

**Think about**  
**Professional discussion underpinned**  
**by a portfolio of evidence**  
**Level 3 ST0217 Senior Healthcare**  
**Support Worker V1.5**



**On the day of this assessment you will carry out:**



**A 60-minute professional discussion**



**Remote or face-to-face**



**In a suitable environment under exam conditions**



**With an end-point assessor**



### **Key point**

You will have already submitted a portfolio of evidence. Your portfolio is not directly assessed but will be used to underpin the professional discussion.



## Do

- Review the criteria associated with the professional discussion - this can be found in the EPA Kit and in the table at the end of this document
- Ensure a quiet room is available and that there are no interruptions or distractions
- Review relevant legislation, regulations and your organisation's policies and procedures
- Refer to your portfolio to illustrate your answers to questions
- Reflect on your performance and how you have demonstrated the knowledge, skills and behaviours of the standard
- Be prepared to answer a minimum of 10 questions – 1 against each of the 5 core themes and 5 against your chosen option



## Don't

- Forget to bring your ID
- Forget to plan
- Forget to relax and enjoy your assessment



### Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



### Resits

- If you do not achieve a pass result on the professional discussion, you can resit the assessment



## Use the table below to plan and prepare for the professional discussion

**(P)** indicates pass criteria

**(D)** indicates distinction criteria

Assessment criteria	Key points to remember
<b>Core: Promote health and wellbeing</b>	
<b>(P)</b> 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)	
<b>(P)</b> 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)	
<b>(D)</b> Compares and contrasts ways in which they have worked to reduce inequalities and support an individual to make informed positive lifestyle choices (K5, S5)	

**Assessment criteria****Key points to remember****Core: Continuing professional development and reflective practice**

**(P)** 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)

**(P)** Outlines how they have participated in the local arrangements for appraisal of performance (K19, S19)

**(P)** Applies the principles of reflective practice to reflect on and develop their own practice (K20, S20)

**(D)** Analyses the impact of training and development activities on themselves and others (K18, S18)

**Assessment criteria****Key points to remember****Core: Risk management**

**(P)** Summarises the meaning of 'risk' in the workplace giving evidence that they would take the correct action if they identified a 'risk' (K15, S15)

**(P)** Describes how they meet the requirements for providing basic life support, showing an understanding of the techniques and principles required (K16, S16)

**(P)** 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)

**(D)** Evaluates their organisation's approach to 'risk' in the workplace (K15, S15)

**Core: Quality improvement**

**(P)** Describes the quality improvement principles, measures and activities used in their workplace, explaining how they have taken part in an activity and supported others to do the same (K23, S23)

**(P)** 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)

**(P)** 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)

**(D)** Analyses how they have interpreted evidence and used their findings to inform suggestions for improving practice (K24, S24)

**Assessment criteria****Key points to remember****Core: Teamwork, role modelling and leadership**

**(P)** 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)

**(P)** 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 an example of when they have taken a leadership role (K27, S27)

**(D)** 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)

**Option 1: Adult nursing support – delegated nursing care and support for adults**

**(P)** 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)

## Assessment criteria

## Key points to remember

**(P)** 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)** 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)** 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)

**(D)** 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)



**Assessment criteria****Key points to remember****Option 2: Maternity support – delegated maternity care and support for women, babies and their families**

**(P)** 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)** 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)** 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)** 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)

## Assessment criteria

## Key points to remember

**(P)** 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)** 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)** 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)** 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)

**(D)** 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)

**Option 3: Theatre support – delegated peri-operative care and support for individuals**

**(P)** 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)** 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)** 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)** 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)

## Assessment criteria

## Key points to remember

**(D)** 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 peri-operative environment (K48, S48)

### Option 4: Mental health support – delegated therapeutic techniques and interventions for individuals to promote mental health recovery

**(P)** 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)** 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)** 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)

## Assessment criteria

## Key points to remember

**(P)** 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)** 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)

**(D)** 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)

## Option 5: Children and young people support – delegated clinical and therapeutic activities for children, young people and their families

**(P)** 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)

## Assessment criteria

## Key points to remember

**(P)** 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)** 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)** 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)

**(D)** 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)

**Assessment criteria****Key points to remember****Option 6: Allied health profession therapy support – delegated therapeutic activities to support individuals in meeting their optimum potential**

**(P)** 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)** 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)

**(P)** Describes how they facilitate group sessions to support the health and wellbeing of individuals or communities, explaining the strategies and tools they use to engage them (K72, S72)

**(P)** 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)

## Assessment criteria

## Key points to remember

**(P)** 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)

**(D)** 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)

## Option 7: Diagnostic imaging support – delegated clinical activities to support service users and their carers before, during and after diagnostic imaging and/or intervention

**(P)** Describes a time they have participated in team briefing, patient sign in, timeout, sign out and debriefing explaining the local systems and protocols (K89, S89)

**(P)** Explains how they recognise that mental or physical capacity, health condition, learning disability or overall wellbeing of an individual impacts on the therapeutic or clinical task, describing any adaptations that they need to make (K91, S91)



## Assessment criteria

## Key points to remember

**(P)** Describes how they support the multi-disciplinary team in the safe flow of individuals through the imaging environment, explaining the current legislation and best practice in relation to ionising and non-ionising radiation (K79, S79)

**(P)** Describes how they support practitioners with the preparation and administration of medicines and contrast agents within the scope of their own role in relation to the regulations, procedures and protocols in the workplace (K82, S82)

**(P)** Describes a time when they have administered medicines supplied by a registered practitioner within the scope of their own role and the roles of others in the team. Describes the risks and mitigations of side effects, adverse responses or non-compliance of these medicines (K83, S83)

**(D)** Describes a time when they have inserted, flushed and removed a cannula within the scope of their own role and explains the risks and contraindications of cannulation (K84, S84)

## Assessment criteria

## Key points to remember

**(P)** Describes the structure and function of the human body, common pathologies and mechanisms of disease and trauma, in relation to imaging examinations. Reflects on how these impact their role in supporting the multi-disciplinary team in the safe delivery of an imaging service (K87, S87)

**(P)** Explains the signs and symptoms that indicate a deterioration in health and wellbeing of self and others. Describes how they review and promote the health and wellbeing of self and others, including mental health in the workplace (K88, S88)

**(D)** Justifies 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 (K91, S91)