

Level 3 Senior Healthcare Support Worker Comparison v1.2 to v1.3 & v1.4

The main changes to the assessment plan are as follows:

- The overall grading is fail/pass/distinction.
- A portfolio of evidence must be gathered on-programme.
- There are 2 assessment methods. These are observation of practice with questions and professional discussion underpinned by portfolio of evidence.

New assessment criteria has been written by the trailblazer group and these changes are outlined below.

Observation of Practice

The total duration for this assessment method is 2 hours. The observation element has a duration of 90 minutes, followed by 30 minutes for questioning.

The following table shows how the criteria for the observation of practice with questions from the updated assessment plan (v1.3 & v1.4) compare with the previous assessment plan (v1.2) and the areas of the standard.

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
Working to protocol (Core)	<p>WP1 Practices within the limits of the role of a senior healthcare support worker in line with legislation, policies, standards, codes of conduct and local ways of working (K1, S1)</p>	<p>C2.1 Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others</p> <p>CP4 Explain the principles of equality, diversity and inclusion and can describe how discrimination occurs</p> <p>C4.3 Legislation, policies and local ways of working about handling information; why it is important to</p>	<p>Duty of care and candour, safeguarding, equality and diversity</p> <p>Communication</p>

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
		<p>record and store information securely and confidentially and support others to do so; e-safety The audit process and how it relates to your role C6.3 The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise CO7 Adhering to health and safety legislation</p>	Health, safety and security
	<p>WP2 Demonstrates working within the scope of practice, the limits of their knowledge and skills, escalating and reporting to others when needed (K2, S2)</p>	<p>CO1 Safely assisting registered healthcare professionals within their agreed scope of practice C5.1 Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer</p>	Health and wellbeing Personal, people and quality improvement
	<p>WP3 Establishes consent, or checks that consent has been established, from the individual and together with others from the multi-disciplinary team provides safe, dignified and non-discriminatory care and support that is informed by the principles of ‘person-centred care and support’ including the active participation and choices of the individual (K3, S3, B1)</p>	<p>C3.1 Why it is important to gain consent, even when it is difficult CO4 Taking a person-centred approach when assisting with individuals’ needs CO12 Working effectively as part of a team CP5 Explain the meaning of person-centred care and how they apply this to their work to ensure a good experience for the individual</p>	Person-centred care, treatment and support
	<p>WP4 Implements a duty of care, safeguarding and protection and acts in the best interest of the individual, recognising and reducing the risks of abuse and raising safeguarding and protection</p>	<p>CP3 Explain their responsibilities in relation to safeguarding and what action they would take if they suspect abuse</p>	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	concerns in line with organisational procedures (K4, S4)	CP4 Explain the principles of equality, diversity and inclusion and can describe how discrimination occurs	
Supporting individuals (Core)	SI1 Recognises and responds to signs and symptoms that an individual's health is changing and if they are in pain, distress or discomfort and makes them comfortable. Supports their wellbeing and follows the correct procedure for reporting the changes or situation (K7, K8, S7, S8)	C1.3 How to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort CP2 Describe a time when they noted a deterioration in an individual in their care and the actions they took	Health and wellbeing
	SI2 Adheres to an individual's care plan and promotes and monitors the correct, safe access to fluids and nutrition in line with the principles of hydration, nutrition and food safety (K9, S9)	CP1 Describe the indicators of good physical and mental health for the demographic group they work with and can describe a time where they have provided brief opportunistic advice on health and wellbeing	
	SI3 Undertakes physiological measurements on an individual, selecting and using the correct tools or equipment and explains the normal ranges and results (K28, S28)	<i>New to core criteria in v1.3</i>	
Communication (Core)	C1 Communicates with individuals, their families, carers and others in the workplace to facilitate understanding, reflecting their specific needs and the organisational values of respect and empathy (K10, S10, B2)	C4.1 Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes C4.2 How verbal and non-verbal communication may relate to an individual's condition CO10 Using a range of communicating methods appropriate to the individual and situation	Communication
	C2 Responds to limits in mental capacity, taking into account the individual's condition and needs (K11, S11)	CO5 Responding appropriately to limitations in mental capacity	Health and wellbeing

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
		NP5 Describe a time when they have identified an individual with limitations in mental capacity and discuss the impact this had on their practice	
	C3 Records, stores, reports, shares or discloses information correctly and in line with policy and legislation, using technology safely and securely and maintaining confidentiality at all times (K21, K22, S21, S22)	C4.3 Legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety The audit process and how it relates to your role CO11 Collecting and storing information and data in line with policy and procedures	
Health and safety (Core)	HS1 Uses the correct infection prevention and control techniques to maintain a safe and healthy working environment to the tasks they are carrying out. Ensures the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE) to the tasks they carry out (K12, S12)	C6.3 The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise CO9 Applying infection prevention and control techniques in line with policy and procedures	Health, safety and security
	HS2 Uses, stores and disposes of equipment and supplies safely following local processes. Ensures stocks are supplied and managed (K13, S13)	<i>New to core criteria in V1.3</i>	
	HS3 Moves and handles equipment or other items or assists and individual safely and in line with health and safety legislation (K14, S14)	C6.2 Move and position people, equipment or other objects safely in line with agreed ways of working CO8 Safely moving individuals and equipment	
Adult Nursing Support (Option 1)	ANS1 Works according to the care plan and desired outcomes to support the individual with the activities of daily living in a way that develops, supports and maintains independence (K29, S29)	N1.1 Which clinical tasks you will be routinely expected to carry out within your role N2.1 Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person's physical and	Adult Nursing Support – Assist with clinical tasks

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
		<p>mental health and wellbeing; which long term conditions you are most likely to support in your role; the activities of daily living and ways in which you can support individual’s to maintain and improve them</p> <p>N2.2 The effects of poor nutrition and dehydration</p> <p>N2.3 How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves</p> <p>N1.4 How to help adults to be mobile and the importance of rest and sleep</p> <p>NO5 Proactively encouraging and supporting adults and their carers to take responsibility for their own health and wellbeing</p> <p>NO6 Supporting adult with their everyday tasks (for example eating, drinking, dressing, washing) appropriate to the needs of the individual</p>	<p>Adult Nursing Support – Activities of daily living</p>
	<p>ANS2 Assists with a tissue viability risk assessment, identifying the factors that lead to tissues being compromised and manages pressure areas to support the structure and function of the skin and underlying tissues (K30, S30)</p>	<p>NP1 Describe the importance of skin integrity and how they undertake tissue viability risk assessments in their practice</p>	
	<p>ANS3 Works according to the care plan to assist with wound care for an individual, selecting and using the correct materials and equipment to manage and treat the wound (K31, S31)</p>	<p>NP2 Describe how they have cared for wounds, drawing on a range of examples drawn from their own work</p>	
	<p>ANS4 Demonstrates taking and testing specimens in line with the care plan (K32, S32)</p>	<p>NP3 Describe how they have taken samples and specimens using a range of examples drawn from their own work</p>	
<p>Maternity Support (Option 2)</p>	<p>MAT1 Assists with a tissue viability risk assessment, identifying the factors that lead to tissues being</p>	<p><i>New to V1.3</i></p>	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	compromised and manages pressure areas to support the structure and function of the skin and underlying tissues (K30, S30)		Maternity Support – Assist with clinical tasks
MAT2 Demonstrates taking and testing specimens in line with the care plan (K32, S32)	MAT1.3 How to take and test venous and capillary blood and other specimens MATO3 Accurately and safely obtaining clinical specimens, including venous and capillary blood samples		
MAT3 Assists the midwife with engaging and teaching a woman or carer feeding and hygiene needs of babies, parenting skills and/or antenatal and postnatal exercise (K37, S37)	MATO7 Working in partnership with mother and their partners, to provide support and reassurance MATP4 Discuss their role in postnatal health education, drawing on examples from their practice where they have been teaching parents to care for their baby		Maternity Support – Support mothers and birthing partners
MAT4 Assists healthcare professionals with an antenatal, newborn screening and providing information about immunisation to parents in line with local and national services and programmes (K38, S38)	MAT1.4 ways to position individuals for ultrasound scanning MATP3 Describe how they assist other practitioners with ultrasound scans		
MAT5 Supports the maternity team in the maternity environment by maintaining the correct supply of resources, instruments and equipment in line with the local systems and protocols (K39, S39)	MAT1.1 Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources MATP2 Explain how to prepare for instrumental deliveries and describe how they support the delivery team during an instrumental delivery		Maternity Support – Assist with caring for babies
MAT6 Cares for the physical needs of a baby including the observations and routine checks and reports any abnormalities (K42, S42)	MAT2.3 The routine health baby observations including cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neonatal jaundice		

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)	
		MATO6 Providing care for a baby appropriate to its needs (for example hygiene, nutrition)		
Theatre Support (Option 3)	TS1 Completes pre- and post-operative checklists in line with the local systems and protocols (K46, S46)	TS1.2 Pre and post-operative checks; the steps for safer surgery TSP1 Explain how beliefs and cultures affect pre and post-operative surgery and end of life care using examples of a modification they made in their practice TSO2 Accurately completing pre- and post-operative checklists and actively participating in team briefing and de-briefing	Theatre Support – Assist healthcare practitioners with delegated clinical tasks	
	TS2 Supports the surgical team by maintaining the sterile field and asepsis by correctly providing surgical instruments and medical devices (K47, S27)	TS1.6 Potential hazards; how to report issues; common adverse reactions to anaesthesia; how to report deviations from normal; standard precautions for infection prevention and control: ways to avoid compromising and actions to take when there is a breakdown in the sterile field TS3.1 The types, purpose and function of surgical instruments and supplementary items used in theatre TSO7 Preparing and providing surgical equipment for the team, including accurately counting of equipment and disposable items		Theatre Support – Equipment and resources
	TS3 Supports and monitors a pre-medicated, sedated or unconscious individual (K49, S49)	TSP2 (see 3.2 also) Describe the effects of pre-medication and anaesthesia and discuss how they act as an advocate for the unconscious and conscious patient TSO4 Providing support for individuals pre- and post-anaesthesia, acting as an advocate for the conscious and unconscious patient		

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>TS4 Moves, positions or transports an individual or specialist equipment, using the correct techniques within the peri-operative environment, before, during or after surgery (K51, S51)</p> <p>TS5 Demonstrates carrying out and recording counts for swabs, sharps, instruments and disposable items, following correct organisational procedures if any items are unaccounted for (K53, S53)</p>	<p>TS2.1 Safe moving and handling techniques that maintain an individual’s privacy and dignity</p> <p>TSO6 Ensuring that individuals are transported safely and with the correct equipment and documentation</p> <p>TS3.2 How to identify, measure, account for and record items and sharps used; local policy and procedure for instrument counts and what to do if a swab, sharp, instrument or other disposable item is missing; cost implications of how items used during surgery and surgery time may influence the overall commissioning of surgical procedures</p> <p>TSO7 Preparing and providing surgical equipment for the team, including accurately counting of equipment and disposable items</p>	Theatre Support – Support individuals
Mental Health Support (Option 4)	MHS1 Applies strategies and tools to promote mental wellbeing and support individuals with mental ill health (K55, S55)	MHP1 Describe how mental illness is classified MHO1 Safely assisting registered practitioners with delegated mental health and therapeutic tasks in line with local policy and procedures	Mental Health Support – Assist with delegated clinical tasks and therapeutic interventions
	MHS2 Observes, records and reports changes or barriers in an individual’s mental health using proactive approaches to identify the benefits of early intervention and to manage any behaviour which challenges (K56, S56)	MHP2 Discuss examples from their own practice to describe how they responded to changes in individual’s emotions, thinking and behaviours MHO4 Observing, recording and reporting changes in line with local policy and procedures	
	MHS3 Actively supports an individual with mental ill health and those supporting them to manage their condition at a key stage or time of transition (K57, S57)	MH2.1 The needs of people with mental ill health and those supporting them at key stages and through times of change or transition e.g. when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer; the impact of the individual’s	Mental Health Support – Support individuals

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>MHS4 Maintains the therapeutic relationship with an individual and their carers or family if appropriate, by using the correct techniques to build, monitor and sustain the relationship (K58, S58)</p> <p>MHS5 Demonstrates promoting a recovery based approach which enables an individual to manage their condition (K59, S59)</p>	<p>mental ill-health on their life, family, friendships, ability to work and actively participate in society</p> <p>MHO3 Using a range of communication skills to build and sustain relationships appropriate to the individual’s condition</p> <p>MHP4 Discuss a situation where they have undertaken a risk assessment and needed to draw on additional support to build relationships</p> <p>MHP3 Explain the meaning of a ‘recovery-based approach’ and discuss how they use this approach with individuals, carers and family members</p>	Mental Health Support – Risk assessment and risk management
Children and Young People Support (Option 5)	CYP1 Works according to the care plan and desired outcomes to support the individual with the activities of daily living in a way that develops, supports and maintains independence (K29, S29)	CYP1.2 the clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence	Children and Young People – Assist with clinical tasks
	CYP2 Assists with a tissue viability risk assessment, identifying the factors that lead to tissues being compromised and manages pressure areas to support the structure and function of the skin and underlying tissues (K30, S30)	<i>New to V1.3</i>	
	CYP3 Works according to the care plan to assist with wound care for an individual, selecting and using the correct materials and equipment to manage and treat the wound (K31, S31)	<i>New to V1.3</i>	
	CYP4 Demonstrates taking and testing specimens in line with the care plan (K32, S32)	CYP1.2 The clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>CYP5 Engages the child or young person in therapeutic play using the correct techniques to support their learning and development (K64, S64)</p>	<p>Loosely maps to CYP1.3 anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability CYPO6 Supporting children and young people to develop skills for everyday life (for example play, rest, learn, eat, sleep, wash and dress) in line with local policy and procedures</p>	<p>Children and Young People – Activities of daily living</p>
<p>CYP6 Supports the parent, family or carer of a child or young person to meet the child or young person’s needs, in line with the public health agenda for family centred care and promoting and protecting the health and wellbeing of children and young people, including looked-after children and young carers (K66, S66)</p>	<p>CYP1.4 patient centred care; the parent/CYP bond; working in partnership with families and carers to deliver holistic family-centred care; the importance of families’ choices and listening to the voice of the CYP, parent or carer; the importance of supporting CYP in the context of their social and educational need CYP2.1 the importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care CYPP2 Describe the main public health programmes in relation to children and young people and provide an example of where they have worked with children, young people and their carers to maximise their health potential</p>		
<p>CYP7 Applies recognise procedures, tools and equipment to support children or young people either before, during or after diagnostic, clinical or therapeutic procedures (K67, S67)</p>	<p>Loosely maps to CYP1.5 Specific moving and positioning techniques to use with CYP CYP1.6 Where to source equipment and resources CYPO2 Supporting children and young people before, during and after clinical and therapeutic procedures in line with local policy and procedures</p>		

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
		<p>CY05 Accurately monitoring and maintaining the clinical environment, equipment and resources in line with local policy and procedures</p> <p>CYP2.3 The importance of nutrition and hydration on health and development of CYP; methods for providing and supporting nutrition in CYP or supporting and encouraging breast feeding</p> <p>CYP2.4 How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves;</p> <p>CYP2.5 How to help CYP to be mobile and the importance of rest and sleep</p>	
<p>Allied Health Profession Therapy Support (Option 6)</p>	<p>AHP1 Works according to the care plan to provide therapeutic support to an individual that encourages, promotes and enables optimum potential, independence, self-management, social integration, recovery and skills for everyday life using the correct strategies and approaches to rehabilitate or maximise the individual’s function (K68, K71, S68, S71)</p>	<p>AH1.2 Which therapeutic or clinical tasks and interventions you will routinely be expected to carry out within your role including standard approaches to identify, manage, rehabilitate or maximise an individual’s function</p> <p>AH2.2 Ways to enable independence, social integration and recovery; how to encourage self-management, emotional resilience, personal development or growth and ways to avoid relapses. Skills for everyday life as determined by your role and setting</p> <p>AH05 Proactively supporting individuals to participate in their care to encourage self-management and independence</p>	<p>Allied Health Professional – Therapy Support – Assist with delegated therapeutic or clinical tasks and interventions</p> <p>Allied Health Professional – Therapy Support – Support, educate and enable individuals with their health and wellbeing</p>
	<p>AHP2 Assists with undertaking a clinical risk assessment or management plan in line with the requirements of own work setting and local systems (K69, S69)</p>	<p>AH1.4 How to assess that the environment is appropriate for the therapeutic or clinical task</p> <p>AHP1 Explain how impairment impacts on an individual’s ability to function in their environment and use an example from their own practice to</p>	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>AHP3 Works according to the care plan to identify, order or fit therapeutic equipment or resources for an individual adhering to the correct local systems and criteria for provision (K74, S74)</p>	<p>describe how they have enabled someone to meet their optimum potential</p> <p>AH3.1 A range of equipment, assistive devices and resources used in your role; why and how it is used and the limitations; benefits and risks; when equipment should not be used; maintenance and cleaning; storage, and correct handling of equipment; how to access, order, maintain or monitor stock</p> <p>AH3.4 The equipment and resources available to you; the client group you work with and how the equipment can be used for them including the types, purpose and function of the resources available and the criteria for provision of equipment</p> <p>AHO6 Identifying, ordering, adapting or fitting equipment and resources to meet the needs of individuals, including teaching its safe use</p>	<p>Allied Health Professional – Therapy Support – Equipment and resources</p>
	<p>AHP4 Uses equipment or resources therapeutically and safely, identifying its correct purpose, function, limitations and contra-indications in line with local policy and procedure (K75, S75)</p>	<p>AH3.2 How the equipment is used safely; how it can meet individual’s needs and be adapted within a given range</p> <p>AHO7 Using equipment and resources therapeutically and safely in line with policy and procedures</p>	
	<p>AHP5 Carries out a safety check for therapeutic equipment or resources, following the correct protocols to report issues or make adaptations if appropriate (K77, S77)</p>	<p>AH3.3 How to escalate that equipment is required or does not meet needs including how to report faults and contribute to maintenance and safety checks</p>	

Professional Discussion Underpinned by a Portfolio of Evidence

The portfolio must be submitted at gateway and consists of evidence from during the on-programme period of the apprenticeship. The evidence should only relate to the KSBs that will be assessed in the professional discussion. The professional discussion will have a duration of 60 minutes.

The following table shows how the criteria for the professional discussion underpinned by a portfolio of evidence from the updated assessment plan (v1.3 & v1.4) compare with the previous assessment plan (v1.2) and the areas of the standard. Distinction criteria are in *italics*.

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
Promote health and wellbeing (Core)	PHW1 Explains how they have supported an individual to make informed and positive lifestyle choices in line with national and local definitions of health and wellbeing and the public health priorities, including considering ways of reducing inequalities (K5, S5)	<i>New to core criteria in v1.3</i>	
	PHW2 Describes how they have actively sought an opportunity to support an individual to maximise their health, taking into account the availability of services and how to make a referral if required (K6, S6)	<i>New to v1.3</i>	
	PHW3 <i>Compares and contrasts ways in which they have worked to reduce inequalities and support an individual to make informed positive lifestyle choices (K5, S5)</i>	<i>New to v1.3</i>	
Continuing professional development and reflective practice (Core)	CPD1 Undertakes continuing personal and professional development activities and contributes to the training and development of others showing they are adaptable, reliable and consistent (K18, S18, B3)	Loosely maps to C5.3 Behaviours expected from a role model; the principles of training and mentoring	Personal, people and quality improvement

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	CPD2 Outlines how they have participated in the local arrangements for appraisal of performance (K19, S19)	Loosely maps to CP8 Describe how they have used feedback to develop their own skills and performance	
	CPD3 Applies the principles of reflective practice to reflect on and develop their own practice (K20, S20)	Loosely maps to CP8 Describe how they have used feedback to develop their own skills and performance CP10 Describe how they have been proactive in their own development and can discuss two examples of how they have used reflection to have a positive impact on their work	
	CPD4 <i>Analyses the impact of training and development activities on themselves and others (K18, S18)</i>	Loosely maps to C5.3 Behaviours expected from a role model; the principles of training and mentoring	
Risk management (Core)	RM1 Summarises the meaning of ‘risk’ in the workplace giving evidence that they would take the correct action if they identified a ‘risk’ (K15, S15)	CP9 Explain the meaning of ‘risk’ and ‘risk assessment’ and how they use risk assessment in their work to operate safely	Health, safety and security
	RM2 Describes how they meet the requirements for providing basic life support, showing an understanding of the techniques and principles required (K16, S16)	C1.5 How to perform basic life support and use adjuncts to support resuscitation CO6 Providing basic life support in a timely manner and in line with policy and procedures	Health and wellbeing
	RM3 Explains a time when they have recognised and responded to a potential conflict, challenging behaviour or escalating situation giving context to the description by describing common causes of conflict and the correct ways to respond to them (K17, S17)	<i>New to v1.3</i>	
	RM4 <i>Evaluates their organisation's approach to ‘risk’ in the workplace. (K15, S15)</i>	<i>New to v1.3</i>	
	Q11 Describes the quality improvement principles, measures and activities used in their workplace,	<i>New to v1.3</i>	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
Quality improvement (Core)	explaining how they have taken part in an activity and supported others to do the same (K23, S23)		Person-centred care, treatment and support
	Q12 Explains how they have sourced and used a piece of evidence to validate and improve the delivery of care and support within their own scope of practice identifying the principles of investigatory techniques, research and evidence-based practice that they used (K24, S24)	<i>New to v1.3</i>	
	Q13 Explains how they have critically appraised a source of information and applied their findings to practice describing the principles of critical thinking and the methods of critical appraisal that they used (K25, S25)	Loosely maps to CP6 Explain the meaning of ‘clinical effectiveness’ and describe a time where they have challenged practice in the place of work	
	Q14 <i>Analyses how they have interpreted evidence and used their findings to inform suggestions for improving practice (K24, S24)</i>	<i>New to v1.3</i>	
Teamwork, role modelling and leadership (Core)	TRL1 Describes the scope of their role in relation to leadership, examining their own leadership style and giving an example of when they have acted as a role model for someone else (K26, S26)	C5.2 The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others CO12 Working effectively as part of a team CP11 Describe how they have acted as a role model to others and can discuss two examples of where they have mentored others within the scope and boundaries of their practice	Personal, people and quality improvement
	TRL2 Explains the scope of their own role in relation to mentoring and supervision, explaining the relationship and differences between leadership, management, supervision and mentoring and giving	C5.2 The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	an example of when they have taken a leadership role (K27, S27)	CP13 Discuss an example of when they have demonstrated supervisory leadership in their place of work	
	<i>TRL3 Compares and contrasts examples of when they have led, managed, supervised or mentored another person, explaining how their role is different in each example (K27, S27)</i>	<i>New to v1.3</i>	
Adult Nursing Support (Option 1)	ANS5 Describes a time when they have provided care and support for an individual or their family during the end-of-life phase, exploring the factors which impacted on the care and support given (K33, S33)	NP4 Explain the term ‘frailty’ and discuss how they have supported an individual at the end of their life	Adult Nursing Support – Assist with clinical tasks
	ANS6 Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system (K34, S34)	N1.3 The discharge process, the availability and services offered by the extended health and social care system NO3 Contributing to discharge in line with local policy and procedures	
	ANS7 Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration (K35, S35)	C1.3 How to support a person’s comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort CP2 Describe a time when they noted a deterioration in an individual in their care and the actions they took	
	ANS8 Explains how they supported an individual to take responsibility for their own health and wellbeing and to manage their own condition and identifying the impact it had on the individual (K36, S36)	NO5 Proactively encouraging and supporting adults and their carers to take responsibility for their own health and wellbeing	Adult Nursing Support – Activities of daily living

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	ANS9 Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence (K35, S35)	New to v1.3	
Maternity Support (Option 2)	MAT7 Describes a time when they have provided care and support for an individual or their family during the end-of-life phase, exploring the factors which impacted on the care and support given (K33, S33)	New to v1.3	Maternity Support – Assist with clinical tasks
	MAT8 Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system (K34, S34)	New to v1.3	
	MAT9 Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration (K35, S35)	MATP1 Describe the signs of mental ill health in relation to pregnancy, labour, delivery or parenthood and can give an example from their practice to describe how they responded to signs of deterioration in mental health	
	MAT10 Explains how they have supported the personal care of a woman with a urethral catheter describing how they have monitored it regularly and correctly (K40, S40)	MAT1.6 How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves; reasons why a urethral catheter is in place and the importance of regular monitoring MATO4 Supporting women with their personal hygiene appropriate to the needs of the woman	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>MAT11 Explains how they have identified the baby and the woman, explaining how and why they provided a wristband or label in line with local security procedures (K41, S41)</p>	<p>MAT2.1 Local security procedures MAT05 Accurately identifying and attach a wristband to a baby in line with local security arrangements</p>	<p>Maternity Support – Assist with caring for babies</p> <p>Maternity Support – Support mothers and birthing partners</p>
	<p>MAT12 Describes how they support parents and carers to meet the developmental, nutritional and hygiene needs of babies, explaining the benefits of different feeding methods and the importance of skin-to-skin contact in bonding (K43, S43)</p>	<p>MAT3.1 Ways to interact and care for babies including promoting skin to skin contact MAT06 Providing care for a baby appropriate to its needs (for example hygiene, nutrition)</p>	
	<p>MAT13 Describes how they worked in partnership with a family or another support service to support individuals in difficult circumstances, bereavement or loss explaining the availability of services and how to access them (K44, S44)</p>	<p>MAT07 Working in partnership with mother and their partners, to provide support and reassurance MATP4 Discuss their role in postnatal health education, drawing on examples from their practice where they have been teaching parents to care for their baby</p>	
	<p>MAT14 Describes a time when they have supported the midwife and others in the team during an emergency situation during the pregnancy, labour, birth or postnatal period explaining the situation and the scope of their own role (K45, S45)</p>	<p>MAT01 Safely assisting registered midwives with midwifery related tasks determined by their local work setting, including neonatal resuscitation</p>	
	<p>MAT15 <i>Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence (K35, S35)</i></p>	<p><i>New to v1.3</i></p>	
Theatre Support (Option 3)	<p>TS6 Describes a time they have participated in team briefing, patient sign in, timeout, sign out and debriefing explaining the local systems and protocols (K48, S48)</p>	<p>TSO2 Accurately completing pre- and post-operative checklists and actively participating in team briefing and de-briefing</p>	<p>Theatre Support – Assist healthcare practitioners with</p>

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>TS7 Explains how they measure and record an individual’s body fluid balance, describing the purpose of recording this and the factors that affect input, output and wound drainage (K50, S50)</p>	<p>TS1.5 The purpose for recording an individual’s body fluid; factors that affect input and output and wound drainage</p>	<p>delegated clinical tasks</p>
	<p>TS8 Describes how they prepare the clinical environment and provide surgical instrumentation for the surgical team, listing the types, purpose and function of surgical instruments and supplementary items used noting the cost implications such as on cost or commissioning of surgical procedures (K52, S52)</p>	<p>TS3.2 How to identify, measure, account for and record items and sharps used; local policy and procedure for instrument counts and what to do if a swab, sharp, instrument or other disposable item is missing; cost implications of how items used during surgery and surgery time may influence the overall commissioning of surgical procedures</p> <p>TSO7 Preparing and providing surgical equipment for the team, including accurately counting of equipment and disposable items</p>	<p>Theatre Support – Equipment and resources</p>
	<p>TS9 Explains the sequence of activities they carried out on an occasion when they have received, handled or dispatched clinical specimens or blood products, listing the type and use of container used and identifying the procedures for labelling, handling, dispatching, recording and reporting used (K54, S54)</p>	<p>TS1.7 Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products</p> <p>TSO5 Assisting in receiving, handling and dispatching clinical specimens and blood products in line with local policy and procedures</p>	
	<p>TS10 <i>Critically analyses the scope of their role and limits of their competence and that of others in the team in relation to the local systems and protocols used in the perioperative environment (K48, S48)</i></p>	<p><i>New to v1.3</i></p>	
<p>Mental Health Support (Option 4)</p>	<p>MHS6 Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration (K35, S35)</p>	<p>CP2 Describe a time when they noted a deterioration in an individual in their care and the actions they took</p>	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>MHS7 Describes how they enable or empower an individual to actively participate in society and how they help the individual to recognise the impact of mental health on themselves and on the family, friendships and life (K60, S60)</p>	<p>MHO6 Proactively supporting and empowering individuals to manage their own condition and actively participate in society</p>	<p>Mental Health Support – Support individuals</p>
	<p>MHS8 Describes a time when they have identified a situation of risk to self or others in the mental health setting and identifies the triggers and the impact of the environment on this occasion explaining the correct actions to take to seek support (K61,S61)</p>	<p>MH3.1 Risk factors e.g. risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment</p>	<p>Mental Health Support – Risk assessment and risk management</p>
	<p>MHS9 Explains a time when they have involved an individual, their carers or family in the mental health risk management process identifying and listing the types of risk reduction and prevention strategies they used and the impact of these on the individual (K62, S62)</p>	<p>MH3.2 Prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect MHP4 Discuss a situation where they have undertaken a risk assessment and needed to draw on additional support to build relationships</p>	
	<p>MHS10 Reflects on how they have reviewed and promoted their own mental health and wellbeing at work explaining the importance of it and the impact it has on their daily work (K63, S63)</p>	<p>MH3.3 Ways to review/protect own mental health and wellbeing</p>	
	<p>MHS11 <i>Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence (K35, S35)</i></p>	<p><i>New to v1.3</i></p>	
<p>Children and Young People Support (Option 5)</p>	<p>CYP8 Describes a time when they have provided care and support for an individual or their family during the end-of-life phase, exploring the factors which impacted on the care and support given (K33, S33)</p>	<p>CYPP1 Explain what is meant by a ‘life limiting condition’ and the impact this can have on child development and discuss how they supported a child/young person and their family at the end of their life</p>	<p>Children and Young People – Assist with clinical tasks</p>

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	<p>CYP9 Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system (K34, S34)</p>	<p>CYP1.8 The discharge process, the availability of services offered by the extended health and social care system</p> <p>CYPO1 Safely assisting registered nurses with nursing tasks and other clinical tasks, including discharge, determined by their local work setting and in line with legislation</p>	Children and Young People – Child development
	<p>CYP10 Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration (K35, S35)</p>	<p>C1.3 How to support a person’s comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort</p> <p>CP2 Describe a time when they noted a deterioration in an individual in their care and the actions they took</p>	
	<p>CYP11 Describes how they have supported a child or young person through transitions, showing how they have enabled them to take part in shared or independent decision making. Explains the main life transitions for children and young people and the scope of their own role in relation to the associated legal policy and service frameworks (K65, S65)</p>	<p>CYPP3 Explain what is meant by ‘transition’ and relate this to how they support children and young people in their own work</p>	
	<p>CYP12 <i>Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence (K35, S35)</i></p>	<p><i>New to v1.3</i></p>	
Allied Health Profession Therapy Support (Option 6)	<p>AHP6 Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and</p>	<p>AH1.3 The referral and discharge process, the functions, availability, eligibility and limitations of wider services offered within and external to your organisation and how to signpost people to them</p>	

V1.3 & V1.4 topic area	V1.3 & V1.4 criteria – Assessment Plan and Highfield EPA kit	V1.2 criteria – Highfield EPA Kit	V1.2 Standard area(s)
	agencies offered by the wider health and social care system (K34, S34)	AHO2 Contributing to referral to or discharge from services in line with local policy and procedures	
	AHP7 Explains how they recognise that mental or physical capacity, health condition, learning disability or overall wellbeing of an individual has impacted on the therapeutic or clinical task, describing any adaptations that they needed to make (K70, S70)	AHP2 Describe the impact of mental or physical capacity on therapeutic interventions and how they have modified their practice to enable individuals to reach their optimum potential	
	AHP8 Describes how they facilitate group sessions to support the health and well-being of individuals or communities, explaining the strategies and tools they use to engage them (K72, S72)	AHP3 Describe their role in allied health profession health education, and can give an example from their practice where they have assisted other practitioners with facilitating group or individual sessions	
	AHP9 Explains how they have supported an individual to engage in the community and access activities or resources in line with their treatment, describing which activities and resources are available and how to access them (K73, S73)	AHP3 Describe their role in allied health profession health education, and can give an example from their practice where they have assisted other practitioners with facilitating group or individual sessions	
	AHP10 Describes how they demonstrated and taught the safe and appropriate use of therapeutic equipment or resources to an individual, explaining the strategies and tools they used to engage them (K76, S76)	AHO6 Identifying, ordering, adapting or fitting equipment and resources to meet the needs of individuals, including teaching its safe use	
	AHP11 <i>Analyses the actions they took in response to different conditions, mental or physical states, explaining the adaptations made to the therapeutic or clinical task and the responsibilities and limits of their competence (K70, S70)</i>	New to v1.3	