:** Have you? Can I take a little look?
- Robert:** Can you show the doctor your eye, Jamila?
- Dr M:** I'm just going to examine it with this penlight, if that's OK? Can I examine your eye?
- Jamila:** What's that? *(points to stethoscope)*
- Dr M:** It's a stethoscope.
- Jamila:** Oh. What's it for?
- Robert:** Jamila, the doctor wants to know if he can examine your eye. Is that OK?
- Jamila:** Oh, I don't know. What's he going to do? Will it hurt?
- Dr M:** I'm just going to take a quick look using a penlight – it's like a little torch. It won't hurt. Are you OK with that?
- Robert:** What do you think, Jamila? Is that OK?
- Jamila:** Yeah, it's OK if it doesn't hurt.
- Robert:** No, the doctor said it won't hurt.
- Jamila:** It's OK.

Part 2

- Dr M:** So, Jamila, can you just open your eye and look straight ahead?
- Jamila:** Sorry, I don't understand.
- Robert:** Dr Madipali asked you to open your eye and look straight ahead. Look at the wall over there.
- Dr M:** That's good, thank you. Keep your eye open for me, please. OK, that's fine. Can I touch your eyelid, Jamila?
- Jamila:** Robert?
- Robert:** The doctor asked if he could just touch your eyelid. Just here look. This is your eyelid.
- Dr M:** Now is it sore when I touch your eyelid?
- Jamila:** Yes, and it's watery, too.
- Dr M:** I can see that. How long have you had it for?
- Robert:** The doctor wanted to know how long you've had your sore eye.
- Jamila:** I don't remember.
- Robert:** You've had it for a couple of days, right?
- Jamila:** Yes, yes, a couple of days.
- Dr M:** OK, then. It looks like something we call conjunctivitis. It's a minor eye infection. Nothing to worry about. OK?
- Robert:** Yes, thank you, doctor.

Part 3

- Dr M:** I'm going to give you a prescription for some eye drops. Have you used eye drops before?
- Jamila:** I don't have any eye drops.
- Dr M:** Sorry?
- Robert:** She said she didn't have any eye drops.
- Dr M:** No, I meant has she used eye drops before?
- Robert:** Ah, OK. Jamila have you used eye drops before?
- Jamila:** I don't remember.
- Dr M:** Maybe Robert can help you. You need to put them in four times a day for the next five days.
- Robert:** Thank you, doctor. I'll help Jamila manage those.

- Jamila:** Thank you, Dr Madipali.
- Dr M:** You're welcome, Jamila. Now just make sure you keep your eye clean, and bathe it with a clean flannel and warm water every couple of hours. And don't forget to use those eye drops. Is there anything else you want to talk about today, Jamila?
- Robert:** Jamila? Dr Madipali wondered if you wanted to talk about anything else today.
- Jamila:** No, nothing else today.
- Robert:** Thank you very much, doctor.
- Dr M:** Thanks. Goodbye.

[7.6]

- Carol:** Good morning. I'm here with Mavis today. I hope that's OK.
- Hygienist:** Yes, of course, come in. Morning Mavis. How are you?
- Mavis:** [slurred speech] I don't like the dentist.
- Hygienist:** Sorry, I don't understand.
- Carol:** She said she doesn't like the dentist.
- Hygienist:** Ah, but I'm not a dentist, Mavis, I'm a hygienist. You don't have to worry.
- Mavis:** What?
- Carol:** He said don't worry, he's not a dentist.
- Mavis:** What do you do then?
- Hygienist:** I'm just going to clean and polish your teeth. Is that OK?
- Mavis:** [slurred speech] He's not a dentist, is he? What does he do?
- Carol:** He just told you. He said he's going to clean and polish your teeth.
- Mavis:** Will it hurt?
- Hygienist:** No it won't.
- Mavis:** [slurred speech] It's going to hurt, isn't it, Carol?
- Carol:** He said it wouldn't hurt. Don't worry.
- Hygienist:** So, when was the last time you visited the dentist?

[7.7]

Susie: Our organisation offers a variety of services to help service users maintain their independence. Let me outline three of our most popular services.

First of all the handyperson service. Elderly people want to stay in their own home for as long as possible. A local handyperson can help make their home easier to live in by fitting grab rails and alarms, or doing the garden. There is a small charge for the service, but it's not expensive.

Next, there's the befriending service, which aims to stop elderly people becoming isolated. The system is very simple. We put people of similar ages and interests in contact, then the friendships develop naturally. Friends keep in touch by phone and meet when they can. It creates a real sense of community.

Finally, the hospital discharge scheme offers practical help to people when they come out of hospital. Carers do housework or go shopping, collect prescriptions, even change beds. This service allows patients to recover in their own home independently, instead of staying in hospital. The service means it's cheaper for the community.

Unit 8: Safeguarding

[8.1]

- Sara:** Hi, Debbie, its Sara. Listen, I'm a little worried about Ian McKellar.
- Supervisor:** Why, what's happened?
- Sara:** Well, when I went in this morning, he was covered in bruises and he's got a cut on his head.
- Supervisor:** Where exactly?
- Sara:** He's got bruises on his upper arms. It looks like someone has tried to pull him out of his chair, but they've been very rough with him.
- Supervisor:** And what about the cut?
- Sara:** It's on the back of his head. I think he might have fallen backwards and hit his head.
- Supervisor:** Have you filled in a body map?
- Sara:** No, not yet. I'm just about to do that ...
- Dylan:** Hi, Mark. How have you been?
- Mark:** Not bad, considering. My leg feels really sore this morning, though.
- Dylan:** Let me take a look.
- Mark:** No, not that one, it's my right leg.
- Dylan:** Oh, yeah, it looks like you've got a new pressure sore, I'm afraid. On the back of the leg, just here at the top.

- Mark:** [winces] Yes, that's it.
- Dylan:** We'll ask the nurse about that when she comes.
- Mark:** She'll be here at two, I think.
- Dylan:** And what's that on your left hand?
- Mark:** Oh, that – it's nothing. I burnt my hand trying to lift the kettle last night.
- Dylan:** It looks painful. We'll ask the nurse to look at that, too.

[8.2]

- a He was covered in bruises.
- b He's got bruises on his upper arms.
- c It looks like someone has tried to pull him out of his chair.
- d It looks like you've got a new pressure sore, I'm afraid.
- e It looks painful.
- f We'll ask the nurse to look at that.

[8.3]

- Christiana:** Hi, Peddy, you're very quiet today, what's up?
- Peddy:** Umm, I'm fine, I think.
- Christiana:** You don't seem sure.
- Peddy:** Oh, it's nothing.
- Christiana:** Are you sure? If there's something wrong, you can always speak to me.
- Peddy:** I'm really upset about what Billy said to me yesterday.
- Christiana:** OK, do you want to tell me more, Peddy?
- Peddy:** Well, it wasn't just what he said. It's ...
- Christiana:** Peddy, can you sit down? Why don't you start at the beginning and tell me exactly what happened?
- Peddy:** I'm sorry, it's just a bit embarrassing for me.
- Christiana:** I understand, Peddy. Try to relax and tell what happened with Billy yesterday. I can help you, but only if you explain the situation to me.
- Peddy:** Well, It was about 11.30, I think, and I was in the day room at the outreach centre. He came in and sat really close to me. First he put his arm round me. Then he put his hand on my breast and kissed me really hard on the cheek. He asked if I'd like to go upstairs with him, but I didn't want to.

- Christiana:** Umm, Peddy, this is serious.
- Peddy:** Yes, I know. He really upset me, and now I feel really angry and violated.
- Christiana:** I understand, Peddy, it must have been really frightening. Can you tell me what happened next?
- Peddy:** Well, I managed to push him away, and then I just ran out of the centre and ran home.
- Christiana:** So nothing happened after this. He didn't follow you or do anything else?
- Peddy:** No, no, he didn't, although I was scared he might.
- Christiana:** I am glad nothing else happened, but what did happen is really serious. I need your permission to report this to my senior manager, Peddy.
- Peddy:** I don't want to make things worse, Christiana.
- Christiana:** I know you don't. It won't make things worse. It'll help us get the situation investigated. If we don't deal with this, then he could do it again.
- Peddy:** I won't get in any trouble, will I?
- Christiana:** No, of course you won't, Peddy!
- Peddy:** OK, can you please report it for me?
- Christiana:** Yes, OK. Thank you for telling me. You did the right thing.

[8.4]

- a If there's something wrong, you can always speak to me.
- b Why don't you start at the beginning and tell me exactly what happened?
- c I can help you, but only if you explain the situation to me.
- d Just try to relax and tell me what happened with Billy.
- e It must have been really frightening.
- f Thank you for telling me. You did the right thing.

[8.5]

Part 1

- Jacob:** You look upset, David. What is it?
- David:** Well, it happened when I was walking home from the day centre yesterday.

- Jacob:** What happened, David? Do you want to tell me more?
- David:** Yes, but they told me not to tell anybody or they'd hit me!
- Jacob:** I want to try to help you, David, but you need to tell me exactly what happened.
- David:** Yes, I'll tell you, but you must promise you won't tell anybody else. I don't want to get them in any trouble.
- Jacob:** David, I'm afraid I can't make promises. It's my job to report incidents like this to the management team. Now, if you tell me what happened, I'll help you and we can sort this out together. How does that sound?

Part 2

- David:** OK. So, I was walking home and there were these two boys and ...
- Jacob:** Take your time, David.
- David:** Well these boys, they live upstairs, and they got me outside my flat. They pushed me and then they took all my money. It was ten pounds and they told me if I said anything ...
- Jacob:** Go on.
- David:** They said they'd beat me up!
- Jacob:** Well, first, David, are you OK? Did they hurt you?
- David:** No, they just scared me and took my money.
- Jacob:** I am glad they didn't hurt you, but what they did was wrong and it needs to be fully investigated.
- David:** I don't want to get anyone into trouble and make a fuss.
- Jacob:** I know you don't, but I have a duty to protect you. If we don't deal with this, then they could do it again.
- David:** OK, Jacob, what should we do?
- Jacob:** I'm going to call my manager and then we can take it from there. I don't want you to worry, though; we will sort this out.
- David:** Thanks, Jacob, thank you.
- Jacob:** Thanks for telling me. It was the right thing to do.

[8.6]

- Christiana** Hi, Mo, have you got a minute? I need to talk to you about a serious accusation made by one of my service users.
- Manager:** Hi, Christiana. Yes, come in. So what's been happening?

- Christiana:** It's Peddy Singh. I was with her this morning. She made an allegation of sexual assault against Billy Morgan, one of the service users at the outreach centre.
- Manager:** Oh, I'm sorry to hear that. How was Peddy when you left her?
- Christiana:** She's still shaken and very angry, which I understand. Luckily it wasn't more serious.
- Manager:** Yes, indeed.
- Christiana:** I've filled out an incident form.
- Manager:** Good. Can you just go through it with me, please?

Unit 9: Challenging situations

[9.1]

a

- Carer:** You sound quite depressed, Sylvia.
- Sylvia:** I am. I feel my life is just falling apart.
- Carer:** What do you mean by 'falling apart'?
- Sylvia:** My sister passed away last week. We were so close. I'm sorry ...

b

- Carer:** You look very tired, Daphne.
- Daphne:** I have a lot on my plate at the moment.
- Carer:** You say you have 'a lot on your plate'. What do you mean?
- Daphne:** I have an appointment at the hospital this afternoon. My son is coming round with the grandchildren, and I haven't managed to do the cleaning or the shopping. I'm so ...

c

- Carer:** You seem angry about something, Rana.
- Rana:** Everything is such a mess.
- Carer:** Why do you think everything's a mess?
- Rana:** You know, my mum didn't come to the meeting at the bank today. She promised. So now I'm in real trouble.

[9.2]**Part 1**

- Mary:** You look a little down. What's wrong, Enid?
- Enid:** I was watching this old war film and something just reminded me of George. I've not stopped crying since. (Enid begins to sob freely)
- Mary:** I'm sorry, Enid. I know you miss him a lot. *[Puts her arm around Enid and gives her a hug.]*
- Enid:** Yes, all the time.
- Mary:** Would you like to talk to me about your husband?
- Enid:** I wouldn't want to bore you!
- Mary:** I am here to listen. If you'd like to, I'd really like to hear about him.
- Enid:** Oh OK. He was a great support to me; he always had time to listen to me and we'd talk about anything and everything.
- Mary:** Oh really, I wish my husband was like that! *[Laughs]*
- Enid:** Yes, he was a wonderful man.
- Mary:** Remind me, what did he do? I think you've told me, but ...
- Enid:** He was a teacher in a school not far from here.
- Mary:** Ah, that's right. He taught English, didn't he?
- Enid:** Yes, he did. It was amazing how many ex-pupils came to his funeral.
- Mary:** That's fantastic. You must have been so proud of him.
- Enid:** I was, yes. He was an amazing teacher and an amazing man!

Part 2

- Mary:** If you don't mind me asking, how did he die?
- Enid:** It was cancer; he'd been a heavy smoker.
- Mary:** Lung cancer; that must have been awful. He must have been in real pain.
- Enid:** At the end he was in a hospice and on lots of medication.
- Mary:** It must have been hard to watch him suffer.
- Enid:** It was.
- Mary:** *[Pause]* Anyway, how are you feeling now?
- Enid:** A bit better for talking to you.

- Mary:** That's good. Actually, I'm a bit worried about leaving you alone. Is there anyone I can phone? Maybe someone can come and keep you company?
- Enid:** My daughter will be phoning later. I'll be fine, thanks.
- Mary:** That's good. How would you feel about talking to someone about your feelings? I think it may help you.
- Enid:** Umm, I'm not sure about that.
- Mary:** I know it's hard, but talking can really help you manage your feelings, and we can't have you sitting in the cold and dark!
- Enid:** I know, Mary. OK, will you have a word at the day centre for me?
- Mary:** Yes, of course. I'll ask the manager to call you.

[9.3]

- a You look a little down. What's wrong?
- b Remind me, what did he do?
- c If you don't mind me asking, how did he die?
- d You must have been very proud of him
- e It must have been very hard to watch him suffer.

[9.4]

Michelle: So we've looked at the different reasons for challenging behaviour. Now what I'm going to do is describe some real examples so that's a bit clearer for you. If we move to the next slide. OK – this is a group of children with learning disabilities. We've got Khalid, Rowen, Carmella and that's Helen. They're all between seven and ten years old and they all demonstrate some form of challenging behaviour. See if you can guess which type.

So first we have Khalid. Now Khalid gets bored very quickly. And when he's bored, he likes to rock backwards and forwards in his chair and he hums really loudly. Both of these actions disturb the other children in the class.

Next is Rowen, who prefers to interact with adults rather than children of his own age. So at school he doesn't like sharing his teacher with others in the class. When he wets himself, he knows the teacher will take him out of the class to clean him up.

Carmella prefers to sit alone; she doesn't like playing with the other children in the class. If she hits one of her classmates, the teacher usually makes her sit by herself in the corridor alone.

And finally, Helen. Helen knows that when she's hungry, if she throws her dish at the teacher, the teacher will give her something to eat.

[9.5]**Part 1**

- Tunde:** Hey, Bala, how are you today?
- Bala:** What do you want?
- Tunde:** Hey, Bala, that's no way to greet me. I can see you're angry, but I want you to calm down please. Now, what's up?
- Bala:** Go away, I don't want to see you! *[Throws his arms up in the air and puts his face close to Tunde and pushes him away.]*
- Tunde:** Bala, that's your decision, but I need you to take a step back and calm down. *[Speaks assertively but calmly.]*
- Bala:** I'm sorry! *[Shouts but takes a step back]*
- Tunde:** Bala, you don't have to shout at me. I'm only here to see you and check out how you are.
- Bala:** Sorry, it's my mum!
- Tunde:** OK, Bala, why don't we go inside, sit down and talk about this?
- Bala:** OK. *[Calmer.]*

Part 2

They both enter the flat and sit facing each other at the dining table.

- Tunde:** Bala, I want you to tell me what the problem is without shouting or getting upset.
- Bala:** It's my mum. She came to see me last night and she just started shouting at me.
- Tunde:** Why did she shout at you? I'm sure she doesn't usually shout at you.
- Bala:** She says I've been spending too much money on DVDs.
- Tunde:** So that's what's upset you then?
- Bala:** Yes, I hate her!
- Tunde:** Bala, please don't speak like that about your mum. I am sure she was only trying to help you budget your money.
- Bala:** But I like buying DVDs.
- Tunde:** I know you do, but sometimes you buy so many, you don't have enough money for food. Then, if you don't have enough money, you have to borrow from your mum, don't you?
- Bala:** Yes, yes, I do.
- Tunde:** Sometimes you have to listen to people, even if it's something you don't want to hear. Also, I am very upset that you pushed me this morning. That's not a nice thing to do, is it?

- Bala:** No, it isn't.
- Tunde:** Good, I'm glad you agree. But you know, this behaviour is totally unacceptable. If it happens again, I'll have to report it to your case manager.
- Bala:** You're right, sorry.
- Tunde:** More importantly, if this type of behaviour continues, you could lose the right to live in your flat.
- Bala:** I'm really sorry, Tunde.
- Tunde:** OK, well how about making us both a cup of tea?

[9.6]

- a I need you to take a step back and calm down.
- b Why don't we go inside, sit down and talk about this?
- c I want you to tell me what the problem is without shouting or getting upset.
- d Sometimes you have to listen to people, even if it's something you don't want to hear.

Unit 10: Personal and professional development

[10.1]

- Doris:** You have to be caring, of course, but also patient. I can still do most things for myself and I like to be independent. My carer gives me the confidence I need to do things; she's really encouraging, which is good, isn't it?
- Brian:** I lost my Doreen ten years ago this September, and it's still hard. Some days my carer's the only person I see. My ideal carer is someone – man or woman, doesn't matter to me – who is honest and kind. My Doreen was like that. She was also good at listening. I know carers are busy people, but I'd like someone who was a good listener, someone who'd just like to sit and chat.

[10.2]

Nadia: I've been in the care field for 15 years, first as a care assistant working with the elderly in a day centre, then working my way up to team leader. I attended as many training programmes as possible. I even learnt sign language. In the care field it's important to have a genuine passion for caring and supporting the people you work with. You need to be patient, too. The other quality is flexibility – you have to be flexible. You may need to work nights, for example, so being adaptable is important. I'm currently doing my Level 5 in Management. My career goal now is to become a manager and run my own service. I'm working towards it, but it might take a few years!

Dan: I started out as a support worker. I used to work with young adults with severe learning disabilities, which was very challenging at first. It was good to keep cheerful, especially when dealing with the personal hygiene aspect of the job. I then trained to become a senior support worker. I quickly learnt to become more organised. I worked with people from different backgrounds, so I needed to be very open-minded. My goal for the future is to become a social worker; I just want to gain a little more experience first.

[10.3]**Part 1**

Sharon: So, Philip, can you tell me a little about yourself and why you want to work in the care of older people?

Philip: Certainly. I've worked in retail for a number of years and I've thoroughly enjoyed it, especially the customer service aspect. But now I'd really like to work directly with people in the care field.

Sharon: Tell me about any skills and abilities you have that would benefit our service users.

Philip: Well, I have a caring nature; I'm honest and patient. I'd love to help people live as independently as possible and develop or regain skills that they may have lost. I looked after my elderly father for many years before he passed away two years ago.

Sharon: I'm sorry to hear that.

Philip: That's OK, it was peaceful. Also as a man, maybe your male residents could benefit from having a gentleman to support them in their everyday tasks.

Sharon: That's a good point.

Philip: Otherwise, I have good time management and organisational skills and can write clear, detailed reports.

Sharon: What do you think your main duties would be supporting service users within the home?

Philip: I know I'd need to support service users with personal care, dressing and hygiene, going to the toilet, eating and drinking and the many different social activities that they are involved in. I'd also have to write daily reports and update the person-centred plan as necessary. I would also liaise with family and friends where appropriate.

Part 2

Sharon: OK, thank you. Tell me what you know about equal opportunities.

Philip: Erm, well for me it's about giving everyone equal access to services and facilities and making sure everyone has a voice and that they are valued as part of society.

Sharon: And how would you implement equal opportunities in your work with our service users?

Philip: I would make sure that people's individual personal care needs are met in a respectful way that values their cultural beliefs, privacy and dignity. I would also make sure that cultural and religious calendar events such as Ramadan and Christmas were included in the daily life of the home.

Sharon: Thank you, Philip.

[10.4]

- a As a care worker, I'd be working with service users and a team, including other care workers, team leaders, catering staff and domestic workers, maybe also social workers.
- b In my last job, I worked together with other colleagues to introduce an improved system for communicating with each other through the service user's daily record.
- c First, I'd listen to the person and show that I understand. I'd make sure I offer them a choice, maybe to have a shower or a bath, for example. I would try to help the person to be as independent as possible.
- d I think I would check the person is clean and has plenty of food. Then I'd check if there are any signs of abuse or some kind of change in their behaviour. I'd talk to the person to see if there were any problems and then I'd report these to my manager.

[10.5]

Supervisor: Can you describe what type of people or groups you might work with?

Candidate: As a care worker, I'd be working with service users and a team, including other care workers, team leaders, catering staff and domestic workers, maybe also social workers.

- Supervisor:** Can you provide an example of how you've contributed to effective team working?
- Candidate:** In my last job, I worked together with other colleagues to introduce an improved system for communicating with each other when we complete the service user's daily record.
- Supervisor:** If you were delivering personal support to someone, how would you maintain their dignity and show them respect?
- Candidate:** First I would listen to the person and show I understand. I would make sure I offer them a choice, maybe to have a shower or a bath, for example. I would try to help the person to be as independent as possible.
- Supervisor:** When going into someone's home, how would you know they are safe and healthy? If you felt concerned, what would you do?
- Candidate:** I think I'd check the person is clean and has plenty of food. Then I'd check if there are any signs of abuse or some kind of change in their behaviour. I'd talk to the person to see if there were any problems, and then I'd report these to my manager.
- Supervisor:** Tell me what you know about equal opportunities.
- Candidate:** It's about giving everyone equal access to services and facilities and making sure everyone has a voice and that they are valued as part of society.
- Supervisor:** How would you implement equal opportunities in your work with our service users?
- Candidate:** I'd make sure that people's individual personal care needs are met in a respectful way that values their cultural beliefs, privacy and dignity. I would also make sure that cultural and religious calendar events such as Ramadan and Christmas were included in the daily life of the home.

[10.6]

Part 1

- Supervisor:** Hi, Philip, thanks for preparing for your supervision today. Are there any issues you'd like to add to the agenda?
- Philip:** Yes, Sharon. I'd like to discuss starting my Diploma in Health and Social Care Level 2, if possible.
- Supervisor:** Yes, OK, we can discuss that. So, I'd just like to start by giving you some feedback on your performance so far. Is that OK?
- Philip:** Yes, of course.
- Supervisor:** We'll start with the positive feedback, then we'll move on to the areas for development. How about that?

- Philip:** Sure, that's fine, thanks.
- Supervisor:** Right, so you've been with us for three months and you've already completed the Care Certificate Induction Standards. How did you feel it went?
- Philip:** I was quite happy with what I did.
- Supervisor:** Good. We think you did very well in fact, so well done. Now, how about your work in general? What are your thoughts?
- Philip:** I think I'm doing well so far. I'd be interested to hear what you think.
- Supervisor:** Well, I've observed you in a variety of different care situations, including personal care tasks and moving and handling. Generally, I'm pleased. You acknowledge the service users comfort, their privacy and dignity. You offer choices when you're helping them eat and drink. It's all very positive.
- Philip:** OK, good.
- Supervisor:** I've also noticed the way you interact with them when you're out in the community and when you're welcoming their family and friends into the home. You've got to know the service users and the staff really quickly and I've received really positive feedback from everyone about how friendly and caring you are. Your verbal communication skills are excellent and you always come across as being respectful.
- Philip:** Thank you for your feedback, I am really pleased you're happy with my performance.

Part 2

- Supervisor:** Unfortunately, I have to point out some areas for development, too. This happens even with experienced members of staff.
- Philip:** Yes, of course.
- Supervisor:** OK, so I need you to spend a little more time on the daily record sheets. I have the impression you rush them a little. Would that be a fair assessment?
- Philip:** Yes, sometimes, maybe.
- Supervisor:** I've noticed that when you write you make quite a few grammar and spelling mistakes and we don't always understand your daily record sheets.
- Philip:** OK.
- Supervisor:** Let me just explain why we're concerned. We're worried this could lead to misunderstandings. Another staff member might then take the wrong action, which obviously we need to avoid. How do you feel about this aspect of your work?

- Philip:** I accept this is sometimes a problem for me.
- Supervisor:** All right, well what I'd like to do is send you on a report writing skills course next month, if that's OK with you?
- Philip:** Sure, that would be really useful, thank you.
- Supervisor:** OK. I'll register you for the course. There is another area that I need to address with you, however.
- Philip:** Uh-huh?
- Supervisor:** It seems you were late three times last month. Now I know ten minutes doesn't sound much, but it can have a serious impact on the continuity of care we deliver in the home.
- Philip:** Yes, you're right. I apologise. They were issues beyond my control and I did call the home each time. I think I spoke to Julie. I'm sorry and I'll make sure it doesn't happen again.
- Supervisor:** Thank you, Philip. In the meantime, I've noted that you informed Julie and I'll check why this information wasn't passed on.
- Philip:** Thank you, Sharon, I appreciate it. And what about the Diploma?
- Supervisor:** Well if you like, I can speak to the training department and get you enrolled onto the course.
- Philip:** Really? That's great. I'd like to get started now if possible.
- Supervisor:** Good, I'll try to get that organised for you. By the way, did you know you can transfer credits from the Care Certificate to the Diploma?
- Philip:** Sorry, I'm not sure I understand.
- Supervisor:** I mean you can carry over points you earned on your Care Certificate into the Diploma – so you have less work to do!
- Philip:** Oh, that's excellent. Thanks for letting me know.