



Public Health
England



Protecting and improving the nation's health

NHS Health Check Assessor workbook

to accompany the competence framework

January 2015

About Public Health England

Public Health England exists to protect and improve the nation's health and wellbeing, and reduce health inequalities. It does this through world-class science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. PHE is an operationally autonomous executive agency of the Department of Health.

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About Skills for Health

Skills for Health is responsible for developing National Occupational Standards (NOS) for the healthcare occupations in the UK. The competences included in the NHS Health Check competence framework are drawn from these standards. PHE commissioned Skills for Health to develop this workbook for use by assessors. www.skillsforhealth.org.uk

Document agreed by: NHS Health Check national competency & training working group.

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Introduction

The NHS Health Check is a national initiative to prevent heart disease, stroke, diabetes, kidney disease and certain types of dementia through early identification and management of certain risk factors. The tests, measurements and risk management interventions that make up the NHS Health Check can be delivered in different settings by different healthcare professionals. For example, health trainers, healthcare assistants and pharmacy assistants working in primary care *and* pharmacy, using a range of outreach models, have supported commissioners seeking to engage as many eligible people as possible.

Please see the [NHS Health Check competence framework](#).

Purpose of this document

This document is for assessors to use with their learners. It accompanies the [NHS Health Check competence framework](#) and the NHS Health Check learner workbook. It is designed as guidance for assessors when assessing learners both in and outside of the workplace. Following this guidance will ensure a consistent approach that should support sector confidence in the new arrangements. The document has been developed with commissioners and trainers and represents best practice.

Use of this guidance and the learner workbook is encouraged but is not mandatory. However, local contract arrangements may mean that you are obliged to use this process, please contact your local commissioner to check if you are unsure. Assessment can also be achieved by other means, for example by completing a full qualification, qualification unit or existing internal assessment process.

This document can be used as a tool to identify potential gaps in internal assessments and existing training arrangements.

Role of the assessor

As the assessor your role is to make a judgement, based on the evidence provided by the learner, on whether or not they meet the learning outcome and, therefore, when the learner is safe to practice without direct/line of sight supervision against a particular competence. You may then need to communicate this to the person's supervisor or manager (where this isn't you) so they can make the decision to allow the person to work without direct/line of sight supervision. Assessment will usually be done in-house by the employing organisation but could be carried out via a college or other programme of study.

Assessor criteria

As an assessor:

- you must be occupationally competent
- you must be occupationally competent to assess. If you do not hold a recognised assessor qualification you must meet the standards of assessment practice as set out in the [Learning and Development National Occupational Standard 09 Assess learner achievement](#).

An assessor must:

- ensure learners understand the purpose, requirements and processes of assessment
- plan assessments to meet requirements and learner needs
- use valid, fair, reliable and safe assessment methods
- identify and collect evidence that is valid, authentic and sufficient
- make assessment decisions against specified criteria
- provide feedback to the learner that affirms achievement and identifies any additional requirements
- maintain required records of the assessment process, its outcomes and learner progress
- work with others to ensure the standardisation of assessment practice and outcomes

Your first task as an assessor will be to review the learner's existing competences, skills, knowledge, qualifications and experience. Some learners will need to complete the entire workbook while others will be able to demonstrate prior learning and experience.

Competences

You will assess learners against the following units:

Unit 1: NHS Health Check programme

Unit 2: Information governance during NHS Health Check assessments

Unit 3: Obtain valid consent when carrying out NHS Health Check assessments

Unit 4: Carry out NHS Health Check assessments with clients at risk of developing cardiovascular disease

Unit 5: Perform first line calibration on clinical equipment ready for use during NHS Health Check assessments

Unit 6: Perform point-of-care testing during NHS Health Check assessments

Unit 7: Undertake routine clinical measurements for NHS Health Check assessments

Unit 8: Agree courses of action following NHS Health Check assessments to address health and wellbeing needs of clients

Unit 9: Communicate with NHS Health Check clients about promoting their health and wellbeing

Unit 10: Support NHS Health Check clients to access information on services and facilities

Unit 11: Report results from NHS Health Check assessments

The competence framework does not replace employer induction specific to the workplace in which the learner carries out NHS Health Check assessments. It builds upon the existing knowledge and skills that they will already have obtained via the [Care Certificate](#).

The competence framework is also in addition to the [Core Competences](#) expected of all healthcare support workers. All learners should be aware of the scope of their role, their responsibilities and the limits of their competence when undertaking an NHS Health Check. They should know the legal and local requirements associated with their role. They should treat people with compassion, dignity and respect at all times. They should always begin by obtaining valid consent prior to any intervention and they should recognise when to seek assistance or refer a client to others.

Assessment guidance for the Core Competences is not included in this document but prompts have been added at appropriate points to encourage assessors to check that these core skills are in daily use.

The Core Competences are:

1. Personal development
2. Effective communication
3. Equality, diversity and inclusion
4. Duty of care
5. Safeguarding
6. Person-centred care and support
7. Handling information
8. Infection prevention and control
9. Health and safety
10. Moving and assisting

As an assessor you will need to ensure each learner can access a copy of the learner workbook and/or any other learner resources that will help them in their learning.

Learners who are not doing full qualifications or units are encouraged to work through the learner workbook and to keep a portfolio of evidence ready for assessment.

Assessment principles

- As the competence framework is designed to be used across a range of roles at different levels the assessment evidence required should reflect this. It is important that the evidence you ask the learner to produce—whether this is written evidence, verbal questions, discussion or observation of their performance in the workplace—is sufficient to make a judgement and appropriate to the grade/level of the role they have. It is equally important that you do not ‘over assess’.
- Competence-based (skills-based) learning outcomes must be assessed using direct observation in the workplace as the primary source of evidence. Evidence must be generated during the learner’s normal work activity. The use of Skype or other virtual or remote media is not permitted.
- Knowledge-based learning outcomes may be assessed using evidence generated outside of the work environment, eg in a classroom, via group learning or on-line.

- You should take every opportunity to assess holistically and proportionally. Evidence generated during the course of an assessment may be used to evidence achievement of more than one competence. Where appropriate the same evidence may also be used towards achievement of the Care Certificate, Core Competences, QCF qualifications and apprenticeships.
- In undertaking the competence framework it may not be possible for the same person to be responsible for assessment of every outcome. In some instances, the learner will undertake learning and assessment of knowledge in a classroom or group-based setting. In other instances, e-learning or workbooks may be used to assess some of the knowledge. Where this is the case there should be a lead assessor who has overall responsibility for making a decision on whether the standard has been met. This would include making sure that there is evidence of assessment decisions against each learning outcome and, where appropriate, that the knowledge is being integrated into practice.
- Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by you, the assessor.
- Where evidence of prior learning for knowledge is used you must assure yourself that the learner has kept the knowledge current.
- Good assessment practice involves ensuring that you agree a plan with the learner on what will be assessed and when. You should also plan to regularly review progress of the learner against the competences and agree any actions to ensure progress is maintained.

Types of assessment

Assessment will differ according to the individual learning outcomes and their assessment criteria. This document sets out what must be assessed and how it should be assessed. Most assessment will be within a work setting and should be completed face-to-face.

When you are assessing the learner's performance they should be made aware that they are being assessed. As a client will also be present at this time you will need to gain the client's valid consent to perform assessment on your learner.

Two main types of assessment are included in this workbook.

1. Underpinning knowledge

Evidence to meet knowledge assessment criteria can be provided through:

- one-to-one discussion
- as part of a group exercise
- written, for example, in a workbook or portfolio¹

Where e-learning has been used it must have an associated assessment. The outcome of this assessment can be used as evidence toward the achievement of the whole competence.

Assessment of knowledge and understanding is prefixed with verbs such as 'describe,' 'explain,' 'define,' 'list,' or 'identify' and can be undertaken using written or verbal evidence such as the workbook, written questions, case studies or sound files.

Documentation of assessment and evidence of practice should be completed in the learner's workbook or the portfolio that is used in your workplace. It can also be a place where learners can document their continuing training, learning and development.

The learner workbook/portfolio should also be used to gather assessment information from peers and supervisors. It should include feedback from the clients as part of an on-going appraisal and development process.

¹ A portfolio will usually include a CV and personal statement, professional development and learning records, regular reflective pieces and an incident analysis and review log.

The learner workbook/portfolio will be used to gather evidence which can be accessed when changing roles or moving between employers.

2. Competence

The assessment must be observed in the workplace as part of the learner's normal work duties. You will record your assessment decision on the documentation used in your workplace, eg the learner workbook/portfolio.

Assessment of performance in the workplace is prefixed with verbs such as 'demonstrate,' 'take steps to,' 'use' or 'show' and must be done during the learners real work activity and observed by you.

Learners can practice and develop their new skills in a classroom/skills lab or similar setting but the assessment evidence must be collected during real work activity. Simulation is not permitted for assessment of the competences included in the NHS Health Check competence framework.

You may want to seek the views of work colleagues or the client when making the judgment on the learner's performance. However, the final decision still lies with you on whether the learner has met the outcome required or not.

Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality between different assessors.

While it is recognised that a formal internal and external quality assurance infrastructure may not currently be available, where possible assessors should be encouraged to use standardisation techniques set out in the Learning and Development National Occupational Standard 11: [Internally monitor and maintain the quality of assessment](#).

You may also find this document helpful: [NHS Health Check programme standards: a framework for quality improvement](#).

Signing off competences

Once a learner has completed and been assessed as meeting all of the learning outcomes in a particular competence you may judge them fit to carry it out unsupervised. As soon as you have reached an assessment decision conferring competence on the learner, you and they should complete the relevant sign off pages in the learner workbook or portfolio.

The learner's supervisor should be notified once the learner is deemed competent against each unit so that they are allowed to work unsupervised.

A learner can be signed off against a single competence at a time rather than having to be signed off against all of the competences with the NHS Health Check competence framework simultaneously.

No learner can be partially signed off against a competence. They are either 'competent' or 'not yet competent'. To be competent they need to meet all of the learning outcomes and assessment criteria within the competence.

Definitions

Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competence they are assessing themselves. As occupational competence must be at competence level this may lead to having different assessors across the whole framework. Being occupationally competent means they are also occupationally knowledgeable. Their occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

An expert witness must have a working knowledge of the competences on which their expertise is based and:

- be occupationally competent in their area of expertise
- have EITHER a qualification in assessment of workplace performance OR a professional work role that involves evaluating the everyday practice of staff

Appendix: Competence Assessment Guide

Unit 1: NHS Health Check programme			
NHS Health Check area: Programme knowledge			
Derived from NOS: CHS227 Conduct health screening programmes			
The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand how to prepare to conduct NHS Health Check assessments	1. Summarise the current legislation, national and local guidelines, policies, protocols and good practice guidelines in relation to carrying out an NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competences: Equality, diversity and inclusion Duty of Care Safeguarding Infection prevention and control Health and safety Moving and assisting Handling information
	2. Explain the purpose and scope of the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Identify the range of facilities and resources needed to carry out the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Describe the range of information and tests required within the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	
	5. Describe the importance of quality assurance, quality control and regular monitoring of quality within the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	
	6. Identify the range and purpose of equipment and associated systems required for the NHS Health Check and explain their application	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Understand the risk factors associated with conducting NHS Health Check assessments in their work place	1. Describe what may influence the effectiveness of investigations, procedures and interventions	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Explain why it is important to recognise the contra-indications and risk factors	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Describe how to comply with risk assessments	Underpinning Knowledge - assessed by 1:1 or Group work	
The learner will	To meet this standard the learner can:	Assessment	Guidance

3. Be able to conduct NHS Health Check assessments	1. Inform the client of the purpose of the NHS Health Check and their expected commitment	Competence – assessed by learner being observed in workplace	Also refer to unit 3: Obtain valid consent when carrying out NHS Health Check assessments and to Core Competence: Effective communication
	2. Inform the client if any structures/systems are in place for referral and the selection criteria and processes for referral	Competence – assessed by learner being observed in workplace	
	3. Inform the client of how the confidentiality of their data is assured	Competence – assessed by learner being observed in workplace	
4. Be able to record the results of NHS Health Check assessments	1. Identify ways of presenting information, including statistical and factual information applicable to the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Handling information
	2. Describe the relevant information that needs to be included in NHS Health Check reports	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Collate all data and information from the NHS Health Check	Competence – assessed by learner being observed in workplace	
	4. Confirm that all NHS Health Check results have been fully checked	Competence – assessed by learner being observed in workplace	
	5. Check that the reports are validated and authorised for inclusion in the report	Competence – assessed by learner being observed in workplace	
	6. Produce a report on the NHS Health Check in line with local and national guidelines	Competence – assessed by learner being observed in workplace	
5. Know how to refer clients to others following NHS Health Check assessments	1. Describe the importance of follow up requirements resulting from NHS Health Check assessments	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Duty of care Person-centred care and support
	2. Explain how to initiate a referral process	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication
6. Know the limitations of the NHS Health Check	1. Describe how the NHS Health Check identifies and manages risk 2. Explain what measurements and assessments are not included in an NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	

Unit 2: Information governance during NHS Health Check assessments

NHS Health Check area: Information governance
Derived from NOS: n/a - this is a knowledge only unit

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand information governance policies and procedures	1. List the information governance and data protection policies and procedures they need to adhere to when carrying out an NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Handling information and the information governance pack
	2. Describe how to address questions from the client relating to protection of their data	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Know how to find and interpret information on data protection and information governance	1. Identify where to find additional information on data protection and information governance	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Describe how to interpret a range of information on data protection and information governance	Underpinning Knowledge - assessed by 1:1 or Group work	

Unit 3: Obtain valid consent when carrying out NHS Health Check assessments

NHS Health Check area: Invitation; Client consent; Consent to share data
Derived from NOS: CHS167 Obtain valid consent or authorisation

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand what is meant by valid consent when carrying out NHS Health Check assessments	1. Describe why it is important to establish valid consent	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Person-centred care and support
	2. List the range of activities for which they will need to establish valid consent	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Be able to support clients to understand what is meant by valid consent when carrying out NHS Health Check assessments	1. Explain the purpose and procedures for the valid consent to the client and/or key people	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication
	2. Offer the client or relevant others opportunities to ask questions or seek clarification	Competence – assessed by learner being observed in workplace	
3. Be able to obtain valid consent when carrying out NHS Health Check assessments	1. Check the client's identification details according to local guidelines before starting the valid consent process	Competence – assessed by learner being observed in workplace	Also refer to Core Competences: Person-centred care and support Effective communication
	2. Explain what steps to take if consent cannot be readily established	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Complete the appropriate valid consent form	Competence – assessed by learner being observed in workplace	
	4. Check the client 's or relevant other's clear understanding and confirm valid consent	Competence – assessed by learner being observed in workplace	
	5. Give reassurance that the client or relevant other can change their mind for consent at any stage	Competence – assessed by learner being observed in workplace	

Unit 4: Carry out NHS Health Check assessments with clients at risk of developing cardiovascular disease

NHS Health Check area: Risk assessment

Derived from NOS: CVD EF3 Carry out assessment with individuals at risk of developing cardiovascular disease

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand what is meant by cardiovascular disease	1. List the key components of the cardiovascular system and their functions	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. List the most common forms of cardiovascular disease and their causes	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. List the common risk factors including lifestyle factors which determine the risk of cardiovascular disease and the relative impact of these factors	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Describe the physical, psychological and social effects that cardiovascular disease can have on a client and their families	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Understand how to carry out NHS Health Check assessments with clients at risk of cardiovascular disease	1. List the types of clinical investigations included in the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Describe how to interpret the results of tests and measurements for a client at significant risk of developing cardiovascular disease	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Explain how to calculate a client's levels of risk of developing cardiovascular disease	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. List the appropriate tools and methodologies to measure individual's physical indicators of risk of cardiovascular disease	Underpinning Knowledge - assessed by 1:1 or Group work	

The learner will	To meet this standard the learner can:	Assessment	Guidance
3. Be able to carry out NHS Health Check assessments with clients at risk of developing cardiovascular disease	1. Use appropriate tools and methodologies to measure a client's physical indicators of risk of cardiovascular disease	Competence – assessed by learner being observed in workplace	
	2. Use interview techniques to find out about <ul style="list-style-type: none"> a) factors in the client's family history and lifestyle that may affect their levels of risk b) any symptoms the client has that may indicate they have cardiovascular disease c) any other conditions the client has that may affect their levels of risk 	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support
	3. Calculate and record the client's level of risk based on their measurements and findings	Competence – assessed by learner being observed in workplace	Also refer to Unit 1: NHS Health Check programme, learning outcome 4.
	4. Describe how to refer people to other practitioners when their needs are beyond own role or scope of practice.	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication Personal development

Unit 5: Perform first line calibration on clinical equipment ready for use during NHS Health Check assessments

NHS Health Check area: Risk assessment

Derived from NOS: GEN77 Perform first line calibration on clinical equipment to ensure it is fit for use

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand the procedures involved in the calibration of equipment for use during NHS Health Check assessments	1. List the standard operating procedures and policies and explain their importance	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Health and safety
	2. Explain the importance of accuracy and precision when calibrating equipment	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Explain how to check for validity and reliability when calibrating equipment	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Identify the common faults in equipment and explain the corrective action that should be taken	Underpinning Knowledge - assessed by 1:1 or Group work	
	5. Explain how to recognise the factors which could affect safety or pose a risk associated with the use of equipment	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Be able to perform calibration of equipment for use in NHS Health Check assessments	1. Perform checks to confirm the operational status of equipment	Competence – assessed by learner being observed in workplace	
	2. Select reference material to calibrate equipment for operation	Competence – assessed by learner being observed in workplace	
	3. Use standards to undertake the calibration of equipment for the intended purpose	Competence – assessed by learner being observed in workplace	
	4. Follow procedures to confirm the accuracy, precision and operational effectiveness of equipment	Competence – assessed by learner being observed in workplace	
	5. Confirm the equipment is suitable and ready to use	Competence – assessed by learner being observed in workplace	

The learner will	To meet this standard the learner can:	Assessment	Guidance
3. Be able to conclude and report on tests on equipment for use in NHS Health Check assessments	1. Record the validity and reliability of the calibration procedure	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information
	2. Explain what you should do if you identify any equipment that does not meet calibration standards and the actions to take to prevent accidental use	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Health and safety
	3. Describe when to notify the appropriate person of the status of equipment following calibration, seeking advice as necessary	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication Personal development

Unit 6: Perform point-of-care testing during NHS Health Check assessments

NHS Health Check area: Risk assessment

Derived from NOS: CHS217 Perform point-of-care testing

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand point-of-care testing	1. Define 'point-of-care testing'	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Describe the purpose of quality control in a point-of-care testing environment	Underpinning Knowledge - assessed by 1:1 or Group work	This should specifically include recognition of the need for correct, auditable storage
	3. Describe the possible causes and remedial action in the event of an erroneous quality control check	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Explain what to do and who to contact if the results fall outside of the expected parameters	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication Personal development
2. Be able to prepare for point-of-care testing in NHS Health Check assessments	1. Explain the procedure to the client and confirm their understanding	Competence – assessed by learner being observed in workplace	Refer to unit 3: Obtain valid consent when carrying out NHS Health Check assessments Also refer to Core Competence: Effective communication
	2. Match the point-of-care request against the tests planned, raising queries if discrepancies occur	Competence – assessed by learner being observed in workplace	
	3. Select and position the equipment, resources and systems for the point of care procedure	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Infection prevention and control
	4. Check the integrity and expiry date of test strips	Competence – assessed by learner being observed in workplace	
	5. Check the calibration and routine quality control in accordance with the manufacturer's guidelines	Competence – assessed by learner being observed in workplace	
	6. Check external quality assurance results against expected performance parameters	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information

The learner will	To meet this standard the learner can:	Assessment	Guidance
3. Be able to perform point of care testing in NHS Health Check assessments	1. Check that the specimen/sample is of suitable quality for testing in accordance with policy and procedures	Competence – assessed by learner being observed in workplace	
	2. Conduct the point-of-care testing in accordance with policy and procedures	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Infection prevention and control Health and safety
	3. Record the point-of-care testing results in accordance with policy and procedures	Competence – assessed by learner being observed in workplace	Also refer to Unit 1: NHS Health Check programme, Learning outcome 4.
	4. Check the test results against accepted performance parameters	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information
	5. Describe the action to take when encountering limitations/sources of error when performing point-of-care testing	Underpinning Knowledge - assessed by 1:1 or Group work	
	6. Dispose of waste materials in accordance with policy and procedures	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Infection prevention and control
	7. Decontaminate equipment used in accordance with policy and procedures	Competence – assessed by learner being observed in workplace	

Unit 7: Undertake routine clinical measurements for NHS Health Check assessments

NHS Health Check area: Interpreting results
Derived from NOS: CHS19 Undertake routine clinical measurements

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand what is meant by physiological measurements	1. Explain the importance of undertaking physiological measurements	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to the best practice guidance
	2. Explain the major factors that influence changes in physiological measurements	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Describe the agreed process when unable to obtain or read a physiological measurement	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Describe the agreed process when a physiological measurement falls outside of normal levels	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Understand the physiological states that can be measured	1. Explain the principles of blood pressure to include: a) blood pressure maintenance b) differentiation between systolic and diastolic blood pressure c) normal limits of blood pressure d) conditions of high or low blood pressure	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. I can explain the principles of pulse rates to include: a) normal pulse rates limits b) factors affecting pulse rates – raising or lowering c) factors affecting pulse regularity d) pulse sites on the body	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Explain the principles of body mass index (BMI) in relation to weight/dietary control	Underpinning Knowledge - assessed by 1:1 or Group work	

The learner will	To meet this standard the learner can:	Assessment	Guidance
3. Be able to prepare to take physiological measurements for NHS Health Check assessments	1. Explain to the client what measurements will be undertaken and why these are done	Competence – assessed by learner being observed in workplace	Refer to unit 3: Obtain valid consent when carrying out NHS health Check assessments and to Core Competences: Effective communication Person-centred care and support
	2. Describe the types of help clients may need before taking their physiological measurements including: <ul style="list-style-type: none"> a) adjusting a client’s clothing b) moving and assisting 	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Moving and assisting
	3. Check all materials and equipment to be used are appropriately prepared	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Health and safety Infection prevention and control
4. Be able to undertake physiological measurements for NHS Health Check assessments	1. Reassure the client during the physiological measurement process	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support
	2. Answer questions and deal with concerns during the physiological measurements process	Competence – assessed by learner being observed in workplace	
	3. Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Person-centred care and support
	4. Monitor the condition of the client throughout the measurement	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Duty of Care Person-centred care and support
	5. Respond to any significant changes in the client’s condition	Competence – assessed by learner being observed in workplace	
	6. Record the client’s physiological measurements	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information And Unit 1: NHS Health Check programme, learning outcome 4.

Unit 8: Agree courses of action following NHS Health Check assessments to address health and wellbeing needs of clients

NHS Health Check area: Communication of risk
Derived from NOS: CHS45 Agree courses of action following assessment to address health and wellbeing needs of individuals

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand the courses of action following NHS Health Check assessments to address health and wellbeing needs of clients	1. Describe the reasons why it is important to be honest and transparent concerning the outcome of the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication Duty of care Person-centred care and support
	2. Describe the different fears and concerns that clients may have about the outcomes of the NHS Health Check	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Explain the risks which may be inherent in various courses of action and how to evaluate these realistically	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence:
	4. List the resources available to meet the client's needs within their own and other organisations, and how to access these	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Be able to review clients' assessment results	1. Obtain and review all of the information from the NHS Health Check	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information
	2. Identify any gaps or ambiguities in the assessment results and seek clarification or further information from relevant members of the team	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Handling information
	3. Discuss the assessment results with members of team to: a) agree the outcomes b) identify any risks to the client c) identify potential actions	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication
3. Be able to carry out follow up meetings with NHS Health Check clients	1. Discuss the outcomes of the NHS Health Check with the client and key people in a way that is meaningful to them	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support
	2. Explore the possible actions to be taken and provide the client and key people with a rationale for them	Competence – assessed by learner being observed in workplace	
	3. Explain the benefits and risks associated with the actions	Competence – assessed by learner being observed in workplace	

The learner will	To meet this standard the learner can:	Assessment	Guidance
	4. Agree the actions to be taken with the client based on the results of the check and other relevant factors	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support
4. Be able to finalise arrangements to meet the needs of clients	1. Make any necessary arrangements in relation to the actions to meet the needs of the client	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Person-centred care and support
	2. Produce referrals to other practitioners that contain all the necessary information and are presented clearly and logically	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Handling information

Unit 9: Communicate with NHS Health Check clients about promoting their health and wellbeing

NHS Health Check area: Briefing/signposting/referral

Derived from NOS: HT2 Communicate with individuals about promoting their health and wellbeing

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Understand concepts of health and wellbeing in relation to NHS Health Check assessments	1. Explain the terms 'health' and 'wellbeing'	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Define the term 'lifestyle'	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Explain the links between lifestyle and health and wellbeing	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Understand factors influencing health and wellbeing	1. Identify the factors influencing an individual's health and wellbeing	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Identify wider determinants of health and wellbeing	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Understand key health promotion messages and the benefits of making lifestyle changes	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Identify other people and agencies who might be able to help clients to improve their health and wellbeing	Underpinning Knowledge - assessed by 1:1 or Group work	
3. Encourage clients to address issues relating to their health and wellbeing	1. Raise the client's awareness of the key issues relating to their health and wellbeing	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support Handling information
	2. Describe a range of approaches that apply to promoting health and wellbeing	Competence – assessed by learner being observed in workplace	
	3. Use a range of methods for providing information on health and wellbeing	Competence – assessed by learner being observed in workplace	
	4. Help the client to identify factors affecting their own health and wellbeing	Competence – assessed by learner being observed in workplace	
	5. Explore the client's knowledge and beliefs about health and wellbeing	Competence – assessed by learner being observed in workplace	
	6. Encourage the client to take responsibility for changing their behaviour	Competence – assessed by learner being observed in workplace	

The learner will	To meet this standard the learner can:	Assessment	Guidance
	7. Help the client to get hold of reliable and up-to-date information and advice	Competence – assessed by learner being observed in workplace	
	8. Help the client to access appropriate support	Competence – assessed by learner being observed in workplace	

Unit 10: Support NHS Health Check clients to access information on services and facilities

NHS Health Check area: Briefing intervention / signposting / referral

Derived from NOS: SCDHSC0027 Support individuals to access information on services and facilities

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Know ways to support NHS Health Check clients to access information on services and facilities	1. Identify the types of services and facilities about which clients may require information	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Identify possible barriers to accessing and understanding information	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication
	3. Describe ways to overcome barriers to accessing information	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Describe how to access a range of formats, translations and technology that could make information more accessible for clients	Underpinning Knowledge - assessed by 1:1 or Group work	
	5. Describe types of support clients may need to enable them to identify and understand information	Underpinning Knowledge - assessed by 1:1 or Group work	
2. Be able to work with clients to select and obtain information about services and facilities	1. Work with the client to identify relevant and up to date information on services and facilities that meet their assessed needs and wishes	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support
	2. Support the client to obtain selected information in their preferred format and language	Competence – assessed by learner being observed in workplace	
3. Be able to work with clients to access and use information about services and facilities	1. Support the client to access the content of information about services and facilities	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Effective communication Person-centred care and support Handling information
	2. Demonstrate ways to check the client's understanding of the information	Competence – assessed by learner being observed in workplace	
	3. Work with the client to access a service or facility using the information, in ways that promote active participation	Competence – assessed by learner being observed in workplace	
	4. Describe ways to support clients to deal with any issues or concerns that may arise from the content of information	Underpinning Knowledge - assessed by 1:1 or Group work	

Unit 11: Report results from NHS Health Check assessments

NHS Health Check area: Communication with GP

Derived from NOS: CHS221 Report results from healthcare investigations

The learner will	To meet this standard the learner can:	Assessment	Guidance
1. Be able to collate data following NHS Health Check assessments	1. Explain the importance of recognising when the check is complete	Underpinning Knowledge - assessed by 1:1 or Group work	
	2. Collate results from a complete check using the approved protocols and procedures	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information
2. Be able to process data following NHS Health Check assessments	1. Explain how to process data to extract relevant and accurate results from the check to create a report in line with appropriate guidelines, protocols and procedures	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Handling information
	2. Describe the authorisation protocols and procedures required for issuing reports and how to gain this within their work practice	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. List the protocols and procedures for providing verbal reports to authorised recipients within their work practice	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Identify how to recognise situations where there is a need for urgent reporting of results to colleagues or key stakeholders	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Effective communication Personal development
	5. Check that the identity of the client and the results for the appropriate check match	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information
	6. Check the accuracy of results using defined validation criteria, identify any anomalous results and take the appropriate action	Competence – assessed by learner being observed in workplace	
	7. Identify the range of normal values and the significance of normal and abnormal results during the check	Underpinning Knowledge - assessed by 1:1 or Group work	
	8. Check the correlation of results with the client's information	Competence – assessed by learner being observed in workplace	
	9. Where applicable, transfer results into a database or other record in preparation for hard copy or electronic reporting	Competence – assessed by learner being observed in workplace	

The learner will	To meet this standard the learner can:	Assessment	Guidance
3. Be able to report against data collected during NHS Health Check assessments	1. Describe how and when to add additional statements to clarify results, in line with your work practice protocols and procedures, ensuring this does not change the meaning of the result	Underpinning Knowledge - assessed by 1:1 or Group work	Also refer to Core Competence: Handling information
	2. Explain how to recognise anomalous results and the appropriate actions required	Underpinning Knowledge - assessed by 1:1 or Group work	
	3. Explain how and when to generate additional results	Underpinning Knowledge - assessed by 1:1 or Group work	
	4. Consult, as appropriate, with colleagues to support, confirm or resolve any concerns in the reporting of results	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information Effective communication
	5. Generate the report in the agreed format, using relevant data as appropriate to your work practice	Competence – assessed by learner being observed in workplace	Also refer to Core Competence: Handling information
	6. Confirm authorisation from relevant clients for the release of the report	Competence – assessed by learner being observed in workplace	
	7. Issue authorised reports in line with appropriate guidelines, protocols and procedures	Competence – assessed by learner being observed in workplace	