

DRUGS - AN INTRODUCTION

My name is A Candidate towards completing my university in September. I have researched...



- the pain ladder
- a patient with mild paracetamol and to something more...

healthy mind
CONCLUSION
After completing a stroke...

You are required choice.
The outcome of a presentation and...



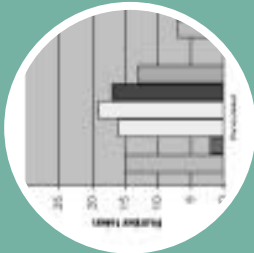
searched the web
Medicines - Ex
... ibuprofen, Nur
... ch as common
... hupa.co

Dear Mrs Bloggs
I am writing to you regarding pain relief...



BRAIN STORMS
It is one of our worst fears most from the threat of cancer.
Coyne, P and Mare...
... every year are...

many people who do not recognize stroke effects every day is a gradual process and without good care may limit recovery (Coyne, P and Mare, 1996). The patient is going to...



Month	Paracetamol	ibuprofen
Month 1	15	7
Month 2	2	7
Month 3	16	4
Month 4	19	5
Month 5	17	6
Month 6	13	8
Month 7	11	8

=SUM(B4:B9)
=SUM(B4:B9)



LIFE AFTER A STROKE

After a stroke many people worry about the quality of life of people who have had a stroke who have had a stroke 1998. p116)

...ing an optimistic attitude will increase their satisfaction with their quality of life...

BRAIN

It is one of our worst fears...



WHAT IS A STROKE?

A stroke is also known as a cerebrovascular accident. This happens when the brain is starved of oxygen causing the brain to die. (R and Sutcliffe, 1996. p105) IT

There are two main types of stroke: ischaemic and haemorrhagic. (R and Sutcliffe, 1996. p105) IT

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Foreword

Key skills are for everyone, from learners in the workplace to chief executives in large companies. They are the skills most commonly needed for success in education, training, work and life in general. The six key skills are:

- application of number
- communication
- improving own learning and performance
- information technology
- problem solving
- working with others.

In developing key skills, people improve the quality of their learning as well as their performance in the world of work.

When QCA completed its review of the key skills qualifications and units, it was clear that there was a need for examples of key skills portfolios. We have now produced example portfolios in application of number, communication and information technology. Example portfolios for improving own learning and performance, working with others and problem solving are being developed.

The example portfolios provide practical guidance on organising and referencing portfolio evidence, and on the kind and amount of evidence required. They are intended, along with the publication *The key skills qualifications specifications and guidance*, to help assessors interpret the key skills. They are based on the September 2000 key skills and show real work from real candidates. Their production is supported by the key skills awarding bodies.



Ken Boston AO
Chief Executive

Overview

The key skills awarding bodies and the regulatory authorities (QCA, ACCAC and CCEA) have produced this example portfolio as a result of a collaborative project. The purpose of the project was to produce a set of portfolios that would give practitioners a clear understanding of the requirements for key skills portfolios. There are portfolios for the following key skills and levels:

- application of number, levels 1 to 3
- communication, levels 1 to 3
- information technology (IT), levels 1 to 3.

The project group selected a range of learning and vocational contexts to show application of the skills across the nine portfolios. While a specific context may not be directly relevant to all sectors, the principles of approach, recording and assessment apply, and should prove useful to all.

Key skills chief moderators for the awarding bodies have met and scrutinised the portfolios. They agree that the portfolios meet the specifications for the key skills qualifications. QCA chaired and facilitated the meetings.

These portfolios went through an internal assessment by a centre and then an external verification/moderation process by the centre's awarding body. Each of them met the standard and received a pass. They should be viewed as such, not as perfect examples of work.

You will see that improvements could be made to the portfolios. For example, evidence could be more effectively or logically presented. However, room for improvement is to be expected: candidates develop skills over time, reflecting and progressing as they do so. Key skills are free-standing qualifications open to everyone at any age. This means that portfolios of evidence are created in a range of academic, occupational and vocational contexts.

Also included in the portfolios are:

- record sheets that make the feedback and assessment decisions clear;
- commentaries that outline some of the issues and describe the context in which the candidate gathered the evidence. The commentaries were written by chief moderators involved in the project group.

Some of these portfolios have been created from more than one portfolio. Some have been reworked to avoid 'benefit of the doubt' situations. The record sheets have been rewritten to make decisions clearer to the reader. During the copying process, some loss of clarity may have occurred, especially in images that were originally in colour.

These example portfolios should be read with reference to *The key skills qualifications specifications and guidance* (QCA, 2002), which provides advice and guidance on the assessment of key skills.

QCA and the key skills moderators and external verifiers would like to acknowledge the valuable contribution of centres and students in the production of these materials.

Commentary

This is a candidate studying an NVQ in Care and operating generally at level 3 but whose IT skills have been assessed at Level 2. The candidate has a sophistication of language not necessarily seen in other portfolios at this level but it must be remembered that we are assessing IT and not Communication skills. An assignment for their NVQ is the vehicle for the key skills.

Although the candidate has provided IT and non-IT sources of information for *both* purposes, there is no requirement to do so at this level.

An introduction states the two purposes are:

- 1) A presentation on research into pain relieving medication used in various hospital wards and
- 2) A report on the causes and effects of strokes.

Purpose 1 – A presentation on research into pain relieving medication

IT 2.1

Sources of information and a plan of how the candidate intends to use the information are identified in the introduction. The letter is used as evidence for the non IT source. Screen shots shows effective use of multiple criteria searches on Google using the keywords “prescription” and “non prescription” ibuprofen.

IT 2.2

The use of formulae, appropriate for this level, is shown on the spreadsheet to explore numerical data. The data is then further developed to produce new information in the form of a bar chart. The extract of the presentation is sufficient to show the candidate being selective in the information they chose to use and development of that information.

IT 2.3

Consistent use of bullet points and indentation in the presentation is appropriate use of formatting at this level. The bar chart in the presentation shows the combination of text and images. Numbers and text are combined on the spreadsheet. There are a few spelling mistakes but within tolerance.

A screen shot shows files saved onto floppy disk.

Purpose 2 – A report on the causes and effects of strokes

IT 2.1

The candidate has identified the internet is the IT source for the second purpose while patients on the wards where the candidate works are the non IT source.

IT 2.2

Initial, annotated drafts of the report provides evidence of development of the new information. The image has been extracted from a website and further developed by resizing it and placing it within the text.

IT 2.3

The report includes the image further developed by use of a border and text wrapping. Consistent use of spacing and font sizes are appropriate for this level. The work is accurate within agreed tolerance.

A screen shot shows work saved onto floppy disk.

The candidate’s name is on all work, the assessor has signed, or initialled, all evidence.

INFORMATION TECHNOLOGY LEVEL 2 ASSESSMENT CHECKLIST

<p>You must: IT2.1 Search for and select information for two different purposes.</p>	<p>IT2.2 Explore and develop information, and derive new information, for two different purposes.</p>	<p>IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.</p>
<p>Your evidence must show you can: 2.1.1 Identify the information you need and suitable sources; and 2.1.2 carry out effective searches; and 2.1.3 select information that is relevant to your purpose.</p>	<p>2.2.1 Enter and bring together information using formats that help development; and 2.2.2 explore information as needed for your purpose; and 2.2.3 develop information and derive new information as appropriate.</p>	<p>2.3.1 Select and use appropriate layouts for presenting combined information in a consistent way; and 2.3.2 develop the presentation to suit your purpose and the types of information; and 2.3.3 ensure your work is accurate, clear and saved appropriately.</p>

LOCATION OF EVIDENCE

Page	List items of evidence and where they are located in the portfolio	IT2.1			IT2.2			IT2.3		
		1	2	3	1	2	3	1	2	3
5-7	Introduction	x								
8	Google search		x							
9	Letter	x	x							
10	Spreadsheet – text, image, number				x	x	x		x	
11	Graph – text and image						x		x	
12	Powerpoint presentation			x	x	x	x	x	x	x
13	Screen shot of saved files									x
14-16	Draft report				x	x	x	x	x	x
17-19	Report			x	x		x	x	x	
20-21	Screen shots of search results	x	x	x						
22	Bibliography	x	x	x						

Indicate the location of evidence of the following:

Purpose 1	Text <input type="text" value="10"/>	Image <input type="text" value="10"/>	Number <input type="text" value="10"/>
Purpose 2	Text <input type="text" value="16"/>	Image <input type="text" value="16"/>	Number <input type="text" value="-"/>

Assessor Declaration: *I confirm that the details above are correct and that the evidence submitted is the candidate's own work and the candidate meets all the requirements for certification of this key skill.*

Assessor Name: An Assessor

Candidate Name: A Candidate

Assessor Signature: An Assessor

Candidate Signature: A Candidate

Date: June 2001

Date: June '01

**INFORMATION TECHNOLOGY LEVEL 2
ASSESSMENT RECORD**

IT2.1 Search for and select information for two different purposes.

<p>What was the subject and purpose of the task?</p> <p>Purpose 1: To produce a presentation on analgesics Purpose 2: To produce a report on strokes</p>	<p>Supplementary evidence (if included):</p>
---	---

Did the candidate...	(tick)	Comments and examples
Identify the information they need and suitable sources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>A range of suitable sources was identified. The internet and the letter to the specialist nurse provide relevant general information about analgesics and the data from the ward gives specific detailed information on their use.</i></p> <p><i>The use of suitable key words, ie 'prescription and non prescription' in the internet search ensured that appropriate sources were targeted. This is evident in the Powerpoint presentation.</i></p>
Carry out effective searches?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Select information that is relevant to their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Identify the information they need and suitable sources?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>The report shows an awareness of the type of information required and a suitable range of sources was used to obtain this information. Searching was effective in both the internet and from books.</i></p> <p><i>The report shows that a number of sources were used in building the report. The suitability and relevance of the information incorporated in the report shows that relevant information was selected from the sources.</i></p>
Carry out effective searches?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Select information that is relevant to their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Assessor Name: <u>Dr Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>Dr Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>June 2001</u>	Date: <u>June '01</u>

INFORMATION TECHNOLOGY LEVEL 2 ASSESSMENT RECORD

IT2.2 Explore and develop information, and derive new information, for **two** different purposes.

<p>What was the subject and purpose of the task?</p> <p>Purpose 1: To produce a presentation on analgesics Purpose 2: To produce a report on strokes</p>	<p>Supplementary evidence (if included):</p>
---	---

Did the candidate...	(tick)	Comments and examples
Enter and bring together information using formats that help development?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Both the spreadsheet and the Powerpoint presentation are examples of entering information in suitable formats that allow development.</i></p> <p><i>Information was explored and developed in both the spreadsheet and the presentation and new information was derived from a range of sources in the presentation.</i></p>
Explore information as needed for their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Develop information and derive new information as appropriate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Enter and bring together information using formats that help development?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>The information was well organised and developed in the report. References were clearly identified in the report in a consistent manner. The formatting of paragraphs etc. in the final report was also accurate.</i></p> <p><i>The information was explored and developed effectively. The drafts show how the content and presentation of the report was developed and there is evidence to show how an image (showing the effect of a stroke on the body) was developed.</i></p>
Explore information as needed for their purpose?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Develop information and derive new information as appropriate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Assessor Name: <u>An Assessor</u>	Candidate Name: <u>A Candidate</u>
Assessor Signature: <u>An Assessor</u>	Candidate Signature: <u>A Candidate</u>
Date: <u>June 2001</u>	Date: <u>June '01</u>

INFORMATION TECHNOLOGY LEVEL 2 ASSESSMENT RECORD

IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.

What was the subject and purpose of the task? Purpose 1: To produce a presentation on analgesics Purpose 2: To produce a report on strokes	Supplementary evidence (if included):	
Did the candidate... Select and use appropriate layouts for presenting combined information in a consistent way?	(tick) <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes	Comments and examples <i>The Powerpoint presentation contains combined information and has been produced in a reasonably consistent way.</i> <i>The annotated draft of the Powerpoint presentation shows how it was developed. The presentation gives clear information on analgesics and effectively combines general information and the information specific to the ward.</i> <i>A screen print showing the files used for both purposes has been included.</i>
Did the candidate... Develop the presentation to suit their purpose and the types of information? Ensure their work is accurate, clear and saved appropriately?	(tick) <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes	Comments and examples <i>The report is produced in an effective way and the image is appropriately incorporated into the text. The report has been developed through a series of drafts. Suitable annotation shows how the report has been developed and the report format is suitable for the information involved.</i> <i>The final report is accurate and indicates that the advice about proofreading and using a spell check has been acted upon.</i>

Assessor Name: Dr Assessor
 Assessor Signature: Dr Assessor
 Date: June 2001

Candidate Name: A Candidate
 Candidate Signature: A Candidate
 Date: June '01

You must:

IT2.1 Search for and select information for **two** different purposes.

Your evidence must show you can:

2.1.1 Identify the information you need and suitable sources.

A Candidate

CONTENTS

Introduction

• **1st Assignment – Analgesia**

1. Task sheet
2. Drugs analgesia - introduction
3. Website page
4. Letter
5. Graph
6. Spreadsheet
7. Formula spreadsheet
8. Powerpoint presentation
9. Screen dump

• **2nd Assignment – Strokes**

1. Report – 1st draft
2. Report – final
3. Screen dump
4. Useful sources

Level 2

You must:

IT2.1 Search for and select information for **two** different purposes.

Your evidence must show you can:

2.1.1 Identify the information you need and suitable sources.

A Candidate

CADET NURSES

You are required to investigate two health related areas of your choice.

The outcome of one of the investigations should be delivered as a presentation and the other as a report.

To enable you to complete the assignments you must search for information using different sources, including the internet, and you must use appropriate software to carry out any calculations involved in producing your data.

Please keep copies of all your work, as well as the final version.

Evidence must show you can-

- identify the information you need and suitable sources;
- carry out effective searches;
- and select information that is relevant to your purpose.

You must:

IT2.1 Search for and select information for **two** different purposes.

Your evidence must show you can:

2.1.1 Identify the information you need and suitable sources.

A Candidate

**DRUGS – ANALGESIC
INTRODUCTION**

My name is A Candidate and I am in my second year as a Nurse Cadet. I am working towards completing my NVQ level 3 in care in order to start my nurse training at university in September 2002. As part of this I need to undertake various key skills and I have recently been set a project to complete. Within my portfolio I will include 2 assignments. I have decided to relate my first assignment to general pain relieving medication used on the wards and in the hospitals and my second will be on cerebrovascular accidents (strokes).

I have decided to relate my first project to analgesics, as I am very interested in this area and would like to investigate it a little further. As this is such a large area to research I have decided to concentrate on the more common drugs. The ones which are used on the wards, in peoples homes and which you can buy over the counter at your local chemist. These are such things as paracetamol and ibuprofen. Within my assignment I will discuss the description of the drugs and how they are take. I will also cover other areas like possible adverse reactions and side effects.

I am going to relate my second assignment to strokes as it is another area, which really interests me. I have been involved in the physical and emotional problems relating to strokes and would like to research this further. I am currently on placement on a stroke rehabilitation ward and feel completing this assignment would be very beneficial for my practical work. Within my assignment I am going to talk about what causes a stroke and the effects it has. I will also discuss the rehabilitation stages.

I will collect my information from various websites such as google.com, ask.com and healthinfocus.co.uk. I will also collect some information from books and leaflets. I will read and research this information to enable me to condense it and produce a fact file for each topic with all the relevant information. I will include several copies of this to evidence how I have improved my work from a rough copy to my final assignments. I will do this by using the package Microsoft Word. Within my assignments I will provide images I have downloaded from the Internet.

Along with my assignments I will provide a letter asking to be sent information regarding the topics and will also produce a powerpoint presentation on one of the topics.

In order for me to research my first topic fully I am going to ask members of staff on my ward what analgesics they personally have been using. I will do this every month for 6 months and record my results. Once I have all my information I will produce a spreadsheet and a graph to display my findings.

For my second assignment I will display a spreadsheet and a graph to show how many patients on the ward are stroke patients and how many are medical elderly patients. I will do this for 6 months. I will construct my spreadsheets and graphs by using the package Microsoft Excel.

You must:

IT2.1 Search for and select information for two different purposes.

Your evidence must show you can:

2.1.2 Carry out effective searches.

A Candidate

Google™ [Advanced Search](#) [Preferences](#) [Language Tools](#) [Search Tips](#)

Search: and

Search: the web pages from the UK
The "AND" operator is unnecessary – we include all search terms by default. [\(details\)](#)

Web

Searched the web for 'prescription' and 'non prescription' **ibuprofen**. Results 1 - 10 of about 1,370. Search

Medicines - Explaining medicines
... **ibuprofen**, **Nurofen**, (painkiller ... Unbranded versions of **non-prescription** products - such as common painkillers - can also be bought, often at much lower prices than ...
www.bupa.co.uk/health_information/html/medicine/explaining_medicines.html - 48k - 11 Aug 2003 - [Cached](#) - [Similar pages](#)

Medicines - Nonsteroidal anti-inflammatory drugs
... The most widely used NSAID is **ibuprofen** (eg **Brufen**, **Nurofen**). This is available in **non-prescription** medicines such as **Nurofen** and **Advil** and **prescription** ...
www.bupa.co.uk/health_information/html/medicine/nsaids.html - 59k - 11 Aug 2003 - [Cached](#) - [Similar pages](#)
[\[More results from www.bupa.co.uk \]](#)

HSRPP Abstracts: Non-prescribed analgesics: how and why are they ...
... 49%) and **ibuprofen** (27%). The most common reason for using a **non-prescribed** analgesic was headache/migraine. Thirteen percent of those using **non-prescription** ...
hrpp.org.uk/abstracts/2003_24.shtml - 6k - 11 Aug 2003 - [Cached](#) - [Similar pages](#)

SeriousShopping.co.uk > Health & Wellness > Non-Prescription ...
You are at SeriousShopping.co.uk > Health & Wellness > Non-Prescription Remedies > Pain ... 4934291 Pharmacy 2 U Cuprofen **ibuprofen** Gel d Indications:For the ...
www.seriousshopping.co.uk/HealthAndWellness/NonPrescriptionRemedies/PainRelievingCreams/ - 20k - [Cached](#) - [Similar pages](#) (see **Non-prescribed analgesics**: File Format: Microsoft Word 97 - [View as HTML](#))
... The most commonly used products were paracetamol and **ibuprofen**, and the most ... pain and back pain were also being treated with **non-prescription** analgesics, and ...
www.nhs.uk/cso/Publications/ExecSumme/OctNov02icmg/4.2.22.doc - [Similar pages](#) (see **MEDICINES COMMISSION MINUTES OF THE MEETING HELD ON 13 APRIL 2000 ...**: File Format: PDF/Adobe Acrobat - [View as HTML](#))
... Topiramate 5.3 Amendment of the **Prescription** Only Medicines (Human Use) Order 1997 – Exemption to extend **non-prescription** supply of **ibuprofen** for external ...
www.mca.gov.uk/aboutagency/regframework/mo/mom400.pdf - [Similar pages](#)

Andrew

Page 8

Level 2

You must:

- IT2.1 Search for and select information for **two** different purposes.

Your evidence must show you can:

- 2.1.1 Identify the information you need and suitable sources; and
2.1.2 carry out effective searches.

A Candidate

Miss A Candidate
10A Ferry Road
Hull
East Yorkshire
HU1 2BC

Mrs Bloggs
Pain Specialist Nurse
A Hospital
East Yorkshire

28 May 2001

Dear Mrs Bloggs

I am writing to you, to enquire if it would be possible to forward me some information regarding pain relief.

I am in my second year as a cadet nurse and I am working towards completing my NVQ in care in order to start my nurse training in September 2002. As part of this I need to undertake various key skills and have recently been set a project to complete. I have decided to relate mine to general pain relief used in wards in hospitals.

I am extremely interested in this area of nursing and it would be much appreciated if you could forward me as much information as possible.

I look forward to your reply.

Thank you.

Yours sincerely,

A Candidate

A Candidate

You must:

IT2.2 Explore and develop information, and derive new information, for **two** different purposes.

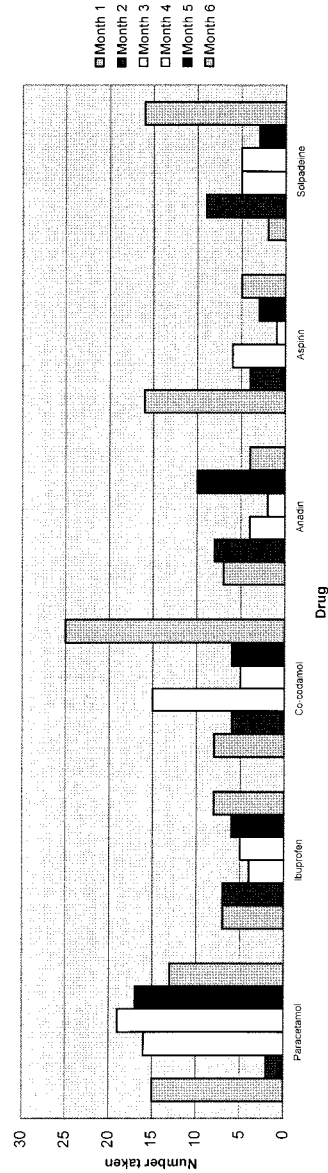
Your evidence must show you can:

- 2.2.1 Enter and bring together information using formats that help development; and
- 2.2.2 explore information as needed for your purpose; and
- 2.2.3 develop information and derive new information as appropriate; and
- 2.3.2 develop the presentation to suit your purpose and the types of information.

A Candidate

	Paracetamol	Ibuprofen	Co-codamol	Anadin	Aspirin	Solpadeine	Total	Average	Maximum	Minimum
Month 1	15	7	8	7	16	2	55	9	16	2
Month 2	2	7	6	8	4	9	36	6	9	2
Month 3	16	4	15	4	6	5	50	8	16	4
Month 4	19	5	5	2	1	5	37	6	19	1
Month 5	17	6	6	10	3	3	45	8	17	3
Month 6	13	8	25	4	5	16	71	12	25	4
Total	82	37	65	35	35	40	294			

Average use of analgesics on the ward



This is a spreadsheet on what analgesics the staff on my ward use. I have constructed a chart. I collected my information from Ward 2, A Hospital. All information remains anonymous for confidentiality reasons.

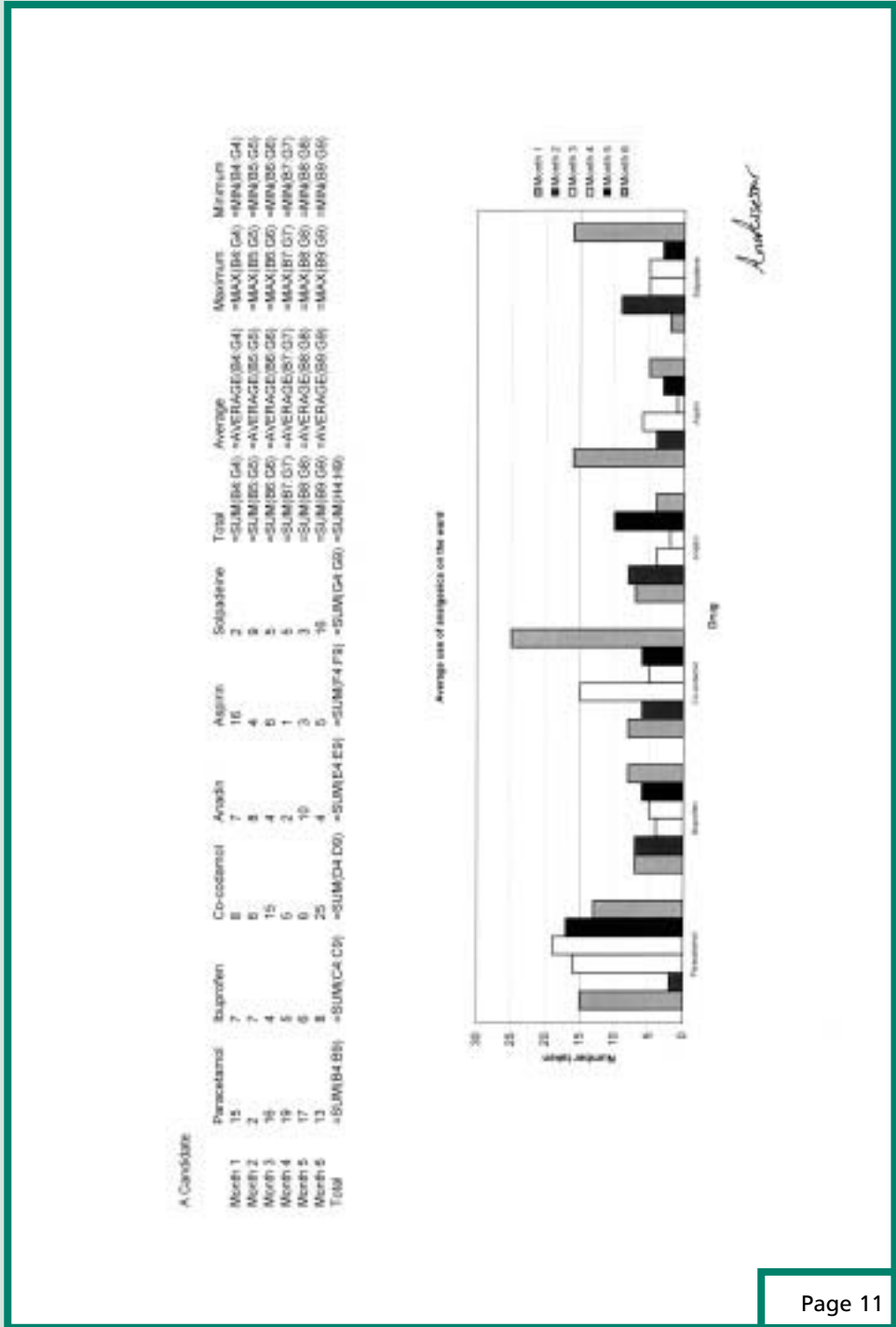
You must:

- IT2.2 Explore and develop information, and derive new information, for **two** different purposes.
- IT2.3 Present combined information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

- 2.2.3 Develop information and derive new information as appropriate; and
- 2.3.2 develop the presentation to suit your purpose and the types of information.



You must:

- IT2.1 Search for and select information for **two** different purposes.
- IT2.2 Explore and develop information, and derive new information, for **two** different purposes.
- IT2.3 Present combined information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

- 2.1.3 Select information that is relevant to your purpose; and
- 2.2.1 enter and bring together information using formats that help development; and
- 2.2.2 explore information as needed for your purpose; and
- 2.2.3 develop information and derive new information as appropriate; and
- 2.3.1 select and use appropriate layouts for presenting combined information in a consistent way; and
- 2.3.2 develop the presentation to suit your purpose and the types of information; and
- 2.3.3 ensure your work is accurate, clear and saved appropriately.

A. CANDIDATE

This is an extract from my presentation.

ANALGESICS

How analgesics work

When we feel pain, stimuli travel along nerve pathways from the site to the spinal cord and to the brain. Analgesics work to disrupt this process and relieve symptoms. They act by either affecting the perception of pain in the brain, or blocking the production of inflammatory chemicals.

ANALGESICS

Classification

Analgesics are divided into two main groups;

- Opioids – eg Morphine
- Non opioids – eg. Paracetamol and non-steroidal anti-inflammatory drugs (NSAIDs) such as aspirin and ibuprofen

ANALGESICS

- Choice of analgesics depends on
 - the pain ladder
 - a patient with mild pain will start with paracetamol and move up the ladder to something much stronger

ANALGESICS

The graph shows that the most commonly used pain relieving drug is PARACETAMOL, which has two main uses

- as an analgesic
- for reducing high temperature
- advantages and disadvantages
 - Suitable for adults and children
 - Is useful for people with peptic ulcers as does not cause stomach upset or bleeding
 - Overdosing is dangerous

ANALGESICS

Average use of analgesics on the ward

Drug	Analgesic	High temperature	Anti-inflammatory
Paracetamol	25	20	15
Aspirin	10	8	5
Ibuprofen	12	10	8
Morphine	15	12	10
Codeine	18	15	12

ANALGESICS

The second most used analgesic is IBUPROFEN, an NSAID which has three main uses

- as an analgesic
- reducing high temperature
- as an anti-inflammatory
 - Suitable for adults and children
 - Disadvantages – it can cause heartburn and indigestion and asthmatics and some other groups should avoid use

Much better now you have made changes suggested on the draft.

Analgesic

Level 2

You must:

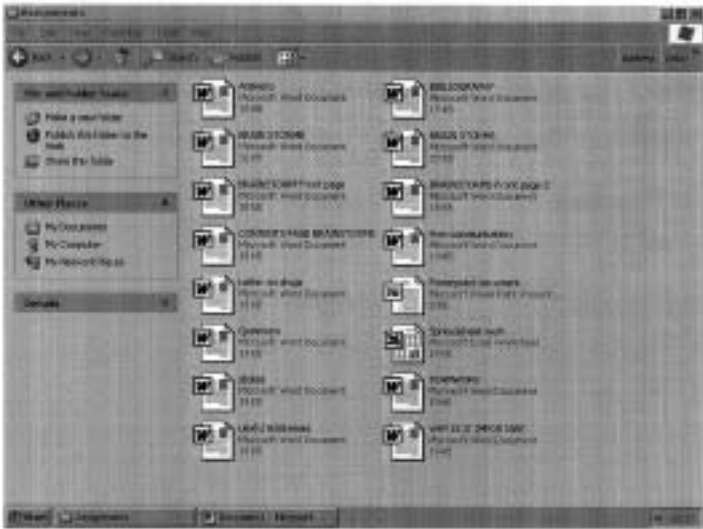
IT2.3 Present combined information for **two** different purposes.

Your work must include at least **one** example of text, **one** example of images and **one** example of numbers.

Your evidence must show you can:

2.3.3 Ensure your work is accurate, clear and saved appropriately.

A Candidate



This is a screenshot of a Windows XP desktop environment. The window title is 'My Computer'. The left sidebar shows 'My Computer' selected. The main area displays a folder named 'floppy disk' containing 18 files, all with a '.doc' extension. The files are arranged in two columns. The top-left file is 'ANWIKI'. The top-right file is 'BILGONNAY'. The bottom-right file is 'WPT 2.2.2 2002 1267'. The taskbar at the bottom shows the Start button, a taskbar with several icons, and the system tray with the date '14/03/2007' and time '11:52 AM'.

This is a screendump of my floppy disk which I used to construct my assignments.

Ali
June 2007

Page 13

You must:

IT2.2 Explore and develop information, and derive new information, for two different purposes.

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Draft 2

BRAIN STORMS

It is one of our worst nightmares. The thought of having a stroke is terrifying for anyone. Most people fear most from the thought of having a stroke than having a heart attack or even being diagnosed with cancer.

Coyne.P and Mares.P stated that, "Every year around 100,000 people in the United Kingdom have a stroke" (Caring for someone who has had a stroke 1998, pV11) Most people recover well, although 15 percent die within the first three weeks. A stroke is the third leading cause of death in Britain and the number one cause of disability in adults.

According to Senelick.R, et al, "There are 550,00 new strokes each year and approximately one out of ten families are touched by a every year" (Living with stroke 1999, p1 and 2)

I have decided to base my assignment on strokes for a number of reasons. Firstly I am extremely interested in strokes and I have worked with stroke patients since the age of sixteen in various nursing and residential homes. I have seen everything from a very severe stroke leaving the patient completely paralysed, to a very small Transient Ischaemic Attack (TIA). I have been heavily involved with the physical and social problems of a stroke and the nursing and rehabilitation care. Secondly two of my grandparents died from a stroke and I have had a great interest in this area ever since.

In my assignment I am going to talk about what may cause a stroke. I am going to go in depth about the types of strokes, the warning signs and the risks. I will also look at the different problems a stroke can create for a person and explore the effects it has on a person physically. I will briefly discuss the recovery stages; treatment and rehabilitation a stroke victim needs to pursue and to conclude my assignment I will follow up the aspects of life after a stroke and daily living.

SIGNS AND SYMPTOMS

change font and size of headings - 11 and bold.

Coyne.P and Mares.P state that, "Anyone can have a stroke including babies and children, but 80 percent of the people effected are over 65." (Caring for someone who has had a stroke 1998, pV11).

Unfortunately the older you get the greater the risk of having a stroke. Some of the risks of having a stroke are untreated high blood pressure and arterial fibrillation. This is an irregular heartbeat causing blood clots to form and to travel to the brain. Other factors which increase the risk of having a stroke are smoking, excessive alcohol, lack of exercise and excessive weight. None of alone leads to a stroke but added to other conditions increases the risk immensely and could prove fatal

Line space here

Some of the early warning signs of a stroke are headaches, disturbances of vision, 'pins and needles' in the arms or legs, dizziness and nausea. The biggest warning sign of a stroke is TIA - Transient Ischaemic Attack or a mini stroke. It comes on suddenly and lasts for less than 24 hours. A TIA is when a blood clot temporarily blocks the blood supply to part of the brain or eye, but does not last long enough to kill the cells (Caring for someone who has had a stroke 1998, p8). The symptoms of a TIA are very similar to those of a stroke but afterwards there is usually a full recovery. Any symptoms that occur after a stroke are immediate and depends on the area of the brain effected and how much damage has occurred.



WHAT IS A STROKE?

A stroke is also known as a cerebrovascular accident (CVA) is when part of the brain suddenly becomes unable to function. This happens when the blood supply to the brain is interrupted and part of the brain is starved of oxygen causing the brain cells to die and cease working permanently (NVQs in nursing and residential homes 1996, p105) This usually occurs with little or no warning at all.

There are two main types of strokes and each has different causes. Buckman.R and Sutcliffe.J state that "In about 75 percent of strokes the cause is a blockage or a thrombus" (What you really need to know about caring for someone who has had a stroke 2000, p10)

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This is when one of the main arteries leading to the brain becomes blocked by a solid clot of blood or a build up of cholesterol or other debris. A lunar stroke is the blockage of the small blood vessels deep within the brain. An embolic stroke is caused by a blood clot forming elsewhere in the body and is carried in the bloodstream to the brain. This is called an embolism.

The second main type of stroke is a haemorrhage. This is when a blood vessel in or around the brain bursts, causing severe bleeding and allowing blood to seep into the surrounding tissues. The formation of aneurysms are the main cause of a haemorrhage. These are weak points on the artery wall, which enlarge then burst, commonly the result of high blood pressure – hypertension.

A stroke is very well named because for most people symptoms come on at a stroke. The effects of a stroke can vary enormously. Some effects maybe short lived and minor whilst others could be more severe and have long term disabilities.

Here are the main effects –
Numbness, weakness or paralysis down one side of the body – this can vary from clumsiness and a tremor to full paralysis.

Speech and language difficulties – this can range from temporary difficulty in finding words to a complete inability to communicate.

Difficulties in perception – recognising familiar objects and having problems using them.

Cognitive problems – such as thinking, learning, concentrating and remembering.

Fatigue – tiredness is very common after a stroke.

Mood swings.

Depression (Caring for someone who has had a stroke 1998. p32)

TREATMENT AND REHABILITATION

After a stroke many people recover fully and regain full use of all limbs and speech but there are also many people who do not recover.

Although a stroke effects everybody in different ways the road to recovery is very similar for everyone.

Recovery is a gradual process and can be frustrating for the patient. Recovery usually takes place naturally but without good care many physical, social and psychological complications can occur which greatly limit recovery (Caring for someone who has had a stroke 1998. p14)

If full movement is going to return to the limbs some voluntary movement will occur within the first two weeks.

The brain is a remarkable organ and is capable of adapting to change. In the weeks and months following the stroke many partially damaged cells recover and start to work again, meanwhile other affected parts of the brain take over jobs that were previously performed by the brain cells which were destroyed.

Recovery is most rapid within the first three months and by six months most recovery has been achieved. Between six months and two years there is usually some slow steady progress.

But according to Coyne.p and Mares.P “After two years it is unusual for further recovery to occur” (Caring for someone who has had a stroke 1998. p40)

Rehabilitation is practiced on stroke patients to help them reach their full potential, relearn skills they have lost and find ways to manage any permanent disabilities.

Once the patient is stable the medical team will work out an individual programme designed to help the patient regain as much independence as possible. A programme is likely to include methods to help with posture, balance and movement and this will involve various members of the multidisciplinary team such as the physiotherapist, occupational therapist and the social worker. A number of other different professional people can also be involved with the stroke victim’s recovery such as the speech therapists, dieticians and ophthalmologists. These people are all very important and play a big part in the patient’s rehabilitation. Many people can learn to move around freely in a wheelchair and transfer from wheelchair to chair, bed or toilet. (NVQs in nursing and residential homes 1996. p106)

No drugs currently available can reverse the effects of a stroke so the main treatment is trying to prevent it happening again. Drugs are never prescribed until the cause of the stroke has been determined and then these drugs depend on the type of stroke and the severity. There are two main

Try with bullet points

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basic types of drugs. Those that lower blood pressure and those that prevent blood clotting. **(What you really need to know about caring for someone who has had a stroke 2000. p29)** Beta blockers are one example; these slow the heart rate down and lower the blood pressure by partially blocking the action of the hormones adrenaline and noradrenaline.. **(What you really need to know about caring for someone who has had a stroke 2000. p28)** Another drug commonly used in stroke patients is warfarin. This is used to thin the blood particularly in patients who suffer from arterial fibrillation. But for other victims and those that suffer from TIAs aspirin is prescribed. This works in the same way that warfarin does. It causes the blood to be less sticky and thick therefore less likely to form further clots. Another drug which is used frequently is diuretics (water tablets) These increase the rate at which water and salts are excreted from the kidneys so lessening the tension in the arteries. **(What you really need to know about caring for someone who has had a stroke 2000. p28)**

LIFE AFTER A STROKE

After a stroke many people worry about having another. In fact the overwhelming majority (nine out of ten) of people who have had a stroke will not have another one in the next year **(Caring for someone who has had a stroke 1998. p116)**

Keeping an optimistic attitude is vital to a positive and healthy living. By taking steps to improve their own health will increase their sense of control over their own life, and this in itself will improve their outlook and their sense of well being.

Once therapy has finished and rehabilitation is complete most people think that any further recovery is not possible. In fact it is quite the opposite. People continue to improve by themselves for months after without knowing it. However, healthy living after a stroke depends on following sensible advice on exercise, weight, what you eat and taking care of our hearts and arteries. There is one advantage that someone getting over a stroke generally has and that is time. Time to keep fit and to develop a social life. **(Caring for someone who has had a stroke 1998. p118)**

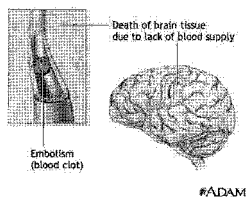
There is life after a stroke and thousands of people rebuild their lives and return to a normal living. A stroke effects people both physically and mentally but with the right care, treatment and determination a healthy mind and body is achievable.

CONCLUSION

After completing my assignment on strokes I found this has given me a far greater understanding of how a stroke can develop and the devastating effects this can have to both the clients and also their family. Information regarding strokes is fairly easy to find i.e., GP's surgery's, health centres and chemists, however, my general impression is that most people don't fully understand the impact a stroke can have on a persons life until it happens within that family unit.

I really enjoyed doing my assignment and finding out how it effected the brain. I found it very interesting and useful.

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According to Senelick.R, et al:

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Unfortunately the older you get the greater the risk of having a stroke. Some of the risks of having a stroke are untreated high blood pressure and arterial fibrillation. This is an irregular heartbeat causing blood clots to form and to travel to the brain. Other factors which increase the risk of having a stroke are smoking, excessive alcohol, lack of exercise and excessive weight. None of these alone leads to a stroke but added to other conditions increases the risk immensely and could prove fatal.

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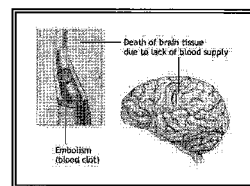
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TREATMENT AND REHABILITATION

After a stroke many people recover fully and regain full use of all limbs and speech but there are also many people who do not recover.

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LIFE AFTER A STROKE

After a stroke many people worry about having another. In fact the overwhelming majority (nine out of ten) of people who have had a stroke will not have another one in the next year (**Caring for someone who has had a stroke 1998. p116**)

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*An Assessor
June 2001*


You must:

IT2.1 Search for and select information for two different purposes.

Your evidence must show you can:


- 2.1.1 Identify the information you need and suitable sources; and
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Initial search for "brain image stroke victim"



The screenshot shows a Google search page in Microsoft Internet Explorer. The search query is "brain image stroke victim". The search results include a sponsored link for Amazon.co.uk, a result from HealthAndAge.com, a result from researchers.teaching.computers.to.internet.mrbs, and a result from Imaginis.com. The search bar contains the text "brain image stroke victim" and the "Google Search" button is visible.

The same search using AND – not much difference



The screenshot shows a Google search page in Microsoft Internet Explorer. The search query is "brain AND image AND stroke victim". The search results are identical to the first screenshot, including the sponsored link for Amazon.co.uk, the result from HealthAndAge.com, the result from researchers.teaching.computers.to.internet.mrbs, and the result from Imaginis.com. The search bar contains the text "brain AND image AND stroke victim" and the "Google Search" button is visible.

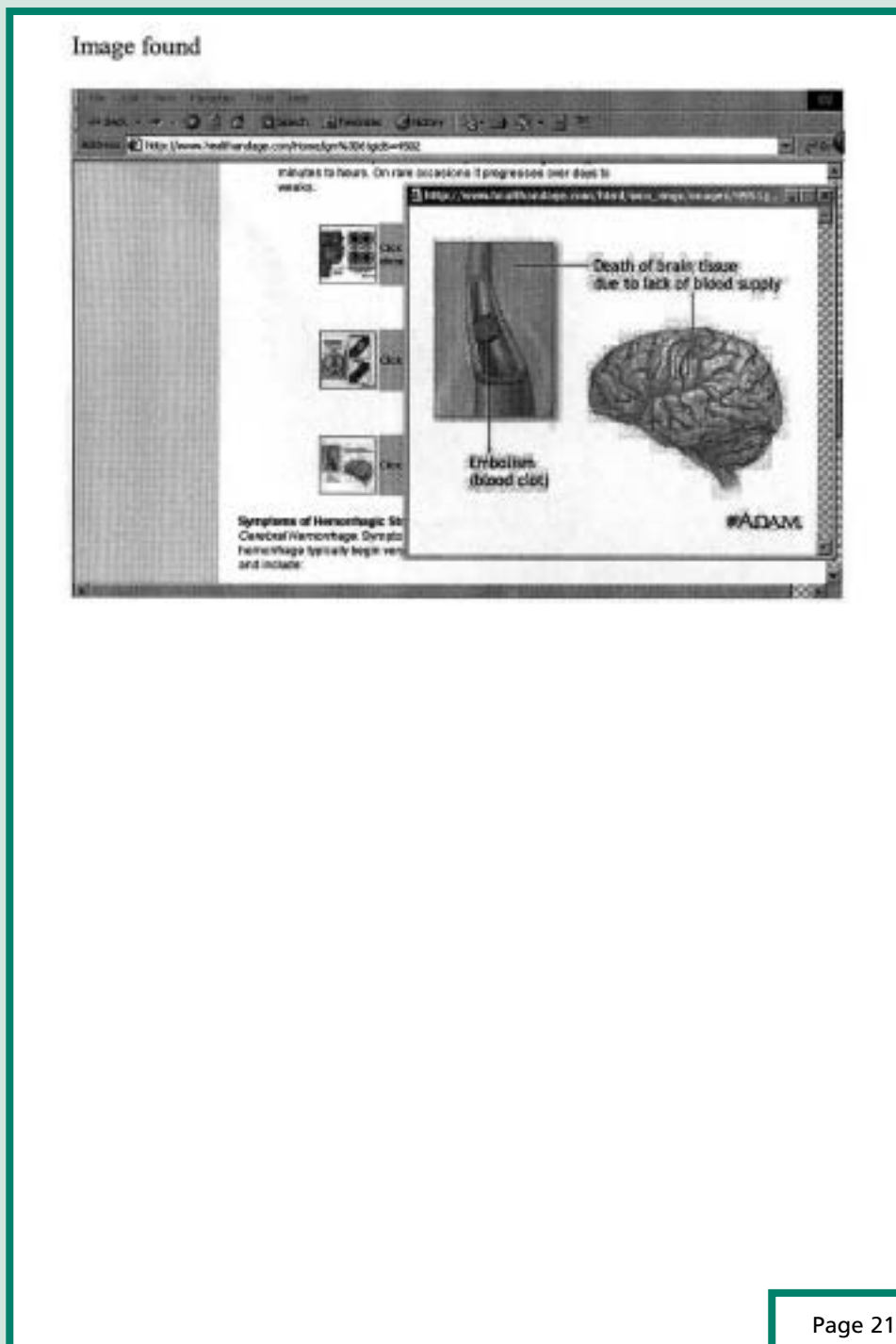
Level 2

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A Candidate

USEFUL SOURCES

Buckman.R and Sutcliffe.J (2000) What you really need to know about caring for someone after a stroke. 1st Edition
Marshall Publishing Ltd
The Orangery
161 Bond street
London
W1Y 9PA

Coyne.P and Mares.P (1998) Caring for someone who has had a stroke. 2nd Edition.
Age Concern England
1268 London Road
London
SW16 4ER

Senelick.R and Rossi.P et al. (1999) Living with a stroke. Revised Edition.
Contemporary Books
Contemporary Publishing Books, Inc
4255 West Touhy Avenue
Lincolnwood
Chicago
Illinois
USA

Smith. T (1991) Coping with strokes. 1st Edition
Sheldon Press
SPCK
Marylebone Road
London
NW1 4DU

WEBSITES

www.healthinfocus.co.uk

www.health.msn.co.uk

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June 2001



Curriculum and Standards

Audience	Key skills candidates, practitioners, assessors and moderators, external verifiers and others involved in the delivery of key skills
Circulation lists	Key skills awarding bodies and the Key Skills Support Programme
Type	Exemplification
Description	Exemplification of the requirements for key skills portfolios
Cross ref	<i>The key skills qualifications specifications and guidance (QCA/02/896)</i> <i>Example portfolio: information technology level 1 (QCA/04/1216)</i> <i>Example portfolio: information technology level 3 (QCA/04/1218)</i>
Contact	The Key Skills Team (020 7509 5611; key-skills@qca.org.uk)

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