



# Highfield

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

## End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for ST0217 Senior Healthcare Support Worker

EPA-Kit

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### Versions

ST0217 / v1.1 / AP02 03/17

SHCSW v1.14

# Highfield Level 3 End-Point Assessment for ST0217 Senior Healthcare Support Worker

## Introduction

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# How to use this EPA kit

Welcome to the Highfield End-Point Assessment Kit for the Senior Healthcare Support Worker apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Senior Healthcare Support Worker Apprenticeship Standard. Highfield internally quality assure all end-point assessments in accordance with its IQA process, additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

This kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Please note that use of this kit is not a pre-requisite for apprentices undertaking the Senior Healthcare Support Worker end-point assessment.

After this Introduction, the contents of this kit are divided into sections that correspond with each type of assessment specified in the End-Point Assessment Plan.

In this kit, you will find:

- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare apprentices for gateway
- detailed information on which part of the standard is assessed by which assessment method.
- suggestions on how to prepare the apprentice for each part of the end point assessment.
- a practice test that you can use with apprentices.

# Introduction

## Standard overview

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Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people. As an experienced support worker, you carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under the direct or indirect supervision of the registered healthcare practitioner. You provide high quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of your competence. You may work in a range of services e.g. hospital, community, health or day case unit, birth centre or midwifery led unit, someone's home, operating theatre, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation; working in partnership with individuals, families, carers and other service providers.

## On-programme requirements

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Training, development and on-going review activities typically include:

- Induction which is specific to their workplace and at a minimum meets the 15 standards required by the Care Quality Commission (as set out in the Care Certificate)
- Achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- A regulated level 3 occupational competence qualification as specified in the option chosen
- Study days and training courses
- Mentoring/buddy support
- Completion of workbooks or a portfolio through which the apprentice gathers evidence of their progress
- Structured one to one reviews of their progress with their employer and/or training provider

An apprentice will complete a specified regulated level 3 occupational competence qualification during the on-programme phase of their apprenticeship.

## Use of Artificial Intelligence (AI) in the EPA

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## Readiness for end point assessment

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In order for an apprentice to be ready for the end point assessments:

- The apprentice must meet the 15 standards as set out in the Care Certificate. The Care Quality Commission expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.
- The apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- A specified regulated level 3 occupational competence qualification
- The apprentice must have completed a learning journal\*. The apprentice documents and reflects on their development (knowledge and skills) as well as their approach to the workplace (the values and behaviours). The reflective accounts **must** be written in the final 3 months of the apprenticeship prior to gateway. Other supporting evidence submitted can be utilised from any point of the on-programme learning. Both from the learning journal and this must be collated in the final 3 months of the apprenticeship prior to gateway. The highest quality evidence is most likely to be generated towards the end of the on-programme period.

\*The learning journal must be made available at Gateway and can be submitted in any format i.e. e-portfolio. Access must be given to Highfield to only the learners who have been put forward for end-point assessment.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Required on-programme qualification

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An apprentice will complete a specified regulated level 3 occupational competence qualification during the on-programme phase of their apprenticeship.

## Order of end point assessments

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The assessment takes the following format, although the sequencing of the end point assessment components is determined by the employer and assessor to ensure best fit with local needs:

- Multiple choice and short answer test (60 minutes)
- Practical observation (90 minutes)
- Learning journal and interview (Min 30 minutes, max 45 minutes)

For final certification, the apprentice must have passed all components of the end-point assessment.

## Resit and Retake information

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The apprentice must attempt all components of the end point assessment on their first attempt. Should the apprentice fail any components they are required to retake only those components which they have previously failed. Retakes are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to retake the end point assessment within the permitted timeframe is determined by the employer. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Mapping Documents



## End-Point Assessment Mapping at a Glance

| <b>Multiple Choice &amp; Short Answer Test</b><br><br>The multiple choice/short answer test covers all knowledge requirements in the standard. The multiple-choice questions cover the core knowledge:<br><br>KC1 Health and well-being<br>KC2 Duty of care and candour, safeguarding, equality and diversity<br>KC3 Person centred care and support<br>KC4 Communication<br>KC5 Personal, people and quality improvement<br>KC6 Health, safety and security | <b>Observation of Practice</b><br><br>The independent assessor spends a minimum of 90 minutes observing the apprentice during the course of their normal work in their normal place of work. To pass the observation of practice the apprentice must be able to meet the following requirements in bold:<br><br><b>OB1. Treat people with dignity,</b> respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences<br><br><b>OB2. Show respect and empathy for those you work with,</b> have the courage to challenge areas of concern, be adaptable, reliable and consistent<br><br><b>OB3. Show discretion,</b> resilience and self-awareness | <b>Learning journal and Interview</b><br><br>The learning journal is completed by the apprentice in the 3 months leading up to the end point assessment. The learning journal must contain a range of sources of evidence and must contain a minimum of 3 reflective accounts completed by the apprentice to a total of 1000 words (+/- 10%) which demonstrate their learning and application of knowledge to their chosen area of practice in addition to their values and behaviours.<br><br>The learning journal covers the skills set out in the apprentice's chosen option<br><br>Option 1 – Senior HCSW (Adult Nursing Support) <ul style="list-style-type: none"> <li>S1.1 - Assist with clinical tasks</li> <li>S1.2 - Activities of daily living</li> </ul> Option 2 – Senior HCSW (Maternity Support) <ul style="list-style-type: none"> <li>S2.1 - Assist with clinical tasks</li> <li>S2.2 - Assist with caring for babies</li> <li>S2.3 - Support mothers and birthing partners</li> </ul> Option 3 – Senior HCSW (Theatre Support) <ul style="list-style-type: none"> <li>S3.1 - Assist healthcare professionals with delegated clinical tasks</li> <li>S3.2 - Support individuals</li> </ul> |
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| <p>The short answer questions cover the knowledge requirements in the apprentice's chosen option:</p> <p>Option 1 – Senior HCSW (Adult Nursing Support)</p> <ul style="list-style-type: none"> <li>• K1.1 - Assist with clinical tasks</li> <li>• K1.2 - Activities of daily living</li> </ul> <p>Option 2 – Senior HCSW (Maternity Support)</p> <ul style="list-style-type: none"> <li>• K2.1 - Assist with clinical tasks</li> <li>• K2.2 - Assist with caring for babies</li> <li>• K2.3 - Support mothers and birthing partners</li> </ul> <p>Option 3 – Senior HCSW (Theatre Support)</p> | <p><b>OB4. Assist registered healthcare practitioners with clinical tasks, working to best practice and following care plans</b></p> <p><b>OB5. Communicate effectively with individuals</b> using a range of techniques, <b>observe and record verbal and non-verbal communication</b></p> <p><b>OB6. Follow the principles for equality, diversity and inclusion</b></p> <p><b>OB7. Demonstrate what it means in practice to promote and provide person centred care and support</b></p> <p><b>OB8. Work as part of a team</b>, seek help and guidance when you are not sure</p> <p><b>OB9. Maintain a safe and healthy working environment</b></p> | <ul style="list-style-type: none"> <li>• S3.3 - Equipment and resources</li> </ul> <p>Option 4 – Senior HCSW (Mental Health Support)</p> <ul style="list-style-type: none"> <li>• S4.1 - Assist with delegated clinical tasks and therapeutic interventions</li> <li>• S4.2 - Support individuals</li> <li>• S4.3 - Risk assessment and risk management</li> </ul> <p>Option 5 – Senior HCSW (Children and Young People Support)</p> <ul style="list-style-type: none"> <li>• S5.1 - Assist with clinical tasks</li> <li>• S5.2 - Activities of daily living</li> <li>• S5.3 - Child development</li> </ul> <p>Option 6 – Senior HCSW (Allied Health Profession – Therapy Support)</p> <ul style="list-style-type: none"> <li>• S6.1 - Assist with delegated therapeutic or clinical tasks and interventions</li> <li>• S6.2 - Support, educate and enable individuals with their health and wellbeing</li> <li>• S6.3 - Equipment and resources</li> </ul> <p>Interview:</p> <p>Core Skills assessed during interview</p> <p>C1. Health and wellbeing</p> <ul style="list-style-type: none"> <li>• SC1a: notice and report changes</li> <li>• SC1b: Gather evidence to assist in obtaining a client history, review health-related data and information</li> </ul> |
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| <ul style="list-style-type: none"> <li>• K3.1 - Assist healthcare professionals with delegated clinical tasks</li> <li>• K3.2 - Support individuals</li> <li>• K3.3 - Equipment and resources</li> </ul> <p>Option 4 – Senior HCSW (Mental Health Support)</p> <ul style="list-style-type: none"> <li>• K4.1 - Assist with delegated clinical tasks and therapeutic interventions</li> <li>• K4.2 - Support individuals</li> <li>• K4.3 - Risk assessment and risk management</li> </ul> <p>Option 5 – Senior HCSW (Children and Young People Support)</p> <ul style="list-style-type: none"> <li>• K5.1 - Assist with clinical tasks</li> </ul> | <p><b>OB10. Move and position individuals, equipment</b> and other items <b>safely</b></p> <p><b>OB11. Use a range of techniques for infection prevention and control appropriate to the task undertaken</b>, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)</p> <p>Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview.</p> <p>The practical observation is ungraded above a Pass by the independent assessor.</p> | <ul style="list-style-type: none"> <li>• SC1c: Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing,</li> <li>• SC1d: assist with an individual's overall comfort, identify and respond to signs of pain or discomfort</li> <li>• SC1e: Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so;</li> <li>• SC1f: Recognise limitations in mental capacity and respond appropriately</li> <li>• SC1g: Perform basic life support for individuals</li> </ul> <p>C2. Duty of care and candour, safeguarding, equality and diversity</p> <ul style="list-style-type: none"> <li>• SC2b: Implement a duty of care and candour</li> <li>• SC2c: Safeguard and protect adults and children; promote the principles to others</li> </ul> <p>C3. Person centred care, treatment and support</p> <ul style="list-style-type: none"> <li>• SC3a: Obtaining valid consent, and carrying out risk assessments</li> <li>• SC3b: Work in partnership with the individual, their carer, families and the wider healthcare team</li> <li>• SC3c: Promote clinical effectiveness, safety and a good experience for the individual</li> </ul> <p>C4. Communication</p> <ul style="list-style-type: none"> <li>• SC4c: Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits</li> </ul> |
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| <ul style="list-style-type: none"> <li>• K5.2 - Activities of daily living</li> <li>• K5.3 - Child development</li> </ul> <p>Option 6 – Senior HCSW (Allied Health Profession – Therapy Support)</p> <ul style="list-style-type: none"> <li>• K6.1 - Assist with delegated therapeutic or clinical tasks and interventions</li> <li>• K6.2 - Support, educate and enable individuals with their health and wellbeing</li> <li>• K6.3 - Equipment and resources</li> </ul> <p>There are:</p> <ul style="list-style-type: none"> <li>• 30 multiple choice (1 mark each)</li> <li>• 4 short answer questions (5 marks)</li> </ul> |  | <p>C5. Personal, people and quality improvement</p> <ul style="list-style-type: none"> <li>• SC5a: Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs'</li> <li>• SC5b: Take responsibility for, prioritise and reflect on your own actions, work and performance; Maintain and further develop your own skills and knowledge, participate in appraisal</li> <li>• SC5c: escalate concerns in a timely manner to the correct person; Support or supervise colleagues as required, delegate well-defined tasks appropriately</li> <li>• SC5d: Act as a role model; mentor peers; deliver training through demonstration and instruction</li> </ul> <p>C6. Health, safety and security</p> <ul style="list-style-type: none"> <li>• SC6a: take appropriate action in response to incidents or emergencies, following local guidelines</li> <li>• SC6c: Undertake risk assessments</li> </ul> <p>The final interview takes place between the independent assessor and the apprentice and lasts for a minimum of 30 minutes and a maximum of 45 minutes.</p> <p>The purpose of the interview is to enable the apprentice to further showcase their capability. The assessor will pose holistic and synoptic questions to the apprentice that enable the apprentice to provide answers that should cover elements of the standard.</p> |
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| <p>each) (maximum 250-word answers).</p> <p>The grade boundaries are set to allow candidates to achieve Pass, Merit and Distinction grades according to the following:</p> <p>40 – 59% Pass<br/>60 – 74% Merit<br/>75% Distinction</p> |  | <p>The learning journal and interview is graded as Pass, Merit or Distinction by the independent assessor where</p> <p><b>Pass</b> = Meets the standard<br/>The learning journal comprises of a range of valid sources of evidence in an organised manner, reflective accounts show satisfactory evidence and ability to relate concepts and theories to practice, evidence broadly relates to the Standard and is partially mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in professional discussion and provide evidence that supports practice. Combining evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.</p> <p><b>Merit</b> = Exceeds the standard<br/>The learning journal comprises of a range of valid sources of evidence in a well organised manner, reflective accounts show evidence of relating concepts and theories to practice, evidence directly relates to the Standard and is mostly mapped to the knowledge, skills and behaviour requirements. The apprentice is able to actively engage in professional discussion and there is evidence of enhanced understanding through wider reading.</p> <p><b>Distinction</b> = Far exceeds the standard<br/>The learning journal comprises of a creative range of valid sources of evidence in a structured manner, reflective accounts show evidence of relating a wide range of concepts and theories to practice and ability to make connections between learning and future practice, all evidence</p> |
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|  |  | directly and succinctly relates to the Standard and is accurately and fully mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in and actively take forward professional discussion, demonstrating understanding and analysis of concepts and theories applied to their practice achieved through extensive reading. |
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## End-Point Assessment Mapping at a Glance: by standard

| Standard   | Assessment Method | KSBV | Standard   | Assessment Method | KSBV |
|--|-------------------|------|--|-------------------|------|
| KC1 Health and wellbeing   | T                 | K    | Option 1: Senior HCSW (Adult Nursing Support)<br>K1.1 - Assist with clinical tasks<br>K1.2 - Activities of daily living  | T                 | K    |
| KC2 Duty of care and candour, safeguarding, equality and diversity | T                 | K    | Option 2: Senior HCSW (Maternity Support)<br>K2.1 - Assist with clinical tasks<br>K2.2 - Assist with caring for babies<br>K2.3 - Support mothers and birthing partners                                 | T                 | K    |
| KC3 Person centred care and support                                | T                 | K    | Option 3: Senior HCSW (Theatre Support)<br>K3.1 - Assist healthcare professionals with delegated clinical tasks<br>K3.2 - Support individuals<br>K3.3 - Equipment and resources                        | T                 | K    |
| KC4 Communication  | T                 | K    | Option 4: Senior HCSW (Mental Health Support)<br>K4.1 - Assist with delegated clinical tasks and therapeutic interventions<br>K4.2 - Support individuals<br>K4.3 - Risk assessment and risk management | T                 | K    |
| KC5 Personal, people and quality improvement                       | T                 | K    | Option 5: Senior HCSW (Children and Young People Support)<br>K5.1 - Assist with clinical tasks<br>K5.2 - Activities of daily living<br>K5.3 - Child development  | T                 | K    |

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| KC6 Health, safety and security | T | K | Option 6: Senior HCSW (Allied Health Professional – Therapy Support)<br>K6.1 - Assist with delegated therapeutic or clinical tasks and interventions<br>K6.2 - Support, educate and enable individuals with their health and wellbeing<br>K6.3 - Equipment and resources | T | K |
|---------------------------------|---|---|--|---|---|

Key    LJI = Learning journal and interview  
       OB = Observation of practice

      T = Multiple-choice and short answer test  
       KSBV = Knowledge, Skills, Behaviours, Values



| Standard   | Assessment Method | KSBV | Standard   | Assessment Method | KSBV |
|--|-------------------|------|--|-------------------|------|
| SC1 Health and wellbeing   | OB & I            | S    | Option 1: Senior HCSW (Adult Nursing Support)<br>S1.1 - Assist with clinical tasks<br>S1.2 - Activities of daily living  | LJI               | S    |
| SC2 Duty of care and candour, safeguarding, equality and diversity | OB & I            | S    | Option 2: Senior HCSW (Maternity Support)<br>S2.1 - Assist with clinical tasks<br>S2.2 - Assist with caring for babies<br>S2.3 - Support mothers and birthing partners                                 | LJI               | S    |
| SC3 Person centred care and support                                | OB & I            | S    | Option 3: Senior HCSW (Theatre Support)<br>S3.1 - Assist healthcare professionals with delegated clinical tasks<br>S3.2 - Support individuals<br>S3.3 - Equipment and resources                        | LJI               | S    |
| SC4 Communication  | OB & I            | S    | Option 4: Senior HCSW (Mental Health Support)<br>S4.1 - Assist with delegated clinical tasks and therapeutic interventions<br>S4.2 - Support individuals<br>S4.3 - Risk assessment and risk management | LJI               | S    |

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| SC5 Personal, people and quality improvement | OB & I | S | Option 5: Senior HCSW (Children and Young People Support)<br>S5.1 - Assist with clinical tasks<br>S5.2 - Activities of daily living<br>S5.3 - Child development  | LJI | S |
| SC6 Health, safety and security              | OB & I | S | Option 6: Senior HCSW (Allied Health Professional – Therapy Support)<br>S6.1 - Assist with delegated therapeutic or clinical tasks and interventions<br>S6.2 - Support, educate and enable individuals with their health and wellbeing<br>S6.3 - Equipment and resources | LJI | S |

Key    LJ & I = Learning journal and interview    T = Multiple-choice and short answer test  
          Ob = Observation of practice                      KSBV = Knowledge, Skills, Behaviours, Values

| Standard  | Assessment Method | KSBV | Standard      | Assessment Method | KSBV |
|---|-------------------|------|---------------|-------------------|------|
| Treat individuals with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences | OB1               | B    | Honest        | LJI               | V    |
| Show respect and empathy for those you work with  | OB2               | B    | Caring        | LJI               | V    |
| Have the courage to challenge areas of concern and work to best practice  | OB2               | B    | Compassionate | LJI               | V    |
| Be adaptable, reliable and consistent   | OB2               | B    | Conscientious | LJI               | V    |
| Show discretion, resilience and self awareness  | OB3               | B    | Committed     | LJI               | V    |
| Show supervisory leadership   | LJI               | B    |               |                   |      |

Key LJ & I = Learning journal and interview T = Multiple-choice and short answer test  
Ob = Observation of practice KSBV = Knowledge, Skills, Behaviours, Values

## End-Point Assessment Mapping at a Glance: by assessment method

| Assessment method                     | Standard   | KSBV |
|---------------------------------------|--|------|
| Multiple choice and short answer test | KC1 Health and wellbeing   | K    |
|                                       | KC2 Duty of care and candour, safeguarding, equality and diversity   | K    |
|                                       | KC3 Person centred care and support                                  | K    |
|                                       | KC4 Communication  | K    |
|                                       | KC5 Personal, people and quality improvement                         | K    |
|                                       | KC6 Health, safety and security                                      | K    |
|                                       | Option 1: Senior HCSW (Adult Nursing Support)                        | K    |
|                                       | K1.1 - Assist with clinical tasks                                    |      |
|                                       | K1.2 - Activities of daily living                                    |      |
|                                       | Option 2: Senior HCSW (Maternity Support)                            | K    |
|                                       | K2.1 - Assist with clinical tasks                                    |      |
|                                       | K2.2 - Assist with caring for babies                                 |      |
|                                       | K2.3 - Support mothers and birthing partners                         |      |
|                                       | Option 3: Senior HCSW (Theatre Support)                              | K    |
|                                       | K3.1 - Assist healthcare professionals with delegated clinical tasks |      |
|                                       | K3.2 - Support individuals   |      |
|                                       | K3.3 - Equipment and resources                                       |      |
|                                       | Option 4: Senior HCSW (Mental Health Support)                        | K    |

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|                         | <p>K4.1 - Assist with delegated clinical tasks and therapeutic interventions</p> <p>K4.2 - Support individuals</p> <p>K4.3 - Risk assessment and risk management</p> <p>Option 5: Senior HCSW (Children and Young People Support)</p> <p>K5.1 - Assist with clinical tasks</p> <p>K5.2 - Activities of daily living</p> <p>K5.3 - Child development</p> <p>Option 6: Senior HCSW (Allied Health Professional – Therapy Support)</p> <p>K6.1 - Assist with delegated therapeutic or clinical tasks and interventions</p> <p>K6.2 - Support, educate and enable individuals with their health and wellbeing</p> <p>K6.3 - Equipment and resources</p> | <p>K</p> <p>K</p>                   |
| Observation of practice | <p><b>OB1: Treat people with dignity</b>, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</p> <p><b>OB2: Show respect and empathy for those you work with</b>, have the courage to challenge areas of concern, be adaptable, reliable and consistent</p> <p><b>OB3: Show discretion</b>, resilience and self-awareness</p> <p><b>OB4: Assist registered healthcare practitioners with clinical tasks</b>, working to best practice and <b>following care plans</b></p>  | <p>B</p> <p>B</p> <p>B</p> <p>S</p> |

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|                                | <p><b>OB5: Communicate effectively with individuals</b> using a range of techniques, <b>observe and record verbal and non-verbal communication</b></p> <p><b>OB6: Follow the principles for equality, diversity and inclusion</b></p> <p><b>OB7: Demonstrate what it means in practice to promote and provide person centred care and support</b></p> <p><b>OB8: Work as part of a team</b>, seek help and guidance when you are not sure</p> <p><b>OB9: Maintain a safe and healthy working environment</b></p> <p><b>OB10: Move and position individuals, equipment</b> and other items <b>safely</b></p> <p><b>OB11: Use a range of techniques for infection prevention and control appropriate to the task undertaken</b>, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)</p> | <p>S</p> <p>S</p> <p>S</p> <p>S</p> <p>S</p> <p>S</p> <p>S</p> |
| Learning journal and interview | <p><b>Learning journal and Interview:</b></p> <p>Option 1: Senior HCSW (Adult Nursing Support)</p> <p>S1.1 - Assist with clinical tasks</p> <p>S1.2 - Activities of daily living</p> <p>Option 2: Senior HCSW (Maternity Support)</p> <p>S2.1 - Assist with clinical tasks</p> <p>S2.2 - Assist with caring for babies</p> <p>S2.3 - Support mothers and birthing partners</p>   | <p>S</p> <p>S</p>  |

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|  | <p>Option 3: Senior HCSW (Theatre Support)</p> <p>S3.1 - Assist healthcare professionals with delegated clinical tasks</p> <p>S3.2 - Support individuals</p> <p>S3.3 - Equipment and resources</p>  | S |
|  | <p>Option 4: Senior HCSW (Mental Health Support)</p> <p>S4.1 - Assist with delegated clinical tasks and therapeutic interventions</p> <p>S4.2 - Support individuals</p> <p>S4.3 - Risk assessment and risk management</p>   | S |
|  | <p>Option 5: Senior HCSW (Children and Young People Support)</p> <p>S5.1 - Assist with clinical tasks</p> <p>S5.2 - Activities of daily living</p> <p>S5.3 - Child development</p>  | S |
|  | <p>Option 6: Senior HCSW (Allied Health Professional – Therapy Support)</p> <p>S6.1 - Assist with delegated therapeutic or clinical tasks and interventions</p> <p>S6.2 - Support, educate and enable individuals with their health and wellbeing</p> <p>S6.3 - Equipment and resources</p> | S |
|  | <p>Values: Honest, caring, compassionate, conscientious, committed (reflective journal)</p>   | V |

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|  | <b>Interview (Core Skills, Including carry over from Observation):</b><br>SC1 Health and wellbeing<br><br>SC2 Duty of care and candour, safeguarding, equality and diversity<br><br>SC3 Person centred care and support<br><br>SC4 Communication<br><br>SC5 Personal, people and quality improvement<br><br>SC6 Health, safety and security | <br>S<br><br>S<br><br>S<br><br>S<br><br>S<br><br>S |
|--|---|--|



# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## The Highfield Approach

- Documents used in developing this end-point assessment
- Specific considerations

# The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

Apprenticeship Standard for Senior Healthcare Support Worker (2017)

Assessment plan for Senior Healthcare Support Worker (ST0217/AP02 – live date 1/11/2016)\*

**\*Please note: The assessment plan used to develop this EPA Kit is labelled as AP02, which is the original assessment plan and therefore version 1, with a live date of 01/11/2016.**

There is another assessment plan also labelled as AP02, which is version 2, with a live date of 05/09/2018. Please see Highfield Assessment EPA Kits labelled AP02 for full details of assessment plan version 2, live date 05/09/2018.

## Specific Considerations

In order to develop valid end point assessments, and to avoid assessing apprentices more than once for any part of the standard, Highfield has interpreted the requirements of the Senior Healthcare Support Worker assessment plan as follows:

- core knowledge parts of the standard are assessed via multiple choice test
- optional knowledge parts of the standard are assessed via short answer test
- skills and behaviours within the standard are assessed through observation of practice, learning journal and interview

Additionally, to further avoid over-assessing and to ensure the assessment process is not onerous for apprentices, Highfield Assessment has ensured that skills and behaviours that are mandated as part of the observation do not also form part of the learning journal an interview assessment method.

Highfield Assessment have provided indicative assessment criteria and amplification for the knowledge and skills requirements within this EPA Kit. This is provided as further guidance to support the apprentice in preparation for end-point assessment. In the end-point

assessments, the apprentice will be assessed on the high-level outcomes within the standard and not the additional criteria provided as guidance within this EPA Kit.

### **Observation of Practice:**

Highfield Assessment have provided a recommended maximum of 120 minutes for the observation of practice. This is recommended to ensure a consistent and fair approach to the assessment of apprentices.

In addition, Highfield Assessment have recommended that a maximum of 4 unemboldened skills and/or behaviours can be carried over from the observation of practice to the interview, to ensure all apprentices are given the opportunity to demonstrate skills/behaviours across the observation criteria, if they do not occur naturally in their observation of practice.

### **Learning Journal and Interview**

The Learning Journal and interview assessment method will assess the remaining skills and behaviours from the standard; those that are not assessed by the observation of practice. The learning journal and interview assessment method does not assess knowledge, as this is assessed by the multiple-choice test. Consequently, during the interview, the Independent End Point Assessor will not review the test result in order to select the areas they wish to explore with the apprentice.

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Delivering the Standard

### Core Knowledge and Skills:

1. Health and wellbeing
2. Duty of care and candour, safeguarding, equality and diversity
3. Person centred care, treatment and support
4. Communication
5. Personal, people and quality improvement
6. Health, safety and security

**Values:** Caring and compassionate, honest, conscientious and committed.

**Behaviours:** You treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent, show discretion, show resilience and self-awareness and show supervisory leadership

### Pathways:

Option 1 Knowledge and Skills: Senior HCSW (Adult Nursing Support)

- 1.1 Assist with clinical tasks
- 1.2 Activities of daily living

Option 2 Knowledge and Skills: Senior HCSW (Maternity Support)

- 2.1 Assist with clinical tasks
- 2.2 Assist with caring for babies
- 2.3 Support mothers and birthing partners

Option 3 Knowledge and Skills: Senior HCSW (Theatre Support)

- 3.1 Assist healthcare practitioners with delegated clinical tasks
- 3.2 Support individuals
- 3.3 Equipment and resources

Option 4 Knowledge and Skills: Senior HCSW (Mental Health Support)

4.1 Assist with delegated clinical tasks and therapeutic interventions

4.2 Support individuals

4.3 Risk assessment and risk management

Option 5 Knowledge and Skills: Senior HCSW (Children and Young People)

5.1 Assist with clinical tasks

5.2 Activities of daily living

5.3 Child development

Option 6 Knowledge and Skills: Senior HCSW (Allied Health Profession – Therapy Support)

6.1 Assist with delegated therapeutic or clinical tasks and interventions

6.2 Support, educate and enable individuals with their health and wellbeing

6.3 Equipment and resources

# The Senior Healthcare Support Worker Apprenticeship Standard

The following pages contain the Level 5 Healthcare Assistant Practitioner apprenticeship standard and the pass assessment criteria (taken from the assessment plan) and indicative assessment criteria (created by Highfield Assessment to support apprentices in preparation for end-point assessment) (see Highfield Approach also) in a suggested format that is suitable for delivery and in preparation for end-point assessment. The values and behaviours expected of Senior Healthcare Support Workers are listed at the end and it is anticipated the apprentices will be introduced to these values and behaviours throughout their programme.

Highfield has referenced the standard using the following:

|                |   |   |
|----------------|---|---|
| K = Knowledge  | C1 Health and Wellbeing                       | LJI = Learning Journal and interview      |
| S = Skills     | C2 Duty of Care and Candour safeguarding      | I = Interview                             |
| B = Behaviours | C3 Person centred care, treatment and support | OB = Observation                          |
| V = Values     | C4 Communication                              | T = Multiple Choice and Short Answer Test |
|                | C5 Personal, people and quality improvement   |   |
|                | C6 Health Safety and Security                 |   |
|                | 1 Adult Nursing Support                       |   |

|  |  |  |
|--|--|--|
|  | 2 Maternity Support<br>3 Theatre Support<br>4 Mental Health Support<br>5 Children and young people<br>6 Allied Health Profession - Therapy Support |  |
|--|--|--|

Furthermore, Highfield Assessment has structured the tables below with the ‘outcomes’ from the standard in addition to either indicative assessment criteria, created by Highfield Assessment to support apprentices in preparation for end-point assessment) or pass assessment criteria, taken from the assessment plan. More detailed grading guidance for each assessment method is provided within Section 9.

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Discuss how changes in cognition may impact health and wellbeing</li> </ul>  |
| KC1k: How to report changes and deterioration, how to support others to report changes and deterioration and how to escalate changes and deterioration | <ul style="list-style-type: none"> <li>Describe changes or deterioration which can occur to someone's mental health, dementia or cognitive issues</li> <li>Explain how to report and escalate changes or deterioration</li> <li>Explain the importance of reporting changes or deterioration</li> <li>How to support others to report changes or deterioration</li> </ul>   |
| KC1l: How to perform basic life support and use adjuncts to support resuscitation  | <ul style="list-style-type: none"> <li>Define the term '<b>basic life support</b>'</li> <li>Describe situations in which it would be necessary to perform <b>basic life support</b></li> <li>Describe resuscitation techniques and equipment used to perform <b>basic life support</b></li> <li>Describe how to use adjuncts to support resuscitation</li> <li>Explain the importance of staying within limits of own competence and authority when performing <b>basic life support</b> and using adjuncts to support resuscitation</li> </ul> |
| <b>Core Skills: Health and wellbeing</b>   |   |
| <b>Observation of Practice</b>   |   |
| <i>The apprentice will understand</i>  | <b>Pass assessment criteria</b>   |
| SC1a: Assist registered healthcare practitioners with clinical tasks; follow care plans;   | <b>OB4: Assist registered healthcare practitioners with clinical tasks, working to best practice and following care plans</b>   |
| <b>Interview (I)</b>   |   |
| <i>The apprentice will understand</i>  | <b>Indicative assessment criteria</b>   |
| SC1a: notice and report changes  | <ul style="list-style-type: none"> <li>Check for changes as they occur and report them appropriately</li> </ul>   |

Bullet Points = 'indicative criteria' = Additional supporting content provided by Highfield. Indicative criteria is provided for the standard's knowledge areas and skills **not** assessed by the observation of practice.

KC1k

K = Knowledge C1 = standard ref

SC1A

S = Skills, C1 = Standard ref

I = Assessed through Interview

OB4 = Assessed through the Practical Observation 4 = Observation criteria 4 in Assessment Plan



| <b>C1: Health and wellbeing</b>  |  |
|--|--|
| <b>Multiple choice Test</b>  |  |
| <b><i>The apprentice will understand</i></b>   | <b><i>Indicative assessment criteria</i></b>   |
| KC1a: How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation | <ul style="list-style-type: none"> <li>• Explain how to carry out routine, complex clinical and therapeutic tasks</li> <li>• Explain the benefits of a practitioner delegating routine and complex clinical tasks</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks</li> <li>• Explain the principles of care plans and delegation protocols used in the organisation</li> </ul>   |
| KC1b: The types of information you need to collate when obtaining a client history, ways to record and share it  | <ul style="list-style-type: none"> <li>• Identify types of information needed when obtaining client history</li> <li>• Explain why each type of information is necessary</li> <li>• Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements</li> <li>• Explain the principles of data protection legislation</li> <li>• Explain the circumstances and parties to which it may be necessary to share an individual's information</li> </ul> |
| KC1c: The indicators for good physical and mental health in relation to the demographic of individuals you are working with                                  | <ul style="list-style-type: none"> <li>• Explain the relationship between physical and mental health</li> <li>• Compare the indicators for good physical and mental health across different demographics</li> </ul>  |

| C1: Health and wellbeing   |  |
|--|--|
| Multiple choice Test   |  |
| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i>  |
|  | <ul style="list-style-type: none"> <li>Describe the limits of own competence and authority in identifying the state of physical and mental health of the demographic in own work area</li> </ul>   |
| KC1d: The importance of fluids, nutrition and food safety  | <ul style="list-style-type: none"> <li>Explain the importance of fluids, nutrition and food safety</li> <li>Explain how to promote an awareness of fluids, nutrition and food safety in a <b>healthcare setting</b></li> </ul>   |
| KC1e: Ways to signpost individuals to public health interventions or other services if appropriate   | <ul style="list-style-type: none"> <li>Describe situations in which it may be appropriate to signpost individuals to public health interventions</li> <li>Explain methods used to signpost individuals to public health interventions</li> </ul>   |
| KC1f: 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 | <ul style="list-style-type: none"> <li>Describe signs that may indicate a person's health or well-being are deteriorating</li> <li>Describe the signs and symptoms of different types of pain or discomfort</li> <li>Explain the importance of recognising that deterioration in health or well-being may occur without clear signs</li> <li>Explain how to support an individual's comfort and wellbeing</li> </ul> |
| KC1g: The main types of mental ill health and their impact on people's lives. Indicators for mental capacity   | <ul style="list-style-type: none"> <li>Identify the <b>main forms of mental ill health</b></li> <li>Describe the symptoms associated with the <b>main forms of mental ill health</b></li> <li>Explain how mental ill health impacts on people's lives</li> </ul>   |
| KC1h: The importance of early diagnosis in relation to cognitive issues  | <ul style="list-style-type: none"> <li>Describe ways in which cognitive issues are diagnosed</li> <li>Explain the consequences of failing to diagnose cognitive issues at an early stage</li> </ul>  |
| KC1i: The possible signs of mental ill health and learning disability in people  | <ul style="list-style-type: none"> <li>Describe possible signs of mental health and learning disabilities in people</li> </ul>   |

| C1: Health and wellbeing   |  |
|--|--|
| Multiple choice Test   |  |
| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i>  |
|  | <ul style="list-style-type: none"> <li>Explain the process of reporting possible signs of mental health and learning disabilities within <b>agreed ways of working</b></li> </ul>  |
| KC1j: Why external factors, adapting from childhood to adulthood, depression, delirium and the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing | <ul style="list-style-type: none"> <li>Explain why external factors and the transition from childhood to adulthood may be mistaken for mental ill health</li> <li>Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</li> <li>Explain why depression, delirium and the normal ageing process may be mistaken for dementia</li> <li>Explain the importance of staying within limits of own competence and authority when identifying symptoms of mental ill health</li> <li>Discuss how changes in cognition may impact health and wellbeing</li> </ul> |
| KC1k: How to report changes and deterioration, how to support others to report changes and deterioration and how to escalate changes and deterioration   | <ul style="list-style-type: none"> <li>Describe changes or deterioration which can occur to someone's mental health, dementia or cognitive issues</li> <li>Explain how to report and escalate changes or deterioration</li> <li>Explain the importance of reporting changes or deterioration</li> <li>How to support others to report changes or deterioration</li> </ul>  |
| KC1l: How to perform basic life support and use adjuncts to support resuscitation  | <ul style="list-style-type: none"> <li>Define the term '<b>basic life support</b>'</li> <li>Describe situations in which it would be necessary to perform <b>basic life support</b></li> <li>Describe resuscitation techniques and equipment used to perform <b>basic life support</b></li> <li>Describe how to use adjuncts to support resuscitation</li> </ul>   |

| <b>C1: Health and wellbeing</b>   |   |
|---|---|
| <b>Multiple choice Test</b>   |   |
| <i><b>The apprentice will understand</b></i>  | <i><b>Indicative assessment criteria</b></i>  |
|   | <ul style="list-style-type: none"> <li>Explain the importance of staying within limits of own competence and authority when performing <b>basic life support</b> and using adjuncts to support resuscitation</li> </ul>   |
| <b>Observation of Practice</b>  |   |
| <i><b>The apprentice will understand</b></i>  | <i><b>Pass assessment criteria</b></i>  |
| SC1a: Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans;               | OB4: Assist registered healthcare practitioners with clinical tasks, working to best practice and following care plans  |
| <b>Interview (I)</b>  |   |
| <i><b>The apprentice will understand</b></i>  | <i><b>Indicative assessment criteria</b></i>  |
| SC1a: notice and report changes   | <ul style="list-style-type: none"> <li>Check for changes as they occur and report them appropriately</li> </ul> Check that others in area of responsibility have reported changes   |
| SC1b: Gather evidence to assist in obtaining a client history, review health-related data and information             | <ul style="list-style-type: none"> <li>Collate evidence in order to obtain a client history</li> </ul> Review health-related data and information for individuals   |
| SC1c: Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing, | <ul style="list-style-type: none"> <li>Carry out actions which will contribute to an environment that promotes physical health, mental health and wellbeing</li> <li>Encourage others to support the physical health, mental health and wellbeing of individuals</li> </ul> |

| C1: Health and wellbeing   |  |
|--|--|
| Multiple choice Test   |  |
| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i>  |
|  | <ul style="list-style-type: none"> <li>• Use <b>communication skills</b> and <b>person centred values</b> to encourage an individual to actively participate in their physical health, mental health and wellbeing</li> <li>• Provide advice relating to health and wellbeing to individuals and those under supervision as opportunities arise</li> </ul>   |
| SC1d: assist with an individual's overall comfort, identify and respond to signs of pain or discomfort                                 | <ul style="list-style-type: none"> <li>• Provide assistance to ensure an individual's comfort</li> <li>• Check for signs of pain or discomfort experienced by individuals and respond appropriately</li> </ul>   |
| SC1e: Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so; | <ul style="list-style-type: none"> <li>• Check an individual for signs of issues and deteriorations of mental and physical health</li> <li>• Report and respond to issues and deteriorations of mental and physical health within limits of own competence and authority and in accordance with agreed ways of working</li> </ul> <p>Encourage others to report any issues and deteriorations in mental and physical health of individual's in accordance with <b>agreed ways of working</b></p> |
| SC1f: Recognise limitations in mental capacity and respond appropriately   | <ul style="list-style-type: none"> <li>• Check an individual for possible signs of limitations in <b>mental capacity</b></li> <li>• Respond appropriately to signs of limitations in <b>mental capacity</b></li> </ul> <p>Stay within limits of own competence and authority when checking for and responding to signs of limitations in <b>mental capacity</b></p>  |
| SC1g: Perform basic life support for individuals   | <ul style="list-style-type: none"> <li>• Carry out <b>basic life support</b> using appropriate resuscitation techniques in accordance with organisational procedures and within limits of own competence</li> </ul>  |

| C1: Health and wellbeing   |  |
|--|--|
| Multiple choice Test   |  |
| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i>  |
|  | <ul style="list-style-type: none"> <li>Carry out <b>basic life support</b> using equipment in accordance with organisational procedures and within limits of own competence</li> </ul> |
| Amplification and guidance   |  |
| <p><b>Routine clinical tasks</b> may include:</p> <ul style="list-style-type: none"> <li>Checking blood pressure</li> <li>Checking temperature</li> <li>Checking weight</li> </ul> <p><b>Complex clinical tasks</b> may include:</p> <ul style="list-style-type: none"> <li>Caring for wounds</li> <li>Catheter/tracheostomy care</li> <li>Managing ventilations</li> <li>Administering medicines</li> </ul> <p><b>Healthcare settings</b> may include:</p> <ul style="list-style-type: none"> <li>Hospitals</li> <li>Community clinics</li> <li>Health centres</li> <li>Individuals' homes</li> <li>Nursing/care homes</li> <li>Hospices</li> <li>Mental health settings</li> </ul> |  |

| C1: Health and wellbeing   |                                       |
|--|---------------------------------------|
| Multiple choice Test   |                                       |
| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i> |
| <ul style="list-style-type: none"> <li>GP surgeries</li> </ul> <p><b>Main forms of mental ill health may include:</b></p> <ul style="list-style-type: none"> <li>Dementia</li> <li>Schizophrenia/psychotic disorders</li> <li>Anxiety disorders</li> <li>Mood disorders e.g. depression</li> <li>Eating disorders</li> <li>Personality disorders</li> </ul> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Basic life support</b> refers to a variety of non-invasive emergency procedures performed to assist in the immediate survival of a patient, including cardiopulmonary resuscitation, haemorrhage control, stabilisation of fractures, spinal immobilisation and basic first aid.</p> |                                       |

## C2: Duty of care and candour, safeguarding, equality and diversity

### Knowledge – Multiple choice Test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>   |
|---|---|
| KC2a: 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 | <ul style="list-style-type: none"> <li>• Describe how duty of care relates to duty of candour</li> <li>• Describe the principles of <b>legislation, policies and local ways of working</b> that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain the importance of understanding <b>legislation, policies and local ways of working</b> that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain your own role and the roles of others in safeguarding and protecting individuals from abuse</li> <li>• Identify reports into serious failures to protect individuals from abuse</li> <li>• Identify sources of information and advice about own role relating to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain how to promote duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion to others</li> </ul> |
| KC2b: How discrimination can happen   | <ul style="list-style-type: none"> <li>• Discuss ways in which discrimination may deliberately or inadvertently occur in <b>healthcare settings</b></li> <li>• Explain how practices that support equality and inclusion reduce the likelihood of discrimination</li> </ul>   |
| KC2c: How to deal with conflicts between a person's rights and a duty of care   | <ul style="list-style-type: none"> <li>• Describe examples of conflict between a person's rights and a duty of care</li> </ul>  |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Explain how to resolve conflicts between a person's rights and a duty of care</li> </ul>  |
| KC2d: The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible | <ul style="list-style-type: none"> <li>• Describe the signs or symptoms associated with <b>types of abuse</b></li> <li>• Describe factors that may contribute to an individual being more vulnerable to abuse</li> <li>• Explain the actions to take if there are suspicions that an individual is being abused</li> <li>• Explain the actions to take if an individual alleges that they are being abused</li> <li>• Identify ways to ensure that evidence of abuse is preserved</li> <li>• Explain how the likelihood of abuse <b>may be reduced</b></li> <li>• Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</li> </ul> |
| <b>Observation of Practice</b>   |  |
| <i>The apprentice will</i>   | <b>Pass assessment criteria</b>  |
| SC2a: Follow the principles for equality, diversity and inclusion  | OB6: Follow the principles for equality, diversity and inclusion   |
| <b>Interview criteria (I)</b>  |  |
| <i>The apprentice will</i>   | <b>Indicative assessment criteria</b>  |
| SC2b: Implement a duty of care and candour   | <ul style="list-style-type: none"> <li>• Demonstrate <b>duty of care</b> for an individual in accordance with their best interests</li> <li>• Provide additional support and advice to others as required to ensure an individual's <b>duty of care</b></li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Encourage others in area of responsibility to take precautionary actions to limit the potential of harm to an individual</li> <li>• Respond to comments and complaints in accordance with organisational procedures and within limits of own authority</li> </ul>   |
| SC2c: Safeguard and protect adults and children; promote the principles to others   | <ul style="list-style-type: none"> <li>• Demonstrate how to recognise potential signs of different forms of <b>abuse</b></li> <li>• Ensure others in area of responsibility follow <b>agreed ways of working</b> in responding to concerns of abuse</li> <li>• Demonstrate how to use <b>agreed ways of working</b> to report unsafe practices</li> <li>• Promote the practice of safeguarding and protecting adults and children to others</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Legislation, policies and local ways of working</b> could include:</p> <ul style="list-style-type: none"> <li>• General Data Protection Regulations</li> <li>• Data Protection Act</li> <li>• Health and Social Care Act</li> <li>• Information Governance policy</li> <li>• Health and Safety legislation</li> <li>• Organisational policies and procedures</li> <li>• Formally agreed guidance on how to carry out tasks in your workplace</li> <li>• Less formally agreed ways of working</li> <li>• Less formally documented by individual employers and the self-employed or formal policies</li> </ul> <p><b>Types of abuse</b> may include:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic violence or abuse</li> <li>• Sexual abuse</li> </ul> |  |

- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect

Abuse **may be reduced** by:

- Working with person centred values
- encouraging active participation
- promoting choice and rights

| C3: Person centred care, treatment and support                               |   |
|--|---|
| Multiple choice Test   |   |
| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
| KC3a: Why it is important to gain <b>consent</b> , even when it is difficult | <ul style="list-style-type: none"> <li>• Analyse factors that influence the capacity of an individual to express consent</li> <li>• Explain how to establish consent for an activity or action</li> <li>• Explain what steps to take if consent cannot be readily established</li> </ul>    |
| KC3b: How to undertake risk assessment in enabling a person centred approach | <ul style="list-style-type: none"> <li>• Describe the process to follow when carrying out a risk assessment</li> <li>• Describe ways of minimising risk in enabling a person centred approach</li> <li>• Explain how the outcomes of risk assessments are communicated to others</li> </ul> |

|  |   |
|--|---|
| KC3c: Why it is important to promote 'person centred care, treatment and support'                            | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting <b>person centred care, treatment and support</b></li> <li>• Explain how to promote <b>person centred care, treatment and support</b></li> <li>• Explain the importance of modelling <b>person centred care, treatment and support</b></li> </ul>  |
| KC3d: Why it is important to encourage people to be actively involved in their own care or treatment         | <ul style="list-style-type: none"> <li>• Explain the principles of active participation</li> <li>• Analyse how the holistic needs of an individual can be addressed by active participation</li> <li>• Explain how to work with an individual and others to agree how active participation will be implemented</li> <li>• Explain how to promote the understanding and use of active participation</li> </ul> |
| KC3e: Why it is important to give people choices about their care and to treat people as valuable and unique | <ul style="list-style-type: none"> <li>• Explain why it is important to give people choices about their care</li> <li>• Discuss how to manage risk in a way that maintains the individual's right to make choices</li> <li>• Explain the benefits to wellbeing of treating people as valuable unique individuals</li> </ul>   |
| KC3f: Why safety and clinical effectiveness are important  | <ul style="list-style-type: none"> <li>• Explain the relationship between safety and clinical effectiveness</li> <li>• Explain <b>legislation, policies and local ways of working</b> relating to safety in healthcare settings</li> <li>• Explain the importance of safety and clinical effectiveness for delivering person centred care, treatment and support</li> </ul>                                   |
| KC3g: The importance of managing relationships and boundaries with service users                             | <ul style="list-style-type: none"> <li>• Identify the <b>boundaries</b> to be kept with service users</li> <li>• Explain how to maintain and review professional relationships with service users</li> <li>• Explain the consequences of not managing relationships and boundaries with service users</li> </ul>  |

| Observation of Practice   |  |
|---|--|
| <i>The apprentice will</i>  | Pass assessment criteria   |
| SC3a: Demonstrate what it means in practice to promote and provide person centred care, treatment and support   | OB7: Demonstrate what it means in practice to promote and provide person centred care, treatment and support   |
| Interview criteria (I)  |  |
| <i>The apprentice will</i>  | Indicative assessment criteria   |
| SC3a: Obtaining valid consent, and carrying out risk assessments  | <ul style="list-style-type: none"> <li>• Request the <b>consent</b> of an individual prior to carrying out an activity or action</li> <li>• Conduct risk assessments as required prior to carrying out an activity or action</li> </ul>  |
| SC3b: Work in partnership with the individual, their carer, families and the wider healthcare team  | <ul style="list-style-type: none"> <li>• Demonstrate how to work in partnership with an individual in a healthcare setting</li> <li>• Consult with an individual's carer, family and the wider healthcare team in a way which underpins person centred care and support</li> </ul>   |
| SC3c: Promote clinical effectiveness, safety and a good experience for the individual   | <ul style="list-style-type: none"> <li>• Ensure an individual is made aware that clinical effectiveness, safety and their good experience are priorities</li> <li>• Promote good practice of clinical effectiveness, safety and good experience for individuals to others</li> </ul> |
| Amplification and guidance  |  |
| <p><b>Consent</b> means an informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. Consent may be implied, written, or verbal. NHS Choices (2010) defines consent as: "the principle that a person must give their permission before they receive any type of medical treatment. Consent is required from a patient regardless of the type of treatment being undertaken, from a blood test to an organ donation"</p> |  |

**Person centred care and support** refers to viewing the people using health and social services as equal partners in planning, developing and monitoring care to make sure it meets their needs; considering a person's desires, values, family situations, social circumstances and lifestyles; seeing the person as an individual and working together to develop appropriate solutions.

**Person centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

**Legislation, policies and local ways of working** could include:

- Health and Social Care Act
- Health and Safety legislation
- Organisational policies and procedures

- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies

**Boundaries** could include:

- Self-disclosure
- Working within limits of own competence
- Avoiding dual relationships
- Person-centered focus

| C4: Communication  |  |
|--|--|
| Multiple choice Test   |  |
| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>  |
| KC4a: Why it is important to promote effective communication at work                           | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting effective communication on all aspects of work in <b>healthcare settings</b></li> <li>• Explain how to promote effective communication in <b>healthcare settings</b></li> <li>• Explain the importance of modelling effective communication</li> </ul>  |
| KC4b: How to communicate with people who have specific language needs or wishes                | <ul style="list-style-type: none"> <li>• Explain why it is important to find out an individual's specific language needs or wishes</li> <li>• Discuss methods to use when communicating with individuals who have specific language needs or wishes</li> </ul>   |
| KC4c: How to reduce communication problems and respond to complaints                           | <ul style="list-style-type: none"> <li>• Identify communication problems</li> <li>• Discuss <b>ways to overcome</b> communication problems</li> <li>• Explain strategies that can be used to check that communication has been understood and to clarify misunderstandings</li> <li>• Identify sources of information and support or services to enable more effective communication</li> <li>• Describe how to respond to complaints</li> <li>• Explain the main points of agreed procedures for handling complaints</li> </ul> |
| KC4d: Techniques for difficult situations, local guidelines for dealing with abusive behaviour | <ul style="list-style-type: none"> <li>• Explain <b>techniques used to deal with difficult situations</b> in healthcare settings</li> <li>• Explain the requirements of <b>local ways of working</b> in relation to dealing with abusive behaviour</li> </ul>  |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Explain the importance of staying within limits of own competence and authority when handling difficult situations or abusive behaviour</li> </ul>  |
| KC4e: How verbal and non-verbal communication may relate to an individual's condition                                       | <ul style="list-style-type: none"> <li>• Describe types of <b>verbal and non-verbal communication</b> used in healthcare settings</li> <li>• Use examples to explain how the use of verbal and non-verbal communication varies according to an individual's condition or circumstances</li> </ul>  |
| KC4f: Legislation, policies and local ways of working about handling information  | <ul style="list-style-type: none"> <li>• Identify <b>legislation</b> relating to the handling of information</li> <li>• Explain <b>policies</b> relating to the handling of information</li> <li>• Explain the impact of <b>local ways of working</b> on the handling of information</li> </ul>  |
| KC4g: Why it is important to record and store information securely and confidentially and support others to do so; e-safety | <ul style="list-style-type: none"> <li>• Identify types of patient information which are stored securely</li> <li>• Explain why the security of patient information is important</li> <li>• Explain how and when to seek advice about the security of information</li> <li>• Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others</li> <li>• Describe <b>e-safety</b> procedures</li> </ul> |
| KC4h: The audit process and how it relates to your role   | <ul style="list-style-type: none"> <li>• Explain the purpose and requirements of audit processes in healthcare settings</li> <li>• Explain own responsibilities in relation to audit processes</li> </ul>  |
| <b>Observation of Practice</b>  |  |
| <b><i>The apprentice will</i></b>   | <b>Pass assessment criteria</b>  |
| SC4a: Demonstrate and promote effective communication using a range of techniques   | OB5: Communicate effectively with individuals using a range of techniques, observe and record verbal and non-verbal communication  |
| SC4b: Observe and record verbal and non-verbal communication  |  |

| Interview criteria (I)  |  |
|---|--|
| <i>The apprentice will</i>  | Indicative assessment criteria   |
| SC4c: Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits  | <ul style="list-style-type: none"> <li>• Record information in accordance with policies, legislation and local ways of working</li> <li>• Report information in accordance with policies, legislation and local ways of working</li> <li>• Store information in accordance with policies, legislation and local ways of working</li> <li>• Observe the requirements of confidentiality when handling information</li> <li>• Promote the practice of maintaining confidentiality to others</li> <li>• Participate in audit processes in accordance with <b>agreed ways of working</b></li> <li>• Ensure the participation and cooperation of others in audit processes as required</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Healthcare settings</b> may include:</p> <ul style="list-style-type: none"> <li>• Hospitals</li> <li>• Community clinics</li> <li>• Health centres</li> <li>• Individuals' homes</li> <li>• Nursing/care homes</li> <li>• Hospices</li> <li>• Mental health settings</li> <li>• GP surgeries</li> </ul> |  |
| <p><b>Ways to overcome</b> communication problems could include reference to the interpretation of communication methods and how people from different backgrounds may use or interpret communication methods in different ways.</p>  |  |
| <p><b>Individuals</b> are those requiring care and support, may include patients, service users or clients</p>  |  |

**Techniques used to deal with difficult situations** could include:

- Being assertive, not aggressive
- Retaining professionalism
- Avoiding personal criticism

**Verbal and non-verbal communication:**

Verbal communication may include:

- Vocabulary
- Linguistic tone
- Pitch
- Accent/regional variations
- Jargon/complex terminology

Non-verbal communication may include:

- Position/proximity
- Eye contact
- Touch
- Signs
- Symbols and pictures
- Physical gestures
- Body language
- Behaviour
- Writing
- Objects of reference
- Human and technological aids

**Legislation, policies and local ways of working** could include:

- General Data Protection Regulations

- Data Protection Act
- Health and Social Care Act
- Information Governance policy
- Health and Safety legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working Less formally documented by individual employers and the self-employed or formal policies

| C5: Personal, people and quality improvement                                   |  |
|--|--|
| Multiple choice Test   |  |
| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>  |
| KC5a: Your responsibilities and duties   | <ul style="list-style-type: none"> <li>• Describe <b>responsibilities and duties</b> of own role</li> <li>• Outline how own role fits within the structure and context of the organisation</li> </ul>  |
| KC5b: The limits of your competence and authority; that of those you supervise | <ul style="list-style-type: none"> <li>• Outline limits of own competence and authority based on training and expertise</li> <li>• Outline limits of competence and authority of those under own supervision</li> <li>• Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority</li> </ul> |
| KC5c: The values of your organisation  | <ul style="list-style-type: none"> <li>• Explain the importance for an organisation to have a defined or published set of values</li> <li>• Describe the values of own organisation</li> <li>• Explain how organisational values relate to own role</li> <li>• Explain how to promote organisational values to those under own supervision</li> </ul>  |

|   |   |
|---|---|
| KC5d: Legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer | <ul style="list-style-type: none"> <li>• Identify <b>legislation, standards, policies and protocols</b> that relate to own role</li> <li>• Analyse how <b>legislation, standards, policies and protocols</b> influence own role</li> <li>• Explain the importance of working in ways agreed with own employer</li> </ul>  |
| KC5e: How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan                      | <ul style="list-style-type: none"> <li>• Identify sources of information and support for own learning and development</li> <li>• Explain how to <b>use feedback from individuals and others</b> to support own learning and development</li> <li>• Explain why reflecting on work activities is an important way to develop own knowledge and skills</li> <li>• Describe the process for agreeing a personal development plan</li> </ul>  |
| KC5f: The importance of working well with others, your own health, wellbeing, resilience and that of colleagues                     | <ul style="list-style-type: none"> <li>• Describe the importance of professional boundaries in healthcare</li> <li>• Explain how maintaining professional boundaries contributes to own and others' health, wellbeing and resilience</li> <li>• Compare the differences between professional relationships with individuals and <b>others</b></li> <li>• Define the term <b>co-production</b></li> <li>• Explain the importance of working in partnership with individuals and others</li> <li>• Explain how partnership working contributes to own and others' health, wellbeing and resilience</li> </ul> |
| KC5g: Who or where to go for help and advice about anything related to your work or people you support                              | <ul style="list-style-type: none"> <li>• Identify sources and types of help and advice available in relation to employment responsibilities and rights</li> <li>• Identify sources of information related to a chosen career pathway</li> <li>• Explain own role in providing work related help and advice to those under own supervision</li> </ul>  |
| KC5h: How to supervise others   | <ul style="list-style-type: none"> <li>• Explain techniques used to supervise others</li> <li>• Explain circumstances in which obstacles to supervision may arise</li> <li>• Explain the importance of not exceeding own competence and authority when supervising others</li> </ul>  |

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| KC5i: Behaviours expected from a role model  | <ul style="list-style-type: none"> <li>Identify the behaviours expected of a role model in a <b>healthcare setting</b></li> <li>Describe how to utilise opportunities to act as a role model for others in own area of responsibility</li> <li>Explain the importance of developing own knowledge and competence by observing the practices of others</li> </ul>                                     |
| KC5j: The principles of training and mentoring   | <ul style="list-style-type: none"> <li>Explain the importance of training, mentoring and other forms of continuous professional development in healthcare settings</li> <li>Explain techniques which can be used to train and mentor others within own area of responsibility</li> <li>Explain how to seek own training and mentoring opportunities both within and outside the workplace</li> </ul> |
| KC5k: The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service | <ul style="list-style-type: none"> <li>Explain the importance of feedback from users of services to improve service quality</li> <li>Describe agreed ways of working for acting on feedback</li> </ul>   |
| <b>Observation of Practice</b>   |  |
| <b><i>The apprentice will</i></b>  | <b>Pass assessment criteria</b>  |
| SC5c: Work as part of a team, seek help and guidance when you are not sure,  | OB8: Work as part of a team, seek help and guidance when you are not sure  |
| <b>Interview criteria (I)</b>  |  |
| <b><i>The apprentice will</i></b>  | <b>Indicative assessment criteria</b>  |
| SC5a: Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs'                                 | <ul style="list-style-type: none"> <li>Refer to others as appropriate in situations in which limits of own competence and authority are reached</li> <li>Promote to others the principle of not exceeding their competence and authority</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Demonstrate a process for ensuring that others under own supervision do not exceed their competence and authority</li> </ul>  |
| SC5b: Take responsibility for, prioritise and reflect on your own actions, work and performance; Maintain and further develop your own skills and knowledge, participate in appraisal   | <ul style="list-style-type: none"> <li>• Determine priorities in relation to own actions and work</li> <li>• Use a <b>reflective journal</b> to assess development of own knowledge, skills, behaviours, values and practice</li> <li>• Monitor own performance with the use of SMART objectives</li> <li>• Partake in activities which develop own skills and knowledge</li> <li>• Develop a <b>personal development plan</b> in agreement with <b>others</b></li> <li>• Provide evidence to demonstrate how own <b>knowledge and skills are developing</b></li> <li>• Provide evidence to demonstrate how own <b>core skills</b> are developing in practice</li> </ul> |
| SC5c: escalate concerns in a timely manner to the correct person; Support or supervise colleagues as required, delegate well-defined tasks appropriately  | <ul style="list-style-type: none"> <li>• Follow <b>agreed ways of working</b> to work in cooperation with a wider team including setting objectives and responsibilities</li> <li>• Request guidance and support from others to ensure clarity and effectiveness</li> <li>• Report own or others concerns to appropriate personnel in accordance with <b>agreed ways of working</b></li> <li>• Provide direct supervision to others in order to complete a task</li> <li>• Choose tasks and delegate them to others in own area of responsibility</li> </ul>   |
| SC5d: Act as a role model; mentor peers; deliver training through demonstration and instruction   | <ul style="list-style-type: none"> <li>• Coordinate mentoring activities for others in the workplace</li> <li>• Deliver training activities including both practical demonstration and verbal or written instructions</li> <li>• Model best practice techniques to others in area of responsibility</li> </ul>   |
| <b>Amplification and guidance</b>   |  |
| <b>Responsibilities and duties:</b> These could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care. They include routine and non-routine tasks and may be in a supervisory or more experienced capacity than a healthcare support worker at Level 2. |  |

**Legislation, standards, policies and protocols** could include:

- The Health and Safety at Work Act
- Health and Social Care Act
- The Management of Health and Safety at Work Regulations
- The Control of Substances Hazardous to Health Regulations
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- The Health and Safety (First-Aid) Regulations
- Codes of practice
- Minimum standards
- National occupational standards
- Care Certificate
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working Less formally documented by individual employers and the self-employed or formal policies

**Others:**

Could include your own colleagues and other professionals across health and social care.

**Co-production:**

The Care Act's statutory guidance states that co-production is:

*'When an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered'.*

**Use feedback from individuals and others:**

This may include:

- Individuals
- Carers



- Advocates
- Supervisor, line manager or employer
- Team members
- Other professionals

**Healthcare settings** may include:

- Hospitals
- Community clinics
- Health centres
- Individuals' homes
- Nursing/care homes
- Hospices
- Mental health settings
- GP surgeries

## C6: Health, safety and security

### Multiple choice Test

#### *The apprentice will*

#### *Indicative assessment criteria*

KC6a: How to promote health and safety at work

- Explain the benefits of promoting health and safety at work
- Explain how to promote health and safety at work
- Explain how to check that others understand and observe health and safety requirements

|   |   |
|---|---|
| KC6b: What to do in situations that could cause harm  | <ul style="list-style-type: none"> <li>• Describe situations which can arise in healthcare settings that could cause harm</li> <li>• Explain own responsibility to resolve or supervise others to resolve situations that could cause harm</li> <li>• Explain the importance of not exceeding own competence and authority when resolving situations that could cause harm</li> </ul>   |
| KC6c: How to handle hazardous materials   | <ul style="list-style-type: none"> <li>• Identify hazardous materials that may be found in the <b>healthcare setting</b></li> <li>• Describe safe practices for storing, using and disposing of hazardous materials</li> </ul>  |
| KC6d: Move and position people, equipment or other objects safely in line with agreed ways of working                       | <ul style="list-style-type: none"> <li>• Explain the principles of moving and positioning people safely in healthcare settings</li> <li>• Explain the principles of moving equipment and other objects safely in healthcare settings</li> <li>• Explain the importance carrying out moving and positioning tasks in line with <b>agreed ways of working</b></li> <li>• Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the <b>agreed ways of working</b></li> </ul>   |
| KC6e: The meaning of risk/risk assessment   | <ul style="list-style-type: none"> <li>• Define the terms '<b>risk</b>' and '<b>risk assessment</b>'</li> </ul>   |
| KC6f: How to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work | <ul style="list-style-type: none"> <li>• Describe how to identify risks and hazards in a healthcare setting</li> <li>• Explain how to respond when others report potential health and safety risks</li> <li>• Explain how to undertake a risk assessment in a healthcare setting</li> <li>• Explain situations which may require escalation when following or undertaking a risk assessment</li> <li>• Explain the principles of operating safe systems of work in area of own responsibility</li> <li>• Explain how to support others to operate safe systems of work in the work setting</li> </ul> |

|  |  |
|--|--|
| KC6g: The importance of a clean workplace  | <ul style="list-style-type: none"> <li>• Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace</li> <li>• Explain the consequences of inadequate cleaning, disinfecting and cleanliness</li> <li>• Explain how to promote the maintenance of a clean workplace to others</li> </ul>  |
| KC6h: Legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks | <ul style="list-style-type: none"> <li>• Describe legislation, policies and local ways of working for the prevention of infection</li> <li>• Explain the importance of maintaining high standards of personal hygiene and handwashing</li> <li>• Explain the importance of the correct use of <b>personal protective equipment</b> depending upon the situation</li> <li>• Explain how to promote the maintenance of high standards of personal hygiene, handwashing and correct use of personal protective equipment to others</li> </ul> |
| KC6i: How infections start and spread  | <ul style="list-style-type: none"> <li>• Define the term '<b>infection</b>'</li> <li>• Compare common causes of infection</li> <li>• Identify rare or changing causes of infection</li> <li>• Compare how different infections can spread in a healthcare setting</li> </ul>   |
| KC6j: How to clean, disinfect and sterilise  | <ul style="list-style-type: none"> <li>• Explain the agreed ways of working for cleaning, disinfecting and sterilising activities</li> <li>• Explain own responsibility to ensure that others clean, disinfect and sterilise correctly</li> </ul>  |
| <b>Observation of Practice</b>   |  |
| <b><i>The apprentice will</i></b>  | <b>Pass assessment criteria</b>  |
| SC6a: Maintain a safe and healthy working environment  | OB9: Maintain a safe and healthy working environment   |

|   |  |
|---|--|
| SC6b: Move and position individuals, equipment and other items safely   | OB10: Move and position individuals, equipment and other items safely  |
| SC6d: Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)   | OB11: Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)  |
| <b>Interview criteria (I)</b>   |  |
| <b><i>The apprentice will</i></b>   | <b>Indicative assessment criteria</b>  |
| SC6a: take appropriate action in response to incidents or emergencies, following local guidelines   | <ul style="list-style-type: none"> <li>• Carry out a risk assessment to identify hazards and risks in the <b>healthcare setting</b></li> <li>• Demonstrate the tasks required to maintain a safe and healthy working environment in accordance with organisational procedures and limits of own competence and authority</li> <li>• Ensure others are aware of and encouraged to maintain a safe and healthy working environment</li> <li>• Ensure that hazardous substances are used, stored and disposed of safely</li> <li>• Respond to incidents or emergencies in accordance with <b>legislation, policies and local ways of working</b></li> </ul> |
| SC6c: Undertake risk assessments  | <ul style="list-style-type: none"> <li>• Coordinate a <b>risk assessment</b> with others to identify hazards and risks relating to health, safety and security</li> </ul>  |
| <b>Amplification and guidance</b>   |  |
| <b>Agreed ways of working</b> could include: <ul style="list-style-type: none"> <li>• Regulations</li> <li>• Health and Safety legislation</li> <li>• Organisational policies and procedures</li> </ul> |  |

- Formally agreed guidance on how to carry out moving and handling tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies

**Risk** is the likelihood for harm to occur

**A risk assessment** identifies potential causes of harm, assesses how likely that harm is to occur and what can be done to reduce the risk of harm

**Healthcare settings** may include:

- Hospitals
- Community clinics
- Health centres
- Individuals' homes
- Nursing/care homes
- Hospices
- Mental health settings
- GP surgeries

**Infection** refers to when microorganisms e.g. bacteria and viruses which are not normally present within the body invade and grow causing illness and/disease

**Personal protective equipment** may include:

- Gloves
- Aprons
- Masks

| <b>Caring and Compassionate</b>                          |  |
|--|--|
| <b>Value – Learning journal and Interview (LJI)</b>      |  |
| <i><b>The apprentice will evidence the following</b></i> | <i><b>Indicative assessment criteria</b></i>                                       |
| Being caring and compassionate                           | <ul style="list-style-type: none"> <li>• Being caring and compassionate</li> </ul> |

| <b>Honest</b>  |  |
|--|--|
| <b>Value – Learning journal and Interview (LJI)</b>      |  |
| <i><b>The apprentice will evidence the following</b></i> | <i><b>Indicative assessment criteria</b></i>   |
| Being honest to individuals and others                   | <ul style="list-style-type: none"> <li>• Being honest to individuals and others</li> </ul> |

| <b>Conscientious and Committed</b>                       |   |
|--|---|
| <b>Value – Learning journal and Interview (LJI)</b>      |   |
| <i><b>The apprentice will evidence the following</b></i> | <i><b>Indicative assessment criteria</b></i>  |
| Being conscientious and committed                        | <ul style="list-style-type: none"> <li>• Being conscientious and committed</li> </ul> |

| <b>Dignity</b>  |   |
|---|---|
| <b>Behaviour – Observation</b>  |   |
| <b><i>The apprentice will evidence the following</i></b>  | <b><i>Indicative assessment criteria</i></b>  |
| Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences | OB1: Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences |

| <b>Respect</b>   |   |
|--|---|
| <b>Behaviour – Observation</b>                           |   |
| <b><i>The apprentice will evidence the following</i></b> | <b><i>Indicative assessment criteria</i></b>          |
| Showing respect and empathy for those you work with      | OB2: Show respect and empathy for those you work with |

| <b>Courage</b>   |   |
|--|---|
| <b>Behaviour – Observation</b>   |   |
| <b><i>The apprentice will evidence the following</i></b>                   | <b><i>Indicative assessment criteria</i></b>                                  |
| Having the courage to challenge areas of concern and work to best practice | OB2: Have the courage to challenge areas of concern and work to best practice |

| Adaptability                                      |  |
|---|--|
| Behaviour – Observation                           |  |
| <i>The apprentice will evidence the following</i> | <i>Indicative assessment criteria</i>      |
| Being adaptable, reliable and consistent          | OB2: Be adaptable, reliable and consistent |

| Discretion  |                                       |
|---|---------------------------------------|
| Behaviour – Observation                           |                                       |
| <i>The apprentice will evidence the following</i> | <i>Indicative assessment criteria</i> |
| Showing discretion towards others                 | OB3: Show discretion                  |

| Resilience  |   |
|---|---|
| Behaviour – Observation                           |   |
| <i>The apprentice will evidence the following</i> | <i>Indicative assessment criteria</i>   |
| Showing resilience and self-awareness             | OB3: Show resilience and self-awareness |

| Supervisory Leadership                            |  |
|---|--|
| Behaviour – Learning journal and Interview (LJI)  |  |
| <i>The apprentice will evidence the following</i> | <i>Indicative assessment criteria</i>  |
| Showing supervisory leadership                    | <ul style="list-style-type: none"> <li>Showing supervisory leadership</li> </ul> |



## Option 1: Senior HCSW (Adult Nursing Support)

### 1.1 Assist with clinical tasks

#### Knowledge – Short-answer test

| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
|--|---|
| K1.1.1 Which clinical tasks you will routinely be expected to carry out within your role   | <ul style="list-style-type: none"> <li>• Explain the scope of <b>routine clinical tasks</b> relevant to adult nursing support roles</li> <li>• Identify routine clinical tasks which may be delegated to others</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</li> <li>• Explain the importance of organisational care plans and protocols to routine clinical tasks</li> </ul> |
| K1.1.2 The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults and how to check they are in working order | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>    |
| K1.1.3: The importance of skin integrity and how to check it   | <ul style="list-style-type: none"> <li>• Explain the meaning of '<b>skin integrity</b>'</li> <li>• Explain the importance of checking the skin integrity of individuals in adult nursing care</li> <li>• Explain how to conduct a <b>skin integrity assessment</b></li> </ul>   |

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|---|--|
| K1.1.4: How to care for wounds  | <ul style="list-style-type: none"> <li>• Identify common <b>types of wound</b></li> <li>• Explain the principles of <b>assessing a wound</b></li> <li>• Explain techniques and types of dressing used to treat wounds</li> </ul>   |
| K1.1.5: How to take and test venous and capillary blood and other specimens   | <ul style="list-style-type: none"> <li>• Describe the difference between <b>venous blood</b>, <b>capillary blood</b> and other specimens</li> <li>• Explain how to take samples of venous and capillary blood</li> <li>• Describe the types of tests commonly taken of blood samples</li> </ul>  |
| K1.1.6: What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased   | <ul style="list-style-type: none"> <li>• Define the term '<b>frailty</b>' in the context of adult nursing</li> <li>• Explain the principles of the end of life phase</li> <li>• Describe factors which impact on the care of the dying or deceased</li> </ul>  |
| K1.1.7: The discharge process, the availability and services offered by the extended health and social care system  | <ul style="list-style-type: none"> <li>• Describe the discharge process which operates at own place of work</li> <li>• Explain the importance of ensuring the discharge process is followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the availability and types of services offered by the extended health and social care system for individuals who have been discharged</li> </ul>   |
| K1.1.8: Where to source equipment and resources   | <ul style="list-style-type: none"> <li>• Identify the equipment and resources requirements of clinical tasks associated with adult nursing</li> <li>• Explain where to source additional equipment and resources</li> <li>• Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages</li> </ul>   |
| K1.1.9: The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia | <ul style="list-style-type: none"> <li>• Describe ways in which dementia and other cognitive issues are diagnosed</li> <li>• Explain the consequences of failing to diagnose dementia and other cognitive issues at an early stage</li> <li>• Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</li> <li>• Explain why depression, delirium and the normal ageing process may be mistaken for dementia</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of staying within limits of own competence and authority when identifying symptoms of dementia</li> <li>• Explain how to reduce the possibility of others under supervision misdiagnosing dementia and other cognitive issues</li> </ul> |
| <b>Amplification and guidance</b>  |  |
| <p><b>Routine clinical tasks</b> may include:</p> <ul style="list-style-type: none"> <li>• Checking blood pressure</li> <li>• Checking temperature</li> <li>• Checking weight</li> </ul> <p><b>Physiological state</b> refers to the condition or state of the body or bodily functions</p> <p><b>Types of measure</b> could include body temperature, weight, height, blood pressure, pulse and breathing rate, urinary output, oxygen saturation and blood sugar levels</p> <p><b>Skin integrity</b> refers to skin health. A skin integrity issue might mean the skin is damaged, vulnerable to injury or unable to heal normally.</p> <p><b>Skin integrity assessments</b> include checking colour, temperature, texture, moisture, integrity and include the location of any skin breakdown or wounds</p> <p><b>Assessing a wound</b> may include tissue type, wound type, length, width, depth, peri-wound condition and pain levels</p> <p><b>Types of wound</b> may include surgical wounds, abrasions and lacerations</p> <p><b>Venous blood</b> is deoxygenated blood which travels from the peripheral vessels, through the venous system into the right atrium of the heart.</p> <p><b>Capillary blood</b> is obtained from capillary beds that consist of the smallest veins and arteries of the circulatory system</p> |  |

**Frailty** refers to a common geriatric syndrome associated with ageing; there is a higher risk of decline in health and function among older adults

## Option 1: Senior HCSW (Adult Nursing Support)

### 1.1 Assist with clinical tasks

#### Learning Journal and Interview (LJI)

| <i>The apprentice will</i>  | Pass assessment criteria   |
|---|--|
| S1.1.1: Assist nurses with delegated clinical tasks               | <ul style="list-style-type: none"> <li>• Provide assistance to nurses with delegated <b>routine and other clinical tasks</b></li> <li>• Instruct others on how to provide assistance to nurses with delegated clinical tasks</li> </ul>  |
| S1.1.2: Undertake a range of physiological measurements on adults | <ul style="list-style-type: none"> <li>• Select equipment appropriate for taking physiological measurements on adults</li> <li>• Take measurements of an individual's height, weight, temperature, pulse, breathing rate and blood pressure</li> <li>• Identify whether the measurements are within the normal range of physiological measurements</li> <li>• Instruct others how to take an individual's measurements and check they are within the normal range</li> </ul> |
| S1.1.3: Assist with tissue viability risk assessments             | <ul style="list-style-type: none"> <li>• Support the carrying out of a tissue viability risk assessment on an individual</li> <li>• Ensure others are aware of the importance of pressure area care and the findings of tissue viability risks assessments</li> </ul>  |
| S1.1.4: Assist with caring for wounds                             | <ul style="list-style-type: none"> <li>• Conduct an <b>assessment of an individual's wound</b></li> <li>• Select dressings according to the <b>type of wound</b></li> <li>• Carry out techniques to treat the wound including applying a dressing as required</li> <li>• Demonstrate to others the techniques</li> </ul>   |

|   |  |
|---|--|
| S1.1.5: Obtain and test samples and other specimens   | <ul style="list-style-type: none"> <li>Take samples of venous blood, capillary blood and other specimens from individuals in accordance with <b>agreed ways of working</b></li> <li>Conduct tests of venous blood, capillary blood and other specimens from individuals in accordance with <b>agreed ways of working</b></li> </ul>  |
| S1.1.6: Support frailty, end of life care   | <ul style="list-style-type: none"> <li>Support an individual suffering with frailty to perform <b>activities of daily living</b></li> <li>Support <b>end of life care</b> on behalf of an individual as required by a supervisor</li> </ul>  |
| S1.1.7: Contribute to discharge from services   | <ul style="list-style-type: none"> <li>Assist with the discharge from services of an individual in accordance with <b>agreed ways of working</b></li> <li>Ensure individuals being discharged from service are aware of the availability and types of services offered by the extended health and social care system</li> </ul>  |
| S1.1.8: Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control                        | <ul style="list-style-type: none"> <li>Monitor the environment, equipment and resources of an adult care setting and ensure requirements are met</li> <li>Check that others are aware of the importance of reporting equipment and resources shortages or problems</li> <li>Check stocks and source additional equipment and resources as required</li> <li>Carry out first line calibration on a variety of clinical equipment</li> </ul> |
| S1.1.9: Recognise limitations in mental capacity and respond appropriately  | <ul style="list-style-type: none"> <li>Check an individual for possible signs of limitations in <b>mental capacity</b></li> <li>Respond appropriately to signs of limitations in <b>mental capacity</b></li> <li>Stay within limits of own competence and authority when checking for and responding to signs of limitations in <b>mental capacity</b></li> </ul>  |
| <b>Amplification and guidance</b>   |  |
| <b>Routine clinical tasks</b> may include: <ul style="list-style-type: none"> <li>Checking blood pressure</li> <li>Checking temperature</li> <li>Checking weight</li> </ul> |  |

**Other clinical tasks** are determined by your local work setting and policies e.g.: support people to receive medication or non-oral treatments; monitor the effects of medication; care for stomas; take ECGs; care for individuals with catheters or nasogastric tubes; carry out screening activities e.g. hearing or vision; monitor swallowing, prepare or carry out extended feeding techniques.

**End of Life Care** is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die.  
(End of Life Care Network)

**Assessing a wound** may include tissue type, wound type, length, width, depth, periwound condition and pain levels

**Types of wound** may include surgical wounds, abrasions and lacerations

**Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Activities of daily living** may include:

- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

**Mental capacity** refers to the ability of someone to make their own decisions

## Option 1: Senior HCSW (Adult Nursing Support)

### 1.2 Activities of daily living

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>  |
|---|--|
| K1.2.1: Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person's physical and 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 | <ul style="list-style-type: none"> <li>• Explain ways to promote mental health and wellbeing in <b>healthcare settings</b></li> <li>• Identify typical long term conditions of individual's supported by own role</li> <li>• Describe the potential impact on an individual's physical health, mental health and wellbeing of a range of long term conditions</li> <li>• Describe a range of <b>activities of daily living</b> relevant to healthcare</li> <li>• Explain own role in supporting individual's to maintain and improve <b>activities of daily living</b> including supervising others to do so</li> <li>• Explain the importance of staying within limits of own competence and authority when supporting <b>activities of daily living</b></li> </ul> |
| K1.2.2: The effects of poor nutrition and dehydration   | <ul style="list-style-type: none"> <li>• Explain the relationship of nutrition and hydration with health and wellbeing</li> <li>• Explain the effects of poor nutrition and dehydration on individuals</li> <li>• Explain how to promote an awareness of nutrition and hydration amongst individual's and others</li> </ul>  |
| K1.2.3: 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   | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</li> <li>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</li> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual's to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting individuals to wash, dress and use toilet facilities</li> </ul>  |

|   |  |
|---|--|
| K1.2.4: How to help adults to be mobile and the importance of rest and sleep  | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to maintain or improve their mobility in the context of adult nursing</li> <li>• Explain the relationship of rest and sleep with health and wellbeing</li> <li>• Explain the effects of sleep deprivation or lack of rest on adults</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Healthcare settings</b> may include:</p> <ul style="list-style-type: none"> <li>• Hospitals</li> <li>• Community clinics</li> <li>• Health centres</li> <li>• Individuals' homes</li> <li>• Nursing/care homes</li> <li>• Hospices</li> <li>• Mental health settings</li> <li>• GP surgeries</li> </ul> <p><b>Activities of daily living</b> may include:</p> <ul style="list-style-type: none"> <li>• Feeding oneself</li> <li>• Bathing</li> <li>• Dressing</li> <li>• Grooming</li> <li>• Work</li> <li>• Homemaking</li> <li>• Leisure</li> </ul> <p><b>Agreed ways of working:</b><br/>This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |  |



| Option 1: Senior HCSW (Adult Nursing Support)  |  |
|--|--|
| 1.2 Activities of daily living   |  |
| Learning Journal and Interview (LJI)   |  |
| The apprentice will  | Pass assessment criteria   |
| S1.2.1: Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition | <ul style="list-style-type: none"> <li>• Provide individuals with opportunities to develop and maintain their skills relevant to <b>activities of daily living</b></li> <li>• Support individuals to continue recommended therapies and activities</li> <li>• Encourage individuals to take responsibility for their health and wellbeing where appropriate</li> <li>• Give advice to adults in order for them to be more able to manage their conditions</li> <li>• Provide assistance to a carer as requested in order to meet the needs of an individual</li> </ul> |
| S1.2.2: Support or enable adults to eat, drink   | <ul style="list-style-type: none"> <li>• Ensure individuals are aware of the importance of nutrition and hydration to their health and wellbeing</li> <li>• Provide assistance to individuals in order for them to eat and drink</li> </ul>  |
| S1.2.3: Support or enable adults to wash and dress and use the toilet  | <ul style="list-style-type: none"> <li>• Support individuals to wash, dress and use toilet facilities in the context of adult nursing in accordance with <b>agreed ways of working</b></li> <li>• Ensure that others involved in washing, dressing or supporting individual's to use toilet facilities are competent and authorised</li> </ul>   |
| S1.2.4: Support adults to be mobile, rest, sleep, keep safe or express their sexuality   | <ul style="list-style-type: none"> <li>• Support an individual to maintain their mobility</li> <li>• Take steps to ensure an individual's environment is suitable for them to rest and sleep</li> <li>• Check to ensure that an individual's environment is as safe as possible</li> <li>• Support an individual who wishes to express their sexuality</li> </ul>  |

### **Amplification and guidance**

#### **Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

#### **Activities of daily living** may include:

- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

## Option 2: Senior HCSW (Maternity Support)

### 2.1 Assist with clinical tasks

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>   |
|---|---|
| K2.1.1: Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources  | <ul style="list-style-type: none"> <li>• Explain the scope of own responsibilities relevant to deliveries including cleaning, filling and maintaining the temperature of birthing pools</li> <li>• Explain the importance of cleaning, filling and maintaining the temperature of birthing pools correctly</li> <li>• Identify the resource and maintenance requirements of birthing environments</li> <li>• Explain the importance of ensuring that others involved in deliveries carry out their responsibilities in accordance with <b>agreed ways of working</b></li> </ul> |
| K2.1.2: Possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood  | <ul style="list-style-type: none"> <li>• Identify the <b>main types of mental ill health</b></li> <li>• Describe possible signs of mental health and depression</li> <li>• Explain the potential impact of different types of mental ill health and depression on pregnancy, labour, delivery or parenthood</li> </ul>  |
| K2.1.3: Your role in antenatal and postnatal health education   | <ul style="list-style-type: none"> <li>• Explain the purposes of <b>antenatal health education</b> and <b>postnatal health education</b></li> <li>• Explain own role in relation to the provision of antenatal and postnatal health education</li> </ul>  |
| K2.1.4: The range of physiological states that can be measured; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the normal ranges for physiological states</li> <li>• Explain the importance of reporting deviations in accordance with <b>agreed ways of working</b></li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>  |
| K2.1.5: How to take and test venous and capillary blood and other specimens   | <ul style="list-style-type: none"> <li>• Describe the difference between <b>venous blood</b>, <b>capillary blood</b> and other specimens</li> <li>• Explain how to take samples of venous and capillary blood</li> <li>• Describe the types of tests commonly taken of blood samples</li> </ul>   |
| K2.1.6: Ways to position individuals for ultrasound scanning  | <ul style="list-style-type: none"> <li>• Explain the purpose of ultrasound scanning</li> <li>• Describe different ways to position individuals for ultrasound scanning</li> </ul>   |
| K2.1.7: How to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively                           | <ul style="list-style-type: none"> <li>• Explain how to lay up trolleys for <b>instrumental deliveries</b></li> <li>• Explain the importance of correctly opening packs, gathering equipment and disposal</li> <li>• Explain how to provide <b>assistance to midwives</b> in preparation for caesarean section and post-operative care</li> </ul>   |
| K2.1.8: First aid and resuscitation techniques for babies   | <ul style="list-style-type: none"> <li>• Explain how to administer first aid to a baby for a range of <b>minor injuries</b></li> <li>• Explain how to administer Cardio Pulmonary Resuscitation (CPR) to a baby</li> <li>• Explain the importance of providing support to midwives in the administering of first aid and resuscitation in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of staying within limits of own competence and authority when performing first aid</li> </ul> |
| K2.1.9: 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 | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</li> <li>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual's to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting individuals to wash, dress and use toilet facilities</li> <li>• Explain different reasons for urethral catheters being in place</li> <li>• Explain the importance of regularly monitoring urethral catheters</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Main forms of mental ill health</b> may include:</p> <ul style="list-style-type: none"> <li>• Clinical depression</li> <li>• Bipolar disorder</li> <li>• Dementia</li> <li>• Schizophrenia</li> <li>• Anxiety disorders</li> </ul> <p><b>Antenatal health education</b> refers to providing advice, education, reassurance and support, to address and treat the minor problems of pregnancy, and to provide effective screening during the pregnancy</p> <p><b>Postnatal health education</b> refers to providing advice, education, reassurance and support in relation to infant care and postnatal family planning practices</p> <p><b>Physiological state</b> refers to the condition or state of the body or bodily functions</p> <p><b>Types of measure</b> could include body temperature, weight, height, blood pressure, pulse and breathing rate, urinary output, oxygen saturation and blood sugar levels</p> |  |

**Venous blood** is deoxygenated blood which travels from the peripheral vessels, through the venous system into the right atrium of the heart.

**Capillary blood** is obtained from capillary beds that consist of the smallest veins and arteries of the circulatory system

**Instrumental deliveries** include the use of forceps, ventouse or vacuum deliveries

**Assistance to midwives** includes measuring for TED stockings, providing gowns, positioning individuals and undertaking physiological measurements

**Minor injuries** may include bites, stings, small cuts, grazes, bumps and bruises, small splinters, nose bleeds

## Option 2: Senior HCSW (Maternity Support)

### 2.1 Assist with clinical tasks

#### Skills – Learning Journal and Interview (LJI)

| The apprentice will be able to  | Pass assessment criteria  |
|---|---|
| S2.1.1: Assist the maternity team with delegated clinical tasks                                 | <ul style="list-style-type: none"> <li>• Provide assistance to a maternity team with delegated <b>routine and other clinical tasks</b></li> <li>• Instruct others on how to provide assistance to a maternity team with delegated clinical tasks</li> </ul>   |
| S2.1.2: Recognise any deterioration in mental and emotional wellbeing and respond appropriately | <ul style="list-style-type: none"> <li>• Check an individual for signs of issues and deteriorations of mental and emotional wellbeing</li> <li>• Report and respond to issues and deteriorations of mental and emotional wellbeing within limits of own competence and authority and in accordance with <b>agreed ways of working</b></li> <li>• Encourage others to report any issues and deteriorations in mental and emotional wellbeing in accordance with <b>agreed ways of working</b></li> </ul> |

|  |   |
|--|---|
| S2.1.3: Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises | <ul style="list-style-type: none"> <li>• Provide assistance to a midwife in relation to teaching bathing, breastfeeding, parenting skills and post-natal exercises in accordance with agreed ways of working</li> <li>• Ensure that others involved in supporting the teaching activities of midwives provide assistance as required</li> </ul>   |
| S2.1.4: Undertake a range of physiological measurements using the appropriate equipment                    | <ul style="list-style-type: none"> <li>• Select equipment appropriate for taking physiological measurements in the context of maternity support</li> <li>• Take measurements of height, weight, temperature, pulse, breathing rate and blood pressure</li> <li>• Identify whether the measurements are within the normal range of physiological measurements</li> </ul>   |
| S2.1.5: Obtain and test venous and capillary blood samples and other specimens                             | <ul style="list-style-type: none"> <li>• Take samples of venous blood, capillary blood and other specimens from individuals in accordance with <b>agreed ways of working</b></li> <li>• Conduct tests of venous blood, capillary blood and other specimens from individuals in accordance with <b>agreed ways of working</b></li> </ul>   |
| S2.1.6: Assist other practitioners with performing ultrasound scans  | <ul style="list-style-type: none"> <li>• Provide assistance to a practitioner as requested while performing an ultrasound scan</li> <li>• Instruct others on how to provide assistance to practitioners in relation to performing ultrasound scans</li> </ul>   |
| S2.1.7: Provide support to other practitioners with instrumental deliveries                                | <ul style="list-style-type: none"> <li>• Ensure that trolleys layered correctly prior to instrumental deliveries</li> <li>• Open packs and gather the equipment required for instrumental deliveries</li> <li>• Provide additional assistance to practitioners with instrumental deliveries as requested and within the limits of own competence and authority</li> <li>• Carry out post-delivery disposal</li> </ul> |
| S2.1.8: Carry out Emergency First Aid and assist midwife with neonatal resuscitation                       | <ul style="list-style-type: none"> <li>• Demonstrate how to administer first aid to a baby for a <b>minor injury</b></li> <li>• Demonstrate how to administer Cardio Pulmonary Resuscitation (CPR) to a baby</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Provide assistance to a midwife with the administering of first aid</li> <li>• Ensure that others are aware of the importance of staying within the limits of their competence and authority in relation to administering first aid and resuscitation</li> </ul>   |
| S2.1.9: Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters   | <ul style="list-style-type: none"> <li>• Give advice to a woman in relation to maintaining their general personal hygiene</li> <li>• Support a woman to maintain their general personal hygiene including washing, dressing and using toilet facilities</li> <li>• Provide assistance to a woman with a urethral catheter</li> <li>• Ensure that others are aware of the importance of staying within the limits of their competence and authority in relation to supporting women with their general personal hygiene</li> </ul> |
| <b>Amplification and guidance</b>  |   |
| <p><b>Routine clinical tasks</b> may include:</p> <ul style="list-style-type: none"> <li>• Checking blood pressure</li> <li>• Checking temperature</li> <li>• Checking weight</li> </ul> <p><b>Other clinical tasks</b> are determined those as requested by midwives or qualified medical professionals</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Instrumental deliveries</b> include the use of forceps, ventouse or vacuum deliveries</p> <p><b>Minor injuries</b> may include bites, stings, small cuts, grazes, bumps and bruises, small splinters, nose bleeds</p> |   |



## Option 2: Senior HCSW (Maternity Support)

### 2.2 Assist with caring for babies

#### Knowledge – Short-answer test

| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
|--|---|
| K2.2.1: Local security procedures  | <ul style="list-style-type: none"> <li>• Explain the importance of local security procedures in the context of caring for babies</li> <li>• Explain how local security procedures relate to own role and others</li> <li>• Identify where to find information about security procedures</li> </ul>  |
| K2.2.2: The range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of babies</li> <li>• Identify the normal ranges for babies physiological states</li> <li>• Explain the importance of reporting deviations in accordance with <b>agreed ways of working</b></li> <li>• Identify the range of types of equipment used for measuring the physiological state of babies</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul> |
| K2.2.3: The routine health baby observations   | <ul style="list-style-type: none"> <li>• Describe a range of <b>routine health baby observations</b> carried out in the context of caring for babies</li> <li>• Explain the importance of conducting routine healthy baby observations in accordance with <b>agreed ways of working</b></li> </ul>  |

|   |  |
|---|--|
| <p>K2.2.4: Ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary</p>  | <ul style="list-style-type: none"> <li>• Explain the importance of meeting the nutritional needs of babies</li> <li>• Describe a range of <b>breastfeeding techniques</b> including position and comfort</li> <li>• Explain how to use breast pumps, the use of hand presses and how to assist with the syringe feeding of expressed milk</li> <li>• Explain how to sterilise equipment associated with feeding babies</li> <li>• Explain how to feed babies using cup and bottle feeding</li> <li>• Explain the steps required for the preparation of formula milk</li> <li>• Describe the factors which can influence the choice of using formula milk, breastfeeding or a combination of both</li> <li>• Explain the importance of supporting women to feed their babies while taking into account their preferences and ensuring others do so in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of staying within limits of own competence and authority when supporting mothers to breastfeed</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Physiological state</b> refers to the condition or state of the body or bodily functions</p> <p><b>Types of measure</b> could include body temperature, weight, height, blood pressure, pulse and breathing rate, urinary output, oxygen saturation and blood sugar levels</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Routine healthy baby observations</b> include cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neo-natal jaundice</p> |  |

**Breastfeeding techniques** may include when to start, positions (e.g. cradle hold, cross cradle hold, football hold, side-lying position) latching on, taking babies off the breast and burping

## Option 2 Knowledge: Senior HCSW (Maternity Support)

### 2.2 Assist with caring for babies

#### Skills – Learning Journal and Interview (LJI)

| <i>The apprentice will</i>  | <i>Pass assessment criteria</i>  |
|---|--|
| S2.2.1: Identify baby and provide wristband or label in line with local security procedures   | <ul style="list-style-type: none"> <li>• Ensure that the identity of a baby is checked</li> <li>• Apply a wristband or label to a baby in accordance with <b>local security procedures</b></li> </ul>  |
| S2.2.2: Undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation | <ul style="list-style-type: none"> <li>• Select equipment appropriate for taking physiological measurements of babies</li> <li>• Take measurements of a baby's weight, temperature, breathing rate, heart rate and oxygen saturation</li> <li>• Identify whether a baby's physiological measurements are within the normal range</li> <li>• Report any measurements outside the normal range in accordance with <b>agreed ways of working</b></li> </ul> |
| S2.2.3: Care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities   | <ul style="list-style-type: none"> <li>• Conduct <b>routine healthy baby observations</b> on a baby</li> <li>• Report any abnormalities in accordance with <b>agreed ways of working</b></li> </ul>  |
| S2.2.4: Support parents to meet the hygiene and nutritional needs of baby   | <ul style="list-style-type: none"> <li>• Provide practical assistance to a parent, family member or carer in order to meet the hygiene and nutritional needs of a baby</li> <li>• Provide encouragement to parents, families and carers in relation to their ability to meet the hygiene and nutritional needs of babies</li> </ul>  |

### Amplification and guidance

**Local security procedures** will be based on up to date organisational security policies and may differ between departments

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Routine health baby observations** include cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neo-natal jaundice.

## Option 2: Senior HCSW (Maternity Support)

### 2.3 Support mothers and birthing partners

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>   |
|---|---|
| K2.3.1: Ways to interact and care for babies including promoting skin to skin contact   | <ul style="list-style-type: none"><li>• Describe the <b>benefits of skin to skin contact</b> between mothers and their babies</li><li>• Describe different ways for mothers to interact with and care for their babies</li><li>• Explain how to promote skin to skin contact, interaction and care while taking into account the preferences of mothers</li></ul>   |
| K2.3.2: How to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies; ways to support bereaved families and where to direct families to for further advice and | <ul style="list-style-type: none"><li>• Explain how to provide advice and information to mothers relating to feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies</li><li>• Explain the importance of ensuring that the advice and information given by self and others to mothers is accurate, up to date and in accordance with <b>agreed ways of working</b></li></ul> |

|  |   |
|--|---|
| support; how to assist with photographing and creating memories as required  | <ul style="list-style-type: none"> <li>• Identify where to find additional sources of advice and information</li> <li>• Explain how to support bereaved families including where to direct them to further advice and support</li> <li>• Describe how to assist families with photographing and creating memories in accordance with their preferences</li> <li>• Explain the importance of staying within limits of own competence and authority when providing advice and information to mothers</li> </ul> |
| <b>Amplification and guidance</b>  |   |
| <b>Benefits of skin to skin contact</b> may include promoting attachment, bonding, improving parental confidence, increasing milk production and breastfeeding success, reducing anxiety, normalising temperature, cognitive development |   |
| <b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.   |   |
| <b>Option 2: Senior HCSW (Maternity Support)</b>   |   |
| <b>2.3 Support mothers and birthing partners</b>   |   |
| <b>Skills – Learning Journal and Interview (LJI)</b>   |   |
| <b><i>The apprentice will be able to</i></b>   | <b><i>Pass assessment criteria</i></b>  |
| S2.3.1: Support parents/carers to interact with and care for their new-born baby   | <ul style="list-style-type: none"> <li>• Provide advice to a parent, family member or carer regarding the <b>benefits of skin to skin contact</b>, interaction and care of new-born babies</li> <li>• Ensure that the preferences of the parent, family member or carer are respected</li> <li>• Provide practical assistance to a parent, family member or carer to improve their ability to interact and care with a new-born baby in accordance with <b>agreed ways of working</b></li> </ul>              |

|   |   |
|---|---|
| S2.3.2: Provide reassurance to mothers and birthing partners, working in partnership with families to support individuals   | <ul style="list-style-type: none"> <li>• Provide reassurance to a mother and birthing partner in relation child care</li> <li>• Provide practical assistance in partnership with a family in order to support an individual</li> <li>• Ensure that others are aware of the importance of working in partnership with mothers, birthing partners and families</li> </ul> |
| <b>Amplification and guidance</b>   |   |
| <p><b>Benefits of skin to skin contact</b> may include promoting attachment, bonding, improving parental confidence, increasing milk production and breastfeeding success, reducing anxiety, normalising temperature, cognitive development</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |   |

| <b>Option 3: Senior HCSW (Theatre Support)</b><br><b>3.1 Assist healthcare practitioners with delegated clinical tasks</b>  |   |
|---|---|
| <b>Knowledge – Short-answer test</b>  |   |
| <b><i>The apprentice will</i></b>   | <b><i>Indicative assessment criteria</i></b>  |
| K3.1.1: Factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery | <ul style="list-style-type: none"> <li>• Explain the factors to take into consideration when choosing a site for the attachment of <b>surgical instruments</b> in accordance with <b>agreed ways of working</b></li> <li>• Describe how to use skin preparation agents and surgical drapes in the context of theatre support</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Explain ways in which to position individuals for surgery</li> </ul>   |
| K3.1.2: Pre and post-operative checks; the steps for safer surgery   | <ul style="list-style-type: none"> <li>• Explain the purpose of carrying out <b>pre and post-operative checks</b></li> <li>• Describe the steps involved in a range of pre and post-operative checks</li> <li>• Explain methods used to ensure increase safety in surgery in accordance with agreed ways of working</li> </ul>  |
| K3.1.3: The theatre team, its protocols and how it fits within the organisational structure  | <ul style="list-style-type: none"> <li>• Describe the role and responsibilities of different members of a theatre team</li> <li>• Describe how own role and responsibilities relate to others in a theatre team</li> <li>• Explain the protocols which apply to the conduct of a theatre team and how they relate to <b>legislation, policies and local ways of working</b></li> <li>• Explain the importance of ensuring that others are aware of and adhere to protocols</li> <li>• Explain the relationship between a theatre team and the structure of the wider organisation</li> </ul>  |
| K3.1.4: The range of physiological states that can be measured and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine a range of <b>physiological states</b></li> <li>• Explain the potential impact of anaesthesia on a range of <b>physiological states</b></li> <li>• Explain the principles of <b>advocacy</b> and how they are applied to both unconscious and conscious patients</li> <li>• Explain the principles of chaperoning patients</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the principles of advocacy and chaperoning</li> <li>• Explain how surgery can impact an individual's <b>mental capacity</b></li> </ul> |
| K3.1.5: The purpose for recording an individual's body fluid; factors that affect input and output and wound drainage  | <ul style="list-style-type: none"> <li>• Explain the purpose of recording an individual's body fluid</li> <li>• Describe methods used to record an individual's body fluid</li> <li>• Explain the principles of input, output and wound drainage</li> <li>• Explain the factors that can affect input, output and wound drainage</li> </ul>   |

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| <p>K3.1.6: 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</p> | <ul style="list-style-type: none"> <li>• Describe a range of hazards present in the context of theatre support</li> <li>• Explain the importance of identifying issues and reporting them in accordance with <b>agreed ways of working</b></li> <li>• Describe <b>common adverse reactions</b> to anaesthesia</li> <li>• Explain the importance of reporting deviations from normal in accordance with <b>agreed ways of working</b></li> <li>• Identify common causes of <b>infection</b> and how they can spread</li> <li>• Explain standard precautions that are followed to prevent and control infections</li> <li>• Explain ways to avoid compromising and actions to take in instances of breakdowns in sterile fields</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the principles of infection prevention and control</li> </ul> |
| <p>K3.1.7: Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products</p>  | <ul style="list-style-type: none"> <li>• Explain reasons why <b>clinical specimens</b> are obtained in the context of theatre support</li> <li>• Describe the types and uses of containers and transport relevant to storing and dispatching clinical specimens</li> <li>• Describe the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens</li> </ul>  |
| <p>K3.1.8: How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and</p>  | <ul style="list-style-type: none"> <li>• Describe the principles of pre and post-operative surgery including disposal of body parts, preparation for planned surgery and organ donor processes</li> <li>• Explain how the beliefs or culture of patients can impact on their preferences in the context of pre and post-operative surgery</li> </ul>   |



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| factors which impact on the care of the dying or deceased  | <ul style="list-style-type: none"> <li>• Explain the importance of ensuring that others are aware of and respectful towards the beliefs, culture and preferences of patients</li> <li>• Explain the principles of the end of life phase</li> <li>• Describe factors which impact on the care of the dying or deceased</li> </ul> |
| <b>Amplification and guidance</b>  |  |
| <p><b>Surgical instruments</b> may include cutting and dissecting instruments (scalpels, scissors, saws), grasping and holding instruments (forceps, towel clamps, vascular clamps, organ holders), haemostatic instruments, retractors and tissue unifying instruments and materials</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Supervisors</b> are likely to be either registered theatre nurses or operating department practitioners</p> <p><b>Pre and post-operative checks</b> may relate to identification, operation site marking and pregnancy</p> <p><b>Legislation, policies and local ways of working</b> could include:</p> <ul style="list-style-type: none"> <li>• Data Protection Act</li> <li>• Health and Social Care Act</li> <li>• Information Governance policy</li> <li>• Health and Safety legislation</li> <li>• Organisational policies and procedures</li> <li>• Formally agreed guidance on how to carry out tasks in your workplace</li> <li>• Less formally agreed ways of working</li> <li>• Less formally documented by individual employers and the self-employed or formal policies</li> </ul> |  |

**Physiological state** refers to the condition or state of the body or bodily functions

**Types of measure** could include body temperature, blood pressure, pulse and breathing rate, urinary output and oxygen saturation

**Advocacy** refers to acting as a liaison between patients and doctors, helping patients understand their diagnosis, helping patients make informed decisions and addressing instances of disagreement between healthcare practitioners, patients and others

**Mental capacity** refers to the ability of someone to make their own decisions

**Common adverse reactions** may include temporary confusion or memory loss, dizziness, difficulty passing urine, bruising or soreness from drips, nausea, vomiting, shivering, feeling cold and sore throats due to breathing tubes

**Infection** refers to when microorganisms e.g. bacteria and viruses which are not normally present within the body invade and grow causing illness and/disease

**Clinical specimens** are human material, including but not limited to excreta, secretions, blood and its components, tissue and tissue fluid

### Option 3: Senior HCSW (Theatre Support)

#### 3.1 Assist healthcare practitioners with delegated clinical tasks

##### Skills – Learning journal and Interview (LJI)

| <i>The apprentice will</i>  | <i>Pass assessment criteria</i>  |
|---|--|
| S3.1.1: Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals | <ul style="list-style-type: none"><li>• Provide assistance to a surgical team in preparation of an operative or invasive procedure as requested and in accordance with <b>agreed ways of working</b></li></ul> |

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|---|--|
|   | <ul style="list-style-type: none"> <li>• Provide assistance to a surgical team during the delivery of an operative or invasive procedure as requested and in accordance with <b>agreed ways of working</b></li> <li>• Carry out all <b>required checks and activities</b> as specified in the non-scrubbed circulating role</li> <li>• Position an individual as required by the scope of a procedure and ensuring their comfort</li> </ul>  |
| S3.1.2: Complete pre and post-operative checklists  | <ul style="list-style-type: none"> <li>• Carry out <b>pre and post-operative checks</b></li> <li>• Take steps to ensure that safety is maintained by self and others during surgery in accordance with <b>agreed ways of working</b></li> </ul>  |
| S3.1.3: Take part in team briefing, patient sign in, timeout, sign out and debriefing                                 | <ul style="list-style-type: none"> <li>• Attend and contribute to a team briefing</li> <li>• Sign in a patient prior to a procedure</li> <li>• Sign out a patient following a procedure</li> <li>• Attend and contribute to a team debriefing</li> </ul>   |
| S3.1.4: Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment | <ul style="list-style-type: none"> <li>• Select equipment appropriate for taking physiological measurements of adults, babies or children</li> <li>• Take measurements of an adult, baby or child's height, weight, temperature, pulse, breathing rate and blood pressure</li> <li>• Identify whether the measurements are within the normal range of physiological measurements</li> <li>• Instruct others how to take an adult, baby or child's measurements and check they are within the normal range</li> </ul> |
| S3.1.5: Measure and record an individual's body fluid balance   | <ul style="list-style-type: none"> <li>• Measure an individual's body fluid balance</li> <li>• Record the individual's body fluid balance in accordance with <b>agreed ways of working</b></li> </ul>  |

|   |  |
|---|--|
| S3.1.6: Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery   | <ul style="list-style-type: none"> <li>• Ensure that a clinical environment is sterilised and prepared prior to an operation in accordance with <b>agreed ways of working</b></li> <li>• Provide assistance as requested by a healthcare practitioner in relation to pre and post-operative anaesthesia</li> <li>• Provide practical assistance and encouragement to a patient to support their recovery in accordance with their preferences</li> </ul> |
| S3.1.7: Assist in receiving, handling and dispatching clinical specimens or blood products  | <ul style="list-style-type: none"> <li>• Provide assistance to others to ensure that that clinical specimens are received, handled and dispatched correctly</li> <li>• Ensure that others are aware of the importance of correctly handling clinical specimens</li> </ul>  |
| S3.1.8: Support end of life care and care of the deceased   | <ul style="list-style-type: none"> <li>• Provide support to an individual in <b>end of life care</b> in accordance with <b>agreed ways of working</b></li> <li>• Provide care of the deceased in accordance with the their beliefs, culture and preferences</li> <li>• Ensure that others are aware of and respectful towards the beliefs, culture and preferences of patients in relation to end of life care and care of the deceased</li> </ul>       |
| <b>Amplification and guidance</b>   |  |
| <p><b>End of Life Care</b> is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die. (End of Life Care Network)</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |  |

**Required checks and activities** in the non-scrubbed circulating role could include preparation of sites, attachments, equipment inventories, sterilisation of equipment, identity checks, checking consent forms, skin preparation and positioning of patients

**Pre and post-operative checks** may relate to identification, operation site marking and pregnancy

**Clinical specimens** are human material, including but not limited to excreta, secreta, blood and its components, tissue and tissue fluid

### Option 3: Senior HCSW (Theatre Support)

#### 3.2 Support individuals

##### Knowledge – Short-answer test

| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
|--|---|
| K3.2.1: Ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual's ability to move independently; the effects of pre-medication and anaesthesia | <ul style="list-style-type: none"> <li>• Explain the importance of keeping individuals informed about what is happening, the reasons why and the people involved in the context of theatre support</li> <li>• Describe ways of ensuring that individuals are kept informed of what is happening and understands the reasons why in accordance with <b>agreed ways of working</b></li> <li>• Describe how to interpret verbal and non-verbal indicators in order to determine the ability of an individual to move independently</li> <li>• Explain the effects of pre-medication and anaesthesia on the ability of an individual to move</li> </ul> |

|  |   |
|--|---|
| K3.2.2: Safe moving and handling techniques that maintain an individual's privacy and dignity  | <ul style="list-style-type: none"> <li>• Explain the importance of maintaining the privacy and dignity of individuals in the context of theatre support</li> <li>• Explain the principles of moving and handling people safely and in a way which maintains privacy and dignity</li> <li>• Explain own role in ensuring that others move and handle people safely and in a way which maintains privacy and dignity</li> </ul>   |
| <b>Amplification and guidance</b>  |   |
| <b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies. |   |
| <b>Option 3: Senior HCSW (Theatre Support)</b><br><b>3.2 Support individuals</b>   |   |
| <b>Skills – Learning journal and Interview (LJI)</b>   |   |
| <b><i>The apprentice will</i></b>  | <b><i>Pass assessment criteria</i></b>  |
| S3.2.1: Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery                                 | <ul style="list-style-type: none"> <li>• Identify the preferences and needs of a conscious patient</li> <li>• Demonstrate <b>advocacy</b> on behalf of the conscious patient by liaison, clarification and decision-making processes in cooperation with others in accordance with <b>agreed ways of working</b></li> <li>• Identify the preferences and needs of an unconscious patient</li> <li>• Demonstrate <b>advocacy</b> on behalf of the unconscious patient by liaison, clarification and decision-making processes in cooperation with others in accordance with <b>agreed ways of working</b></li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Determine the scope of any concerns the patient may have before, during or after surgery by consulting with them or a family member as required</li> <li>• Reassure the patient as appropriate in order to reduce or remove their concerns</li> </ul>  |
| S3.2.2: Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned  | <ul style="list-style-type: none"> <li>• Check that the documentation required for individuals prior to transport is complete and accurate prior to using transport</li> <li>• Make arrangement for the transport of an individual</li> <li>• Ensure the individual is transported in a way which is safe, maintains privacy and dignity and in accordance with <b>agreed ways of working</b></li> <li>• Ensure that equipment used in relation to transporting the individual is cleaned, returned and recorded as required</li> </ul> |
| <b>Amplification and guidance</b>   |   |
| <p><b>Advocacy</b> refers to acting as a liaison between patients and doctors, helping patients understand their diagnosis, helping patients make informed decisions and addressing instances of disagreement between healthcare practitioners, patients and others</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |   |

### Option 3: Senior HCSW (Theatre Support)

#### 3.3 Equipment and resources

##### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>   |
|---|---|
| K3.3.1: The types, purpose and function of surgical instruments and supplementary items used in theatre   | <ul style="list-style-type: none"> <li>Describe a range of types of <b>surgical instruments</b></li> <li>Explain the purpose and functions of surgical instruments and supplementary items in the context of theatre support</li> </ul>   |
| K3.3.2: 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  | <ul style="list-style-type: none"> <li>Explain the importance of maintaining an audit trail relating to the use of items and sharps used in accordance with <b>agreed ways of working</b></li> <li>Describe how to identify, measure, account for and record the use of items and sharps</li> <li>Explain the principles of <b>local ways of working</b> and procedures relevant to instrument counts</li> <li>Explain the actions to take in instances of missing swabs, sharps, instruments or disposable items</li> <li>Explain the relationship between the cost of using items, the time taken and the overall commissioning of surgical procedures</li> </ul> |
| <b>Amplification and guidance</b>   |   |
| <p><b>Surgical instruments</b> may include cutting and dissecting instruments (scalpels, scissors, saws), grasping and holding instruments (forceps, towel clamps, vascular clamps, organ holders), haemostatic instruments, retractors and tissue unifying instruments and materials</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |   |



**Local ways of working** could include:

- Legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies

### **Option 3: Senior HCSW (Theatre Support)**

#### **3.3 Equipment and resources**

##### **Skills – Learning journal and Interview (LJI)**

| <i><b>The apprentice will be able to</b></i>   | <i><b>Pass assessment criteria</b></i>   |
|--|--|
| S3.3.1: Prepare and provide surgical instrumentation and supplementary items for the surgical team | <ul style="list-style-type: none"> <li>• Check the <b>surgical instruments</b> requirements of a surgical team prior to a procedure</li> <li>• Prepare and provide the surgical instruments and supplementary items as required to the surgical team</li> </ul>  |
| S3.3.2: Carry out counts for swabs, sharps, instruments and disposable items                       | <ul style="list-style-type: none"> <li>• Ensure that others are aware of the importance of identifying, measuring, accounting for and recording the use of items in accordance with <b>agreed ways of working</b></li> <li>• Count swabs, sharps, instruments and disposable items in accordance with <b>local ways of working</b> and procedures</li> </ul> |

#### **Amplification and guidance**

**Surgical instruments** may include cutting and dissecting instruments (scalpels, scissors, saws), grasping and holding instruments (forceps, towel clamps, vascular clamps, organ holders), haemostatic instruments, retractors and tissue unifying instruments and materials

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Local ways of working** could include:

- Legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies

## Option 4: Senior HCSW (Mental Health Support)

### 4.1 Assist with delegated clinical tasks and therapeutic interventions

#### Knowledge – Short-answer test

| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
|--|---|
| K4.1.1: Current legal policy and service frameworks for mental health; the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy | <ul style="list-style-type: none"> <li>• Explain the importance of current legal policy and service frameworks for mental health including <b>legislative requirements</b></li> <li>• Explain the impact of legal policy and service frameworks on the <b>agreed ways of working</b> for interventions including the rights of people using services, giving formal or informal support and the role of advocacy</li> </ul> |
| K4.1.2: The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults, how to check they are in working order                                   | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>  |
| K4.1.3: A range of communication techniques relevant to mental health situations, including dealing with <b>barriers to communication</b>   | <ul style="list-style-type: none"> <li>• Explain a range of communication techniques relevant to mental health support including <b>therapeutic communication techniques, verbal and non-verbal communication</b></li> <li>• Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others</li> <li>• Explain how to overcome or reduce <b>barriers to communication</b> in the context of mental health support</li> </ul> |
| K4.1.4: The nature of mental health well-being; the main forms of mental ill health according to the <b>psychiatric (DSM/ICD) classification system</b> ; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion | <ul style="list-style-type: none"> <li>• Explain the relationship between mental health and wellbeing</li> <li>• Explain the characteristics of the <b>main forms of mental ill health</b> in accordance with the <b>psychiatric (DSM/ICD) classification system</b></li> <li>• Explain the range of <b>impacts</b> associated with the main forms of mental ill health</li> </ul>  |
| K4.1.5: Main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention   | <ul style="list-style-type: none"> <li>• Explain the importance of adhering to national guidelines in relation to interventions in mental health</li> <li>• Explain the strengths and limitations of the main interventions in mental health</li> <li>• Explain the factors taken into considering when choosing an intervention</li> <li>• Compare the benefits of early intervention with those of late interventions</li> </ul>  |
| <b>Amplification and guidance</b>   |   |
| <b>Legislative requirements</b> may include the Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act  |   |
| <b>Physiological state</b> refers to the condition or state of the body or bodily functions   |   |

**Types of measurement** could include body temperature, weight, height, blood pressure, pulse and breathing rate, urinary output, oxygen saturation and blood sugar levels

**Therapeutic communication techniques** may include using silence, accepting, giving recognition, offering self, giving broad openings, active listening, seeking clarification, placing the event in time or sequence, making observations, encouraging descriptions of perception, encouraging comparisons, summarising, reflecting, focusing, confronting, voicing doubt and offering hope and humour

**Verbal and non-verbal communication:**

Verbal communication may include:

- Vocabulary
- Linguistic tone
- Pitch
- Accent/regional variations
- Jargon/complex terminology

Non-verbal communication may include:

- Position/proximity
- Eye contact
- Touch
- Signs
- Symbols and pictures
- Physical gestures
- Body language
- Behaviour
- Writing
- Objects of reference
- Human and technological aids

**Barriers to communication** may include conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics

**Main forms of mental ill health** may include:

- Clinical depression
- Bipolar disorder
- Dementia
- Schizophrenia
- Anxiety disorders

**Psychiatric (DSM/ICD) classification system** includes reference to mood, personality, anxiety, psychotic, substance-related, eating, cognitive disorders, trauma

**Impacts** of the main forms of mental ill health include psychological, emotional, practical, financial, social exclusion

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

## Option 4: Senior HCSW (Mental Health Support)

### 4.1 Assist with delegated clinical tasks and therapeutic interventions

#### Skills – Learning Journal and Interview (LJI)

#### *The apprentice will be able to*

S4.1.1: Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy

#### *Pass assessment criteria*

- Provide assistance to registered practitioners with delegated mental health tasks
- Provide assistance to registered practitioners with therapeutic interventions

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Instruct others on how to provide assistance to registered practitioners with delegated mental health tasks and therapeutic interventions</li> </ul>  |
| S4.1.2: Undertake a range of physiological measurements on adults  | <ul style="list-style-type: none"> <li>• Select equipment appropriate for taking physiological measurements on adults</li> <li>• Take measurements of an individual's height, weight, temperature, pulse, breathing rate and blood pressure</li> <li>• Identify whether the measurements are within the normal range of physiological measurements</li> </ul>  |
| S4.1.3: Apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition | <ul style="list-style-type: none"> <li>• Demonstrate the use of a variety of verbal and non-verbal communication skills to underpin relationships with individual and carers</li> <li>• Take steps to reduce the impact of communication barriers when interacting with an individual</li> <li>• Observe and record the verbal and non-verbal communication of individuals</li> <li>• Distinguish where the communication of an individual may be relevant to their condition or to other factors</li> <li>• Ensure others in own area of responsibility observe and record communication effectively</li> </ul> |
| S4.1.4: Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health   | <ul style="list-style-type: none"> <li>• Develop strategies for the promotion of mental wellbeing in accordance with <b>agreed ways of working</b></li> <li>• Develop strategies to support individuals with mental ill health in accordance with <b>agreed ways of working</b></li> <li>• Implement the strategies ensuring that others are aware of and observe them</li> </ul>  |
| S4.1.5: Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly  | <ul style="list-style-type: none"> <li>• Identify the patterns of an individual's emotions, thinking and behaviour</li> <li>• Determine how far the individual's emotions, thinking and behaviour are influenced by their mental health</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Respond to challenges linked to the emotions, thinking and behaviour of an individual taking into consideration the role of their mental health and in accordance with <b>agreed ways of working</b></li> <li>Ensure the responses of others to the emotions, thinking and behaviour of individuals is in accordance with <b>agreed ways of working</b></li> </ul> |
| S4.1.6: Observe, record and report changes; use proactive approaches to manage behaviour which challenges  | <ul style="list-style-type: none"> <li>Observe the mental health and wellbeing of an individual and record and report changes</li> <li>Ensure others accurately record and report changes</li> <li>Apply proactive approaches to manage challenging behaviour in accordance with <b>agreed ways of working</b></li> </ul>   |
| <b>Amplification and guidance</b>  |   |
| <b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies. |   |

| Option 4: Senior HCSW (Mental Health Support)  |   |
|--|---|
| 4.2 Support individuals  |   |
| Knowledge – Short-answer test  |   |
| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
| K4.2.1: The needs of people with mental ill health and those supporting them at key stages and through <b>times of change or transition</b> ; how and when to refer; the <b>impact</b> of the individual's mental ill-health | <ul style="list-style-type: none"> <li>Describe the needs of individuals with <b>mental ill health</b> at key stages and through <b>times of change or transition</b></li> <li>Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Explain how to assist others involved in supporting individuals with mental ill health</li> <li>• Explain situations in which to refer an individual and how to go about this</li> <li>• Describe the <b>impact</b> mental ill health can have on an individual</li> </ul>                                     |
| K4.2.2: A range of coping strategies and skills;<br><b>sources of specialist support</b>  | <ul style="list-style-type: none"> <li>• Explain the importance of coping with the challenges posed by mental ill health</li> <li>• Compare a range of different strategies and skills used for coping with mental ill health</li> <li>• Explain the various <b>sources of specialist support</b> available in relation to mental ill health</li> </ul> |
| <b>Amplification and guidance</b>   |   |
| <p><b>Main forms of mental ill health</b> may include:</p> <ul style="list-style-type: none"> <li>• Clinical depression</li> <li>• Bipolar disorder</li> <li>• Dementia</li> <li>• Schizophrenia</li> <li>• Anxiety disorders</li> </ul> <p><b>Times of change or transition</b> may refer to when an individual first develops mental health problems, if they go into psychiatric care, over the long term</p> <p><b>Impact</b> of ill health on an individual may include the effect on their life, family, friendships, ability to work and actively participate in society</p> |   |



**Sources of specialist support** may include interpreters, translators, speech therapy, psychologists, advocacy, equipment, communication aids and other services

## Option 4: Senior HCSW (Mental Health Support)

### 4.2 Support individuals

#### Skills – Learning journal and Interview (LJI)

| <i>The apprentice will be able to</i>  | <i>Pass assessment criteria</i>   |
|--|---|
| S4.2.1: Take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society | <ul style="list-style-type: none"> <li>• Determine the <b>impacts</b> on an individual and others resulting from their specific <b>form of mental ill health</b></li> <li>• Provide support for service users and their carers to manage their mental health condition during a phase of change or transition in accordance with <b>agreed ways of working</b></li> <li>• Ensure others provide support to service users and their carers in accordance with <b>agreed ways of working</b></li> </ul> |
| S4.2.2: Promote a recovery-based approach enabling the individual to manage their condition  | <ul style="list-style-type: none"> <li>• Carry out actions which will contribute to an environment which promotes recovery</li> <li>• Ensure others are involved in contributing to an environment which promotes recovery</li> <li>• Enable an individual to take steps to be able to manage their condition</li> <li>• Direct individuals or others to appropriate <b>sources of specialist support</b> available in relation to mental ill health</li> </ul>                                       |

#### Amplification and guidance

**Main forms of mental ill health** may include:

- Clinical depression
- Bipolar disorder
- Dementia
- Schizophrenia
- Anxiety disorders

**Times of change or transition** may refer to when an individual first develops mental health problems, if they go into psychiatric care, over the long term

**Impacts** of ill health on an individual may include the effect on their life, family, friendships, ability to work and actively participate in society

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Sources of specialist support** may include interpreters, translators, speech therapy, psychologists, advocacy, equipment, communication aids and other services

## Option 4: Senior HCSW (Mental Health Support)

### 4.3 Risk assessment and risk management

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>  |
|---|--|
| K4.3.1: <b>Risk factors</b> , a range of triggers which may occur and the impact of the environment   | <ul style="list-style-type: none"> <li>• Explain the <b>risk factors</b> present in the context of mental health support</li> <li>• Explain the types of risk factor triggers which may occur</li> <li>• Explain the relationship between the environment and risk factors</li> </ul>  |
| K4.3.2: Prevention and <b>risk reduction strategies</b>   | <ul style="list-style-type: none"> <li>• Explain the purpose of prevention and risk reduction strategies in relation to mental health support</li> <li>• Identify the <b>types of risks</b> which prevention and <b>risk reduction strategies</b> are designed to limit</li> <li>• Explain the limitations of prevention and risk reduction strategies</li> </ul>                        |
| K4.3.3: Ways to review/protect own mental health and wellbeing  | <ul style="list-style-type: none"> <li>• Explain the importance of reviewing and protecting own mental health and wellbeing and encouraging others to do likewise</li> <li>• Describe ways in which to review and protect own mental health and wellbeing</li> <li>• Identify sources of support available in the event of concerns regarding own mental health and wellbeing</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <b>Risk factors</b> may include risk of harm to self or others and being harmed by others including mental health services                          |  |
| <b>Types of risks</b> addressed by <b>risk reduction strategies</b> may include suicide, behaviours which challenge, substance misuse, self-neglect |  |

| Option 4: Senior HCSW (Mental Health Support)  |   |
|--|---|
| 4.3 Risk assessment and risk management  |   |
| Skills – Learning journal and Interview (LJI)  |   |
| <i>The apprentice will be able to</i>  | <i>Pass assessment criteria</i>   |
| S4.3.1: Identify situations when you need additional support to communicate and build relationships  | <ul style="list-style-type: none"> <li>Identify when a situation will require additional support in order to communicate and build relationships with an individual</li> <li>Make arrangements for the provision of additional support in accordance with <b>agreed ways of working</b></li> </ul>  |
| S4.3.2: Involve carers and family members in risk management processes   | <ul style="list-style-type: none"> <li>Lead the implementation of a risk management process relating to an individual's mental health taking into account relevant <b>risk factors</b> and <b>types of risk</b> in accordance with agreed ways of working</li> <li>Ensure that carers and family members are aware of and shared their own knowledge relating to relevant risk factors and types of risk</li> <li>Facilitate the involvement of the carers and family members in the risk management process including taking into account their contributions</li> </ul> |
| Amplification and guidance   |   |
| <p><b>Risk factors</b> may include risk of harm to self or others and being harmed by others including mental health services</p> <p><b>Types of risks</b> may include suicide, behaviours which challenge, substance misuse, self-neglect</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |   |

## Option 5: Senior HCSW (Children and Young People)

### 5.1 Assist with clinical tasks

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>  |
|---|--|
| K5.1.1: Current <b>legal policy</b> and service frameworks for CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests;' | <ul style="list-style-type: none"> <li>• Explain the importance of current legal policy and service frameworks for CYP including <b>legislative requirements</b></li> <li>• Explain the difference between consent and proxy consent</li> <li>• Explain the impact of legal policy and service frameworks on the <b>agreed ways of working</b> in relation to safeguarding of CYP, consent and proxy consent, parental responsibility and acting in a child's best interests</li> </ul>  |
| K5.1.2: 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                          | <ul style="list-style-type: none"> <li>• Explain the scope of <b>routine clinical tasks</b> relevant to CYP support roles</li> <li>• Identify routine clinical tasks which may be delegated to others</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</li> <li>• Explain the importance of organisational care plans and protocols to routine clinical tasks</li> <li>• Explain how to promote the self-management and independence of CYP where possible</li> </ul> |
| K5.1.3: Anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability  | <ul style="list-style-type: none"> <li>• Define the terms '<b>anatomy</b>', '<b>physiology</b>' and '<b>pathophysiology</b>'</li> <li>• Explain the anatomical, physiological and pathophysiological characteristics of children</li> <li>• Describe the features of key stages of development of CYP</li> <li>• Explain the functional changes experienced by CYP associated with a variety of diseases and injuries</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Explain techniques which can be used to support CYP with physical or learning disabilities</li> </ul>  |
| K5.1.4: What is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines  | <ul style="list-style-type: none"> <li>• Define what is meant by <b>'life-limiting conditions'</b></li> <li>• Explain the impact that life-limiting conditions can have on child development</li> <li>• Describe the characteristics of the end of life phase</li> <li>• Explain the principles of <b>national and local guidelines</b> relating to the end of life phase</li> <li>• Explain the factors which impact on the care of the dying or deceased in line with national and local guidelines</li> </ul>  |
| K5.1.5: 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; | <ul style="list-style-type: none"> <li>• Explain the principles of <b>patient centred care</b></li> <li>• Explain the importance of establishing the scope of the bond or relationship between a CYP and their parent</li> <li>• Explain how working in partnership with families and carers can enhance the delivery of family-centred care</li> <li>• Explain the importance of actively listening to the opinions and concerns of a CYP and their parent or carer</li> <li>• Explain the importance of taking into account the choices of a CYP's family</li> <li>• Describe the scope of the social and educational needs of CYPs</li> <li>• Explain the importance of supporting CYPs in the context of their social and educational needs</li> <li>• Explain how to promote to others in the workplace the importance of partnerships with CYPs, families and carers</li> </ul> |
| K5.1.6: Specific moving and positioning techniques to use with CYP  | <ul style="list-style-type: none"> <li>• Explain the principles of moving and positioning CYPs safely</li> <li>• Explain the importance carrying out moving and positioning tasks in line with <b>agreed ways of working</b></li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Explain own role in ensuring that others move and position CYPs safely in line with the <b>agreed ways of working</b></li> </ul>  |
| K5.1.7: Where to source equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation  | <ul style="list-style-type: none"> <li>• Identify the equipment and resources requirements of clinical tasks associated with CYP care</li> <li>• Explain where to source additional equipment and resources</li> <li>• Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages</li> <li>• Identify the different roles in multidisciplinary teams in the context of CYP care</li> <li>• Explain the importance of establishing and maintaining communication with the multidisciplinary team</li> <li>• Explain how escalate and ensure others escalate appropriately in accordance with agreed ways of working</li> </ul> |
| K5.1.8: The discharge process, the availability of services offered by the extended health and social care system   | <ul style="list-style-type: none"> <li>• Describe the discharge process which operates at own place of work</li> <li>• Explain the importance of ensuring the discharge process is followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the availability and types of services offered by the extended health and social care system for CYPs who have been discharged</li> </ul>  |
| <b>Amplification and guidance</b>   |  |
| <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Legislative requirements</b> (legal policy) may include The Children’s Act 1989 and 2004 and Mental Capacity Act in relation to CYP</p> |  |

**Consent** means an informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent. Consent may be implied, written, or verbal.

**Routine clinical tasks** must include reasonable adjustments in accordance with equality legislation and may include:

- Checking blood pressure
- Checking temperature
- Checking weight

**Anatomy** refers to the science of bodily structure

**Physiology** to the branch of biology that deals with the normal functions of living organisms and their parts

**Pathophysiology** refers to disordered physiological processes associated with disease or injury

**Life-limiting conditions** refers to conditions or illnesses where it is expected that death will be a direct consequence of the specified condition

**National and local guidelines** could include:

- National Institute for Health and Care Excellence
- Legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace

**Patient centred care** refers to providing care that is respectful of, and responsive to, individual patient preferences, needs and values, and ensuring that patient values guide all clinical decisions; it includes listening to, informing and involving patients in their care



## Option 5: Senior HCSW (Children and Young People)

### 5.1 Assist with clinical tasks

#### Skills – Learning journal and Interview (LJI)

| <i>The apprentice will be able to</i>   | <i>Pass assessment criteria</i>  |
|---|--|
| S5.1.1: Assist nurses with delegated clinical tasks in line with current legislation and policy                                 | <ul style="list-style-type: none"> <li>• Provide assistance to nurses with delegated <b>routine and other clinical tasks</b></li> <li>• Instruct others on how to provide assistance to nurses with delegated clinical tasks</li> </ul>  |
| S5.1.2: Support the CYP before, during and after clinical or therapeutic procedures   | <ul style="list-style-type: none"> <li>• Provide support to a CYP in preparation of a clinical or <b>therapeutic procedures</b> in accordance with <b>agreed ways of working</b></li> <li>• Provide support to a CYP during a clinical or <b>therapeutic procedure</b> in accordance with <b>agreed ways of working</b></li> <li>• Provide support to a CYP following a clinical or <b>therapeutic procedure</b> in accordance with <b>agreed ways of working</b></li> <li>• Take steps to ensure that others involved in supporting CYPs before, during or after clinical or therapeutic procedures adhere to agreed ways of working</li> </ul> |
| S5.1.3: Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer | <ul style="list-style-type: none"> <li>• Communicate with a CYP using age appropriate communication</li> <li>• S38.8 Ensure that <b>barriers to communication</b> are overcome when interacting with a CYP</li> <li>• Take steps to include a CYP, their family or carer in care related planning</li> <li>• Make a shared decision with a CYP, their family or carer</li> <li>• Promote the use of appropriate communication and shared decision making with others</li> </ul>  |
| S5.1.4: Support life-limiting conditions and contribute to end of life care   | <ul style="list-style-type: none"> <li>• Provide support to a CYP who is suffering from <b>life-limiting conditions</b> in accordance with <b>agreed ways of working</b></li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Contribute to the <b>end of life care</b> of a CYP as requested and in accordance with <b>agreed ways of working</b></li> <li>• Take steps to ensure that others involved in supporting CYP life-limiting conditions or end of life care adhere to agreed ways of working</li> </ul>   |
| S5.1.5: Recognise limitations in mental capacity and respond appropriately  | <ul style="list-style-type: none"> <li>• Check a CYP for possible signs of limitations in <b>mental capacity</b></li> <li>• Respond appropriately to signs of limitations in <b>mental capacity</b></li> <li>• Stay within limits of own competence and authority when checking for and responding to signs of limitations in <b>mental capacity</b></li> </ul>   |
| S5.1.6: Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control  | <ul style="list-style-type: none"> <li>• Monitor the environment, equipment and resources of a CYP care setting and ensure requirements are met</li> <li>• Check that others are aware of the importance of reporting equipment and resources shortages or problems</li> <li>• Check stocks and source additional equipment and resources as required</li> <li>• Carry out first line calibration on a variety of clinical equipment</li> </ul> |
| S5.1.7: Contribute to discharge from services   | <ul style="list-style-type: none"> <li>• Assist with the discharge from services of a CYP in accordance with <b>agreed ways of working</b></li> <li>• Ensure CYPs being discharged from service, families and carers are aware of the availability and types of services offered by the extended health and social care system</li> </ul>   |
| <b>Amplification and guidance</b>   |   |
| <p><b>End of life care</b> is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die.<br/>(End of Life Care Network)</p> |   |

**Routine clinical tasks** may include:

- Checking blood pressure
- Checking temperature
- Checking weight

**Other clinical tasks** are determined by your local work setting and policies e.g. physiological measurements, venepuncture, intravenous cannulation; tissue viability risk assessments; caring for wounds; obtaining and testing samples and other specimens

**Therapeutic procedures** refers to medical treatments that can help prevent, cure or improve an individual's condition

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Barriers to communication** may include conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics

**Life-limiting conditions** refers to conditions or illnesses where it is expected that death will be a direct consequence of the specified condition

**Mental capacity** refers to the ability of someone to make their own decisions

## Option 5: Senior HCSW (Children and Young People)

### 5.2 Activities of daily living

#### Knowledge – Short-answer test

| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
|--|---|
| K5.2.1: The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care  | <ul style="list-style-type: none"> <li>• Explain the principles of <b>family-centred care</b></li> <li>• Explain the importance of promoting family-centred care to others including the participation of CYPs and their families and carers in the delivery of care</li> </ul>   |
| K5.2.2: Approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long term conditions on a CYP's physical and mental health and well-being | <ul style="list-style-type: none"> <li>• Describe the principles of national public health agendas</li> <li>• Explain ways to promote health and wellbeing in the context of CYP care through the national public health agenda</li> <li>• Identify typical long term conditions experienced by CYPs</li> <li>• Describe the potential impact on a CYPs physical health, mental health and wellbeing of a range of long term conditions</li> </ul>  |
| K5.2.3: Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover  | <ul style="list-style-type: none"> <li>• Describe the characteristics of a range of common childhood illnesses</li> <li>• Explain the impact of common childhood illnesses on <b>activities of daily living</b></li> <li>• Explain ways to support CYPs to develop, maintain and recover activities of daily living in the context of common childhood illnesses</li> <li>• Explain the importance of staying within limits of own competence and authority when supporting a CYPs <b>activities of daily living</b></li> </ul> |
| K5.2.4: 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                       | <ul style="list-style-type: none"> <li>• Explain the relationship of nutrition and hydration with the health and development of CYPs</li> <li>• Explain the effects of poor nutrition and dehydration on CYPs</li> <li>• Explain types of support in relation to nutrition which can be provided to CYPs</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Explain the benefits of breast feeding as a source of nutrition and hydration</li> <li>• Explain how to encourage and promote an awareness of nutrition, hydration and breastfeeding amongst families, carers and others</li> </ul>  |
| K5.2.5: How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves | <ul style="list-style-type: none"> <li>• Describe techniques used to support CYPs to wash, dress and use toilet facilities in the context of CYP care</li> <li>• Explain ways to manage situations in which CYPs cannot wash, dress or use toilet facilities for themselves</li> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support CYPs to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting CYPs to wash, dress and use toilet facilities</li> </ul> |
| K5.2.6: How to help CYP to be mobile and the importance of rest and sleep  | <ul style="list-style-type: none"> <li>• Describe techniques used to support CYPs to maintain or improve their mobility in the context of CYP care</li> <li>• Explain the relationship of rest and sleep with health and wellbeing</li> <li>• Explain the effects of sleep deprivation or lack of rest on CYPs</li> </ul>   |
| K5.2.7: The implications of national and global immunisations programmes   | <ul style="list-style-type: none"> <li>• Describe the purpose of current national and global immunisations programmes</li> <li>• Explain the relationship between national and global immunisations programmes and <b>legislation, policies and local ways of working</b></li> </ul>  |
| K5.2.8: The impact of long term illness and hospitalisation can have on CYP  | <ul style="list-style-type: none"> <li>• Identify long term illnesses experienced by childhood illnesses</li> <li>• Describe situations in which CYPs may be hospitalised for long periods of time</li> <li>• Explain the potential effects of different long term illnesses and hospitalisation on CYPs</li> <li>• Explain the importance of ensuring families, carers and others are aware of the effects of long term illnesses and hospitalisation on CYPs</li> </ul>   |

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| <p>K5.2.9: A range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect</p>  | <ul style="list-style-type: none"> <li>• Describe the principles of parenting and different parenting skills</li> <li>• Explain the importance of promoting bonding and attachment between carers, families and CYPs</li> <li>• Explain techniques which can be used to promote bonding and attachment in accordance with agreed ways of working</li> <li>• Define the term '<b>immunisation</b>'</li> <li>• Explain the principles of the current public health agenda in relation to immunisation, healthy eating, mental health and self-harm awareness for CYPs</li> <li>• Explain the importance of promoting the public health agenda to CYPs, families, carers and others</li> <li>• Explain the importance of protecting CYPs from abuse and neglect</li> <li>• Explain the techniques and support available to help detect and protect CYPs from abuse and neglect</li> </ul> |
| <p><b>Amplification and guidance</b></p>   |  |
| <p><b>Family-centred care</b> is an approach to the planning, delivery, and evaluation of health care that is grounded in mutually beneficial partnerships among health care providers, patients, and families.</p> <p><b>Activities of daily living</b> may include:</p> <ul style="list-style-type: none"> <li>• Feeding oneself</li> <li>• Bathing</li> <li>• Dressing</li> <li>• Grooming</li> <li>• Work</li> </ul> |  |

- Homemaking
- Leisure

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Legislation, policies and local ways of working** could include:

- Health and Safety legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working Less formally documented by individual employers and the self-employed or formal policies

**Immunisation** refers to the actions taken to make a person immune to infection, typically by inoculation

## Option 5: Senior HCSW (Children and Young People)

### 5.2 Activities of daily living

#### Skills – Learning journal and Interview (LJI)

| <i>The apprentice will be able to</i>  | <i>Pass assessment criteria</i>   |
|--|---|
| S5.2.1: Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax | <ul style="list-style-type: none"> <li>• Provide a CYP with opportunities to develop and maintain their skills relevant to <b>activities of daily living</b></li> <li>• Provide a CYP with opportunities to play, learn and relax</li> <li>• Ensure that others are aware of the importance of supporting CYPs to develop and maintain skills, play, learn and relax</li> </ul> |
| S5.2.2: Develop positive relationships with CYP  | <ul style="list-style-type: none"> <li>• Take steps to develop a new relationship with a CYP in accordance with <b>agreed ways of working</b></li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Take steps to reinforce an existing relationship with a CYP in accordance with <b>agreed ways of working</b></li> <li>• Ensure that others are aware of the importance of developing and reinforcing relationships with CYPs</li> </ul>  |
| S5.2.3: Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition | <ul style="list-style-type: none"> <li>• Take steps to increase CYP, family and carer awareness of health and wellbeing</li> <li>• Provide advice, information and support to a CYP in relation to how they can contribute to managing their condition in accordance with <b>agreed ways of working</b></li> <li>• Ensure that others are aware of the importance of supporting CYPs, families and carers with advice, information and support</li> </ul> |
| S5.2.4: Support parents, families and carers to meet the needs of the CYP  | <ul style="list-style-type: none"> <li>• Provide practical assistance to a parent, family member or carer in order to meet the needs of a CYP in accordance with <b>agreed ways of working</b></li> <li>• Provide encouragement to parents, families and carers in relation to their ability to meet the needs of CYPs</li> </ul>   |
| S5.2.5: Support nutrition and hydration  | <ul style="list-style-type: none"> <li>• Ensure CYPs are aware of the importance of nutrition and hydration to their health and wellbeing</li> <li>• Provide assistance to CYPs in order for them to eat and drink</li> </ul>   |
| S5.2.6: Support continence, washing and dressing   | <ul style="list-style-type: none"> <li>• Provide support to CYPs with washing, dressing and continence in accordance with <b>agreed ways of working</b></li> <li>• Ensure that others involved in supporting CYPs with washing, dressing or continence are competent and authorised</li> </ul>  |
| S5.2.7: Support mobility, rest, sleep, keeping safe or expressing sexuality  | <ul style="list-style-type: none"> <li>• Provide mobility support to a CYP in accordance with <b>agreed ways of working</b></li> <li>• Provide support to a CYP in relation to ensuring they have adequate rest and sleep in accordance with <b>agreed ways of working</b></li> <li>• Take steps to ensure that a CYP's safety is maintained</li> </ul>   |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Provide support for a CYP to express their sexuality in accordance with <b>agreed ways of working</b></li> </ul>  |
| S5.2.8: Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP   | <ul style="list-style-type: none"> <li>• Provide assistance to parenting skills teaching activities</li> <li>• Promote an awareness amongst carers and families of the current public health agenda including the principles and importance of immunisation, nutrition, healthy diets, mental health, self-harm and other safeguarding issues that affect CYPs</li> <li>• Ensure that others involved in the care of CYPs understand and promote an awareness of the current public health agenda</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Activities of daily living</b> may include:</p> <ul style="list-style-type: none"> <li>• Feeding oneself</li> <li>• Bathing</li> <li>• Dressing</li> <li>• Grooming</li> <li>• Work</li> <li>• Homemaking</li> <li>• Leisure</li> </ul> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |  |

## Option 5: Senior HCSW (Children and Young People)

### 5.3 Child development

#### Knowledge – Short-answer test

| <i>The apprentice will</i>   | <i>Indicative assessment criteria</i>   |
|--|---|
| K5.3.1: Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestones; puberty; therapeutic play and distraction techniques | <ul style="list-style-type: none"> <li>• Compare the <b>scope of development</b> of children who are well and those who are sick</li> <li>• Describe the expected stages of development of children</li> <li>• Describe the characteristics of the stage of <b>puberty</b></li> <li>• Explain how illnesses can impact on the developmental milestones of children</li> <li>• Explain a range of therapeutic play and distraction techniques which can be used in the context of CYP care</li> <li>• Explain the benefits of using therapeutic play and distraction techniques</li> <li>• Explain the importance of promoting an awareness of child development, the impact of illness on development and therapeutic play and distraction techniques to carers, families and others</li> </ul> |
| K5.3.2: The key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication   | <ul style="list-style-type: none"> <li>• Explain the key principles of underpinning communication with CYPs, families, carers, education providers and other services</li> <li>• Explain the importance of adapting communication in accordance with the age group of the recipient and ensuring others do so</li> <li>• Describe a range of age-appropriate communication techniques</li> <li>• Explain how to overcome or reduce <b>barriers to communication</b> in the context communicating with CYPs</li> </ul>   |

|   |   |
|---|---|
| K5.3.3: What is meant by <b>transitions for CYP</b> ; supporting independent decision making; signposting to other services   | <ul style="list-style-type: none"> <li>• Define what is meant by '<b>transitions for CYPs</b>'</li> <li>• Explain the importance of supporting the independent decision making of CYPs and ensuring others support this</li> <li>• Describe a range of techniques to encourage or support independent decision making by CYPs</li> <li>• Explain the range of additional services available to CYPs and how to signpost CYPs, carers and families to them in accordance with <b>agreed ways of working</b></li> </ul> |
| <b>Amplification and guidance</b>   |   |
| <p><b>Scope of development</b> must include physical, intellectual, language, emotional, social, spiritual and moral development</p> <p><b>Puberty</b> refers to the period during which adolescents reach sexual maturity and become capable of reproduction</p> <p><b>Barriers to communication</b> may include conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics</p> <p><b>Transitions for CYPs</b> may include changes in relation to being at school, socially, within a family or changing from child to adult services</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> |   |
| <p align="center"><b>Option 5: Senior HCSW (Children and Young People)</b></p> <p align="center"><b>5.3 Child development</b></p> <p align="center"><b>Skills – Learning journal and Interview (LJI)</b></p>  |   |
| <i>The apprentice will be able to</i>   | <i>Pass assessment criteria</i>   |

|   |  |
|---|--|
| S5.3.1: Support the development of CYP through therapeutic play and learning  | <ul style="list-style-type: none"> <li>• Apply a range of therapeutic play and learning techniques in the context of CYP care in accordance with <b>agreed ways of working</b></li> <li>• Take steps to increase CYP, family and carer awareness of therapeutic play and learning techniques</li> </ul>  |
| S5.3.2: Support CYP through transitions   | <ul style="list-style-type: none"> <li>• Ascertain the nature of the phase of <b>transition</b> being experienced by a CYP</li> <li>• Provide assistance to the CYP to ease them through the phase of <b>transition</b></li> <li>• Ensure that others involved in the care of CYPs understand the importance and techniques relevant to transitions</li> </ul> |
| <b>Amplification and guidance</b>   |  |
| <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Transitions</b> for CYPs may include changes in relation to being at school, socially, within a family or changing from child to adult services</p> |  |

## Option 6: Senior HCSW (Allied Health Profession – Therapy Support)

### 6.1 Assist with delegated therapeutic or clinical tasks and interventions

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>  |
|---|--|
| K6.1.1: Basic human anatomy and physiology  | <ul style="list-style-type: none"> <li>Define the terms '<b>anatomy</b>' and '<b>physiology</b>'</li> <li>Explain the basic anatomical and physiological characteristics of humans</li> </ul>  |
| K6.1.2: 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 | <ul style="list-style-type: none"> <li>Explain the scope of <b>routine and complex clinical tasks</b> in the context of AHP therapy support</li> <li>Explain the scope of <b>therapeutic interventions</b> in the context of AHP therapy support</li> <li>Explain the importance of standardising approaches in relation to managing an individual's function</li> <li>Explain how own role relates to standard approaches to identify, manage, rehabilitate or maximise an individual's function</li> </ul> |
| K6.1.3: Local clinical risk assessments and management plans relevant to the setting  | <ul style="list-style-type: none"> <li>Describe the process to follow when carrying out a local clinical risk assessment</li> <li>Describe ways of minimising risk in a clinical setting</li> <li>Explain how the outcomes of local clinical risk assessments are communicated to other employees</li> <li>Explain the purpose of management plans relevant to the clinical setting</li> </ul>   |
| K6.1.4: The impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress                               | <ul style="list-style-type: none"> <li>Describe the features of key stages of development of growth, development and ageing in humans</li> <li>Explain the impact on physical and mental function and wellbeing experienced as a result of growing, developing and ageing</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Define the term <b>'frailty'</b> in the context of therapy support</li> <li>• Explain the principles of the end of life phase</li> <li>• Describe the potential impact of disease progress on the end of life phase</li> </ul>   |
| K6.1.5: 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  | <ul style="list-style-type: none"> <li>• Describe the referral and discharge processes which operate at own place of work</li> <li>• Explain the importance of ensuring that referral and discharge processes are followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the functions, availability, eligibility and limitations of wider services offered within own organisation and by the extended health and social care system for individuals who have been discharged</li> <li>• Describe situations in which it is appropriate to signpost individuals to the wider services offered</li> <li>• Explain methods used to signpost individuals to the wider services offered</li> </ul> |
| K6.1.6: How to assess that the environment is appropriate for the therapeutic or clinical task  | <ul style="list-style-type: none"> <li>• Explain the importance of assessing that the environment is appropriate for the carrying out of therapeutic and clinical tasks in accordance with <b>agreed ways of working</b></li> <li>• Describe methods used to assess whether the environment is appropriate for the carrying out of therapeutic and clinical tasks</li> <li>• Explain the processes for rectifying and reporting factors which prevent the environment being suitable for therapeutic and clinical tasks</li> </ul>  |
| K6.1.7: The potential impact of difficulties or <b>impairments</b> on someone's ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person's functioning; how someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly | <ul style="list-style-type: none"> <li>• Describe different <b>types of impairment</b></li> <li>• Explain the potential impact of impairment on an individual's ability to function in their environment</li> <li>• Explain the benefits of individual's participating in tasks</li> </ul>  |

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|--|---|
|  | <ul style="list-style-type: none"> <li>• Describe methods used to adapt or change tasks to promote participation including identifying an individual's reasons for their unwillingness or inability to participate</li> <li>• Explain how an individual's overall wellbeing or underlying condition may affect the way they present</li> <li>• Explain how to adapt in order to meet the needs of an individual's wellbeing or underlying condition</li> </ul>  |
| K6.1.8: Clinical precautions; how to identify, monitor and escalate  | <ul style="list-style-type: none"> <li>• Explain the clinical precautions that are followed in own therapy support setting</li> <li>• Describe a range of <b>potential issues</b> of concern experienced by individuals in the context of therapy support</li> <li>• Explain how to identify, monitor and escalate issues of concern in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of ensuring that others are aware of and use methods to identify, monitor and escalate issues of concern</li> </ul> |
| K6.1.9: A range of outcome measures related to your role   | <ul style="list-style-type: none"> <li>• Explain the concept and purpose of <b>outcome measures</b></li> <li>• Describe a range of outcome measures used at place of own work and how they relate to own role</li> </ul>  |
| <b>Amplification and guidance</b>  |   |
| <p><b>Anatomy</b> refers to the science of bodily structure</p> <p><b>Physiology</b> to the branch of biology that deals with the normal functions of living organisms and their parts</p> <p><b>Routine clinical tasks</b> may include:</p> <ul style="list-style-type: none"> <li>• Checking blood pressure</li> </ul> |   |

- Checking temperature
- Checking weight

**Complex clinical tasks** may include:

- Caring for wounds
- Catheter/tracheostomy care
- Managing ventilations
- Administering medicines

**Therapeutic intervention** refers to efforts made by individuals or groups to improve the well-being and reduce pain and discomfort of an individual who either is in need of help but refusing it or is otherwise unable to initiate or accept help

**Frailty** refers to a common geriatric syndrome associated with ageing; there is a higher risk of decline in health and function among older adults

**End of life care** is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die.  
(End of Life Care Network)

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Types of impairment** may include cognitive, perceptual, physical, emotional and social

**Potential issues** of concern may include mobility concerns, cardiovascular instability, psychological issues etc.

**An outcome measure** is the result of a test that is used to objectively determine the baseline function of a patient at the beginning of treatment



| <b>Option 6: Senior HCSW (Allied Health Profession – Therapy Support)</b><br><b>6.1 Assist with delegated therapeutic or clinical tasks and interventions</b><br><b>Skills – Learning journal and Interview (LJI)</b> |  |
|---|--|
| <i>The apprentice will be able to</i>   | <i>Pass assessment criteria</i>  |
| S6.1.1: Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy  | <ul style="list-style-type: none"> <li>• Provide assistance to a registered practitioner in support of a delegated therapeutic task or intervention in the context of therapy support</li> <li>• Provide assistance to a registered practitioner with delegated <b>routine and complex clinical tasks</b> in the context of therapy support</li> <li>• Ensure that the assistance given by self and others to registered practitioners is in accordance with <b>legislation, policies and local ways of working</b></li> </ul> |
| S6.1.2: Assist with clinical risk assessments   | <ul style="list-style-type: none"> <li>• Provide support to others in the preparation and carrying out of a clinical risk assessment</li> <li>• Communicate the outcomes of the clinical risk assessment to others</li> <li>• Implement management plans relevant to the clinical setting following the risk assessment</li> </ul>   |
| S6.1.3: Contribute to referrals to or discharge from services   | <ul style="list-style-type: none"> <li>• Assist with a referral to or discharge from services of an individual in accordance with <b>agreed ways of working</b></li> <li>• Ensure individuals being discharged from service are aware of the functions, availability, eligibility and limitations of the wider services offered</li> </ul>   |
| S6.1.4: Monitor and maintain the environment  | <ul style="list-style-type: none"> <li>• Monitor the environment of the therapy support setting and ensure that it meets the requirements for the carrying out of therapeutic and clinical tasks</li> <li>• Rectify shortcomings in order to maintain the environment of the therapy support setting and report any issues which cannot be resolved in accordance with <b>agreed ways of working</b></li> </ul>  |

|  |   |
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|  | <ul style="list-style-type: none"> <li>• Check that others are aware of the importance of reporting equipment and resources shortages or problems</li> </ul>  |
| S6.1.5: Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate | <ul style="list-style-type: none"> <li>• Determine the scope of mental or physical capacity, health condition, learning disability or overall wellbeing of an individual who is undergoing a therapeutic or clinical task or intervention</li> <li>• Identify how the condition of the individual has an impact on therapeutic or clinical task or intervention</li> <li>• Adapt the therapeutic or clinical task or intervention in order to address the impact of the individual's condition</li> </ul> |
| S6.1.6: Enable individuals to meet optimum potential   | <ul style="list-style-type: none"> <li>• Identify the optimum potential of an individual undergoing therapy support within the limits of own competence and authority</li> <li>• Take steps to enable the individual to meet their optimum potential taking into account their preferences and in accordance with agreed ways of working</li> <li>• Ensure that others are aware of the importance of enabling individuals to meet their optimum potential</li> </ul>                                     |
| S6.1.7: Record interventions and progress against defined outcome measures   | <ul style="list-style-type: none"> <li>• Record interventions and progress against defined <b>outcome measures</b></li> <li>• Ensure that others are familiar with the scope of defined outcome measures</li> </ul>   |
| <b>Amplification and guidance</b>  |   |
| <b>Routine clinical tasks</b> may include: <ul style="list-style-type: none"> <li>• Checking blood pressure</li> <li>• Checking temperature</li> <li>• Checking weight</li> </ul>                      |   |

- **Other tasks** are determined by your local work setting and policies.

**Complex clinical tasks** may include:

- Caring for wounds
- Catheter/tracheostomy care
- Managing ventilations
- Administering medicines

**Legislation, policies and local ways of working** could include:

- Data Protection Act
- Health and Social Care Act
- Health and Safety legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**An outcome measure** is the result of a test that is used to objectively determine the baseline function of a patient at the beginning of treatment

## Option 6: Senior HCSW (Allied Health Profession – Therapy Support)

### 6.2 Support, educate and enable individuals with their health and wellbeing

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>  |
|---|--|
| K6.2.1: The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention;   | <ul style="list-style-type: none"> <li>• Explain the principles of the care planning process which operates in own work setting</li> <li>• Explain the purpose of interventions in relation to physical and mental wellbeing in the context of therapy support</li> <li>• Describe the main types of intervention</li> <li>• Describe the principles of <b>legislation, policies and local ways of working</b> that relate to interventions in the context of therapy support</li> <li>• Explain the outcomes which can be anticipated following own interventions</li> <li>• Explain the importance of ensuring that others are aware of and adhere to planning processes, legislation, policies and local ways of working</li> </ul> |
| K6.2.2: 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. | <ul style="list-style-type: none"> <li>• Explain the importance of independence, social integration and recovery to individuals and the barriers which can prevent this</li> <li>• Describe ways in which to enable and encourage an individual experience greater independence, social integration and recovery</li> <li>• Explain the importance self-management, emotional resilience, personal development and growth for individuals</li> <li>• Describe methods for encouraging individuals to develop in ways which will help to avoid relapses</li> <li>• Describe a range of <b>activities of daily living</b></li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Explain the skills required for activities of daily living relevant to own role and work setting</li> </ul>  |
| K6.2.3: Your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required   | <ul style="list-style-type: none"> <li>• Describe the responsibilities of own role in relation to AHP support education</li> <li>• Explain the relationship between own role in AHP support education with that of registered AHPs</li> <li>• Explain how to provide information and advice in accordance with <b>agreed ways of working</b></li> <li>• Explain the principles of group work and presentation skills</li> <li>• Describe techniques which can be used to monitor progress</li> <li>• Describe the processes for monitoring progress, reporting and referring as required in own work setting</li> </ul> |
| K6.2.4: Local activities and resources and how to signpost people to them  | <ul style="list-style-type: none"> <li>• Describe <b>local activities and resources</b> available to people</li> <li>• Explain the importance of signposting people to local activities and resources</li> </ul>  |
| <b>Amplification and guidance</b>  |   |
| <p><b>Legislation, policies and local ways of working</b> could include:</p> <ul style="list-style-type: none"> <li>• Data Protection Act</li> <li>• Health and Social Care Act</li> <li>• Health and Safety legislation</li> <li>• Organisational policies and procedures</li> <li>• Formally agreed guidance on how to carry out tasks in your workplace</li> <li>• Less formally agreed ways of working</li> <li>• Less formally documented by individual employers and the self-employed or formal policies</li> </ul> |   |

**Activities of daily living** may include:

- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Local activities and resources** may relate to social, education, work etc.

## **Option 6: Senior HCSW (Allied Health Profession – Therapy Support)**

### **6.2 Support, educate and enable individuals with their health and wellbeing**

#### **Skills – Learning journal and Interview (LJI)**

| <b><i>The apprentice will be able to</i></b>   | <b><i>Pass assessment criteria</i></b>  |
|--|---|
| S6.2.1: Provide support in line with <b>care plans</b>   | <ul style="list-style-type: none"><li>• Familiarise self with the <b>care plan</b> of an individual</li><li>• Provide assistance to an individual in accordance with their care plan</li><li>• Ensure that others are aware of the importance of adhering to individual's specific care plans</li></ul> |
| S6.2.2: Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, | <ul style="list-style-type: none"><li>• Encourage an individual, their carer or family to participate in a care plan and ensure they are aware of the scope of the care plan</li></ul>  |

|   |  |
|---|--|
| promoting self-management and skills for everyday life  | <ul style="list-style-type: none"> <li>• Take steps to enable the individual, their carer or family to participate in the care plan</li> <li>• Promote the benefits of independence, self-reliance, self-management and the skills required for <b>activities of daily living</b> to an individual, their carer or family</li> </ul>   |
| S6.2.3: Enable health and wellbeing by supporting or facilitating individual or group sessions  | <ul style="list-style-type: none"> <li>• Provide support for the preparation and carrying out of a group session in order to promote health and wellbeing</li> <li>• Provide support for the preparation and carrying out of a session for an individual in order to promote the health and wellbeing requirements specific to that individual</li> <li>• Ensure that others are aware of the benefits of facilitating individual and group sessions in order to promote health and wellbeing</li> </ul> |
| S6.2.4: Support people to engage in the community and access activities or resources in line with their treatment goals   | <ul style="list-style-type: none"> <li>• Explain the benefits of community engagement to an individual</li> <li>• Determine the scope of an individual's treatment goals</li> <li>• Provide assistance to an individual in order for them to access <b>local activities and resources</b> relevant to their treatment goals and in accordance with <b>agreed ways of working</b></li> </ul>  |
| <b>Amplification and guidance</b>   |  |
| <p><b>Care plans</b> may include care, therapy, intervention plans, treatment plans or sheets and planning processes. In some instances care plans may not exist or be used.</p> <p><b>Activities of daily living</b> may include:</p> <ul style="list-style-type: none"> <li>• Feeding oneself</li> <li>• Bathing</li> <li>• Dressing</li> <li>• Grooming</li> </ul> |  |

- Work
- Homemaking
- Leisure

**Local activities and resources** may relate to social, education, work etc.

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

## Option 6: Senior HCSW (Allied Health Profession – Therapy Support)

### 6.3 Equipment and resources

#### Knowledge – Short-answer test

| <i>The apprentice will</i>  | <i>Indicative assessment criteria</i>   |
|---|---|
| K6.3.1: 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 | <ul style="list-style-type: none"> <li>• Describe the range of <b>equipment</b>, assistive devices and resources used in own role in therapy support</li> <li>• Explain the purpose and methods of using the equipment, assistive devices and resources</li> <li>• Explain the benefits, risks and limitations for using each type of equipment</li> <li>• Describe examples of situations in which certain types of equipment should not be used</li> <li>• Describe the techniques used to maintain, clean, store and handle each type of equipment</li> <li>• Explain the importance of adhering to manufacturer's guidelines and <b>agreed ways of working</b></li> </ul> |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Explain the processes to follow when accessing, ordering, maintaining and monitoring stock</li> <li>• Explain the importance of ensuring that others use, maintain and manage equipment and stock correctly</li> </ul>   |
| K6.3.2: How the equipment is used safely; how it can meet individual's needs and be adapted within a given range   | <ul style="list-style-type: none"> <li>• Explain the importance of checking that equipment is used safely and ensuring others do so</li> <li>• Explain how to equipment can be used to meet an individual's needs</li> <li>• Explain the benefits of adapting equipment to meet an individual's needs within a specified range and reinstating as appropriate</li> </ul>  |
| K6.3.3: How to escalate that equipment is required or does not meet needs including how to report faults and contribute to maintenance and safety checks   | <ul style="list-style-type: none"> <li>• Explain how to escalate concerns about equipment lack of availability or inadequacies in accordance with <b>agreed ways of working</b></li> <li>• Describe how to report faults, carry out maintenance and safety of relevant instruments</li> <li>• Explain the importance of ensuring that others escalate concerns about equipment and contribute to maintenance and safety checks</li> </ul>   |
| K6.3.4: 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 | <ul style="list-style-type: none"> <li>• Describe the range of equipment and resources available in own role</li> <li>• Describe the characteristics of the client group in own area of work</li> <li>• Explain how to use equipment in a way which reflects the characteristics of the client group including equipment type, purpose and function</li> <li>• Explain the importance of ensuring that others utilise equipment appropriately and in a way which reflects the characteristics of the client group</li> <li>• Explain the criteria for the provision of equipment</li> </ul> |
| <b>Amplification and guidance</b>  |   |

**Equipment** types will depend upon the type of therapy support relevant to own role (e.g. musical, occupational, physical, recreational etc.) and may also be specific to the setting

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

## Option 6: Senior HCSW (Allied Health Profession – Therapy Support)

### 6.3 Equipment and resources

#### Skills – Learning journal and Interview (LJI)

| <i>The apprentice will be able to</i>   | <i>Pass assessment criteria</i>   |
|---|---|
| S6.3.1: Identify, order or fit a defined range of equipment or resources                            | <ul style="list-style-type: none"> <li>• Identify the range of <b>equipment</b>, resources and assistive devices required of the therapy support setting</li> <li>• Check that the availability and functioning of equipment and resources meets requirements</li> <li>• Order or fit the defined range of equipment and resources</li> </ul>   |
| S6.3.2: Demonstrate or teach safe and appropriate use of equipment                                  | <ul style="list-style-type: none"> <li>• Advise others on importance and benefits of using equipment appropriately</li> <li>• Demonstrate the appropriate use of a range of equipment relevant to the therapy support setting</li> </ul>  |
| S6.3.3: Identify when equipment, or its use, is unsafe, adapting within a given range or escalating | <ul style="list-style-type: none"> <li>• Check that equipment being used in own work area is fully functioning and being used correctly</li> <li>• Adapt equipment in order to make its use more effective and ensuring that the adaptation remains within an acceptable range</li> <li>• Ensure that others are aware of the importance of using equipment safely and reporting problems in accordance with <b>agreed ways of working</b></li> <li>• Escalate problems relating to equipment functionality, safety or use in instances in which they cannot be resolved</li> </ul> |

|   |  |
|---|--|
| <p>S6.3.4: Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure</p>   | <ul style="list-style-type: none"> <li>• Demonstrate the therapeutic use of a range of equipment and resources in a way which is safe, effective and in accordance with <b>local ways of working</b></li> <li>• Ensure that others use equipment safely, effectively and in accordance with local ways of working</li> </ul> |
| <p><b>Amplification and guidance</b></p>  |  |
| <p><b>Equipment</b> types will depend upon the type of therapy support relevant to own role (e.g. musical, occupational, physical, recreational etc.) and may also be specific to the setting</p> <p><b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</p> <p><b>Local ways of working</b> could include:</p> <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Organisational policies and procedures</li> <li>• Formally agreed guidance on how to carry out tasks in your workplace</li> <li>• Less formally agreed ways of working</li> <li>• Less formally documented by individual employers and the self-employed or formal policies</li> </ul> |  |

# Highfield Level 3 End Point-Assessment for Senior Healthcare Support Worker Gateway Readiness Report

(Standard Version: ST0217 2017; Assessment Plan Version: ST0217/AP02 (03/17))

## Apprentice's details

|  |  |                                 |
|--|--|---------------------------------|
| <b>Apprentice's name:</b>  | <b>Apprentice's job title:</b>               |                                 |
|  |  |                                 |
| <b>Employer's organisation:</b>  | <b>Training provider's organisation:</b>     |                                 |
|  |  | <b>Office use:<br/>HA check</b> |
| <b>Apprenticeship start date:</b>  | <b>Apprenticeship on programme end date:</b> | <b>Min.duration</b>             |
|  |  | <b>Y/N</b>                      |
| <b>Gateway meeting date:</b>   | <b>Pathway Chosen:</b>                       |                                 |
|  |  |                                 |
| Has the apprentice taken any part of the end-point assessment for this apprenticeship standard with any other End Point Assessment Organisation? |  | Y / N                           |

## Pre-assessment requirements

The apprentice must confirm their achievement of the following:

| Pre-assessment requirement  | Achieved? | Evidence |
|---|-----------|----------|
| Achieved English level 2  | Y / N     |          |
| Achieved maths level 2  | Y / N     |          |
| <p>A regulated level 3 occupational competence qualification (specific to chosen group):</p> <p>Level 3 Diploma in Healthcare Support (RQF) – <b>specific to chosen pathway</b></p> | Y / N     |          |
| 15 standards required by the Care Quality Commission (as set out in the Care Certificate)   | Y / N     |          |
| Learning Journal: must have a minimum of 3 reflective accounts to a total word count of 1000 words (+/- 10%) (completed during the final 3 months)                                  | Y / N     |          |

| Office use only:              |  |
|-------------------------------|--|
| Highfield Assessment Sign off |  |

## Gateway Review

The gateway review should be completed by the employer, supported by the training provider, to record how the apprentice has met each of the standard subject areas. This can be discussed through a Q&A, and/or the apprentice may present evidence that can be reviewed during the meeting to show their achievement of the standard.

The employer, supported by the training provider, must agree that the apprentice is, in their view, competent in the role and therefore ready to undertake the end-point assessment. This should be recorded in the table below, along with any comments.

| Gateway Review   |                   |          |
|--|-------------------|----------|
| Standard area  | Assessment ready? | Comments |
| <b>Core Knowledge</b>  | Y / N             |          |
| Health and wellbeing   | Y / N             |          |
| Duty of care and candour, safeguarding, equality and diversity | Y / N             |          |
| Person centred care, treatment and support                     | Y / N             |          |
| Communication  | Y / N             |          |
| Personal, people and quality improvement                       | Y / N             |          |
| Health, safety and security                                    | Y / N             |          |
| <b>Core Skills:</b>  | Y / N             |          |
| Health and wellbeing   | Y / N             |          |
| Duty of care and candour, safeguarding, equality and diversity | Y / N             |          |
| Person centred care, treatment and support                     | Y / N             |          |
| Communication  | Y / N             |          |
| Personal, people and quality improvement                       | Y / N             |          |
| Health, safety and security                                    | Y / N             |          |
| <b>Option 1 Adult Nursing Support - Knowledge</b>              | Y / N             |          |
| Assist with clinical tasks                                     | Y / N             |          |

|  |       |  |
|--|-------|--|
| Activities of daily living   | Y / N |  |
| <b>Option 1 Adult Nursing Support – Skills</b>                     | Y / N |  |
| Assist with clinical tasks   | Y / N |  |
| Activities of daily living   | Y / N |  |
| <b>Option 2 Maternity Support -Knowledge:</b>                      | Y / N |  |
| Assist with clinical tasks   | Y / N |  |
| Assist with caring for babies                                      | Y / N |  |
| Support mothers and birthing partners                              | Y / N |  |
| <b>Option 2 Maternity Support – Skills:</b>                        | Y / N |  |
| Assist with clinical tasks   | Y / N |  |
| Assist with caring for babies                                      | Y / N |  |
| Support mothers and birthing partners                              | Y / N |  |
| <b>Option 3 Theatre Support – Knowledge:</b>                       | Y / N |  |
| Assist healthcare practitioners with delegated clinical tasks      | Y / N |  |
| Support individuals  | Y / N |  |
| Equipment and resources  | Y / N |  |
| <b>Option 3 Theatre Support – Skills:</b>                          | Y / N |  |
| Assist healthcare practitioners with delegated clinical tasks      | Y / N |  |
| Support individuals  | Y / N |  |
| Equipment and resources  | Y / N |  |
| <b>Option 4 Mental Health Support – Knowledge:</b>                 | Y / N |  |
| Assist with delegated clinical tasks and therapeutic interventions | Y / N |  |
| Support individuals  | Y / N |  |
| Risk assessment and risk management                                | Y / N |  |

|   |       |  |
|---|-------|--|
| <b>Option 4 Mental Health Support – Skills:</b>                         | Y / N |  |
| Assist with delegated clinical tasks and therapeutic interventions      | Y / N |  |
| Support individuals   | Y / N |  |
| Risk assessment and risk management                                     | Y / N |  |
| <b>Option 5 Children and Young People – Knowledge</b>                   | Y / N |  |
| Assist with clinical tasks  | Y / N |  |
| Activities of daily living  | Y / N |  |
| Child development   | Y / N |  |
| <b>Option 5 Children and Young People – Skills</b>                      | Y / N |  |
| Assist with clinical tasks  | Y / N |  |
| Activities of daily living  | Y / N |  |
| Child development   | Y / N |  |
| <b>Option 6 Allied Health Profession – Therapy Support – Knowledge</b>  | Y / N |  |
| Assist with delegated therapeutic or clinical tasks and interventions   | Y / N |  |
| Support, educate and enable individuals with their health and wellbeing | Y / N |  |
| Equipment and resources   | Y / N |  |
| <b>Option 6 Allied Health Profession – Therapy Support – Skills</b>     | Y / N |  |
| Assist with delegated therapeutic or clinical tasks and interventions   | Y / N |  |
| Support, educate and enable individuals with their health and wellbeing | Y / N |  |
| Equipment and resources   | Y / N |  |



|  |       |  |
|--|-------|--|
| <b>Values:</b>   | Y / N |  |
| Caring, compassionate, honest, conscientious and committed   | Y / N |  |
| <b>Behaviours:</b>   | Y / N |  |
| Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences | Y / N |  |
| Show respect and empathy for those you work with   | Y / N |  |
| Have the courage to challenge areas of concern and work to best practice   | Y / N |  |
| Be adaptable, reliable and consistent  | Y / N |  |
| Show discretion  | Y / N |  |
| Show resilience and self-awareness   | Y / N |  |
| Show supervisory leadership  | Y / N |  |

## Gateway Meeting Outcome

Should the apprentice not be assessment-ready, a period of additional training and preparation must take place. Following the additional training and preparation, the Gateway Readiness Report must be completed again.

If the apprentice is assessment-ready, the following declaration must be signed by all parties and the Gateway Readiness Report submitted to Highfield Assessment.

|  |                   |              |
|--|-------------------|--------------|
| <b>Declaration:</b>  |                   |              |
| <b>By signing this form, the signatories below confirm that they understand and agree to the following:</b>  |                   |              |
| <ol style="list-style-type: none"><li>1. That the apprentice has completed the mandatory on programme elements of the apprenticeship and is ready for end-point assessment with Highfield</li><li>2. That all evidence used within any assessment or presented to Highfield is the apprentice's own work and does not infringe any third-party rights</li><li>3. That evidence may be recorded and stored for quality assurance purposes using either video or audio equipment</li><li>4. That the apprentice meets all Highfield's and Education and Skills Funding Agency ("ESFA") requirements, including that relating to eligibility to be put forward for end-point assessment</li><li>5. That the apprentice has been on-programme for the minimum duration required by the ESFA and Assessment Plan</li><li>6. That the apprentice has achieved the minimum pre-requisite maths and English achievement as detailed in this document and on the Assessment Plan</li><li>7. That the apprentice, if successful, gives permission for Highfield to request the apprenticeship certificate from the ESFA who issue the certificate on behalf of the Secretary of State.</li></ol> |                   |              |
| <b>The undersigned also acknowledge and accept that, in the event that any of the above requirements are not met, Highfield will be unable to end-point assess the apprentice. Furthermore, in such circumstances Highfield may draw any defaults to the attention of the ESFA or any other relevant authority/organisation.</b>   |                   |              |
| <b>Signed on behalf of the employer by:</b>  | <b>Signature:</b> | <b>Date:</b> |
|  |                   |              |
| <b>Signed on behalf of the training provider by:</b>   | <b>Signature:</b> | <b>Date:</b> |
|  |                   |              |
| <b>Apprentice's name:</b>  | <b>Signature:</b> | <b>Date:</b> |
|  |                   |              |

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Assessment Summary

- Assessment Summary
- Multiple-choice and short-answer test
- Practical observation
- Learning journal and interview
- Grading
- Resit and retake information

# Assessment Summary

The end-point assessment for Senior Healthcare Support Worker is made up of three components with the sequence determined by the employer and assessor to ensure best fit with local needs:

1. A multiple choice and short answer test which has a 60 minute duration
2. Practical observation, which has a 90 minute minimum duration and recommended maximum of 120 minutes
3. Learning journal\* and interview, which has a 30 to 45 minute duration

\*The learning journal must be made available at gateway. Written submissions may be provided to Highfield in any format (such as e-portfolio). Access must be given to Highfield to only the learners who have been put forward for end-point assessment.

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively. For final certification, the apprentice must have passed all components in the end-point assessment.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual component.

## Multiple-choice and short-answer test

---

Apprentices will complete a multiple choice and short answer test. The 30-question multiple-choice and 4 question short-answer test covers all knowledge requirements in the standard. The multiple-choice questions cover the core knowledge and the short answer questions cover the specialist knowledge requirements in the apprentice's chosen option

- To achieve a pass, apprentices must achieve 40-59% or above (20 marks)
- To achieve a merit, apprentices must achieve 60-74% or above (30 marks)
- To achieve a distinction, apprentices must achieve 75% or above (37 marks)

The criteria for the multiple choice and short answer test are the knowledge-based criteria described in this kit.

### Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the multiple choice and short answer test

- In readiness for end-point assessment, the apprentice should complete the sample test that can be found later in this EPA Kit

## Practical observation

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The practical observation is a 90-minute holistic approach to assessing skills and behaviours, with a recommended maximum of 120 minutes. The assessor observes the apprentice during the course of their normal work in their normal place of work.

The criteria that will be covered within the practical observation are selected from the behaviours and skills of the standard, shown earlier in this kit. To pass the observation of practice the apprentice must be able to meet the following requirements. Those highlighted in bold must be seen during the observation. Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview:

- OB1. Treat people with dignity**, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
- OB2. Show respect and empathy for those you work with**, have the courage to challenge areas of concern, be adaptable, reliable and consistent
- OB3. Show discretion**, resilience and self-awareness
- OB4. Assist registered healthcare practitioners with clinical tasks**, working to best practice and **following care plans**
- OB5. Communicate effectively with individuals** using a range of techniques, **observe and record verbal and non-verbal communication**
- OB6. Follow the principles for equality, diversity and inclusion**
- OB7. Demonstrate what it means in practice to promote and provide person centred care and support**
- OB8. Work as part of a team**, seek help and guidance when you are not sure
- OB9. Maintain a safe and healthy working environment**
- OB10. Move and position individuals, equipment and other items safely**
- OB11. Use a range of techniques for infection prevention and control appropriate to the task undertaken**, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

Highfield recommend a **maximum of 4 unemboldened** skills and/or behaviours can be carried over to the interview from the following list of skills and/or behaviours:

OB1. Respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

OB2. Have the courage to challenge areas of concern, be adaptable, reliable and consistent

OB3. (Show) resilience and self-awareness

OB4. Working to best practice

OB5. (Communicate) using a range of techniques

OB8. seek help and guidance when you are not sure

OB10. (Move and position) and other items safely

OB11. (Infection prevention and control) waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

## Grading

The practical observation is graded as Pass or Fail.

Further guidance on preparing for the observation of practice can be found later in this EPA Kit.

## Learning Journal and Interview

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The learning journal and interview form a combined assessment method and will be assessed holistically, with a grade awarded as Pass, Merit or Distinction by the independent assessor. End-point assessors will review all evidence provided by the apprentice for this combined assessment method and make a final holistic judgement on the ability of the apprentice.

The learning journal\* must contain a range of sources of evidence and must contain a minimum of 3 reflective accounts completed by the apprentice to a total of 1000 words (+/- 10%) which demonstrate their learning and application of knowledge in practice, their values and behaviours.

The reflective accounts **must** be written in the final 3 months of the apprenticeship prior to gateway. Other supporting evidence submitted can be utilised from any point of the on-programme learning. Both from the learning journal and this must be collated in the final 3 months of the apprenticeship prior to gateway. The highest quality evidence is most likely to be generated towards the end of the on-programme period.

Within the learning journal, the apprentice is required to evidence the skill requirements set out in their chosen option:

- Option 1: Adult Nursing Support
- Option 2: Maternity Support
- Option 3: Theatre Support
- Option 4: Mental Health Support
- Option 5: Children and Young People Support
- Option 6: Allied Health Profession – Therapy Support

\*The learning journal must be made available at gateway. Written submissions may be provided to Highfield in any format (such as e-portfolio). Access must be given to Highfield to only the learners who have been put forward for end-point assessment.

### Interview

The end-point assessor will assess the journal and judge whether additional questions will be required to achieve the skills, values and/or behaviours during the interview. The assessor will pose holistic and synoptic lead and/or secondary questions to the apprentice that enable them to provide answers that cover the remaining elements of the standard, to ensure all skills, values and behaviours have been attempted. These questions may also facilitate the achievement of carry-over from the observation.

The final interview takes place between the independent assessor and the apprentice and lasts for a minimum of 30 minutes and a maximum of 45 minutes.

The learning journal and interview is graded as Pass, Merit or Distinction by the independent assessor.

## Grading

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For final certification, the apprentice must have passed all components in the end-point assessment. The successful apprentice receives an overall grade of Pass, Merit or Distinction. The grade is derived from the components of the end point assessment using the following table.

| Observation of practice | Multiple Choice and Short Answer Test | Learning Journal and Interview | Overall Grade |
|-------------------------|---------------------------------------|--------------------------------|---------------|
| Pass                    | Pass                                  | Pass                           | Pass          |
| Pass                    | Pass                                  | Merit                          | Pass          |
| Pass                    | Pass                                  | Distinction                    | Merit         |
| Pass                    | Merit                                 | Pass                           | Pass          |
| Pass                    | Merit                                 | Merit                          | Merit         |
| Pass                    | Merit                                 | Distinction                    | Merit         |
| Pass                    | Distinction                           | Pass                           | Merit         |
| Pass                    | Distinction                           | Merit                          | Merit         |
| Pass                    | Distinction                           | Distinction                    | Distinction   |

The final judgement on the competency of the apprentice, the grade to be awarded for each component and the overall grade rests with the independent assessor.

## Resit and Retake information

---

The apprentice must attempt all components of the end point assessment on their first attempt. Should the apprentice fail any components they are required to re-take only those components which they have previously failed. Re-takes are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to re-take the end point assessment within the permitted timeframe is determined by the employer. **If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.**



# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Assessing the Multiple-Choice and Short-Answer Test

- Multiple-Choice and Short-Answer Test Guidance
- Multiple-Choice and Short-Answer Test Criteria
- Short-Answer Questions – Guidance on depth of answer
- Grading the Multiple-Choice Test and Short-Answer Questions

## Multiple-Choice and Short-Answer Test Guidance

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Apprentices will complete a multiple-choice and short-answer test. There are 30 multiple choice questions, each worth 1 mark and 4 short answer questions, each worth 5 marks. Each short answer question should be completed within a maximum of 250 words. The multiple-choice questions cover the core knowledge and the short-answer questions cover the knowledge requirements in the apprentice's chosen option

- To achieve a pass, apprentices must achieve 40-59% or above (20 marks)
- To achieve a merit, apprentices must achieve 60-74% or above (30 marks)
- To achieve a distinction, apprentices must achieve 75% or above (37 marks)

The criteria for the multiple-choice and short-answer test are the knowledge-based criteria outlined below.

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

### Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the multiple choice and short answer test
- In readiness for end-point assessment, the apprentice should complete the sample test that can be found later in this EPA Kit
- Apprentices should be advised that questions, both multiple-choice and short-answer are likely to be contextualised to a range of different settings to add realism to the question. It is very important to advise that the apprentice is not being assessed on their knowledge of the healthcare setting but on the healthcare principles at the core of the question.

## Multiple-Choice and Short-Answer Test Criteria

The criteria for the multiple-choice test are the knowledge-based criteria outlined below.

| Health and wellbeing   |  |
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| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i>  |
| KC1a: How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation | <ul style="list-style-type: none"> <li>• Explain how to carry out routine, complex clinical and therapeutic tasks</li> <li>• Explain the benefits of a practitioner delegating routine and complex clinical tasks</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks</li> <li>• Explain the principles of care plans and delegation protocols used in the organisation</li> </ul>   |
| KC1b: The types of information you need to collate when obtaining a client history, ways to record and share it  | <ul style="list-style-type: none"> <li>• Identify types of information needed when obtaining client history</li> <li>• Explain why each type of information is necessary</li> <li>• Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements</li> <li>• Explain the principles of data protection legislation</li> <li>• Explain the circumstances and parties to which it may be necessary to share an individual's information</li> </ul> |
| KC1c: The indicators for good physical and mental health in relation to the demographic of individuals you are working with                                  | <ul style="list-style-type: none"> <li>• Explain the relationship between physical and mental health</li> <li>• Compare the indicators for good physical and mental health across different demographics</li> <li>• Describe the limits of own competence and authority in identifying the state of physical and mental health of the demographic in own work area</li> </ul>  |
| KC1d: The importance of fluids, nutrition and food safety  | <ul style="list-style-type: none"> <li>• Explain the importance of fluids, nutrition and food safety</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>Explain how to promote an awareness of fluids, nutrition and food safety in a <b>healthcare setting</b></li> </ul>  |
| KC1e: Ways to signpost individuals to public health interventions or other services if appropriate   | <ul style="list-style-type: none"> <li>Describe situations in which it may be appropriate to signpost individuals to public health interventions</li> <li>Explain methods used to signpost individuals to public health interventions</li> </ul>   |
| KC1f: 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   | <ul style="list-style-type: none"> <li>Describe signs that may indicate a person's health or well-being are deteriorating</li> <li>Describe the signs and symptoms of different types of pain or discomfort</li> <li>Explain the importance of recognising that deterioration in health or well-being may occur without clear signs</li> <li>Explain how to support an individual's comfort and wellbeing</li> </ul> |
| KC1g: The main types of mental ill health and their impact on people's lives. Indicators for mental capacity   | <ul style="list-style-type: none"> <li>Identify the <b>main forms of mental ill health</b></li> <li>Describe the symptoms associated with the <b>main forms of mental ill health</b></li> <li>Explain how mental ill health impacts on people's lives</li> </ul>   |
| KC1h: The importance of early diagnosis in relation to cognitive issues  | <ul style="list-style-type: none"> <li>Describe ways in which cognitive issues are diagnosed</li> <li>Explain the consequences of failing to diagnose cognitive issues at an early stage</li> </ul>  |
| KC1i: The possible signs of mental ill health and learning disability in people  | <ul style="list-style-type: none"> <li>Describe possible signs of mental health and learning disabilities in people</li> <li>Explain the process of reporting possible signs of mental health and learning disabilities within <b>agreed ways of working</b></li> </ul>  |
| KC1j: Why external factors, adapting from childhood to adulthood, depression, delirium and the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing | <ul style="list-style-type: none"> <li>Explain why external factors and the transition from childhood to adulthood may be mistaken for mental ill health</li> <li>Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Explain why depression, delirium and the normal ageing process may be mistaken for dementia</li> <li>• Explain the importance of staying within limits of own competence and authority when identifying symptoms of mental ill health</li> <li>• Discuss how changes in cognition may impact health and wellbeing</li> </ul>   |
| KC1k: How to report changes and deterioration, how to support others to report changes and deterioration and how to escalate changes and deterioration | <ul style="list-style-type: none"> <li>• Describe changes or deterioration which can occur to someone's mental health, dementia or cognitive issues</li> <li>• Explain how to report and escalate changes or deterioration</li> <li>• Explain the importance of reporting changes or deterioration</li> <li>• How to support others to report changes or deterioration</li> </ul>   |
| KC1l: How to perform basic life support and use adjuncts to support resuscitation  | <ul style="list-style-type: none"> <li>• Define the term '<b>basic life support</b>'</li> <li>• Describe situations in which it would be necessary to perform <b>basic life support</b></li> <li>• Describe resuscitation techniques and equipment used to perform <b>basic life support</b></li> <li>• Describe how to use adjuncts to support resuscitation</li> <li>• Explain the importance of staying within limits of own competence and authority when performing <b>basic life support</b> and using adjuncts to support resuscitation</li> </ul> |

### Duty of care and candour, safeguarding, equality and diversity

| The apprentice will understand  | Indicative assessment criteria   |
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| KC2a: 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 | <ul style="list-style-type: none"> <li>• Describe how duty of care relates to duty of candour</li> <li>• Describe the principles of <b>legislation, policies and local ways of working</b> that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of understanding <b>legislation, policies and local ways of working</b> that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain your own role and the roles of others in safeguarding and protecting individuals from abuse</li> <li>• Identify reports into serious failures to protect individuals from abuse</li> <li>• Identify sources of information and advice about own role relating to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain how to promote duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion to others</li> </ul> |
| KC2b: How discrimination can happen  | <ul style="list-style-type: none"> <li>• Discuss ways in which discrimination may deliberately or inadvertently occur in <b>healthcare settings</b></li> <li>• Explain how practices that support equality and inclusion reduce the likelihood of discrimination</li> </ul>   |
| KC2c: How to deal with conflicts between a person's rights and a duty of care                                  | <ul style="list-style-type: none"> <li>• Describe examples of conflict between a person's rights and a duty of care</li> <li>• Explain how to resolve conflicts between a person's rights and a duty of care</li> </ul>   |
| KC2d: The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible | <ul style="list-style-type: none"> <li>• Describe the signs or symptoms associated with <b>types of abuse</b></li> <li>• Describe factors that may contribute to an individual being more vulnerable to abuse</li> <li>• Explain the actions to take if there are suspicions that an individual is being abused</li> <li>• Explain the actions to take if an individual alleges that they are being abused</li> <li>• Identify ways to ensure that evidence of abuse is preserved</li> <li>• Explain how the likelihood of abuse <b>may be reduced</b></li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</li> </ul> |
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| Person centred care, treatment and support   |   |
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| The apprentice will understand   | Indicative assessment criteria  |
| KC3a: Why it is important to gain <b>consent</b> , even when it is difficult                                 | <ul style="list-style-type: none"> <li>• Analyse factors that influence the capacity of an individual to express consent</li> <li>• Explain how to establish consent for an activity or action</li> <li>• Explain what steps to take if consent cannot be readily established</li> </ul>  |
| KC3b: How to undertake risk assessment in enabling a person centred approach                                 | <ul style="list-style-type: none"> <li>• Describe the process to follow when carrying out a risk assessment</li> <li>• Describe ways of minimising risk in enabling a person centred approach</li> <li>• Explain how the outcomes of risk assessments are communicated to others</li> </ul>   |
| KC3c: Why it is important to promote 'person centred care, treatment and support'                            | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting <b>person centred care, treatment and support</b></li> <li>• Explain how to promote <b>person centred care, treatment and support</b></li> <li>• Explain the importance of modelling <b>person centred care, treatment and support</b></li> </ul>  |
| KC3d: Why it is important to encourage people to be actively involved in their own care or treatment         | <ul style="list-style-type: none"> <li>• Explain the principles of active participation</li> <li>• Analyse how the holistic needs of an individual can be addressed by active participation</li> <li>• Explain how to work with an individual and others to agree how active participation will be implemented</li> <li>• Explain how to promote the understanding and use of active participation</li> </ul> |
| KC3e: Why it is important to give people choices about their care and to treat people as valuable and unique | <ul style="list-style-type: none"> <li>• Explain why it is important to give people choices about their care</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Discuss how to manage risk in a way that maintains the individual's right to make choices</li> <li>• Explain the benefits to wellbeing of treating people as valuable unique individuals</li> </ul>  |
| KC3f: Why safety and clinical effectiveness are important                        | <ul style="list-style-type: none"> <li>• Explain the relationship between safety and clinical effectiveness</li> <li>• Explain <b>legislation, policies and local ways of working</b> relating to safety in healthcare settings</li> <li>• Explain the importance of safety and clinical effectiveness for delivering person centred care, treatment and support</li> </ul> |
| KC3g: The importance of managing relationships and boundaries with service users | <ul style="list-style-type: none"> <li>• Identify the <b>boundaries</b> to be kept with service users</li> <li>• Explain how to maintain and review professional relationships with service users</li> <li>• Explain the consequences of not managing relationships and boundaries with service users</li> </ul>  |

| Communication   |   |
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| The apprentice will understand  | Indicative assessment criteria  |
| KC4a: Why it is important to promote effective communication at work            | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting effective communication on all aspects of work in <b>healthcare settings</b></li> <li>• Explain how to promote effective communication in <b>healthcare settings</b></li> <li>• Explain the importance of modelling effective communication</li> </ul> |
| KC4b: How to communicate with people who have specific language needs or wishes | <ul style="list-style-type: none"> <li>• Explain why it is important to find out an individual's specific language needs or wishes</li> <li>• Discuss methods to use when communicating with individuals who have specific language needs or wishes</li> </ul>  |
| KC4c: How to reduce communication problems and respond to complaints            | <ul style="list-style-type: none"> <li>• Identify communication problems</li> <li>• Discuss <b>ways to overcome</b> communication problems</li> </ul>   |



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|   | <ul style="list-style-type: none"> <li>• Explain strategies that can be used to check that communication has been understood and to clarify misunderstandings</li> <li>• Identify sources of information and support or services to enable more effective communication</li> <li>• Describe how to respond to complaints</li> <li>• Explain the main points of agreed procedures for handling complaints</li> </ul>  |
| KC4d: Techniques for difficult situations, local guidelines for dealing with abusive behaviour                              | <ul style="list-style-type: none"> <li>• Explain <b>techniques used to deal with difficult situations</b> in healthcare settings</li> <li>• Explain the requirements of <b>local ways of working</b> in relation to dealing with abusive behavior</li> <li>• Explain the importance of staying within limits of own competence and authority when handling difficult situations or abusive behaviour</li> </ul>  |
| KC4e: How verbal and non-verbal communication may relate to an individual's condition                                       | <ul style="list-style-type: none"> <li>• Describe types of <b>verbal and non-verbal communication</b> used in healthcare settings</li> <li>• Use examples to explain how the use of verbal and non-verbal communication varies according to an individual's condition or circumstances</li> </ul>  |
| KC4f: Legislation, policies and local ways of working about handling information  | <ul style="list-style-type: none"> <li>• Identify <b>legislation</b> relating to the handling of information</li> <li>• Explain <b>policies</b> relating to the handling of information</li> <li>• Explain the impact of <b>local ways of working</b> on the handling of information</li> </ul>  |
| KC4g: Why it is important to record and store information securely and confidentially and support others to do so; e-safety | <ul style="list-style-type: none"> <li>• Identify types of patient information which are stored securely</li> <li>• Explain why the security of patient information is important</li> <li>• Explain how and when to seek advice about the security of information</li> <li>• Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others</li> <li>• Describe <b>e-safety</b> procedures</li> </ul> |
| KC4h: The audit process and how it relates to your role   | <ul style="list-style-type: none"> <li>• Explain the purpose and requirements of audit processes in healthcare settings</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Explain own responsibilities in relation to audit processes</li> </ul> |
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| Personal, people and quality improvement  |  |
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| The apprentice will understand  | Indicative assessment criteria   |
| KC5a: Your responsibilities and duties  | <ul style="list-style-type: none"> <li>• Describe <b>responsibilities and duties</b> of own role</li> <li>• Outline how own role fits within the structure and context of the organisation</li> </ul>  |
| KC5b: The limits of your competence and authority; that of those you supervise  | <ul style="list-style-type: none"> <li>• Outline limits of own competence and authority based on training and expertise</li> <li>• Outline limits of competence and authority of those under own supervision</li> <li>• Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority</li> </ul> |
| KC5c: The values of your organisation   | <ul style="list-style-type: none"> <li>• Explain the importance for an organisation to have a defined or published set of values</li> <li>• Describe the values of own organisation</li> <li>• Explain how organisational values relate to own role</li> <li>• Explain how to promote organisational values to those under own supervision</li> </ul>  |
| KC5d: Legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer | <ul style="list-style-type: none"> <li>• Identify <b>legislation, standards, policies and protocols</b> that relate to own role</li> <li>• Analyse how <b>legislation, standards, policies and protocols</b> influence own role</li> <li>• Explain the importance of working in ways agreed with own employer</li> </ul>   |
| KC5e: How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan                      | <ul style="list-style-type: none"> <li>• Identify sources of information and support for own learning and development</li> <li>• Explain how to <b>use feedback from individuals and others</b> to support own learning and development</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain why reflecting on work activities is an important way to develop own knowledge and skills</li> <li>• Describe the process for agreeing a personal development plan</li> </ul>  |
| KC5f: The importance of working well with others, your own health, wellbeing, resilience and that of colleagues | <ul style="list-style-type: none"> <li>• Describe the importance of professional boundaries in healthcare</li> <li>• Explain how maintaining professional boundaries contributes to own and others' health, wellbeing and resilience</li> <li>• Compare the differences between professional relationships with individuals and <b>others</b></li> <li>• Define the term <b>co-production</b></li> <li>• Explain the importance of working in partnership with individuals and others</li> <li>• Explain how partnership working contributes to own and others' health, wellbeing and resilience</li> </ul> |
| KC5g: Who or where to go for help and advice about anything related to your work or people you support          | <ul style="list-style-type: none"> <li>• Identify sources and types of help and advice available in relation to employment responsibilities and rights</li> <li>• Identify sources of information related to a chosen career pathway</li> <li>• Explain own role in providing work related help and advice to those under own supervision</li> </ul>  |
| KC5h: How to supervise others   | <ul style="list-style-type: none"> <li>• Explain techniques used to supervise others</li> <li>• Explain circumstances in which obstacles to supervision may arise</li> <li>• Explain the importance of not exceeding own competence and authority when supervising others</li> </ul>  |
| KC5i: Behaviours expected from a role model   | <ul style="list-style-type: none"> <li>• Identify the behaviours expected of a role model in a <b>healthcare setting</b></li> <li>• Describe how to utilise opportunities to act as a role model for others in own area of responsibility</li> <li>• Explain the importance of developing own knowledge and competence by observing the practices of others</li> </ul>  |
| KC5j: The principles of training and mentoring  | <ul style="list-style-type: none"> <li>• Explain the importance of training, mentoring and other forms of</li> </ul>  |

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|  | <p>continuous professional development in healthcare settings</p> <ul style="list-style-type: none"> <li>• Explain techniques which can be used to train and mentor others within own area of responsibility</li> <li>• Explain how to seek own training and mentoring opportunities both within and outside the workplace</li> </ul> |
| KC5k: The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service | <ul style="list-style-type: none"> <li>• Explain the importance of feedback from users of services to improve service quality</li> <li>• Describe agreed ways of working for acting on feedback</li> </ul>  |

| Health, safety and security   |   |
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| The apprentice will understand  | Indicative assessment criteria  |
| KC6a: How to promote health and safety at work  | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting health and safety at work</li> <li>• Explain how to promote health and safety at work</li> <li>• Explain how to check that others understand and observe health and safety requirements</li> </ul>   |
| KC6b: What to do in situations that could cause harm  | <ul style="list-style-type: none"> <li>• Describe situations which can arise in healthcare settings that could cause harm</li> <li>• Explain own responsibility to resolve or supervise others to resolve situations that could cause harm</li> <li>• Explain the importance of not exceeding own competence and authority when resolving situations that could cause harm</li> </ul> |
| KC6c: How to handle hazardous materials   | <ul style="list-style-type: none"> <li>• Identify hazardous materials that may be found in the <b>healthcare setting</b></li> <li>• Describe safe practices for storing, using and disposing of hazardous materials</li> </ul>  |
| KC6d: Move and position people, equipment or other objects safely in line with agreed ways of working | <ul style="list-style-type: none"> <li>• Explain the principles of moving and positioning people safely in healthcare settings</li> <li>• Explain the principles of moving equipment and other objects safely in healthcare settings</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance carrying out moving and positioning tasks in line with <b>agreed ways of working</b></li> <li>• Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the <b>agreed ways of working</b></li> </ul>  |
| KC6e: The meaning of risk/risk assessment  | <ul style="list-style-type: none"> <li>• Define the terms '<b>risk</b>' and '<b>risk assessment</b>'</li> </ul>   |
| KC6f: How to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work  | <ul style="list-style-type: none"> <li>• Describe how to identify risks and hazards in a healthcare setting</li> <li>• Explain how to respond when others report potential health and safety risks</li> <li>• Explain how to undertake a risk assessment in a healthcare setting</li> <li>• Explain situations which may require escalation when following or undertaking a risk assessment</li> <li>• Explain the principles of operating safe systems of work in area of own responsibility</li> <li>• Explain how to support others to operate safe systems of work in the work setting</li> </ul> |
| KC6g: The importance of a clean workplace  | <ul style="list-style-type: none"> <li>• Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace</li> <li>• Explain the consequences of inadequate cleaning, disinfecting and cleanliness</li> <li>• Explain how to promote the maintenance of a clean workplace to others</li> </ul>   |
| KC6h: Legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks | <ul style="list-style-type: none"> <li>• Describe legislation, policies and local ways of working for the prevention of infection</li> <li>• Explain the importance of maintaining high standards of personal hygiene and handwashing</li> <li>• Explain the importance of the correct use of <b>personal protective equipment</b> depending upon the situation</li> <li>• Explain how to promote the maintenance of high standards of personal hygiene, handwashing and</li> </ul>   |

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|   | correct use of personal protective equipment to others   |
| KC6i: How infections start and spread       | <ul style="list-style-type: none"> <li>• Define the term '<b>infection</b>'</li> <li>• Compare common causes of infection</li> <li>• Identify rare or changing causes of infection</li> <li>• Compare how different infections can spread in a healthcare setting</li> </ul> |
| KC6j: How to clean, disinfect and sterilise | <ul style="list-style-type: none"> <li>• Explain the agreed ways of working for cleaning, disinfecting and sterilising activities</li> <li>• Explain own responsibility to ensure that others clean, disinfect and sterilise correctly</li> </ul>                            |

## Short Answer Test Criteria

The criteria for the **Short Answer test** are the **knowledge-based criteria for chosen option** outlined below.

| <b>Option 1 Knowledge: Senior HCSW (Adult Nursing Support)</b><br>1.1 Assist with clinical tasks   |  |
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| <b>The apprentice will understand</b>  | <b>Indicative assessment criteria</b>  |
| K1.1.1 Which clinical tasks you will routinely be expected to carry out within your role   | <ul style="list-style-type: none"><li>• Explain the scope of <b>routine clinical tasks</b> relevant to adult nursing support roles</li><li>• Identify routine clinical tasks which may be delegated to others</li><li>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</li><li>• Explain the importance of organisational care plans and protocols to routine clinical tasks</li></ul> |
| K1.1.2 The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults and how to check they are in working order | <ul style="list-style-type: none"><li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li><li>• Identify the range of types of equipment used for measuring physiological state</li><li>• Explain how to check that measuring equipment is in working order</li><li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li></ul>    |
| K1.1.3: The importance of skin integrity and how to check it   | <ul style="list-style-type: none"><li>• Explain the meaning of <b>'skin integrity'</b></li><li>• Explain the importance of checking the skin integrity of individuals in adult nursing care</li><li>• Explain how to conduct a <b>skin integrity assessment</b></li></ul>  |
| K1.1.4: How to care for wounds   | <ul style="list-style-type: none"><li>• Identify common <b>types of wound</b></li><li>• Explain the principles of <b>assessing a wound</b></li><li>• Explain techniques and types of dressing used to treat wounds</li></ul>   |

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| K1.1.5: How to take and test venous and capillary blood and other specimens   | <ul style="list-style-type: none"> <li>Describe the difference between <b>venous blood, capillary blood</b> and other specimens</li> <li>Explain how to take samples of venous and capillary blood</li> <li>Describe the types of tests commonly taken of blood samples</li> </ul>   |
| K1.1.6: What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased   | <ul style="list-style-type: none"> <li>Define the term '<b>frailty</b>' in the context of adult nursing</li> <li>Explain the principles of the end of life phase</li> <li>Describe factors which impact on the care of the dying or deceased</li> </ul>  |
| K1.1.7: The discharge process, the availability and services offered by the extended health and social care system  | <ul style="list-style-type: none"> <li>Describe the discharge process which operates at own place of work</li> <li>Explain the importance of ensuring the discharge process is followed in accordance with <b>agreed ways of working</b></li> <li>Explain the availability and types of services offered by the extended health and social care system for individuals who have been discharged</li> </ul>   |
| K1.1.8: Where to source equipment and resources   | <ul style="list-style-type: none"> <li>Identify the equipment and resources requirements of clinical tasks associated with adult nursing</li> <li>Explain where to source additional equipment and resources</li> <li>Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages</li> </ul>   |
| K1.1.9: The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia | <ul style="list-style-type: none"> <li>Describe ways in which dementia and other cognitive issues are diagnosed</li> <li>Explain the consequences of failing to diagnose dementia and other cognitive issues at an early stage</li> <li>Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</li> <li>Explain why depression, delirium and the normal ageing process may be mistaken for dementia</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Explain the importance of staying within limits of own competence and authority when identifying symptoms of dementia</li> <li>• Explain how to reduce the possibility of others under supervision misdiagnosing dementia and other cognitive issues</li> </ul> |
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| Option 1 Knowledge: Senior HCSW (Adult Nursing Support)   |  |
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| 1.2 Activities of daily living  |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K1.2.1: Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person's physical and 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 | <ul style="list-style-type: none"> <li>• Explain ways to promote mental health and wellbeing in <b>healthcare settings</b></li> <li>• Identify typical long term conditions of individual's supported by own role</li> <li>• Describe the potential impact on an individual's physical health, mental health and wellbeing of a range of long term conditions</li> <li>• Describe a range of <b>activities of daily living</b> relevant to healthcare</li> <li>• Explain own role in supporting individual's to maintain and improve <b>activities of daily living</b> including supervising others to do so</li> <li>• Explain the importance of staying within limits of own competence and authority when supporting <b>activities of daily living</b></li> </ul> |
| K1.2.2: The effects of poor nutrition and dehydration   | <ul style="list-style-type: none"> <li>• Explain the relationship of nutrition and hydration with health and wellbeing</li> <li>• Explain the effects of poor nutrition and dehydration on individuals</li> <li>• Explain how to promote an awareness of nutrition and hydration amongst individual's and others</li> </ul>  |
| K1.2.3: 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   | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</li> <li>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual's to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting individuals to wash, dress and use toilet facilities</li> </ul> |
| K1.2.4: How to help adults to be mobile and the importance of rest and sleep | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to maintain or improve their mobility in the context of adult nursing</li> <li>• Explain the relationship of rest and sleep with health and wellbeing</li> <li>• Explain the effects of sleep deprivation or lack of rest on adults</li> </ul>                       |

| Option 2 Knowledge: Senior HCSW (Maternity Support)  |   |
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| 2.1 Assist with clinical tasks   |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K2.1.1: Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources | <ul style="list-style-type: none"> <li>• Explain the scope of own responsibilities relevant to deliveries including cleaning, filling and maintaining the temperature of birthing pools</li> <li>• Explain the importance of cleaning, filling and maintaining the temperature of birthing pools correctly</li> <li>• Identify the resource and maintenance requirements of birthing environments</li> <li>• Explain the importance of ensuring that others involved in deliveries carry out their responsibilities in accordance with <b>agreed ways of working</b></li> </ul> |
| K2.1.2: Possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood   | <ul style="list-style-type: none"> <li>• Identify the <b>main types of mental ill health</b></li> <li>• Describe possible signs of mental health and depression</li> <li>• Explain the potential impact of different types of mental ill health and depression on pregnancy, labour, delivery or parenthood</li> </ul>  |
| K2.1.3: Your role in antenatal and postnatal health education  | <ul style="list-style-type: none"> <li>• Explain the purposes of <b>antenatal health education</b> and <b>postnatal health education</b></li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain own role in relation to the provision of antenatal and postnatal health education</li> </ul>  |
| K2.1.4: The range of physiological states that can be measured; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the normal ranges for physiological states</li> <li>• Explain the importance of reporting deviations in accordance with <b>agreed ways of working</b></li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul> |
| K2.1.5: How to take and test venous and capillary blood and other specimens   | <ul style="list-style-type: none"> <li>• Describe the difference between <b>venous blood, capillary blood</b> and other specimens</li> <li>• Explain how to take samples of venous and capillary blood</li> <li>• Describe the types of tests commonly taken of blood samples</li> </ul>   |
| K2.1.6: Ways to position individuals for ultrasound scanning  | <ul style="list-style-type: none"> <li>• Explain the purpose of ultrasound scanning</li> <li>• Describe different ways to position individuals for ultrasound scanning</li> </ul>  |
| K2.1.7: How to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively   | <ul style="list-style-type: none"> <li>• Explain how to lay up trolleys for <b>instrumental deliveries</b></li> <li>• Explain the importance of correctly opening packs, gathering equipment and disposal</li> <li>• Explain how to provide <b>assistance to midwives</b> in preparation for caesarean section and post-operative care</li> </ul>  |
| K2.1.8: First aid and resuscitation techniques for babies   | <ul style="list-style-type: none"> <li>• Explain how to administer first aid to a baby for a range of <b>minor injuries</b></li> <li>• Explain how to administer Cardio Pulmonary Resuscitation (CPR) to a baby</li> <li>• Explain the importance of providing support to midwives in the administering of first aid and resuscitation in accordance with <b>agreed ways of working</b></li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain the importance of staying within limits of own competence and authority when performing first aid</li> </ul>   |
| K2.1.9: 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 | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</li> <li>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</li> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual's to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting individuals to wash, dress and use toilet facilities</li> <li>• Explain different reasons for urethral catheters being in place</li> <li>• Explain the importance of regularly monitoring urethral catheters</li> </ul> |

| Option 2 Knowledge: Senior HCSW (Maternity Support)  |   |
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| 2.2 Assist with caring for babies  |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K2.2.1: Local security procedures  | <ul style="list-style-type: none"> <li>• Explain the importance of local security procedures in the context of caring for babies</li> <li>• Explain how local security procedures relate to own role and others</li> <li>• Identify where to find information about security procedures</li> </ul>  |
| K2.2.2: The range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of babies</li> <li>• Identify the normal ranges for babies physiological states</li> <li>• Explain the importance of reporting deviations in accordance with <b>agreed ways of working</b></li> <li>• Identify the range of types of equipment used for measuring the physiological state of babies</li> <li>• Explain how to check that measuring equipment is in working order</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>   |
| K2.2.3: The routine health baby observations  | <ul style="list-style-type: none"> <li>• Describe a range of <b>routine health baby observations</b> carried out in the context of caring for babies</li> <li>• Explain the importance of conducting routine healthy baby observations in accordance with <b>agreed ways of working</b></li> </ul>   |
| K2.2.4: Ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary | <ul style="list-style-type: none"> <li>• Explain the importance of meeting the nutritional needs of babies</li> <li>• Describe a range of <b>breastfeeding techniques</b> including position and comfort</li> <li>• Explain how to use breast pumps, the use of hand presses and how to assist with the syringe feeding of expressed milk</li> <li>• Explain how to sterilise equipment associated with feeding babies</li> <li>• Explain how to feed babies using cup and bottle feeding</li> <li>• Explain the steps required for the preparation of formula milk</li> <li>• Describe the factors which can influence the choice of using formula milk, breastfeeding or a combination of both</li> <li>• Explain the importance of supporting women to feed their babies while taking into account their preferences and ensuring others do so in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of staying within limits of own competence and authority when supporting mothers to breastfeed</li> </ul> |

| Option 2 Knowledge: Senior HCSW (Maternity Support)                                   |   |
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| 2.3 Support mothers and birthing partners   |   |
| The apprentice will understand  | Indicative assessment criteria  |
| K2.3.1: Ways to interact and care for babies including promoting skin to skin contact | <ul style="list-style-type: none"> <li>• Describe the <b>benefits of skin to skin contact</b> between mothers and their babies</li> <li>• Describe different ways for mothers to interact with and care for their babies</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Explain how to promote skin to skin contact, interaction and care while taking into account the preferences of mothers</li> </ul>  |
| K2.3.2: How to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies; ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required | <ul style="list-style-type: none"> <li>• Explain how to provide advice and information to mothers relating to feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies</li> <li>• Explain the importance of ensuring that the advice and information given by self and others to mothers is accurate, up to date and in accordance with <b>agreed ways of working</b></li> <li>• Identify where to find additional sources of advice and information</li> <li>• Explain how to support bereaved families including where to direct them to further advice and support</li> <li>• Describe how to assist families with photographing and creating memories in accordance with their preferences</li> <li>• Explain the importance of staying within limits of own competence and authority when providing advice and information to mothers</li> </ul> |

| Option 3 Knowledge: Senior HCSW (Theatre Support)   |  |
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| 3.1 Assist healthcare practitioners with delegated clinical tasks   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K3.1.1: Factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery | <ul style="list-style-type: none"> <li>• Explain the factors to take into consideration when choosing a site for the attachment of <b>surgical instruments</b> in accordance with <b>agreed ways of working</b></li> <li>• Describe how to use skin preparation agents and surgical drapes in the context of theatre support</li> <li>• Explain ways in which to position individuals for surgery</li> </ul> |
| K3.1.2: Pre and post-operative checks; the steps for safer surgery  | <ul style="list-style-type: none"> <li>• Explain the purpose of carrying out <b>pre and post-operative checks</b></li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Describe the steps involved in a range of pre and post-operative checks</li> <li>• Explain methods used to ensure increase safety in surgery in accordance with agreed ways of working</li> </ul>  |
| K3.1.3: The theatre team, its protocols and how it fits within the organisational structure  | <ul style="list-style-type: none"> <li>• Describe the role and responsibilities of different members of a theatre team</li> <li>• Describe how own role and responsibilities relate to others in a theatre team</li> <li>• Explain the protocols which apply to the conduct of a theatre team and how they relate to <b>legislation, policies and local ways of working</b></li> <li>• Explain the importance of ensuring that others are aware of and adhere to protocols</li> <li>• Explain the relationship between a theatre team and the structure of the wider organisation</li> </ul>  |
| K3.1.4: The range of physiological states that can be measured and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine a range of <b>physiological states</b></li> <li>• Explain the potential impact of anaesthesia on a range of <b>physiological states</b></li> <li>• Explain the principles of <b>advocacy</b> and how they are applied to both unconscious and conscious patients</li> <li>• Explain the principles of chaperoning patients</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the principles of advocacy and chaperoning</li> <li>• Explain how surgery can impact an individual's <b>mental capacity</b></li> </ul> |
| K3.1.5: The purpose for recording an individual's body fluid; factors that affect input and output and wound drainage  | <ul style="list-style-type: none"> <li>• Explain the purpose of recording an individual's body fluid</li> <li>• Describe methods used to record an individual's body fluid</li> <li>• Explain the principles of input, output and wound drainage</li> <li>• Explain the factors that can affect input, output and wound drainage</li> </ul>   |
| K3.1.6: Potential hazards; how to report issues; common adverse reactions to   | <ul style="list-style-type: none"> <li>• Describe a range of hazards present in the context of theatre support</li> </ul>   |

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| <p>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</p>   | <ul style="list-style-type: none"> <li>• Explain the importance of identifying issues and reporting them in accordance with <b>agreed ways of working</b></li> <li>• Describe <b>common adverse reactions</b> to anaesthesia</li> <li>• Explain the importance of reporting deviations from normal in accordance with <b>agreed ways of working</b></li> <li>• Identify common causes of <b>infection</b> and how they can spread</li> <li>• Explain standard precautions that are followed to prevent and control infections</li> <li>• Explain ways to avoid compromising and actions to take in instances of breakdowns in sterile fields</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the principles of infection prevention and control</li> </ul> |
| <p>K3.1.7: Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products</p>   | <ul style="list-style-type: none"> <li>• Explain reasons why <b>clinical specimens</b> are obtained in the context of theatre support</li> <li>• Describe the types and uses of containers and transport relevant to storing and dispatching clinical specimens</li> <li>• Describe the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens</li> </ul>   |
| <p>K3.1.8: How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased</p> | <ul style="list-style-type: none"> <li>• Describe the principles of pre and post-operative surgery including disposal of body parts, preparation for planned surgery and organ donor processes</li> <li>• Explain how the beliefs or culture of patients can impact on their preferences in the context of pre and post-operative surgery</li> <li>• Explain the importance of ensuring that others are aware of and respectful</li> </ul>  |



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|  | <p>towards the beliefs, culture and preferences of patients</p> <ul style="list-style-type: none"> <li>• Explain the principles of the end of life phase</li> <li>• Describe factors which impact on the care of the dying or deceased</li> </ul> |
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| Option 3 Knowledge: Senior HCSW (Theatre Support)  |   |
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| 3.2 Support individuals  |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K3.2.1: Ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual's ability to move independently; the effects of pre-medication and anaesthesia | <ul style="list-style-type: none"> <li>• Explain the importance of keeping individuals informed about what is happening, the reasons why and the people involved in the context of theatre support</li> <li>• Describe ways of ensuring that individuals are kept informed of what is happening and understands the reasons why in accordance with <b>agreed ways of working</b></li> <li>• Describe how to interpret verbal and non-verbal indicators in order to determine the ability of an individual to move independently</li> <li>• Explain the effects of pre-medication and anaesthesia on the ability of an individual to move</li> </ul> |
| K3.2.2: Safe moving and handling techniques that maintain an individual's privacy and dignity  | <ul style="list-style-type: none"> <li>• Explain the importance of maintaining the privacy and dignity of individuals in the context of theatre support</li> <li>• Explain the principles of moving and handling people safely and in a way which maintains privacy and dignity</li> <li>• Explain own role in ensuring that others move and handle people safely and in a way which maintains privacy and dignity</li> </ul>   |

| Option 3 Knowledge: Senior HCSW (Theatre Support)   |  |
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| 3.3 Equipment and resources   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K3.3.1: The types, purpose and function of surgical instruments and supplementary items used in theatre | <ul style="list-style-type: none"> <li>• Describe a range of types of <b>surgical instruments</b></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Explain the purpose and functions of surgical instruments and supplementary items in the context of theatre support</li> </ul>   |
| K3.3.2: 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 | <ul style="list-style-type: none"> <li>• Explain the importance of maintaining an audit trail relating to the use of items and sharps used in accordance with <b>agreed ways of working</b></li> <li>• Describe how to identify, measure, account for and record the use of items and sharps</li> <li>• Explain the principles of <b>local ways of working</b> and procedures relevant to instrument counts</li> <li>• Explain the actions to take in instances of missing swabs, sharps, instruments or disposable items</li> <li>• Explain the relationship between the cost of using items, the time taken and the overall commissioning of surgical procedures</li> </ul> |

| Option 4 knowledge: Senior HCSW (Mental Health Support)  |  |
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| 4.1 Assist with delegated clinical tasks and therapeutic interventions   |  |
| The apprentice will understand   | Indicative assessment criteria   |
| K4.1.1: Current legal policy and service frameworks for mental health; the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy | <ul style="list-style-type: none"> <li>• Explain the importance of current legal policy and service frameworks for mental health including <b>legislative requirements</b></li> <li>• Explain the impact of legal policy and service frameworks on the <b>agreed ways of working</b> for interventions including the rights of people using services, giving formal or informal support and the role of advocacy</li> </ul>                                      |
| K4.1.2: The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults, how to check they are in working order                                   | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul> |

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| K4.1.3: A range of communication techniques relevant to mental health situations, including dealing with barriers to communication  | <ul style="list-style-type: none"> <li>• Explain a range of communication techniques relevant to mental health support including <b>therapeutic communication techniques, verbal and non-verbal communication</b></li> <li>• Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others</li> <li>• Explain how to overcome or reduce <b>barriers to communication</b> in the context of mental health support</li> </ul> |
| K4.1.4: The nature of mental health well-being; the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion | <ul style="list-style-type: none"> <li>• Explain the relationship between mental health and wellbeing</li> <li>• Explain the characteristics of the <b>main forms of mental ill health</b> in accordance with the <b>psychiatric (DSM/ICD) classification system</b></li> <li>• Explain the range of <b>impacts</b> associated with the main forms of mental ill health</li> </ul>  |
| K4.1.5: Main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention   | <ul style="list-style-type: none"> <li>• Explain the importance of adhering to national guidelines in relation to interventions in mental health</li> <li>• Explain the strengths and limitations of the main interventions in mental health</li> <li>• Explain the factors taken into considering when choosing an intervention</li> <li>• Compare the benefits of early intervention with those of late interventions</li> </ul>  |

| Option 4 Knowledge: Senior HCSW (Mental Health Support)   |   |
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| 4.2 Support individuals   |   |
| The apprentice will understand  | Indicative assessment criteria  |
| K4.2.1: The needs of people with mental ill health and those supporting them at key stages and through times of change or transition; how and when to refer; the impact of the individual's mental ill-health | <ul style="list-style-type: none"> <li>• Describe the needs of individuals with <b>mental ill health</b> at key stages and through <b>times of change or transition</b></li> <li>• Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health</li> <li>• Explain how to assist others involved in supporting individuals with mental ill health</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Explain situations in which to refer an individual and how to go about this</li> <li>• Describe the <b>impact</b> mental ill health can have on an individual</li> </ul>   |
| K4.2.2: A range of coping strategies and skills; sources of specialist support | <ul style="list-style-type: none"> <li>• Explain the importance of coping with the challenges posed by mental ill health</li> <li>• Compare a range of different strategies and skills used for coping with mental ill health</li> <li>• Explain the various <b>sources of specialist support</b> available in relation to mental ill health</li> </ul> |

| Option 4 Knowledge: Senior HCSW (Mental Health Support)                                     |  |
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| 4.3 Risk assessment and risk management   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K4.3.1: Risk factors, a range of triggers which may occur and the impact of the environment | <ul style="list-style-type: none"> <li>• Explain the <b>risk factors</b> present in the context of mental health support</li> <li>• Explain the types of risk factor triggers which may occur</li> <li>• Explain the relationship between the environment and risk factors</li> </ul>  |
| K4.3.2: Prevention and risk reduction strategies  | <ul style="list-style-type: none"> <li>• Explain the purpose of prevention and risk reduction strategies in relation to mental health support</li> <li>• Identify the <b>types of risks</b> which prevention and risk reduction strategies are designed to limit</li> <li>• Explain the limitations of prevention and risk reduction strategies</li> </ul>                               |
| K4.3.3: Ways to review/protect own mental health and wellbeing                              | <ul style="list-style-type: none"> <li>• Explain the importance of reviewing and protecting own mental health and wellbeing and encouraging others to do likewise</li> <li>• Describe ways in which to review and protect own mental health and wellbeing</li> <li>• Identify sources of support available in the event of concerns regarding own mental health and wellbeing</li> </ul> |

## Option 5 Knowledge: Senior HCSW (Children and Young People)

### 5.1 Assist with clinical tasks

| The apprentice will understand   | Indicative assessment criteria   |
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| K5.1.1: Current legal policy and service frameworks for CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests;'                 | <ul style="list-style-type: none"> <li>• Explain the importance of current legal policy and service frameworks for CYP including <b>requirements</b></li> <li>• Explain the difference between consent and proxy consent</li> <li>• Explain the impact of legal policy and service frameworks on the <b>agreed ways of working</b> in relation to safeguarding of CYP, consent and proxy consent, parental responsibility and acting in a child's best interests</li> </ul>  |
| K5.1.2: 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                                   | <ul style="list-style-type: none"> <li>• Explain the scope of <b>routine clinical tasks</b> relevant to CYP support roles</li> <li>• Identify routine clinical tasks which may be delegated to others</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</li> <li>• Explain the importance of organisational care plans and protocols to routine clinical tasks</li> <li>• Explain how to promote the self-management and independence of CYP where possible</li> </ul> |
| K5.1.3: Anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability   | <ul style="list-style-type: none"> <li>• Define the terms '<b>anatomy</b>', '<b>physiology</b>' and '<b>pathophysiology</b>'</li> <li>• Explain the anatomical, physiological and pathophysiological characteristics of children</li> <li>• Describe the features of key stages of development of CYP</li> <li>• Explain the functional changes experienced by CYP associated with a variety of diseases and injuries</li> <li>• Explain techniques which can be used to support CYP with physical or learning disabilities</li> </ul>                 |
| K5.1.4: What is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines | <ul style="list-style-type: none"> <li>• Define what is meant by '<b>life-limiting conditions</b>'</li> <li>• Explain the impact that life-limiting conditions can have on child development</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Describe the characteristics of the end of life phase</li> <li>• Explain the principles of <b>national and local guidelines</b> relating to the end of life phase</li> <li>• Explain the factors which impact on the care of the dying or deceased in line with national and local guidelines</li> </ul>   |
| K5.1.5: 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; | <ul style="list-style-type: none"> <li>• Explain the principles of <b>patient centred care</b></li> <li>• Explain the importance of establishing the scope of the bond or relationship between a CYP and their parent</li> <li>• Explain how working in partnership with families and carers can enhance the delivery of family-centred care</li> <li>• Explain the importance of actively listening to the opinions and concerns of a CYP and their parent or carer</li> <li>• Explain the importance of taking into account the choices of a CYP's family</li> <li>• Describe the scope of the social and educational needs of CYPs</li> <li>• Explain the importance of supporting CYPs in the context of their social and educational needs</li> <li>• Explain how to promote to others in the workplace the importance of partnerships with CYPs, families and carers</li> </ul> |
| K5.1.6: Specific moving and positioning techniques to use with CYPs   | <ul style="list-style-type: none"> <li>• Explain the principles of moving and positioning CYPs safely</li> <li>• Explain the importance carrying out moving and positioning tasks in line with <b>agreed ways of working</b></li> <li>• Explain own role in ensuring that others move and position CYPs safely in line with the <b>agreed ways of working</b></li> </ul>  |
| K5.1.7: Where to source equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation  | <ul style="list-style-type: none"> <li>• Identify the equipment and resources requirements of clinical tasks associated with CYP care</li> <li>• Explain where to source additional equipment and resources</li> <li>• Explain the importance of ensuring others under supervision source</li> </ul>  |

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|   | <p>equipment and resources appropriately and report any shortages</p> <ul style="list-style-type: none"> <li>• Identify the different roles in multidisciplinary teams in the context of CYP care</li> <li>• Explain the importance of establishing and maintaining communication with the multidisciplinary team</li> <li>• Explain how escalate and ensure others escalate appropriately in accordance with agreed ways of working</li> </ul> |
| K5.1.8: The discharge process, the availability of services offered by the extended health and social care system | <ul style="list-style-type: none"> <li>• Describe the discharge process which operates at own place of work</li> <li>• Explain the importance of ensuring the discharge process is followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the availability and types of services offered by the extended health and social care system for CYPs who have been discharged</li> </ul>                                       |

| Option 5 Knowledge: Senior HCSW (Children and Young People)  |  |
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| 5.2 Activities of daily living   |  |
| The apprentice will understand   | Indicative assessment criteria   |
| K5.2.1: The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care  | <ul style="list-style-type: none"> <li>• Explain the principles of <b>family-centred care</b></li> <li>• Explain the importance of promoting family-centred care to others including the participation of CYPs and their families and carers in the delivery of care</li> </ul>  |
| K5.2.2: Approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long term conditions on a CYP's physical and mental health and well-being | <ul style="list-style-type: none"> <li>• Describe the principles of national public health agendas</li> <li>• Explain ways to promote health and wellbeing in the context of CYP care through the national public health agenda</li> <li>• Identify typical long term conditions experienced by CYPs</li> <li>• Describe the potential impact on a CYPs physical health, mental health and wellbeing of a range of long term conditions</li> </ul> |

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| <p>K5.2.3: Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover</p>                              | <ul style="list-style-type: none"> <li>• Describe the characteristics of a range of common childhood illnesses</li> <li>• Explain the impact of common childhood illnesses on <b>activities of daily living</b></li> <li>• Explain ways to support CYPs to develop, maintain and recover activities of daily living in the context of common childhood illnesses</li> <li>• Explain the importance of staying within limits of own competence and authority when supporting a CYPs <b>activities of daily living</b></li> </ul>   |
| <p>K5.2.4: 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> | <ul style="list-style-type: none"> <li>• Explain the relationship of nutrition and hydration with the health and development of CYPs</li> <li>• Explain the effects of poor nutrition and dehydration on CYPs</li> <li>• Explain types of support in relation to nutrition which can be provided to CYPs</li> <li>• Explain the benefits of breast feeding as a source of nutrition and hydration</li> <li>• Explain how to encourage and promote an awareness of nutrition, hydration and breastfeeding amongst families, carers and others</li> </ul>                                 |
| <p>K5.2.5: 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>   | <ul style="list-style-type: none"> <li>• Describe techniques used to support CYPs to wash, dress and use toilet facilities in the context of CYP care</li> <li>• Explain ways to manage situations in which CYPs cannot wash, dress or use toilet facilities for themselves</li> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support CYPs to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting CYPs to wash, dress and use toilet facilities</li> </ul> |
| <p>K5.2.6: How to help CYP to be mobile and the importance of rest and sleep</p>  | <ul style="list-style-type: none"> <li>• Describe techniques used to support CYPs to maintain or improve their mobility in the context of CYP care</li> <li>• Explain the relationship of rest and sleep with health and wellbeing</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>• Explain the effects of sleep deprivation or lack of rest on CYPs</li> </ul>   |
| K5.2.7: The implications of national and global immunisations programmes   | <ul style="list-style-type: none"> <li>• Describe the purpose of current national and global immunisations programmes</li> <li>• Explain the relationship between national and global immunisations programmes and <b>legislation, policies and local ways of working</b></li> </ul>   |
| K5.2.8: The impact of long term illness and hospitalisation can have on CYP  | <ul style="list-style-type: none"> <li>• Identify long term illnesses experienced by childhood illnesses</li> <li>• Describe situations in which CYPs may be hospitalised for long periods of time</li> <li>• Explain the potential effects of different long term illnesses and hospitalisation on CYPs</li> <li>• Explain the importance of ensuring families, carers and others are aware of the effects of long term illnesses and hospitalisation on CYPs</li> </ul>  |
| K5.2.9: A range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect | <ul style="list-style-type: none"> <li>• Describe the principles of parenting and different parenting skills</li> <li>• Explain the importance of promoting bonding and attachment between carers, families and CYPs</li> <li>• Explain techniques which can be used to promote bonding and attachment in accordance with agreed ways of working</li> <li>• Define the term '<b>immunisation</b>'</li> <li>• Explain the principles of the current public health agenda in relation to immunisation, healthy eating, mental health and self-harm awareness for CYPs</li> <li>• Explain the importance of promoting the public health agenda to CYPs, families, carers and others</li> <li>• Explain the importance of protecting CYPs from abuse and neglect</li> <li>• Explain the techniques and support available to help detect and protect CYPs from abuse and neglect</li> </ul> |

## Option 5 Knowledge: Senior HCSW (Children and Young People)

### 5.3 Child development

| The apprentice will understand   | Indicative assessment criteria  |
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| K5.3.1: Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestones; puberty; therapeutic play and distraction techniques | <ul style="list-style-type: none"> <li>• Compare the <b>scope of development</b> of children who are well and those who are sick</li> <li>• Describe the expected stages of development of children</li> <li>• Describe the characteristics of the stage of <b>puberty</b></li> <li>• Explain how illnesses can impact on the developmental milestones of children</li> <li>• Explain a range of therapeutic play and distraction techniques which can be used in the context of CYP care</li> <li>• Explain the benefits of using therapeutic play and distraction techniques</li> <li>• Explain the importance of promoting an awareness of child development, the impact of illness on development and therapeutic play and distraction techniques to carers, families and others</li> </ul> |
| K5.3.2: The key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication   | <ul style="list-style-type: none"> <li>• Explain the key principles of underpinning communication with CYPs, families, carers, education providers and other services</li> <li>• Explain the importance of adapting communication in accordance with the age group of the recipient and ensuring others do so</li> <li>• Describe a range of age-appropriate communication techniques</li> <li>• Explain how to overcome or reduce <b>barriers to communication</b> in the context communicating with CYPs</li> </ul>   |
| K5.3.3: What is meant by transitions for CYP; supporting independent decision making; signposting to other services  | <ul style="list-style-type: none"> <li>• Define what is meant by <b>'transitions for CYPs'</b></li> <li>• Explain the importance of supporting the independent decision making of CYPs and ensuring others support this</li> <li>• Describe a range of techniques to encourage or support independent decision making by CYPs</li> <li>• Explain the range of additional services available to CYPs and how to signpost</li> </ul>  |

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|  | CYPs, carers and families to them in accordance with <b>agreed ways of working</b> |
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| <b>Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)</b><br><b>6.1 Assist with delegated therapeutic or clinical tasks and interventions</b>   |  |
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| <b>The apprentice will understand</b>   | <b>Indicative assessment criteria</b>  |
| K6.1.1: Basic human anatomy and physiology  | <ul style="list-style-type: none"> <li>Define the terms '<b>anatomy</b>' and '<b>physiology</b>'</li> <li>Explain the basic anatomical and physiological characteristics of humans</li> </ul>  |
| K6.1.2: 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 | <ul style="list-style-type: none"> <li>Explain the scope of <b>routine and complex clinical tasks</b> in the context of AHP therapy support</li> <li>Explain the scope of <b>therapeutic interventions</b> in the context of AHP therapy support</li> <li>Explain the importance of standardising approaches in relation to managing an individual's function</li> <li>Explain how own role relates to standard approaches to identify, manage, rehabilitate or maximise an individual's function</li> </ul> |
| K6.1.3: Local clinical risk assessments and management plans relevant to the setting  | <ul style="list-style-type: none"> <li>Describe the process to follow when carrying out a local clinical risk assessment</li> <li>Describe ways of minimising risk in a clinical setting</li> <li>Explain how the outcomes of local clinical risk assessments are communicated to other employees</li> <li>Explain the purpose of management plans relevant to the clinical setting</li> </ul>   |
| K6.1.4: The impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress                               | <ul style="list-style-type: none"> <li>Describe the features of key stages of development of growth, development and ageing in humans</li> <li>Explain the impact on physical and mental function and wellbeing experienced as a result of growing, developing and ageing</li> <li>Define the term '<b>frailty</b>' in the context of therapy support</li> <li>Explain the principles of the end of life phase</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Describe the potential impact of disease progress on the end of life phase</li> </ul>  |
| K6.1.5: 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   | <ul style="list-style-type: none"> <li>• Describe the referral and discharge processes which operate at own place of work</li> <li>• Explain the importance of ensuring that referral and discharge processes are followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the functions, availability, eligibility and limitations of wider services offered within own organisation and by the extended health and social care system for individuals who have been discharged</li> <li>• Describe situations in which it is appropriate to signpost individuals to the wider services offered</li> <li>• Explain methods used to signpost individuals to the wider services offered</li> </ul> |
| K6.1.6: How to assess that the environment is appropriate for the therapeutic or clinical task   | <ul style="list-style-type: none"> <li>• Explain the importance of assessing that the environment is appropriate for the carrying out of therapeutic and clinical tasks in accordance with <b>agreed ways of working</b></li> <li>• Describe methods used to assess whether the environment is appropriate for the carrying out of therapeutic and clinical tasks</li> <li>• Explain the processes for rectifying and reporting factors which prevent the environment being suitable for therapeutic and clinical tasks</li> </ul>  |
| K6.1.7: The potential impact of difficulties or impairments on someone's ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person's functioning; how someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly | <ul style="list-style-type: none"> <li>• Describe different <b>types of impairment</b></li> <li>• Explain the potential impact of impairment on an individual's ability to function in their environment</li> <li>• Explain the benefits of individual's participating in tasks</li> <li>• Describe methods used to adapt or change tasks to promote participation including identifying an individual's reasons for their unwillingness or inability to participate</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain how an individual's overall wellbeing or underlying condition may affect the way they present</li> <li>• Explain how to adapt in order to meet the needs of an individual's wellbeing or underlying condition</li> </ul>   |
| K6.1.8: Clinical precautions; how to identify, monitor and escalate | <ul style="list-style-type: none"> <li>• Explain the clinical precautions that are followed in own therapy support setting</li> <li>• Describe a range of <b>potential issues</b> of concern experienced by individuals in the context of therapy support</li> <li>• Explain how to identify, monitor and escalate issues of concern in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of ensuring that others are aware of and use methods to identify, monitor and escalate issues of concern</li> </ul> |
| K6.1.9: A range of outcome measures related to your role            | <ul style="list-style-type: none"> <li>• Explain the concept and purpose of <b>outcome measures</b></li> <li>• Describe a range of outcome measures used at place of own work and how they relate to own role</li> </ul>  |

| Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)  |  |
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| 6.2 Support, educate and enable individuals with their health and wellbeing   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K6.2.1: The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention; | <ul style="list-style-type: none"> <li>• Explain the principles of the care planning process which operates in own work setting</li> <li>• Explain the purpose of interventions in relation to physical and mental wellbeing in the context of therapy support</li> <li>• Describe the main types of intervention</li> <li>• Describe the principles of <b>legislation, policies and local ways of working</b> that relate to interventions in the context of therapy support</li> <li>• Explain the outcomes which can be anticipated following own interventions</li> <li>• Explain the importance of ensuring that others are aware of and adhere to planning processes, legislation, policies and local ways of working</li> </ul> |

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| <p>K6.2.2: 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> | <ul style="list-style-type: none"> <li>• Explain the importance of independence, social integration and recovery to individuals and the barriers which can prevent this</li> <li>• Describe ways in which to enable and encourage an individual experience greater independence, social integration and recovery</li> <li>• Explain the importance self-management, emotional resilience, personal development and growth for individuals</li> <li>• Describe methods for encouraging individuals to develop in ways which will help to avoid relapses</li> <li>• Describe a range of <b>activities of daily living</b></li> <li>• Explain the skills required for activities of daily living relevant to own role and work setting</li> </ul> |
| <p>K6.2.3: Your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required</p>                                  | <ul style="list-style-type: none"> <li>• Describe the responsibilities of own role in relation to AHP support education</li> <li>• Explain the relationship between own role in AHP support education with that of registered AHPs</li> <li>• Explain how to provide information and advice in accordance with <b>agreed ways of working</b></li> <li>• Explain the principles of group work and presentation skills</li> <li>• Describe techniques which can be used to monitor progress</li> <li>• Describe the processes for monitoring progress, reporting and referring as required in own work setting</li> </ul>  |
| <p>K6.2.4: Local activities and resources and how to signpost people to them</p>   | <ul style="list-style-type: none"> <li>• Describe <b>local activities and resources</b> available to people</li> <li>• Explain the importance of signposting people to local activities and resources</li> </ul>   |

| <b>Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)</b><br><b>6.3 Equipment and resources</b> |                                |
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| The apprentice will understand  | Indicative assessment criteria |

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| <p>K6.3.1: 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> | <ul style="list-style-type: none"> <li>• Describe the range of <b>equipment</b>, assistive devices and resources used in own role in therapy support</li> <li>• Explain the purpose and methods of using the equipment, assistive devices and resources</li> <li>• Explain the benefits, risks and limitations for using each type of equipment</li> <li>• Describe examples of situations in which certain types of equipment should not be used</li> <li>• Describe the techniques used to maintain, clean, store and handle each type of equipment</li> <li>• Explain the importance of adhering to manufacturer's guidelines and <b>agreed ways of working</b></li> <li>• Explain the processes to follow when accessing, ordering, maintaining and monitoring stock</li> <li>• Explain the importance of ensuring that others use, maintain and manage equipment and stock correctly</li> </ul> |
| <p>K6.3.2: How the equipment is used safely; how it can meet individual's needs and be adapted within a given range</p>  | <ul style="list-style-type: none"> <li>• Explain the importance of checking that equipment is used safely and ensuring others do so</li> <li>• Explain how equipment can be used to meet an individual's needs</li> <li>• Explain the benefits of adapting equipment to meet an individual's needs within a specified range and reinstating as appropriate</li> </ul>  |
| <p>K6.3.3: 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>  | <ul style="list-style-type: none"> <li>• Explain how to escalate concerns about equipment lack of availability or inadequacies in accordance with <b>agreed ways of working</b></li> <li>• Describe how to report faults, carry out maintenance and safety of relevant instruments</li> <li>• Explain the importance of ensuring that others escalate concerns about equipment and contribute to maintenance and safety checks</li> </ul>  |
| <p>K6.3.4: The equipment and resources available to you; the client group you work</p>   | <ul style="list-style-type: none"> <li>• Describe the range of equipment and resources available in own role</li> </ul>  |

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| <p>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> | <ul style="list-style-type: none"> <li>• Describe the characteristics of the client group in own area of work</li> <li>• Explain how to use equipment in a way which reflects the characteristics of the client group including equipment type, purpose and function</li> <li>• Explain the importance of ensuring that others utilise equipment appropriately and in a way which reflects the characteristics of the client group</li> <li>• Explain the criteria for the provision of equipment</li> </ul> |
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## Short Answer Questions – Guidance on depth of answer

When preparing for end-point assessment, it is essential for apprentices to prepare for the short answer questions by attempting the mock questions. This preparation should include:

- ensuring that they have fully read the question to ensure all elements of it are addressed by their answer
- planning their answers to provide sufficient detail for the verb included at the beginning of the question (further guidance provided below).

The list below provides guidance on the level of detail apprentices will be required to supply in their answers. Please use this guidance when supporting apprentices to prepare for their short answer questions to ensure they have provided sufficient responses.

- **Analyse:** break down a topic into separate parts and examine each. Show how the main ideas of each part are related or why they are important-
- **Assess:** review the validity of a concept or information provided and consider the information to make a decision-
- **Explain:** provide a clear account of a concept by providing detailed information, giving reasons and showing how or why something is or isn't the case
- **Evaluate:** review evidence from different perspectives and come to a valid conclusion or reasoned judgement, considering the benefits and limitations
- **Illustrate:** give clear information on or a description of a subject, topic or process, with supporting examples
- **Identify:** determine the origin or nature of something by selecting or providing basic examples or information
- **Justify:** provide reasons for how a conclusion, action or explanation was formed; providing, using or quoting supporting evidence
- **Outline:** provide a brief description of the main points or features of a concept/idea/theory etc.
- **Establish:** show something to be the case, using given information
- **Distinguish:** show or recognise the difference between ideas or information
- **Critically compare:** examine two or more subjects in detail and establish any similarities and differences. Identify the positive aspects and limitations for each.-

## Grading the Multiple-Choice Test and Short-Answer Questions

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There are 30 multiple choice questions, each worth 1 mark and 4 short answer questions, each worth 5 marks. Each short answer question should be completed within a maximum of 250 words. The multiple-choice and short-answer test covers all knowledge requirements in the standard for both the core and optional specialism.

- To achieve a pass, apprentices must achieve 40-59% or above (20 marks)
- To achieve a merit, apprentices must achieve 60-74% or above (30 marks)
- To achieve a distinction, apprentices must achieve 75% or above (37 marks)

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Assessing the Practical Observation

- Practical Observation Guidance
- Before the Assessment
- Simulation
- Grading

## Practical Observation - guidance

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The end-point assessment plan states that the practical observation should be a minimum of 90 minutes and a recommended maximum, suggested by Highfield, of 120 minutes. It will be pre-planned and scheduled at a time when the apprentice will be undertaking their normal work in their normal place of work. To ensure coverage of the appropriate skills and behaviours areas of the standard, observations may be split or conducted on two separate occasions and this will need to be clearly organised during planning and evidenced within the documentation.

To pass the observation of practice the apprentice must be able to meet the following requirements. Those highlighted in bold must be seen during the observation. Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview:

**OB1: Treat people with dignity**, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

**OB2: Show respect and empathy for those you work with**, have the courage to challenge areas of concern, be adaptable, reliable and consistent

**OB3: Show discretion**, resilience and self-awareness

**OB4: Assist registered healthcare practitioners with clinical tasks**, working to best practice and following care plans

**OB5: Communicate effectively with individuals** using a range of techniques, **observe and record verbal and non-verbal communication**

**OB6: Follow the principles for equality, diversity and inclusion**

**OB7: Demonstrate what it means in practice to promote and provide person centred care and support**

**OB8: Work as part of a team**, seek help and guidance when you are not sure

**OB9: Maintain a safe and healthy working environment**

**OB10: Move and position individuals, equipment** and other items **safely**

**OB11: Use a range of techniques for infection prevention and control appropriate to the task undertaken**, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

Highfield recommend that a **maximum of 4 unemboldened** skills and/or behaviours can be carried over to the interview. The assessor will ask questions that allow the apprentice to demonstrate knowledge and their experience in these areas. The carry-over areas will be selected from the following elements:

OB1. Respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences

OB2. Have the courage to challenge areas of concern, be adaptable, reliable and consistent

OB3. (Show) resilience and self-awareness

- OB4. working to best practice
- OB5. (Communicate) using a range of techniques
- OB8. seek help and guidance when you are not sure
- OB10. (Move and position) and other items
- OB11. (Infection prevention and control) waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

The end-point assessor will carry out the practical observation which should enable the apprentice to evidence the skills and behaviours outlined above.

### Before the assessment:

Employer/Training Provider should:

- plan the practical observation to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date and location of the assessment
- ensure the apprentice knows which Senior Healthcare Support Worker standards will be assessed
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock observation is carried out by the apprentice in advance of the EPA with the training provider/employer giving feedback on any areas for improvement.

### Simulation

During the practical observation, where possible, situations and evidence should be naturally occurring, however, in order to ensure that all **emboldened** criteria can be covered, simulation will be allowed to ensure full coverage of Observation skill 5: ***observe and record verbal and non-verbal communication***, and *observation skills 10: **Move and position individuals, equipment and other items safely***, if necessary.

This should be arranged before the assessment takes place to give the best opportunity for all skills and behaviours to be met, if the employer/on-programme assessor feels that they are not likely to occur during the live observation. A suitable work environment and consenting individual(s) should be used to enable the apprentice to demonstrate the relevant skills. Those involved should not have a vested interest in the outcome of the assessment and do not have to be individuals being cared for.

Should the employer/on-programme assessor identify further emboldened observation skills and/or behaviours that are unlikely to be demonstrated naturally, Highfield Assessment should be notified of these prior to end-point assessment.

## **Grading**

The practical observation is graded a pass or fail.

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Assessing the Learning Journal and Interview

- Reflective journal and interview – guidance
- The interview
- Grading

## Learning Journal and Interview – guidance

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This guidance is provided to support training providers and employers with preparing apprentices for assessment gateway and end point assessment.

The learning journal and interview form a combined assessment method and will be assessed holistically, with a grade awarded as Pass, Merit or Distinction by the independent assessor. End-point assessors will review all evidence provided by the apprentice for this combined assessment method and make a final holistic judgement on the ability of the apprentice.

### Purpose of the learning journal

The learning journal is used to demonstrate the development of selected skills, values and behaviours from the standard, identified in the table below. Apprentices should be confident that their portfolio contains all required sources of evidence and reflective accounts (guidance provided below) and is clearly mapped to the standard in order for it to be assessed by the end-point assessor prior to the interview. Assessment of the learning journal will contribute to the overall final grade awarded for the learning journal and interview assessment method.

### When should the journal be completed?

The reflective accounts **must** be written in the final 3 months of the apprenticeship prior to gateway. Other supporting evidence submitted can be utilised from any point of the on-programme learning. Both from the learning journal and this must be collated in the final 3 months of the apprenticeship prior to gateway. The highest quality evidence is most likely to be generated towards the end of the on-programme period.

The learning journal must be made available at Gateway. Written submissions may be provided to Highfield in any format (such as e-portfolio). Access must be given to Highfield to only the learners who have been put forward for endpoint assessment.

### What is included in the journal?

The journal **must** include:

- a minimum of 3 reflective accounts completed by the apprentice which demonstrate their learning and application of skills development to their chosen optional specialism in addition to their values and behaviours (stated below) (total word-count should be 1000 words +/- 10%).
- A range of sources of evidence e.g. observations\* (a suggested observation template is included in this kit), documentation of their knowledge and skills development as well as their approach to the workplace (the values and behaviours).



\*direct observation in the workplace, can be utilised from any point of the on-programme learning. Observations should be undertaken by the on-programme assessor and/or employer and/or expert witnesses (observation record template provided in 'learning journal and Interview' templates section)

The reflections should:

- Demonstrate the ability to relate concepts and theories to current and future practice (required to pass)
  - Concepts and theories could be from: evidence-based practice, journal articles, Nursing and Midwifery Council research, Health and Care Professions Council, NICE research and recommendations, NHS Guidelines etc.
  - Reference to concepts and theories should be used to support reflections and assist with identifying the principles that underpin practice.
- Relate to the standards in table 1 for their selected option
- Be mapped to the relevant standards in table 1 (evidence reference grids provided within the 'Learning journal and Interview' templates section)
- Each section could include a brief introduction, main body (relating concepts and theories to current and future practice) and brief conclusion.
- other sources of evidence including for example, structured performance reviews between employer and apprentice, feedback from line manager, direct reports and peer observations, personal development planning, project plans/other work plans, data analysis activities, case studies, team meeting minutes, evidence of study days and training courses attended, evidence of mentoring or buddy support, testimonies from individuals who use services and/or their carers etc.

The apprentice **must** write a minimum of 3 reflective accounts that demonstrate the application of the below skills, values and behaviours in practice. It is important to state that the apprentice may attempt to cover all of the below skills in their reflections, however, as this component is assessed holistically, the interview will assess skills, values and behaviours that have not been fully achieved by the learning journal. The end-point assessor will make a final assessment decision based on all evidence provided for the learning journal and the interview. The reflective accounts must have a total word count of 1000 (+/- 10%) attached. The apprentice should use the grading guidance provided at the end of this section to support their preparation for end-point assessment.

The reflective accounts should reflect on the development of the following elements from the apprenticeship standard, depending on the apprentice's chosen option:

| <b>Table 1</b>  |   |
|---|---|
| <b>Standard Option:</b>                                     | <b>Apprentice will be able to:</b>  |
| <b>Option 1 Skills: Senior HCSW (Adult Nursing Support)</b> | <p><b>1.1 Assist with clinical tasks</b></p> <p>S1.1.1: Assist nurses with delegated clinical tasks</p> <p>S1.1.2: Undertake a range of physiological measurements on adults</p> <p>S1.1.3: Assist with tissue viability risk assessments</p> <p>S1.1.4: Assist with caring for wounds</p> <p>S1.1.5: Obtain and test samples and other specimens</p> <p>S1.1.6: Support frailty, end of life care</p> <p>S1.1.7: Contribute to discharge from services</p> <p>S1.1.8: Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control</p> <p>S1.1.9: Recognise limitations in mental capacity and respond appropriately</p> <p><b>1.2 Activities of daily living</b></p> <p>S1.2.1: Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition</p> <p>S1.2.2: Support or enable adults to eat, drink</p> <p>S1.2.3: Support or enable adults to wash and dress and use the toilet</p> <p>S1.2.4: Support adults to be mobile, rest, sleep, keep safe or express their sexuality</p> |
| <b>Option 2 Skills: Senior HCSW (Maternity Support)</b>     | <p><b>2.1 Assist with clinical tasks</b></p> <p>S2.1.1: Assist the maternity team with delegated clinical tasks</p> <p>S2.1.2: Recognise any deterioration in mental and emotional wellbeing and respond appropriately</p>  |

|  |   |
|--|---|
|  | <p>S2.1.3: Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises</p> <p>S2.1.4: Undertake a range of physiological measurements using the appropriate equipment</p> <p>S2.1.5: Obtain and test venous and capillary blood samples and other specimens</p> <p>S2.1.6: Assist other practitioners with performing ultrasound scans</p> <p>S2.1.7: Provide support to other practitioners with instrumental deliveries</p> <p>S2.1.8: Carry out Emergency First Aid and assist midwife with neonatal resuscitation</p> <p>S2.1.9: Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters</p> <p><b>2.2 Assist with caring for babies</b></p> <p>S2.2.1: Identify baby and provide wristband or label in line with local security procedures</p> <p>S2.2.2: Undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation</p> <p>S2.2.3: Care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities</p> <p>S2.2.4: Support parents to meet the hygiene and nutritional needs of baby</p> <p><b>2.3 Support mothers and birthing partners</b></p> <p>S2.3.1: Support parents/carers to interact with and care for their new-born baby</p> <p>S2.3.2: Provide reassurance to mothers and birthing partners, working in partnership with families to support individuals</p> |
| <b>Option 3 Knowledge: Senior HCSW (Theatre Support)</b> | <p><b>3.1 Assist healthcare practitioners with delegated clinical tasks</b></p> <p>S3.1.1: Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals</p> <p>S3.1.2: Complete pre and post-operative checklists</p> <p>S3.1.3: Take part in team briefing, patient sign in, timeout, sign out and debriefing</p>   |

|  |   |
|--|---|
|  | <p>S3.1.4: Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment</p> <p>S3.1.5: Measure and record an individual's body fluid balance</p> <p>S3.1.6: Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery</p> <p>S3.1.7: Assist in receiving, handling and dispatching clinical specimens or blood products</p> <p>S3.1.8: Support end of life care and care of the deceased</p> <p><b>3.2 Support individuals</b></p> <p>S3.2.1: Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery</p> <p>S3.2.2: Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned</p> <p><b>3.3 Equipment and resources</b></p> <p>S3.3.1: Prepare and provide surgical instrumentation and supplementary items for the surgical team</p> <p>S3.3.2: Carry out counts for swabs, sharps, instruments and disposable items</p> |
| <b>Option 4 knowledge: Senior HCSW (Mental Health Support)</b> | <p><b>4.1 Assist with delegated clinical tasks and therapeutic interventions</b></p> <p>S4.1.1: Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy</p> <p>S4.1.2: Undertake a range of physiological measurements on adults</p> <p>S4.1.3: Apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition</p> <p>S4.1.4: Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health</p> <p>S4.1.5: Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly</p> <p>S4.1.6: Observe, record and report changes; use proactive approaches to manage behaviour which challenges</p>   |

|   |   |
|---|---|
|   | <p><b>4.2 Support individuals</b></p> <p>S4.2.1: Take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society</p> <p>S4.2.2: Promote a recovery based approach enabling the individual to manage their condition</p> <p><b>4.3 Risk assessment and risk management</b></p> <p>S4.3.1: Identify situations when you need additional support to communicate and build relationships</p> <p>S4.3.2: Involve carers and family members in risk management processes</p>   |
| <p><b>Option 5 Knowledge: Senior HCSW (Children and Young People)</b></p> | <p><b>5.1 Assist with clinical tasks</b></p> <p>S5.1.1: Assist nurses with delegated clinical tasks in line with current legislation and policy</p> <p>S5.1.2: Support the CYP before, during and after clinical or therapeutic procedures</p> <p>S5.1.3: Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer</p> <p>S5.1.4: Support life-limiting conditions and contribute to end of life care</p> <p>S5.1.5: Recognise limitations in mental capacity and respond appropriately</p> <p>S5.1.6: Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control</p> <p>S5.1.7: Contribute to discharge from services</p> <p><b>5.2 Activities of daily living</b></p> <p>S5.2.1: Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax</p> <p>S5.2.2: Develop positive relationships with CYP</p> <p>S5.2.3: Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition</p> |

|   |   |
|---|---|
|   | <p>S5.2.4: Support parents, families and carers to meet the needs of the CYP</p> <p>S5.2.5: Support nutrition and hydration</p> <p>S5.2.6: Support continence, washing and dressing</p> <p>S5.2.7: Support mobility, rest, sleep, keeping safe or expressing sexuality</p> <p>S5.2.8: Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP</p> <p><b>5.3 Child development</b></p> <p>S5.3.1: Support the development of CYP through therapeutic play and learning</p> <p>S5.3.2: Support CYP through transitions</p>  |
| <b>Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)</b> | <p><b>6.1 Assist with delegated therapeutic or clinical tasks and interventions</b></p> <p>S6.1.1: Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy</p> <p>S6.1.2: Assist with clinical risk assessments</p> <p>S6.1.3: Contribute to referrals to or discharge from services</p> <p>S6.1.4: Monitor and maintain the environment</p> <p>S6.1.5: Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate</p> <p>S6.1.6: Enable individuals to meet optimum potential</p> <p>S6.1.7: Record interventions and progress against defined outcome measures</p> <p><b>6.2 Support, educate and enable individuals with their health and wellbeing</b></p> <p>S6.2.1: Provide support in line with care plans</p> <p>S6.2.2: Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life</p> |

|  |   |
|--|---|
|  | <p>S6.2.3: Enable health and wellbeing by supporting or facilitating individual or group sessions</p> <p>S6.2.4: Support people to engage in the community and access activities or resources in line with their treatment goals</p> <p><b>6.3 Equipment and resources</b></p> <p>S6.3.1: Identify, order or fit a defined range of equipment or resources</p> <p>S6.3.2: Demonstrate or teach safe and appropriate use of equipment</p> <p>S6.3.3: Identify when equipment, or its use, is unsafe, adapting within a given range or escalating</p> <p>S6.3.4: Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure</p> |
|--|---|

## Guidance for producing the learning journal

The following guidance is **recommended** by Highfield Assessment.

- The learning journal should be split into two or three sections, depending on the number of outcomes within their optional pathway, e.g.
  - Adult nursing – 2 sections
  - Maternity – 3 sections
  - Theatre – 3 sections
  - Mental health – 3 sections
  - CYP – 3 sections
  - AHP (Therapy) – 3 sections
- The sections combined should total 1000 words (+/- 10%).
- Within each section, apprentices should plan their reflections to ensure the elements in table 1 are being achieved in addition to ensuring the requirements for Pass, Merit and Distinction can be achieved and/or attempted (for merit and distinction)
- The learning journal should provide evidence that has been clearly mapped to the elements of the standard highlighted above (required to pass)
- Each section should include a brief introduction, main body (relating concepts and theories to current and future practice (required to pass)) and brief conclusion (required to pass):
  - Concepts and theories could be from: evidence-based practice, journal articles, Nursing and Midwifery Council research, Health and Care Professions Council, NICE research and recommendations, NHS Guidelines etc.
  - Reference to concepts and theories should be used to support reflections and assist with identifying the principles that underpin your practice.



### Adult nursing support:

| Section 1: Assist with clinical tasks   | Section 2: Activities of daily living   |
|---|---|
| Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   |
| Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> |
| Conclusion: Summary of your main points   | Conclusion: Summary of your main points   |

### Maternity support:

| Section 1: Assist with clinical tasks   | Section 2: Assist with caring for babies  | Section 3: Support mothers and birthing partners  |
|---|---|---|
| Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   |
| Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> |
| Conclusion: Summary of your main points   | Conclusion: Summary of your main points   | Conclusion: Summary of your main points   |

### Theatre support:

| Section 1: Assist healthcare practitioners with delegated clinical tasks  | Section 2: Support individuals  | Section 3: Equipment and resources  |
|---|---|---|
| Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   |
| Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> |
| Conclusion: Summary of your main points   | Conclusion: Summary of your main points   | Conclusion: Summary of your main points   |

### Mental health support:

| <b>Section 1: Assist with delegated clinical tasks and therapeutic interventions</b>                              | <b>Section 2: Support individuals</b>   | <b>Section 3: Risk assessment and risk management</b>   |
|---|---|---|
| Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   |
| Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> |
| Conclusion: Summary of your main points   | Conclusion: Summary of your main points   | Conclusion: Summary of your main points   |

### Children and Young People Support:

| <b>Section 1: Assist with clinical tasks</b>  | <b>Section 2: Activities of daily living</b>  | <b>Section 3: Child development</b>   |
|---|---|---|
| Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   |
| Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> |
| Conclusion: Summary of your main points   | Conclusion: Summary of your main points   | Conclusion: Summary of your main points   |

### Allied Health Profession - Therapy support:

| <b>Section 1: Assist with delegated therapeutic clinical tasks and interventions</b>                              | <b>Section 2: Support, educate and enable individuals with their health and wellbeing</b>                         | <b>Section 3: Equipment and resources</b>   |
|---|---|---|
| Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   | Introduction: Brief overview of what the apprentice intends to reflect on   |
| Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> | Main body: <ul style="list-style-type: none"><li>• Concepts and theories to current and future practice</li></ul> |
| Conclusion: Summary of your main points   | Conclusion: Summary of your main points   | Conclusion: Summary of your main points   |

## Mapping to skills, values and behaviours

Highfield provides the following examples of 2 different ways to produce reflections and map them to the standard. Please use these as a guide.

### Example 1

*During a night shift, I was supporting an individual who has an end of their life care plan in place. The patient's pain was being managed by intravenous medication. When undertaking routine checks during my shift, I could see that his facial expression seemed distressed, his body language was tense and uncomfortable, I thought that he was perhaps showing signs of increased pain. I immediately reported my concerns to the manager on duty and the nurse-in-charge was asked to review the patient's pain medication. I was asked to support the nurse with this task. I made sure that I knew which communication method to use to support the patient by firstly checking their care plan. The individual wasn't able to communicate verbally but was able to understand my verbal communication and could nod or shake his head in response to my questions. I washed my hand's in preparation to support the patient and asked for the patient's consent to undertake his temperature, pulse, breathing rate and blood pressure. He nodded and therefore I used a thermometer to take the patient's temperature.*

(S1.1.6)

(S1.1.1)

### Example 2

*During a night shift, I was supporting an individual who has an end of their life care plan in place (S1.1.6). The patient's pain was being managed by intravenous medication. When undertaking routine checks during my shift, I could see that his facial expression seemed distressed, his body language was tense and uncomfortable, I thought that he was perhaps showing signs of increased pain. I immediately reported my concerns to the manager on duty and the nurse-in-charge was asked to review the patient's pain medication. I was asked to support the nurse with this task. I made sure that I knew which communication method to use to support the patient by firstly checking their care plan. The individual wasn't able to communicate verbally but was able to understand my verbal communication and could nod or shake his head in response to my questions. I washed my hand's in preparation to support the patient and asked for the patient's consent to undertake his temperature, pulse, breathing rate and blood pressure. He nodded and therefore I used a thermometer to take the patient's temperature (S1.1.1).*

## The interview

The interview will cover the following core skills and behaviour from the apprenticeship standard. Additional guidance and amplification of these areas can be found within this EPA Kit:

| Standard   | Skills  |
|--|---|
| C1. Health and wellbeing   | <ul style="list-style-type: none"> <li>• SC1a: notice and report changes</li> <li>• SC1b: Gather evidence to assist in obtaining a client history, review health-related data and information</li> <li>• SC1c: Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing,</li> <li>• SC1d: assist with an individual's overall comfort, identify and respond to signs of pain or discomfort</li> <li>• SC1e: Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so;</li> <li>• SC1f: Recognise limitations in mental capacity and respond appropriately</li> <li>• SC1g: Perform basic life support for individuals</li> </ul> |
| C2. Duty of care and candour, safeguarding, equality and diversity | <ul style="list-style-type: none"> <li>• SC2b: Implement a duty of care and candour</li> <li>• SC2c: Safeguard and protect adults and children; promote the principles to others</li> </ul>   |
| C3. Person centred care, treatment and support                     | <ul style="list-style-type: none"> <li>• SC3a: Obtaining valid consent, and carrying out risk assessments</li> <li>• SC3b: Work in partnership with the individual, their carer, families and the wider healthcare team</li> <li>• SC3c: Promote clinical effectiveness, safety and a good experience for the individual</li> </ul>   |
| C4. Communication  | <ul style="list-style-type: none"> <li>• SC4c: Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits</li> </ul>  |
| C5. Personal, people and quality improvement                       | <ul style="list-style-type: none"> <li>• SC5a: Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs'</li> <li>• SC5b: Take responsibility for, prioritise and reflect on your own actions, work and performance; Maintain and further develop your own skills and knowledge, participate in appraisal</li> <li>• SC5c: escalate concerns in a timely manner to the correct person; Support or supervise colleagues as required, delegate well-defined tasks appropriately</li> <li>• SC5d: Act as a role model; mentor peers; deliver training through demonstration and instruction</li> </ul>  |
| C6. Health, safety and security                                    | <ul style="list-style-type: none"> <li>• SC6a: take appropriate action in response to incidents or emergencies, following local guidelines</li> <li>• SC6c: Undertake risk assessments</li> </ul>   |

| Behaviour                      |
|--------------------------------|
| Showing supervisory leadership |

The final interview uses professional discussion techniques to encourage a two-way dialogue between the assessor and apprentice.

The end-point assessor will assess the journal and judge whether additional questions will be required to achieve the skills, values and/or behaviours during the interview. The assessor will pose holistic and synoptic lead and/or secondary questions to the apprentice that enable them to provide answers that cover the remaining elements of the standard, to ensure all skills, values and behaviours have been attempted. These questions may also facilitate the achievement of carry-over from the observation.

The interview takes place between the independent assessor and the apprentice and lasts for a minimum of 30 minutes and a maximum of 45 minutes.

## Grading guidance for the learning journal and interview component

The learning journal and interview is graded holistically as Pass, Merit or Distinction by the independent assessor. End-point assessors will review all evidence provided by the apprentice for this combined assessment method and make a final holistic judgement on the ability of the apprentice.

*Pass = meets the standard*

*The learning journal comprises of a range of valid sources of evidence in an organised manner, reflective accounts show satisfactory evidence and ability to relate concepts and theories to practice, evidence broadly relates to the Standard and is partially mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in professional discussion and provide evidence that supports practice. Combining evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.*

To **pass** this combined assessment method, apprentices are expected to provide evidence for **all** skills, values and behaviours stated within the table above across the learning journal and interview, providing evidence of **relating** concepts and theories to practice within reflective accounts. The learning journal **must** include a range of valid sources of evidence.

*Merit = exceeds the standard*

*The learning journal comprises of a range of valid sources of evidence in a well organised manner, reflective accounts show evidence of relating concepts and theories to practice, evidence directly relates to the Standard and is mostly mapped to the knowledge, skills and behaviour requirements. The apprentice is able to actively engage in professional discussion and there is evidence of enhanced understanding through wider reading.*

In addition to the pass, the apprentice can achieve a merit by evidencing further **understanding through wider reading** across the learning journal and interview assessment method, for example, referring to on-line journal articles, NICE guidelines and professional journals etc.

*Distinction = far exceeds the standard*

*The learning journal comprises of a creative range of valid sources of evidence in a structured manner, reflective accounts show evidence of relating to a wide range of concepts and theories to practice and ability to make connections between learning and future practice, all evidence directly and succinctly relates to the Standard and is accurately and fully mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in and actively take forward professional discussion, demonstrating understanding and analysis of concepts and theories applied to their practice achieved through extensive reading.*

In addition to the pass and merit, the apprentice can achieve a distinction by **engaging in and actively taking forward wider discussion, demonstrating understanding and analysis of concepts and theories achieved through extensive reading**. For example, extensive reading could be evidenced by systematic reference to relevant publications over time. Making connections between learning and future practice could include demonstrating how own practice has adapted or may adapt in future to improve outcomes.

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Assessing the Multiple-Choice and Short-Answer Test

1. Multiple-Choice and Short-Answer Test Guidance
2. Multiple-Choice and Short-Answer Test Criteria
3. Short-Answer Questions – Guidance on depth of answer
4. Grading the Multiple-Choice Test and Short-Answer Questions



## Multiple-Choice and Short-Answer Test Guidance

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Apprentices will complete a multiple-choice and short-answer test. There are 30 multiple choice questions, each worth 1 mark and 4 short answer questions, each worth 5 marks. Each short answer question should be completed within a maximum of 250 words. The multiple-choice questions cover the core knowledge and the short-answer questions cover the knowledge requirements in the apprentice's chosen option

- To achieve a pass, apprentices must achieve 40-59% or above (20 marks)
- To achieve a merit, apprentices must achieve 60-74% or above (30 marks)
- To achieve a distinction, apprentices must achieve 75% or above (37 marks)

The criteria for the multiple-choice and short-answer test are the knowledge-based criteria outlined below.

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

### Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the multiple choice and short answer test
- In readiness for end-point assessment, the apprentice should complete the sample test that can be found later in this EPA Kit
- Apprentices should be advised that questions, both multiple-choice and short-answer are likely to be contextualised to a range of different settings to add realism to the question. It is very important to advise that the apprentice is not being assessed on their knowledge of the healthcare setting but on the healthcare principles at the core of the question.

## Multiple-Choice and Short-Answer Test Criteria

The criteria for **the multiple-choice test** are the **knowledge-based criteria** outlined below.

| Health and wellbeing   |  |
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| <i>The apprentice will understand</i>  | <i>Indicative assessment criteria</i>  |
| KC1a: How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation | <ul style="list-style-type: none"> <li>• Explain how to carry out routine, complex clinical and therapeutic tasks</li> <li>• Explain the benefits of a practitioner delegating routine and complex clinical tasks</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks</li> <li>• Explain the principles of care plans and delegation protocols used in the organisation</li> </ul>   |
| KC1b: The types of information you need to collate when obtaining a client history, ways to record and share it  | <ul style="list-style-type: none"> <li>• Identify types of information needed when obtaining client history</li> <li>• Explain why each type of information is necessary</li> <li>• Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements</li> <li>• Explain the principles of data protection legislation</li> <li>• Explain the circumstances and parties to which it may be necessary to share an individual's information</li> </ul> |
| KC1c: The indicators for good physical and mental health in relation to the demographic of individuals you are working with                                  | <ul style="list-style-type: none"> <li>• Explain the relationship between physical and mental health</li> <li>• Compare the indicators for good physical and mental health across different demographics</li> <li>• Describe the limits of own competence and authority in identifying the state of physical and mental health of the demographic in own work area</li> </ul>  |

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| KC1d: The importance of fluids, nutrition and food safety  | <ul style="list-style-type: none"> <li>• Explain the importance of fluids, nutrition and food safety</li> <li>• Explain how to promote an awareness of fluids, nutrition and food safety in a <b>healthcare setting</b></li> </ul>   |
| KC1e: Ways to signpost individuals to public health interventions or other services if appropriate   | <ul style="list-style-type: none"> <li>• Describe situations in which it may be appropriate to signpost individuals to public health interventions</li> <li>• Explain methods used to signpost individuals to public health interventions</li> </ul>   |
| KC1f: 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 | <ul style="list-style-type: none"> <li>• Describe signs that may indicate a person's health or well-being are deteriorating</li> <li>• Describe the signs and symptoms of different types of pain or discomfort</li> <li>• Explain the importance of recognising that deterioration in health or well-being may occur without clear signs</li> <li>• Explain how to support an individual's comfort and wellbeing</li> </ul> |
| KC1g: The main types of mental ill health and their impact on people's lives. Indicators for mental capacity   | <ul style="list-style-type: none"> <li>• Identify the <b>main forms of mental ill health</b></li> <li>• Describe the symptoms associated with the <b>main forms of mental ill health</b></li> <li>• Explain how mental ill health impacts on people's lives</li> </ul>   |
| KC1h: The importance of early diagnosis in relation to cognitive issues  | <ul style="list-style-type: none"> <li>• Describe ways in which cognitive issues are diagnosed</li> <li>• Explain the consequences of failing to diagnose cognitive issues at an early stage</li> </ul>  |
| KC1i: The possible signs of mental ill health and learning disability in people  | <ul style="list-style-type: none"> <li>• Describe possible signs of mental health and learning disabilities in people</li> <li>• Explain the process of reporting possible signs of mental health and learning disabilities within <b>agreed ways of working</b></li> </ul>  |
| KC1j: Why external factors, adapting from childhood to adulthood, depression, delirium and the normal ageing process may be mistaken for mental ill health; how    | <ul style="list-style-type: none"> <li>• Explain why external factors and the transition from childhood to adulthood may be mistaken for mental ill health</li> </ul>  |

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| changes in cognition can impact health and wellbeing   | <ul style="list-style-type: none"> <li>• Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</li> <li>• Explain why depression, delirium and the normal ageing process may be mistaken for dementia</li> <li>• Explain the importance of staying within limits of own competence and authority when identifying symptoms of mental ill health</li> <li>• Discuss how changes in cognition may impact health and wellbeing</li> </ul>   |
| KC1k: How to report changes and deterioration, how to support others to report changes and deterioration and how to escalate changes and deterioration | <ul style="list-style-type: none"> <li>• Describe changes or deterioration which can occur to someone's mental health, dementia or cognitive issues</li> <li>• Explain how to report and escalate changes or deterioration</li> <li>• Explain the importance of reporting changes or deterioration</li> <li>• How to support others to report changes or deterioration</li> </ul>   |
| KC1l: How to perform basic life support and use adjuncts to support resuscitation  | <ul style="list-style-type: none"> <li>• Define the term '<b>basic life support</b>'</li> <li>• Describe situations in which it would be necessary to perform <b>basic life support</b></li> <li>• Describe resuscitation techniques and equipment used to perform <b>basic life support</b></li> <li>• Describe how to use adjuncts to support resuscitation</li> <li>• Explain the importance of staying within limits of own competence and authority when performing <b>basic life support</b> and using adjuncts to support resuscitation</li> </ul> |

| Duty of care and candour, safeguarding, equality and diversity   |  |
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| The apprentice will understand   | Indicative assessment criteria   |
| KC2a: Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/protection from abuse, diversity, equality and | <ul style="list-style-type: none"> <li>• Describe how duty of care relates to duty of candour</li> <li>• Describe the principles of <b>legislation, policies and local ways of working</b> that</li> </ul> |

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| inclusion; what they mean, why they are important, how to promote them to others                               | <p>relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Explain the importance of understanding <b>legislation, policies and local ways of working</b> that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain your own role and the roles of others in safeguarding and protecting individuals from abuse</li> <li>• Identify reports into serious failures to protect individuals from abuse</li> <li>• Identify sources of information and advice about own role relating to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</li> <li>• Explain how to promote duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion to others</li> </ul> |
| KC2b: How discrimination can happen  | <ul style="list-style-type: none"> <li>• Discuss ways in which discrimination may deliberately or inadvertently occur in <b>healthcare settings</b></li> <li>• Explain how practices that support equality and inclusion reduce the likelihood of discrimination</li> </ul>  |
| KC2c: How to deal with conflicts between a person's rights and a duty of care                                  | <ul style="list-style-type: none"> <li>• Describe examples of conflict between a person's rights and a duty of care</li> <li>• Explain how to resolve conflicts between a person's rights and a duty of care</li> </ul>  |
| KC2d: The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible | <ul style="list-style-type: none"> <li>• Describe the signs or symptoms associated with <b>types of abuse</b></li> <li>• Describe factors that may contribute to an individual being more vulnerable to abuse</li> <li>• Explain the actions to take if there are suspicions that an individual is being abused</li> <li>• Explain the actions to take if an individual alleges that they are being abused</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Identify ways to ensure that evidence of abuse is preserved</li> <li>• Explain how the likelihood of abuse <b>may be reduced</b></li> <li>• Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</li> </ul> |
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| Person centred care, treatment and support   |   |
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| The apprentice will understand   | Indicative assessment criteria  |
| KC3a: Why it is important to gain <b>consent</b> , even when it is difficult                         | <ul style="list-style-type: none"> <li>• Analyse factors that influence the capacity of an individual to express consent</li> <li>• Explain how to establish consent for an activity or action</li> <li>• Explain what steps to take if consent cannot be readily established</li> </ul>  |
| KC3b: How to undertake risk assessment in enabling a person centred approach                         | <ul style="list-style-type: none"> <li>• Describe the process to follow when carrying out a risk assessment</li> <li>• Describe ways of minimising risk in enabling a person centred approach</li> <li>• Explain how the outcomes of risk assessments are communicated to others</li> </ul>   |
| KC3c: Why it is important to promote 'person centred care, treatment and support'                    | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting <b>person centred care, treatment and support</b></li> <li>• Explain how to promote <b>person centred care, treatment and support</b></li> <li>• Explain the importance of modelling <b>person centred care, treatment and support</b></li> </ul>  |
| KC3d: Why it is important to encourage people to be actively involved in their own care or treatment | <ul style="list-style-type: none"> <li>• Explain the principles of active participation</li> <li>• Analyse how the holistic needs of an individual can be addressed by active participation</li> <li>• Explain how to work with an individual and others to agree how active participation will be implemented</li> <li>• Explain how to promote the understanding and use of active participation</li> </ul> |

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| KC3e: Why it is important to give people choices about their care and to treat people as valuable and unique | <ul style="list-style-type: none"> <li>• Explain why it is important to give people choices about their care</li> <li>• Discuss how to manage risk in a way that maintains the individual's right to make choices</li> <li>• Explain the benefits to wellbeing of treating people as valuable unique individuals</li> </ul>   |
| KC3f: Why safety and clinical effectiveness are important  | <ul style="list-style-type: none"> <li>• Explain the relationship between safety and clinical effectiveness</li> <li>• Explain <b>legislation, policies and local ways of working</b> relating to safety in healthcare settings</li> <li>• Explain the importance of safety and clinical effectiveness for delivering person centred care, treatment and support</li> </ul> |
| KC3g: The importance of managing relationships and boundaries with service users                             | <ul style="list-style-type: none"> <li>• Identify the <b>boundaries</b> to be kept with service users</li> <li>• Explain how to maintain and review professional relationships with service users</li> <li>• Explain the consequences of not managing relationships and boundaries with service users</li> </ul>  |

| Communication   |   |
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| The apprentice will understand  | Indicative assessment criteria  |
| KC4a: Why it is important to promote effective communication at work            | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting effective communication on all aspects of work in <b>healthcare settings</b></li> <li>• Explain how to promote effective communication in <b>healthcare settings</b></li> <li>• Explain the importance of modelling effective communication</li> </ul> |
| KC4b: How to communicate with people who have specific language needs or wishes | <ul style="list-style-type: none"> <li>• Explain why it is important to find out an individual's specific language needs or wishes</li> <li>• Discuss methods to use when communicating with individuals who have specific language needs or wishes</li> </ul>  |
| KC4c: How to reduce communication problems and respond to complaints            | <ul style="list-style-type: none"> <li>• Identify communication problems</li> <li>• Discuss <b>ways to overcome</b> communication problems</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain strategies that can be used to check that communication has been understood and to clarify misunderstandings</li> <li>• Identify sources of information and support or services to enable more effective communication</li> <li>• Describe how to respond to complaints</li> <li>• Explain the main points of agreed procedures for handling complaints</li> </ul>  |
| KC4d: Techniques for difficult situations, local guidelines for dealing with abusive behaviour                              | <ul style="list-style-type: none"> <li>• Explain <b>techniques used to deal with difficult situations</b> in healthcare settings</li> <li>• Explain the requirements of <b>local ways of working</b> in relation to dealing with abusive behavior</li> <li>• Explain the importance of staying within limits of own competence and authority when handling difficult situations or abusive behaviour</li> </ul>  |
| KC4e: How verbal and non-verbal communication may relate to an individual's condition                                       | <ul style="list-style-type: none"> <li>• Describe types of <b>verbal and non-verbal communication</b> used in healthcare settings</li> <li>• Use examples to explain how the use of verbal and non-verbal communication varies according to an individual's condition or circumstances</li> </ul>  |
| KC4f: Legislation, policies and local ways of working about handling information  | <ul style="list-style-type: none"> <li>• Identify <b>legislation</b> relating to the handling of information</li> <li>• Explain <b>policies</b> relating to the handling of information</li> <li>• Explain the impact of <b>local ways of working</b> on the handling of information</li> </ul>  |
| KC4g: Why it is important to record and store information securely and confidentially and support others to do so; e-safety | <ul style="list-style-type: none"> <li>• Identify types of patient information which are stored securely</li> <li>• Explain why the security of patient information is important</li> <li>• Explain how and when to seek advice about the security of information</li> <li>• Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others</li> <li>• Describe <b>e-safety</b> procedures</li> </ul> |
| KC4h: The audit process and how it relates to your role   | <ul style="list-style-type: none"> <li>• Explain the purpose and requirements of audit processes in healthcare settings</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>• Explain own responsibilities in relation to audit processes</li> </ul> |
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| Personal, people and quality improvement  |  |
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| The apprentice will understand  | Indicative assessment criteria   |
| KC5a: Your responsibilities and duties  | <ul style="list-style-type: none"> <li>• Describe <b>responsibilities and duties</b> of own role</li> <li>• Outline how own role fits within the structure and context of the organisation</li> </ul>  |
| KC5b: The limits of your competence and authority; that of those you supervise  | <ul style="list-style-type: none"> <li>• Outline limits of own competence and authority based on training and expertise</li> <li>• Outline limits of competence and authority of those under own supervision</li> <li>• Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority</li> </ul> |
| KC5c: The values of your organisation   | <ul style="list-style-type: none"> <li>• Explain the importance for an organisation to have a defined or published set of values</li> <li>• Describe the values of own organisation</li> <li>• Explain how organisational values relate to own role</li> <li>• Explain how to promote organisational values to those under own supervision</li> </ul>  |
| KC5d: Legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer | <ul style="list-style-type: none"> <li>• Identify <b>legislation, standards, policies and protocols</b> that relate to own role</li> <li>• Analyse how <b>legislation, standards, policies and protocols</b> influence own role</li> <li>• Explain the importance of working in ways agreed with own employer</li> </ul>   |
| KC5e: How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan                      | <ul style="list-style-type: none"> <li>• Identify sources of information and support for own learning and development</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain how to <b>use feedback from individuals and others</b> to support own learning and development</li> <li>• Explain why reflecting on work activities is an important way to develop own knowledge and skills</li> <li>• Describe the process for agreeing a personal development plan</li> </ul>  |
| KC5f: The importance of working well with others, your own health, wellbeing, resilience and that of colleagues | <ul style="list-style-type: none"> <li>• Describe the importance of professional boundaries in healthcare</li> <li>• Explain how maintaining professional boundaries contributes to own and others' health, wellbeing and resilience</li> <li>• Compare the differences between professional relationships with individuals and <b>others</b></li> <li>• Define the term <b>co-production</b></li> <li>• Explain the importance of working in partnership with individuals and others</li> <li>• Explain how partnership working contributes to own and others' health, wellbeing and resilience</li> </ul> |
| KC5g: Who or where to go for help and advice about anything related to your work or people you support          | <ul style="list-style-type: none"> <li>• Identify sources and types of help and advice available in relation to employment responsibilities and rights</li> <li>• Identify sources of information related to a chosen career pathway</li> <li>• Explain own role in providing work related help and advice to those under own supervision</li> </ul>  |
| KC5h: How to supervise others   | <ul style="list-style-type: none"> <li>• Explain techniques used to supervise others</li> <li>• Explain circumstances in which obstacles to supervision may arise</li> <li>• Explain the importance of not exceeding own competence and authority when supervising others</li> </ul>  |
| KC5i: Behaviours expected from a role model   | <ul style="list-style-type: none"> <li>• Identify the behaviours expected of a role model in a <b>healthcare setting</b></li> <li>• Describe how to utilise opportunities to act as a role model for others in own area of responsibility</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of developing own knowledge and competence by observing the practices of others</li> </ul>   |
| KC5j: The principles of training and mentoring   | <ul style="list-style-type: none"> <li>• Explain the importance of training, mentoring and other forms of continuous professional development in healthcare settings</li> <li>• Explain techniques which can be used to train and mentor others within own area of responsibility</li> <li>• Explain how to seek own training and mentoring opportunities both within and outside the workplace</li> </ul> |
| KC5k: The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service | <ul style="list-style-type: none"> <li>• Explain the importance of feedback from users of services to improve service quality</li> <li>• Describe agreed ways of working for acting on feedback</li> </ul>   |

| Health, safety and security                          |   |
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| The apprentice will understand                       | Indicative assessment criteria  |
| KC6a: How to promote health and safety at work       | <ul style="list-style-type: none"> <li>• Explain the benefits of promoting health and safety at work</li> <li>• Explain how to promote health and safety at work</li> <li>• Explain how to check that others understand and observe health and safety requirements</li> </ul>   |
| KC6b: What to do in situations that could cause harm | <ul style="list-style-type: none"> <li>• Describe situations which can arise in healthcare settings that could cause harm</li> <li>• Explain own responsibility to resolve or supervise others to resolve situations that could cause harm</li> <li>• Explain the importance of not exceeding own competence and authority when resolving situations that could cause harm</li> </ul> |
| KC6c: How to handle hazardous materials              | <ul style="list-style-type: none"> <li>• Identify hazardous materials that may be found in the <b>healthcare setting</b></li> <li>• Describe safe practices for storing, using and disposing of hazardous materials</li> </ul>  |

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| KC6d: Move and position people, equipment or other objects safely in line with agreed ways of working  | <ul style="list-style-type: none"> <li>• Explain the principles of moving and positioning people safely in healthcare settings</li> <li>• Explain the principles of moving equipment and other objects safely in healthcare settings</li> <li>• Explain the importance carrying out moving and positioning tasks in line with <b>agreed ways of working</b></li> <li>• Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the <b>agreed ways of working</b></li> </ul>   |
| KC6e: The meaning of risk/risk assessment  | <ul style="list-style-type: none"> <li>• Define the terms '<b>risk</b>' and '<b>risk assessment</b>'</li> </ul>   |
| KC6f: How to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work  | <ul style="list-style-type: none"> <li>• Describe how to identify risks and hazards in a healthcare setting</li> <li>• Explain how to respond when others report potential health and safety risks</li> <li>• Explain how to undertake a risk assessment in a healthcare setting</li> <li>• Explain situations which may require escalation when following or undertaking a risk assessment</li> <li>• Explain the principles of operating safe systems of work in area of own responsibility</li> <li>• Explain how to support others to operate safe systems of work in the work setting</li> </ul> |
| KC6g: The importance of a clean workplace  | <ul style="list-style-type: none"> <li>• Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace</li> <li>• Explain the consequences of inadequate cleaning, disinfecting and cleanliness</li> <li>• Explain how to promote the maintenance of a clean workplace to others</li> </ul>   |
| KC6h: Legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks | <ul style="list-style-type: none"> <li>• Describe legislation, policies and local ways of working for the prevention of infection</li> <li>• Explain the importance of maintaining high standards of personal hygiene and handwashing</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Explain the importance of the correct use of <b>personal protective equipment</b> depending upon the situation</li> <li>• Explain how to promote the maintenance of high standards of personal hygiene, handwashing and correct use of personal protective equipment to others</li> </ul> |
| KC6i: How infections start and spread       | <ul style="list-style-type: none"> <li>• Define the term '<b>infection</b>'</li> <li>• Compare common causes of infection</li> <li>• Identify rare or changing causes of infection</li> <li>• Compare how different infections can spread in a healthcare setting</li> </ul>   |
| KC6j: How to clean, disinfect and sterilise | <ul style="list-style-type: none"> <li>• Explain the agreed ways of working for cleaning, disinfecting and sterilising activities</li> <li>• Explain own responsibility to ensure that others clean, disinfect and sterilise correctly</li> </ul>  |

## Short Answer Test Criteria

The criteria for **the Short Answer test** are the **knowledge-based criteria for chosen option** outlined below.

| <b>Option 1 Knowledge: Senior HCSW (Adult Nursing Support)</b><br>1.2 Assist with clinical tasks   |   |
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| <b>The apprentice will understand</b>  | <b>Indicative assessment criteria</b>   |
| K1.1.1 Which clinical tasks you will routinely be expected to carry out within your role   | <ul style="list-style-type: none"> <li>• Explain the scope of <b>routine clinical tasks</b> relevant to adult nursing support roles</li> <li>• Identify routine clinical tasks which may be delegated to others</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</li> <li>• Explain the importance of organisational care plans and protocols to routine clinical tasks</li> </ul> |
| K1.1.2 The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults and how to check they are in working order | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>    |
| K1.1.3: The importance of skin integrity and how to check it   | <ul style="list-style-type: none"> <li>• Explain the meaning of '<b>skin integrity</b>'</li> <li>• Explain the importance of checking the skin integrity of individuals in adult nursing care</li> <li>• Explain how to conduct a <b>skin integrity assessment</b></li> </ul>   |
| K1.1.4: How to care for wounds   | <ul style="list-style-type: none"> <li>• Identify common <b>types of wound</b></li> <li>• Explain the principles of <b>assessing a wound</b></li> <li>• Explain techniques and types of dressing used to treat wounds</li> </ul>  |

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| K1.1.5: How to take and test venous and capillary blood and other specimens   | <ul style="list-style-type: none"> <li>Describe the difference between <b>venous blood</b>, <b>capillary blood</b> and other specimens</li> <li>Explain how to take samples of venous and capillary blood</li> <li>Describe the types of tests commonly taken of blood samples</li> </ul>  |
| K1.1.6: What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased   | <ul style="list-style-type: none"> <li>Define the term <b>'frailty'</b> in the context of adult nursing</li> <li>Explain the principles of the end of life phase</li> <li>Describe factors which impact on the care of the dying or deceased</li> </ul>  |
| K1.1.7: The discharge process, the availability and services offered by the extended health and social care system  | <ul style="list-style-type: none"> <li>Describe the discharge process which operates at own place of work</li> <li>Explain the importance of ensuring the discharge process is followed in accordance with <b>agreed ways of working</b></li> <li>Explain the availability and types of services offered by the extended health and social care system for individuals who have been discharged</li> </ul>   |
| K1.1.8: Where to source equipment and resources   | <ul style="list-style-type: none"> <li>Identify the equipment and resources requirements of clinical tasks associated with adult nursing</li> <li>Explain where to source additional equipment and resources</li> <li>Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages</li> </ul>   |
| K1.1.9: The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia | <ul style="list-style-type: none"> <li>Describe ways in which dementia and other cognitive issues are diagnosed</li> <li>Explain the consequences of failing to diagnose dementia and other cognitive issues at an early stage</li> <li>Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</li> <li>Explain why depression, delirium and the normal ageing process may be mistaken for dementia</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of staying within limits of own competence and authority when identifying symptoms of dementia</li> <li>• Explain how to reduce the possibility of others under supervision misdiagnosing dementia and other cognitive issues</li> </ul> |
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| Option 1 Knowledge: Senior HCSW (Adult Nursing Support)   |  |
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| 1.2 Activities of daily living  |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K1.2.1: Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person's physical and 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 | <ul style="list-style-type: none"> <li>• Explain ways to promote mental health and wellbeing in <b>healthcare settings</b></li> <li>• Identify typical long term conditions of individual's supported by own role</li> <li>• Describe the potential impact on an individual's physical health, mental health and wellbeing of a range of long term conditions</li> <li>• Describe a range of <b>activities of daily living</b> relevant to healthcare</li> <li>• Explain own role in supporting individual's to maintain and improve <b>activities of daily living</b> including supervising others to do so</li> <li>• Explain the importance of staying within limits of own competence and authority when supporting <b>activities of daily living</b></li> </ul> |
| K1.2.2: The effects of poor nutrition and dehydration   | <ul style="list-style-type: none"> <li>• Explain the relationship of nutrition and hydration with health and wellbeing</li> <li>• Explain the effects of poor nutrition and dehydration on individuals</li> <li>• Explain how to promote an awareness of nutrition and hydration amongst individual's and others</li> </ul>  |
| K1.2.3: 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   | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</li> <li>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual's to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting individuals to wash, dress and use toilet facilities</li> </ul> |
| K1.2.4: How to help adults to be mobile and the importance of rest and sleep | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to maintain or improve their mobility in the context of adult nursing</li> <li>• Explain the relationship of rest and sleep with health and wellbeing</li> <li>• Explain the effects of sleep deprivation or lack of rest on adults</li> </ul>                       |

| <b>Option 2 Knowledge: Senior HCSW (Maternity Support)</b><br><b>2.1 Assist with clinical tasks</b>  |   |
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| <b>The apprentice will understand</b>  | <b>Indicative assessment criteria</b>   |
| K2.1.1: Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources | <ul style="list-style-type: none"> <li>• Explain the scope of own responsibilities relevant to deliveries including cleaning, filling and maintaining the temperature of birthing pools</li> <li>• Explain the importance of cleaning, filling and maintaining the temperature of birthing pools correctly</li> <li>• Identify the resource and maintenance requirements of birthing environments</li> <li>• Explain the importance of ensuring that others involved in deliveries carry out their responsibilities in accordance with <b>agreed ways of working</b></li> </ul> |
| K2.1.2: Possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood   | <ul style="list-style-type: none"> <li>• Identify the <b>main types of mental ill health</b></li> <li>• Describe possible signs of mental health and depression</li> <li>• Explain the potential impact of different types of mental ill health and depression on pregnancy, labour, delivery or parenthood</li> </ul>  |
| K2.1.3: Your role in antenatal and postnatal health education  | <ul style="list-style-type: none"> <li>• Explain the purposes of <b>antenatal health education</b> and <b>postnatal health education</b></li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain own role in relation to the provision of antenatal and postnatal health education</li> </ul>  |
| K2.1.4: The range of physiological states that can be measured; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the normal ranges for physiological states</li> <li>• Explain the importance of reporting deviations in accordance with <b>agreed ways of working</b></li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul> |
| K2.1.5: How to take and test venous and capillary blood and other specimens   | <ul style="list-style-type: none"> <li>• Describe the difference between <b>venous blood, capillary blood</b> and other specimens</li> <li>• Explain how to take samples of venous and capillary blood</li> <li>• Describe the types of tests commonly taken of blood samples</li> </ul>   |
| K2.1.6: Ways to position individuals for ultrasound scanning  | <ul style="list-style-type: none"> <li>• Explain the purpose of ultrasound scanning</li> <li>• Describe different ways to position individuals for ultrasound scanning</li> </ul>  |
| K2.1.7: How to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively   | <ul style="list-style-type: none"> <li>• Explain how to lay up trolleys for <b>instrumental deliveries</b></li> <li>• Explain the importance of correctly opening packs, gathering equipment and disposal</li> <li>• Explain how to provide <b>assistance to midwives</b> in preparation for caesarean section and post-operative care</li> </ul>  |
| K2.1.8: First aid and resuscitation techniques for babies   | <ul style="list-style-type: none"> <li>• Explain how to administer first aid to a baby for a range of <b>minor injuries</b></li> <li>• Explain how to administer Cardio Pulmonary Resuscitation (CPR) to a baby</li> <li>• Explain the importance of providing support to midwives in the administering of first aid and</li> </ul>  |

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|   | <p>resuscitation in accordance with <b>agreed ways of working</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of staying within limits of own competence and authority when performing first aid</li> </ul>   |
| K2.1.9: 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 | <ul style="list-style-type: none"> <li>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</li> <li>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</li> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual's to use toilet facilities</li> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting individuals to wash, dress and use toilet facilities</li> <li>• Explain different reasons for urethral catheters being in place</li> <li>• Explain the importance of regularly monitoring urethral catheters</li> </ul> |

| <b>Option 2 Knowledge: Senior HCSW (Maternity Support)</b><br><b>2.2 Assist with caring for babies</b>   |  |
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| <b>The apprentice will understand</b>  | <b>Indicative assessment criteria</b>  |
| K2.2.1: Local security procedures  | <ul style="list-style-type: none"> <li>• Explain the importance of local security procedures in the context of caring for babies</li> <li>• Explain how local security procedures relate to own role and others</li> <li>• Identify where to find information about security procedures</li> </ul>   |
| K2.2.2: The range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of babies</li> <li>• Identify the normal ranges for babies physiological states</li> <li>• Explain the importance of reporting deviations in accordance with <b>agreed ways of working</b></li> <li>• Identify the range of types of equipment used for measuring the physiological state of babies</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>  |
| K2.2.3: The routine health baby observations  | <ul style="list-style-type: none"> <li>• Describe a range of <b>routine health baby observations</b> carried out in the context of caring for babies</li> <li>• Explain the importance of conducting routine healthy baby observations in accordance with <b>agreed ways of working</b></li> </ul>   |
| K2.2.4: Ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary | <ul style="list-style-type: none"> <li>• Explain the importance of meeting the nutritional needs of babies</li> <li>• Describe a range of <b>breastfeeding techniques</b> including position and comfort</li> <li>• Explain how to use breast pumps, the use of hand presses and how to assist with the syringe feeding of expressed milk</li> <li>• Explain how to sterilise equipment associated with feeding babies</li> <li>• Explain how to feed babies using cup and bottle feeding</li> <li>• Explain the steps required for the preparation of formula milk</li> <li>• Describe the factors which can influence the choice of using formula milk, breastfeeding or a combination of both</li> <li>• Explain the importance of supporting women to feed their babies while taking into account their preferences and ensuring others do so in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of staying within limits of own competence and authority when supporting mothers to breastfeed</li> </ul> |

| Option 2 Knowledge: Senior HCSW (Maternity Support) |                                |
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| 2.3 Support mothers and birthing partners           |                                |
| The apprentice will understand                      | Indicative assessment criteria |

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| K2.3.1: Ways to interact and care for babies including promoting skin to skin contact   | <ul style="list-style-type: none"> <li>Describe the <b>benefits of skin to skin contact</b> between mothers and their babies</li> <li>Describe different ways for mothers to interact with and care for their babies</li> <li>Explain how to promote skin to skin contact, interaction and care while taking into account the preferences of mothers</li> </ul>   |
| K2.3.2: How to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies; ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required | <ul style="list-style-type: none"> <li>Explain how to provide advice and information to mothers relating to feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies</li> <li>Explain the importance of ensuring that the advice and information given by self and others to mothers is accurate, up to date and in accordance with <b>agreed ways of working</b></li> <li>Identify where to find additional sources of advice and information</li> <li>Explain how to support bereaved families including where to direct them to further advice and support</li> <li>Describe how to assist families with photographing and creating memories in accordance with their preferences</li> <li>Explain the importance of staying within limits of own competence and authority when providing advice and information to mothers</li> </ul> |

| Option 3 Knowledge: Senior HCSW (Theatre Support)   |  |
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| 3.1 Assist healthcare practitioners with delegated clinical tasks   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K3.1.1: Factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery | <ul style="list-style-type: none"> <li>Explain the factors to take into consideration when choosing a site for the attachment of <b>surgical instruments</b> in accordance with <b>agreed ways of working</b></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Describe how to use skin preparation agents and surgical drapes in the context of theatre support</li> <li>• Explain ways in which to position individuals for surgery</li> </ul>  |
| K3.1.2: Pre and post-operative checks; the steps for safer surgery   | <ul style="list-style-type: none"> <li>• Explain the purpose of carrying out <b>pre and post-operative checks</b></li> <li>• Describe the steps involved in a range of pre and post-operative checks</li> <li>• Explain methods used to ensure increase safety in surgery in accordance with agreed ways of working</li> </ul>  |
| K3.1.3: The theatre team, its protocols and how it fits within the organisational structure  | <ul style="list-style-type: none"> <li>• Describe the role and responsibilities of different members of a theatre team</li> <li>• Describe how own role and responsibilities relate to others in a theatre team</li> <li>• Explain the protocols which apply to the conduct of a theatre team and how they relate to <b>legislation, policies and local ways of working</b></li> <li>• Explain the importance of ensuring that others are aware of and adhere to protocols</li> <li>• Explain the relationship between a theatre team and the structure of the wider organisation</li> </ul>  |
| K3.1.4: The range of physiological states that can be measured and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine a range of <b>physiological states</b></li> <li>• Explain the potential impact of anaesthesia on a range of <b>physiological states</b></li> <li>• Explain the principles of <b>advocacy</b> and how they are applied to both unconscious and conscious patients</li> <li>• Explain the principles of chaperoning patients</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the principles of advocacy and chaperoning</li> <li>• Explain how surgery can impact an individual's <b>mental capacity</b></li> </ul> |
| K3.1.5: The purpose for recording an individual's body fluid; factors that affect input and output and wound drainage  | <ul style="list-style-type: none"> <li>• Explain the purpose of recording an individual's body fluid</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Describe methods used to record an individual's body fluid</li> <li>• Explain the principles of input, output and wound drainage</li> <li>• Explain the factors that can affect input, output and wound drainage</li> </ul>   |
| K3.1.6: 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 | <ul style="list-style-type: none"> <li>• Describe a range of hazards present in the context of theatre support</li> <li>• Explain the importance of identifying issues and reporting them in accordance with <b>agreed ways of working</b></li> <li>• Describe <b>common adverse reactions</b> to anaesthesia</li> <li>• Explain the importance of reporting deviations from normal in accordance with <b>agreed ways of working</b></li> <li>• Identify common causes of <b>infection</b> and how they can spread</li> <li>• Explain standard precautions that are followed to prevent and control infections</li> <li>• Explain ways to avoid compromising and actions to take in instances of breakdowns in sterile fields</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the principles of infection prevention and control</li> </ul> |
| K3.1.7: Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products  | <ul style="list-style-type: none"> <li>• Explain reasons why <b>clinical specimens</b> are obtained in the context of theatre support</li> <li>• Describe the types and uses of containers and transport relevant to storing and dispatching clinical specimens</li> <li>• Describe the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens</li> <li>• Explain the importance of ensuring that others are aware of and adhere to the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens</li> </ul>  |

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| K3.1.8: How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased | <ul style="list-style-type: none"> <li>• Describe the principles of pre and post-operative surgery including disposal of body parts, preparation for planned surgery and organ donor processes</li> <li>• Explain how the beliefs or culture of patients can impact on their preferences in the context of pre and post-operative surgery</li> <li>• Explain the importance of ensuring that others are aware of and respectful towards the beliefs, culture and preferences of patients</li> <li>• Explain the principles of the end of life phase</li> <li>• Describe factors which impact on the care of the dying or deceased</li> </ul> |
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| Option 3 Knowledge: Senior HCSW (Theatre Support)  |   |
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| 3.2 Support individuals  |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K3.2.1: Ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual's ability to move independently; the effects of pre-medication and anaesthesia | <ul style="list-style-type: none"> <li>• Explain the importance of keeping individuals informed about what is happening, the reasons why and the people involved in the context of theatre support</li> <li>• Describe ways of ensuring that individuals are kept informed of what is happening and understands the reasons why in accordance with <b>agreed ways of working</b></li> <li>• Describe how to interpret verbal and non-verbal indicators in order to determine the ability of an individual to move independently</li> <li>• Explain the effects of pre-medication and anaesthesia on the ability of an individual to move</li> </ul> |
| K3.2.2: Safe moving and handling techniques that maintain an individual's privacy and dignity  | <ul style="list-style-type: none"> <li>• Explain the importance of maintaining the privacy and dignity of individuals in the context of theatre support</li> <li>• Explain the principles of moving and handling people safely and in a way which maintains privacy and dignity</li> <li>• Explain own role in ensuring that others move and handle people safely and in a</li> </ul>   |



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|  | way which maintains privacy and dignity |
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| Option 3 Knowledge: Senior HCSW (Theatre Support)  |   |
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| 3.3 Equipment and resources  |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K3.3.1: The types, purpose and function of surgical instruments and supplementary items used in theatre  | <ul style="list-style-type: none"> <li>Describe a range of types of <b>surgical instruments</b></li> <li>Explain the purpose and functions of surgical instruments and supplementary items in the context of theatre support</li> </ul>   |
| K3.3.2: 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 | <ul style="list-style-type: none"> <li>Explain the importance of maintaining an audit trail relating to the use of items and sharps used in accordance with <b>agreed ways of working</b></li> <li>Describe how to identify, measure, account for and record the use of items and sharps</li> <li>Explain the principles of <b>local ways of working</b> and procedures relevant to instrument counts</li> <li>Explain the actions to take in instances of missing swabs, sharps, instruments or disposable items</li> <li>Explain the relationship between the cost of using items, the time taken and the overall commissioning of surgical procedures</li> </ul> |

| Option 4 knowledge: Senior HCSW (Mental Health Support)  |   |
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| 4.1 Assist with delegated clinical tasks and therapeutic interventions   |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K4.1.1: Current legal policy and service frameworks for mental health; the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy | <ul style="list-style-type: none"> <li>Explain the importance of current legal policy and service frameworks for mental health including <b>legislative requirements</b></li> <li>Explain the impact of legal policy and service frameworks on the <b>agreed ways of working</b> for interventions including the rights of people using services, giving formal or informal support and the role of advocacy</li> </ul> |

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| <p>K4.1.2: The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults, how to check they are in working order</p>  | <ul style="list-style-type: none"> <li>• Identify the <b>types of measurement</b> which can be used to determine the <b>physiological state</b> of adults</li> <li>• Identify the range of types of equipment used for measuring physiological state</li> <li>• Explain how to check that measuring equipment is in working order</li> <li>• Explain the importance of ensuring that others under own supervision only use equipment in working order</li> </ul>  |
| <p>K4.1.3: A range of communication techniques relevant to mental health situations, including dealing with barriers to communication</p>  | <ul style="list-style-type: none"> <li>• Explain a range of communication techniques relevant to mental health support including <b>therapeutic communication techniques, verbal and non-verbal communication</b></li> <li>• Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others</li> <li>• Explain how to overcome or reduce <b>barriers to communication</b> in the context of mental health support</li> </ul> |
| <p>K4.1.4: The nature of mental health well-being; the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion</p> | <ul style="list-style-type: none"> <li>• Explain the relationship between mental health and wellbeing</li> <li>• Explain the characteristics of the <b>main forms of mental ill health</b> in accordance with the <b>psychiatric (DSM/ICD) classification system</b></li> <li>• Explain the range of <b>impacts</b> associated with the main forms of mental ill health</li> </ul>  |
| <p>K4.1.5: Main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention</p>   | <ul style="list-style-type: none"> <li>• Explain the importance of adhering to national guidelines in relation to interventions in mental health</li> <li>• Explain the strengths and limitations of the main interventions in mental health</li> <li>• Explain the factors taken into considering when choosing an intervention</li> <li>• Compare the benefits of early intervention with those of late interventions</li> </ul>  |

| The apprentice will understand  | Indicative assessment criteria   |
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| K4.2.1: The needs of people with mental ill health and those supporting them at key stages and through times of change or transition; how and when to refer; the impact of the individual's mental ill-health | <ul style="list-style-type: none"> <li>Describe the needs of individuals with <b>mental ill health</b> at key stages and through <b>times of change or transition</b></li> <li>Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health</li> <li>Explain how to assist others involved in supporting individuals with mental ill health</li> <li>Explain situations in which to refer an individual and how to go about this</li> <li>Describe the <b>impact</b> mental ill health can have on an individual</li> </ul> |
| K4.2.2: A range of coping strategies and skills; sources of specialist support  | <ul style="list-style-type: none"> <li>Explain the importance of coping with the challenges posed by mental ill health</li> <li>Compare a range of different strategies and skills used for coping with mental ill health</li> <li>Explain the various <b>sources of specialist support</b> available in relation to mental ill health</li> </ul>  |

| Option 4 Knowledge: Senior HCSW (Mental Health Support)                                     |  |
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| 4.3 Risk assessment and risk management   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K4.3.1: Risk factors, a range of triggers which may occur and the impact of the environment | <ul style="list-style-type: none"> <li>Explain the <b>risk factors</b> present in the context of mental health support</li> <li>Explain the types of risk factor triggers which may occur</li> <li>Explain the relationship between the environment and risk factors</li> </ul>  |
| K4.3.2: Prevention and risk reduction strategies  | <ul style="list-style-type: none"> <li>Explain the purpose of prevention and risk reduction strategies in relation to mental health support</li> <li>Identify the <b>types of risks</b> which prevention and risk reduction strategies are designed to limit</li> <li>Explain the limitations of prevention and risk reduction strategies</li> </ul> |
| K4.3.3: Ways to review/protect own mental health and wellbeing                              | <ul style="list-style-type: none"> <li>Explain the importance of reviewing and protecting own mental health and</li> </ul>   |

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|  | <p>wellbeing and encouraging others to do likewise</p> <ul style="list-style-type: none"> <li>• Describe ways in which to review and protect own mental health and wellbeing</li> <li>• Identify sources of support available in the event of concerns regarding own mental health and wellbeing</li> </ul> |
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| Option 5 Knowledge: Senior HCSW (Children and Young People)  |  |
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| 5.1 Assist with clinical tasks   |  |
| The apprentice will understand   | Indicative assessment criteria   |
| K5.1.1: Current legal policy and service frameworks for CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests;' | <ul style="list-style-type: none"> <li>• Explain the importance of current legal policy and service frameworks for CYP including <b>legislative requirements</b></li> <li>• Explain the difference between consent and proxy consent</li> <li>• Explain the impact of legal policy and service frameworks on the <b>agreed ways of working</b> in relation to safeguarding of CYP, consent and proxy consent, parental responsibility and acting in a child's best interests</li> </ul>  |
| K5.1.2: 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                   | <ul style="list-style-type: none"> <li>• Explain the scope of <b>routine clinical tasks</b> relevant to CYP support roles</li> <li>• Identify routine clinical tasks which may be delegated to others</li> <li>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</li> <li>• Explain the importance of organisational care plans and protocols to routine clinical tasks</li> <li>• Explain how to promote the self-management and independence of CYP where possible</li> </ul> |
| K5.1.3: Anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability                                 | <ul style="list-style-type: none"> <li>• Define the terms '<b>anatomy</b>', '<b>physiology</b>' and '<b>pathophysiology</b>'</li> <li>• Explain the anatomical, physiological and pathophysiological characteristics of children</li> <li>• Describe the features of key stages of development of CYP</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Explain the functional changes experienced by CYP associated with a variety of diseases and injuries</li> <li>• Explain techniques which can be used to support CYP with physical or learning disabilities</li> </ul>  |
| K5.1.4: What is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines  | <ul style="list-style-type: none"> <li>• Define what is meant by <b>'life-limiting conditions'</b></li> <li>• Explain the impact that life-limiting conditions can have on child development</li> <li>• Describe the characteristics of the end of life phase</li> <li>• Explain the principles of <b>national and local guidelines</b> relating to the end of life phase</li> <li>• Explain the factors which impact on the care of the dying or deceased in line with national and local guidelines</li> </ul>  |
| K5.1.5: 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; | <ul style="list-style-type: none"> <li>• Explain the principles of <b>patient centred care</b></li> <li>• Explain the importance of establishing the scope of the bond or relationship between a CYP and their parent</li> <li>• Explain how working in partnership with families and carers can enhance the delivery of family-centred care</li> <li>• Explain the importance of actively listening to the opinions and concerns of a CYP and their parent or carer</li> <li>• Explain the importance of taking into account the choices of a CYP's family</li> <li>• Describe the scope of the social and educational needs of CYPs</li> <li>• Explain the importance of supporting CYPs in the context of their social and educational needs</li> <li>• Explain how to promote to others in the workplace the importance of partnerships with CYPs, families and carers</li> </ul> |
| K5.1.6: Specific moving and positioning techniques to use with CYPs   | <ul style="list-style-type: none"> <li>• Explain the principles of moving and positioning CYPs safely</li> <li>• Explain the importance carrying out moving and positioning tasks in line with <b>agreed ways of working</b></li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Explain own role in ensuring that others move and position CYPs safely in line with the <b>agreed ways of working</b></li> </ul>  |
| K5.1.7: Where to source equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation | <ul style="list-style-type: none"> <li>• Identify the equipment and resources requirements of clinical tasks associated with CYP care</li> <li>• Explain where to source additional equipment and resources</li> <li>• Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages</li> <li>• Identify the different roles in multidisciplinary teams in the context of CYP care</li> <li>• Explain the importance of establishing and maintaining communication with the multidisciplinary team</li> <li>• Explain how escalate and ensure others escalate appropriately in accordance with agreed ways of working</li> </ul> |
| K5.1.8: The discharge process, the availability of services offered by the extended health and social care system                                      | <ul style="list-style-type: none"> <li>• Describe the discharge process which operates at own place of work</li> <li>• Explain the importance of ensuring the discharge process is followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the availability and types of services offered by the extended health and social care system for CYPs who have been discharged</li> </ul>  |

| Option 5 Knowledge: Senior HCSW (Children and Young People)   |   |
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| 5.2 Activities of daily living  |   |
| The apprentice will understand  | Indicative assessment criteria  |
| K5.2.1: The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care | <ul style="list-style-type: none"> <li>• Explain the principles of <b>family-centred care</b></li> <li>• Explain the importance of promoting family-centred care to others including the participation of CYPs and their families and carers in the delivery of care</li> </ul> |
| K5.2.2: Approaches to promoting health and wellbeing through the national public health agenda; including the impact of a                   | <ul style="list-style-type: none"> <li>• Describe the principles of national public health agendas</li> </ul>   |

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| range of long term conditions on a CYP's physical and mental health and well-being   | <ul style="list-style-type: none"> <li>• Explain ways to promote health and wellbeing in the context of CYP care through the national public health agenda</li> <li>• Identify typical long term conditions experienced by CYPs</li> <li>• Describe the potential impact on a CYPs physical health, mental health and wellbeing of a range of long term conditions</li> </ul>   |
| K5.2.3: Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover                              | <ul style="list-style-type: none"> <li>• Describe the characteristics of a range of common childhood illnesses</li> <li>• Explain the impact of common childhood illnesses on <b>activities of daily living</b></li> <li>• Explain ways to support CYPs to develop, maintain and recover activities of daily living in the context of common childhood illnesses</li> <li>• Explain the importance of staying within limits of own competence and authority when supporting a CYPs <b>activities of daily living</b></li> </ul>                         |
| K5.2.4: 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 | <ul style="list-style-type: none"> <li>• Explain the relationship of nutrition and hydration with the health and development of CYPs</li> <li>• Explain the effects of poor nutrition and dehydration on CYPs</li> <li>• Explain types of support in relation to nutrition which can be provided to CYPs</li> <li>• Explain the benefits of breast feeding as a source of nutrition and hydration</li> <li>• Explain how to encourage and promote an awareness of nutrition, hydration and breastfeeding amongst families, carers and others</li> </ul> |
| K5.2.5: How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves   | <ul style="list-style-type: none"> <li>• Describe techniques used to support CYPs to wash, dress and use toilet facilities in the context of CYP care</li> <li>• Explain ways to manage situations in which CYPs cannot wash, dress or use toilet facilities for themselves</li> <li>• Explain the importance of ensuring others are competent and authorised to wash, dress or support CYPs to use toilet facilities</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Explain the importance of adhering to <b>agreed ways of working</b> in relation to supporting CYPs to wash, dress and use toilet facilities</li> </ul>  |
| K5.2.6: How to help CYP to be mobile and the importance of rest and sleep  | <ul style="list-style-type: none"> <li>• Describe techniques used to support CYPs to maintain or improve their mobility in the context of CYP care</li> <li>• Explain the relationship of rest and sleep with health and wellbeing</li> <li>• Explain the effects of sleep deprivation or lack of rest on CYPs</li> </ul>  |
| K5.2.7: The implications of national and global immunisations programmes   | <ul style="list-style-type: none"> <li>• Describe the purpose of current national and global immunisations programmes</li> <li>• Explain the relationship between national and global immunisations programmes and <b>legislation, policies and local ways of working</b></li> </ul>   |
| K5.2.8: The impact of long term illness and hospitalisation can have on CYP  | <ul style="list-style-type: none"> <li>• Identify long term illnesses experienced by childhood illnesses</li> <li>• Describe situations in which CYPs may be hospitalised for long periods of time</li> <li>• Explain the potential effects of different long term illnesses and hospitalisation on CYPs</li> <li>• Explain the importance of ensuring families, carers and others are aware of the effects of long term illnesses and hospitalisation on CYPs</li> </ul>  |
| K5.2.9: A range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect | <ul style="list-style-type: none"> <li>• Describe the principles of parenting and different parenting skills</li> <li>• Explain the importance of promoting bonding and attachment between carers, families and CYPs</li> <li>• Explain techniques which can be used to promote bonding and attachment in accordance with agreed ways of working</li> <li>• Define the term '<b>immunisation</b>'</li> <li>• Explain the principles of the current public health agenda in relation to immunisation, healthy eating, mental health and self-harm awareness for CYPs</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Explain the importance of promoting the public health agenda to CYPs, families, carers and others</li> <li>• Explain the importance of protecting CYPs from abuse and neglect</li> <li>• Explain the techniques and support available to help detect and protect CYPs from abuse and neglect</li> </ul> |
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| Option 5 Knowledge: Senior HCSW (Children and Young People)  |   |
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| 5.3 Child development  |   |
| The apprentice will understand   | Indicative assessment criteria  |
| K5.3.1: Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestones; puberty; therapeutic play and distraction techniques | <ul style="list-style-type: none"> <li>• Compare the <b>scope of development</b> of children who are well and those who are sick</li> <li>• Describe the expected stages of development of children</li> <li>• Describe the characteristics of the stage of <b>puberty</b></li> <li>• Explain how illnesses can impact on the developmental milestones of children</li> <li>• Explain a range of therapeutic play and distraction techniques which can be used in the context of CYP care</li> <li>• Explain the benefits of using therapeutic play and distraction techniques</li> <li>• Explain the importance of promoting an awareness of child development, the impact of illness on development and therapeutic play and distraction techniques to carers, families and others</li> </ul> |
| K5.3.2: The key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication   | <ul style="list-style-type: none"> <li>• Explain the key principles of underpinning communication with CYPs, families, carers, education providers and other services</li> <li>• Explain the importance of adapting communication in accordance with the age group of the recipient and ensuring others do so</li> <li>• Describe a range of age-appropriate communication techniques</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Explain how to overcome or reduce <b>barriers to communication</b> in the context communicating with CYPs</li> </ul>   |
| K5.3.3: What is meant by transitions for CYP; supporting independent decision making; signposting to other services | <ul style="list-style-type: none"> <li>• Define what is meant by <b>‘transitions for CYPs’</b></li> <li>• Explain the importance of supporting the independent decision making of CYPs and ensuring others support this</li> <li>• Describe a range of techniques to encourage or support independent decision making by CYPs</li> <li>• Explain the range of additional services available to CYPs and how to signpost CYPs, carers and families to them in accordance with <b>agreed ways of working</b></li> </ul> |

| Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)  |  |
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| 6.1 Assist with delegated therapeutic or clinical tasks and interventions   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K6.1.1: Basic human anatomy and physiology  | <ul style="list-style-type: none"> <li>• Define the terms <b>‘anatomy’</b> and <b>‘physiology’</b></li> <li>• Explain the basic anatomical and physiological characteristics of humans</li> </ul>  |
| K6.1.2: 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 | <ul style="list-style-type: none"> <li>• Explain the scope of <b>routine and complex clinical tasks</b> in the context of AHP therapy support</li> <li>• Explain the scope of <b>therapeutic interventions</b> in the context of AHP therapy support</li> <li>• Explain the importance of standardising approaches in relation to managing an individual’s function</li> <li>• Explain how own role relates to standard approaches to identify, manage, rehabilitate or maximise an individual’s function</li> </ul> |
| K6.1.3: Local clinical risk assessments and management plans relevant to the setting  | <ul style="list-style-type: none"> <li>• Describe the process to follow when carrying out a local clinical risk assessment</li> <li>• Describe ways of minimising risk in a clinical setting</li> <li>• Explain how the outcomes of local clinical risk assessments are communicated to other employees</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Explain the purpose of management plans relevant to the clinical setting</li> </ul>  |
| K6.1.4: The impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress          | <ul style="list-style-type: none"> <li>• Describe the features of key stages of development of growth, development and ageing in humans</li> <li>• Explain the impact on physical and mental function and wellbeing experienced as a result of growing, developing and ageing</li> <li>• Define the term '<b>frailty</b>' in the context of therapy support</li> <li>• Explain the principles of the end of life phase</li> <li>• Describe the potential impact of disease progress on the end of life phase</li> </ul>   |
| K6.1.5: 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 | <ul style="list-style-type: none"> <li>• Describe the referral and discharge processes which operate at own place of work</li> <li>• Explain the importance of ensuring that referral and discharge processes are followed in accordance with <b>agreed ways of working</b></li> <li>• Explain the functions, availability, eligibility and limitations of wider services offered within own organisation and by the extended health and social care system for individuals who have been discharged</li> <li>• Describe situations in which it is appropriate to signpost individuals to the wider services offered</li> <li>• Explain methods used to signpost individuals to the wider services offered</li> </ul> |
| K6.1.6: How to assess that the environment is appropriate for the therapeutic or clinical task   | <ul style="list-style-type: none"> <li>• Explain the importance of assessing that the environment is appropriate for the carrying out of therapeutic and clinical tasks in accordance with <b>agreed ways of working</b></li> <li>• Describe methods used to assess whether the environment is appropriate for the carrying out of therapeutic and clinical tasks</li> <li>• Explain the processes for rectifying and reporting factors which prevent the environment being suitable for therapeutic and clinical tasks</li> </ul>  |

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| K6.1.7: The potential impact of difficulties or impairments on someone's ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person's functioning; how someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly | <ul style="list-style-type: none"> <li>• Describe different <b>types of impairment</b></li> <li>• Explain the potential impact of impairment on an individual's ability to function in their environment</li> <li>• Explain the benefits of individual's participating in tasks</li> <li>• Describe methods used to adapt or change tasks to promote participation including identifying an individual's reasons for their unwillingness or inability to participate</li> <li>• Explain how an individual's overall wellbeing or underlying condition may affect the way they present</li> <li>• Explain how to adapt in order to meet the needs of an individual's wellbeing or underlying condition</li> </ul> |
| K6.1.8: Clinical precautions; how to identify, monitor and escalate  | <ul style="list-style-type: none"> <li>• Explain the clinical precautions that are followed in own therapy support setting</li> <li>• Describe a range of <b>potential issues</b> of concern experienced by individuals in the context of therapy support</li> <li>• Explain how to identify, monitor and escalate issues of concern in accordance with <b>agreed ways of working</b></li> <li>• Explain the importance of ensuring that others are aware of and use methods to identify, monitor and escalate issues of concern</li> </ul>  |
| K6.1.9: A range of outcome measures related to your role   | <ul style="list-style-type: none"> <li>• Explain the concept and purpose of <b>outcome measures</b></li> <li>• Describe a range of outcome measures used at place of own work and how they relate to own role</li> </ul>   |

| Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)<br>6.2 Support, educate and enable individuals with their health and wellbeing                           |   |
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| The apprentice will understand  | Indicative assessment criteria  |
| K6.2.1: The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention; | <ul style="list-style-type: none"> <li>• Explain the principles of the care planning process which operates in own work setting</li> <li>• Explain the purpose of interventions in relation to physical and mental</li> </ul> |

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|  | <p>wellbeing in the context of therapy support</p> <ul style="list-style-type: none"> <li>• Describe the main types of intervention</li> <li>• Describe the principles of <b>legislation, policies and local ways of working</b> that relate to interventions in the context of therapy support</li> <li>• Explain the outcomes which can be anticipated following own interventions</li> <li>• Explain the importance of ensuring that others are aware of and adhere to planning processes, legislation, policies and local ways of working</li> </ul>   |
| <p>K6.2.2: 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> | <ul style="list-style-type: none"> <li>• Explain the importance of independence, social integration and recovery to individuals and the barriers which can prevent this</li> <li>• Describe ways in which to enable and encourage an individual experience greater independence, social integration and recovery</li> <li>• Explain the importance self-management, emotional resilience, personal development and growth for individuals</li> <li>• Describe methods for encouraging individuals to develop in ways which will help to avoid relapses</li> <li>• Describe a range of <b>activities of daily living</b></li> <li>• Explain the skills required for activities of daily living relevant to own role and work setting</li> </ul> |
| <p>K6.2.3: Your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required</p>                                  | <ul style="list-style-type: none"> <li>• Describe the responsibilities of own role in relation to AHP support education</li> <li>• Explain the relationship between own role in AHP support education with that of registered AHPs</li> <li>• Explain how to provide information and advice in accordance with <b>agreed ways of working</b></li> <li>• Explain the principles of group work and presentation skills</li> <li>• Describe techniques which can be used to monitor progress</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Describe the processes for monitoring progress, reporting and referring as required in own work setting</li> </ul>  |
| K6.2.4: Local activities and resources and how to signpost people to them | <ul style="list-style-type: none"> <li>Describe <b>local activities and resources</b> available to people</li> <li>Explain the importance of signposting people to local activities and resources</li> </ul> |

| Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)  |  |
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| 6.3 Equipment and resources   |  |
| The apprentice will understand  | Indicative assessment criteria   |
| K6.3.1: 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 | <ul style="list-style-type: none"> <li>Describe the range of <b>equipment</b>, assistive devices and resources used in own role in therapy support</li> <li>Explain the purpose and methods of using the equipment, assistive devices and resources</li> <li>Explain the benefits, risks and limitations for using each type of equipment</li> <li>Describe examples of situations in which certain types of equipment should not be used</li> <li>Describe the techniques used to maintain, clean, store and handle each type of equipment</li> <li>Explain the importance of adhering to manufacturer's guidelines and <b>agreed ways of working</b></li> <li>Explain the processes to follow when accessing, ordering, maintaining and monitoring stock</li> <li>Explain the importance of ensuring that others use, maintain and manage equipment and stock correctly</li> </ul> |
| K6.3.2: How the equipment is used safely; how it can meet individual's needs and be adapted within a given range  | <ul style="list-style-type: none"> <li>Explain the importance of checking that equipment is used safely and ensuring others do so</li> <li>Explain how equipment can be used to meet an individual's needs</li> <li>Explain the benefits of adapting equipment to meet an individual's needs within a specified range and reinstating as appropriate</li> </ul>  |

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| <p>K6.3.3: 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>   | <ul style="list-style-type: none"> <li>• Explain how to escalate concerns about equipment lack of availability or inadequacies in accordance with <b>agreed ways of working</b></li> <li>• Describe how to report faults, carry out maintenance and safety of relevant instruments</li> <li>• Explain the importance of ensuring that others escalate concerns about equipment and contribute to maintenance and safety checks</li> </ul>   |
| <p>K6.3.4: 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> | <ul style="list-style-type: none"> <li>• Describe the range of equipment and resources available in own role</li> <li>• Describe the characteristics of the client group in own area of work</li> <li>• Explain how to use equipment in a way which reflects the characteristics of the client group including equipment type, purpose and function</li> <li>• Explain the importance of ensuring that others utilise equipment appropriately and in a way which reflects the characteristics of the client group</li> <li>• Explain the criteria for the provision of equipment</li> </ul> |

## Short Answer Questions – Guidance on depth of answer

When preparing for end-point assessment, it is essential for apprentices to prepare for the short answer questions by attempting the mock questions. This preparation should include:

- ensuring that they have fully read the question to ensure all elements of it are addressed by their answer
- planning their answers to provide sufficient detail for the verb included at the beginning of the question (further guidance provided below).

The list below provides guidance on the level of detail apprentices will be required to supply in their answers. Please use this guidance when supporting apprentices to prepare for their short answer questions to ensure they have provided sufficient responses.

- **Analyse:** break down a topic into separate parts and examine each. Show how the main ideas of each part are related or why they are important-
- **Assess:** review the validity of a concept or information provided and consider the information to make a decision-
- **Explain:** provide a clear account of a concept by providing detailed information, giving reasons and showing how or why something is or isn't the case
- **Evaluate:** review evidence from different perspectives and come to a valid conclusion or reasoned judgement, considering the benefits and limitations
- **Illustrate:** give clear information on or a description of a subject, topic or process, with supporting examples
- **Identify:** determine the origin or nature of something by selecting or providing basic examples or information
- **Justify:** provide reasons for how a conclusion, action or explanation was formed; providing, using or quoting supporting evidence
- **Outline:** provide a brief description of the main points or features of a concept/idea/theory etc.
- **Establish:** show something to be the case, using given information
- **Distinguish:** show or recognise the difference between ideas or information
- **Critically compare:** examine two or more subjects in detail and establish any similarities and differences. Identify the positive aspects and limitations for each.-



## Grading the Multiple-Choice Test and Short-Answer Questions

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There are 30 multiple choice questions, each worth 1 mark and 4 short answer questions, each worth 5 marks. Each short answer question should be completed within a maximum of 250 words. The multiple-choice and short-answer test covers all knowledge requirements in the standard for both the core and optional specialism.

- To achieve a pass, apprentices must achieve 40-59% or above (20 marks)
- To achieve a merit, apprentices must achieve 60-74% or above (30 marks)
- To achieve a distinction, apprentices must achieve 75% or above (37 marks)

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Mock Assessments and Templates

- Multiple-Choice and Short-Answer Tests
- Multiple-Choice and Short-Answer Test Mark Scheme
- Learning Journal and Interview – Templates

**Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker**  
**Mock 3001 Multiple-Choice Questions (MCQ) – Answers**

| <b>Question Number:</b> | <b>Correct Answer:</b> | <b>Question Number:</b> | <b>Correct Answer:</b> |
|-------------------------|------------------------|-------------------------|------------------------|
| 1                       | A                      | 16                      | C                      |
| 2                       | A                      | 17                      | B                      |
| 3                       | B                      | 18                      | B                      |
| 4                       | C                      | 19                      | B                      |
| 5                       | C                      | 20                      | A                      |
| 6                       | D                      | 21                      | C                      |
| 7                       | C                      | 22                      | C                      |
| 8                       | B                      | 23                      | D                      |
| 9                       | B                      | 24                      | A                      |
| 10                      | D                      | 25                      | C                      |
| 11                      | B                      | 26                      | D                      |
| 12                      | A                      | 27                      | A                      |
| 13                      | D                      | 28                      | C                      |
| 14                      | D                      | 29                      | B                      |
| 15                      | A                      | 30                      | A                      |

# Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker

EPA-Kit

## Assessing the Short Answer Test

5. The Short Answer Questions Guidance
6. Short Answer mark scheme for each option

## Short Answer Questions – Guidance on depth of answer

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When preparing for end-point assessment, it is essential for apprentices to prepare for the short answer questions by attempting the mock questions (on the following pages) for their chosen specialism. This preparation should include:

- ensuring that they have fully read the question to ensure all elements of it are addressed by their answer
- planning their answers to provide sufficient detail for the verb included at the beginning of the question (further guidance provided below).

The list below provides guidance on the level of detail apprentices will be required to supply in their answers. Please use this guidance when supporting apprentices to prepare for their short answer questions to ensure they have provided sufficient responses.

- **Analyse:** break down a topic into separate parts and examine each. Show how the main ideas of each part are related or why they are important
- **Assess:** review the validity of a concept or information provided and consider the information to make a decision
- **Explain:** provide a clear account of a concept by providing detailed information, giving reasons and showing how or why something is or isn't the case
- **Evaluate:** review evidence from different perspectives and come to a valid conclusion or reasoned judgement, considering the benefits and limitations
- **Illustrate:** give clear information on or a description of a subject, topic or process, with supporting examples
- **Identify:** determine the origin or nature of something by selecting or providing basic examples or information
- **Justify:** provide reasons for how a conclusion, action or explanation was formed; providing, using or quoting supporting evidence
- **Outline:** provide a brief description of the main points or features of a concept/idea/theory etc.
- **Establish:** show something to be the case, using given information
- **Distinguish:** show or recognise the difference between ideas or information
- **Critically compare:** examine two or more subjects in detail and establish any similarities and differences. Identify the positive aspects and limitations for each.

## Option 1 – Senior HCSW (Adult Nursing Support) – Sample test in EPA KIT

The apprentice should answer **each** whole question (including all constituent parts a, b, c etc) to its fullest extent within 250 words maximum.

Scenario:

**You are working on an orthopaedic ward with a range of individuals who have varying needs and multiple conditions. You are supporting Mabel, who is 71 and who has had a knee operation after a fall in her own home. Mabel has recently been diagnosed with the early stages of dementia, a type that can affect the individual's movement and mobility. This could have accounted for her fall and consequently Mabel has been given medication to improve her movement, however the medication is heightening the symptoms of the condition. Mabel is soon to be discharged from the ward and will be looked after in a care home until she is well enough to go home where her husband will support her recovery.**

**Questions:**

1. Explain how you would use your clinical knowledge and skills to support Mabel with her daily routine whilst on the ward, including wound care and skin integrity. (5 marks)

The apprentice will be awarded:

- 1 mark for an explanation of how to support Mabel with her daily routine,
- up to 2 marks for an explanation of how to support wound care and
- up to 2 marks for an explanation of how to support skin integrity.

This question covers assessment criteria:

- 1.1.1: Which clinical tasks you will routinely be expected to carry out within your role,
- 1.2.1a: Approaches to promoting health and wellbeing and
- 1.2.3a How to wash, dress and support an adult to use the toilet.

**2a.** Define dementia and identify 1 further symptom of dementia.

(2 marks)

The apprentice will be awarded:

- 1 mark for a clear definition of dementia and
- 1 mark for inclusion of at least 1 symptom.

This question covers assessment criteria:

- 1.2.1b a range of long-term conditions and the impact they may have on a person's physical and mental health and wellbeing

**2b.** Explain how an early diagnosis of dementia and the monitoring of this condition will assist Mabel's physical and mental health and wellbeing.

(3 marks)

The apprentice will be awarded:

- 1 mark for an explanation of how early diagnosis will assist Mabel's physical health,
- 1 mark for an explanation of how early diagnosis will assist Mabel's mental health and
- 1 mark for an explanation of how early diagnosis will assist Mabel's wellbeing.

This question covers assessment criteria:

- 1.1.9a: The importance of early diagnosis in relation to dementia and other cognitive issues
- 1.2.1d: The activities of daily living and ways in which you can support individuals to maintain and improve them

**3a.** In order to support Mabel's movement and her condition, identify 1 piece of equipment that could be used whilst on the ward and where to source this.

(2 marks)

The apprentice will be awarded:

- 1 mark for identification of 1 piece of equipment and
- 1 mark for identification of where this would be sourced.

This question covers assessment criteria:

- 1.1.8: Where to source equipment and resources

**3b.** Explain how Mabel's health and wellbeing can be improved by increasing her movement, rest and sleep. (3 marks)

The apprentice will be awarded:

- 1 mark for explanation of how **rest** can improve health and wellbeing,
- 1 mark for explanation of how **sleep** can improve health and wellbeing and
- 1 mark for explanation of how **movement** can improve health and wellbeing

This question covers assessment criteria:

- 1.2.4: How to help adults to be mobile and the importance of rest and sleep

**4a.** Identify 2 services that would need to provide support to Mabel upon discharge from hospital. (2 marks)

The apprentice will be awarded:

- 1 mark for each service identified up to a maximum of 2 marks

This question covers assessment criteria:

- 1.1.7: The discharge process, the availability and services offered by the extended health and social care system

**4b.** Explain how a multi-disciplinary approach will support Mabel's health and wellbeing needs and her husband, upon discharge from hospital. (3 marks)

The apprentice will be awarded:

- 1 mark for explanation of multi-disciplinary approach,
- 1 mark for reference to Mabel's health and wellbeing and
- 1 mark for reference to her husband's needs.

This question covers assessment criteria:

- 1.1.7: The discharge process, the availability and services offered by the extended health and social care system
- 1.2.3b: ways to manage situations in which the adult cannot do these things for themselves



## Option 2 – Senior HCSW (Maternity Support) – Sample test in EPA KIT

The apprentice should answer **each** whole question (including all constituent parts a, b, c etc) to its fullest extent within 250 words maximum.

### Scenario:

Catherine, accompanied by her partner, has given birth on a midwifery-led ward at a local hospital. Catherine gave birth in the birthing pool and was in labour for approximately 7 hours. The baby was lying in an occiput posterior position which increased the amount of pain that Catherine experienced. You supported her in the water, helping her to find optimum positions to move and birth the baby. You have now returned to your morning shift and Catherine and baby are doing well and being supported on the ward. Catherine hoped to breastfeed, however, she is struggling with getting baby comfortable and to latch satisfactorily.

### Questions:

1a. Identify 1 physiological state of the mother that can be measured, the equipment you would use to measure and the normal range of the measurement. (2 marks)

The apprentice will be awarded:

- 1 mark for identification of physiological measurement
- 1 mark for identification of the equipment and normal range of measurement (0 marks if only equipment **or** range of measurement is provided)

This question covers assessment criteria:

- 2.1.2a. the range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels
- 2.1.2b. the normal ranges and how to report deviations
- 2.1.2c. the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately

1b. Identify 1 physiological state of the baby that can be measured, including the equipment you would use to measure and the normal range of the measurement.

(2 marks)

The apprentice will be awarded:

- 1 mark for identification of physiological measurement
- 1 mark for identification of the equipment and normal range of measurement (0 marks if only equipment **or** range of measurement is provided)

This question covers assessment criteria:

- 2.2.2a. the range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation
- 2.1.2b. the normal ranges and how to report deviations
- 2.1.2c. the types of equipment used for measuring physiological states in babies and how to check they are in working order

1c. Describe 1 factors that you would observe when undertaking a routine baby health screen with Catherine and her baby.

(1 mark)

The apprentice will be awarded:

- 1 mark for clear description of 1 factor.

This question covers assessment criteria:

- 2.2.3. the routine health baby observations including cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neonatal jaundice

2. Describe the clinical tasks undertaken to support Catherine and her baby, including how to interact and care for her baby, how to support Catherine with self-care and how to promote postnatal health education.

(5 marks)

The apprentice will be awarded:

- 1 mark for description of a clinical task to support interaction with baby
- 1 mark for description of a clinical task to support care of baby
- 1 mark for description of a clinical task to support Catherine with self-care
- 1 mark for description of 1 way to promote postnatal health education, up to a maximum of 2 marks

This question covers assessment criteria:

- 2.1.3. your role in antenatal and postnatal health education

- 2.3.1. ways to interact and care for babies including promoting skin to skin contact
- 2.3.2a. how to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies

3. Explain how you would provide postnatal support to Catherine, her partner and their baby in relation to feeding and attachment. (5 marks)

The apprentice will be awarded:

- 1 mark for explanation of 1 point relating to how to support mother and baby with feeding and attachment, up to a maximum of 4 marks.
- 1 mark for explanation of 1 point relating to how support could be provided to the partner in relation to feeding and attachment

This question covers assessment criteria:

- 2.2.4a. ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby
- 2.2.4b. how to use a breast pump or hand express
- 2.2.4e. cup and bottle feeding, the preparation of formula milk as necessary
- 2.3.2a. how to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies

4a. On your morning shift, you will be supporting a midwife during clinic to undertake blood spot testing. Describe how to undertake this test including preparation, taking sample and dispatch. (3 marks)

The apprentice will be awarded:

- 1 mark for description of preparation
- 1 mark for description of how to undertake sample
- 1 mark for description of how to dispatch the sample

This question covers assessment criteria:

- 2.2.4a. how to take and test venous and capillary blood and other specimens

4b. During clinic, it is essential that you monitor the health and wellbeing of mothers and babies. Explain the procedure to follow if emotional needs or potential signs of mental ill-health are identified. Your answer should include at least 2 steps. (2 marks)

The apprentice will be awarded:

- 1 mark for explanation of 1 step, up to a maximum of 2 marks.

This question covers assessment criteria:

1. 2.1.2. possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood

### Option 3: Senior HCSW (Theatre Support) – Sample test in EPA Kit

The apprentice should answer **each** whole question (including all constituent parts a, b, c etc) to its fullest extent within 250 words maximum.

#### Scenario:

**You work as a theatre support worker in orthopaedic surgery. You have an 87-year-old patient on the theatre list, who is having a hip replacement under spinal anaesthesia. The individual is disorientated and displaying behaviours such as confusion, anxiety and fear and you will need to support him in preparation for, during and after their surgery.**

#### Questions:

1a. Identify 2 communication methods that you would use when supporting this individual.  
(2 marks)

The apprentice will be awarded:

- 1 mark for identification of each communication method identified up to a maximum of 2 marks

This question covers assessment criteria:

- 3.2.1 a. Ways to keep the individual informed of what is happening, why and who is involved

1b. Explain how moving and handling techniques used will meet an individual's wellbeing needs and maintain their privacy and dignity.  
(3 marks)

The apprentice will be awarded:

- 1 mark for safe moving and handling technique.
- 1 mark for explaining the moving and handling technique linked to wellbeing.
- 1 mark for explaining the moving and handling technique linked to privacy and dignity.

This question covers assessment criteria:

- 3.2.2. Safe moving and handling techniques that maintain an individual's privacy and dignity

2a. Describe 1 type of surgical instrument used in theatre including its purpose and function. (2 marks)

The apprentice will be awarded:

- 1 mark for identification of 1 surgical instrument
- 1 mark for description of its purpose and function

This question covers assessment criteria:

- 3.3.1 the types, purpose and function of surgical instruments and supplementary items used in theatre

2b. Explain the pre and post-operative checks that must be undertaken within your role and with other theatre team members in line with agreed ways of working. (3 marks)

The apprentice will be awarded:

- 1 mark for explanation of pre-operative check
- 1 mark for explanation of post-operative check
- 1 mark for explanation of pre or post-operative check conducted with other team member

This question covers assessment criteria:

- 3.1.2 a. pre and post-operative checks including: identification, operation site marking and pregnancy
- 3.1.3. the theatre team, its protocols and how it fits within the organisational structure

3. Explain the agreed ways of working for measuring, monitoring, handling samples and reporting physiological states including how you would support the individual during these processes. (5 marks)

The apprentice will be awarded:

- 1 mark for explanation of measuring 1 physiological measurement
- 1 mark for explanation of agreed ways of working for monitoring physiological measurement
- 1 mark for explanation of agreed ways of working for reporting physiological states
- 1 mark for explanation of how individual is supported during these processes
- 1 mark for explanation of how to handle samples

This question covers assessment criteria:

- 3.1.4a: the range of physiological states that can be measured including body temperature, blood pressure, pulse, urinary output, breathing rate and oxygen saturation and how anaesthesia may affect them
- 3.1.7: types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products

4. Explain the agreed ways of working for reporting 2 different hazards during general surgery for hip replacements, including an explanation of how to report a potential breakdown in the sterile field, and how you would support the individual. (5 marks)

The apprentice will be awarded:

- 2 marks for explanation of 2 hazards
- 1 mark for explanation of how to report hazards
- 1 mark for explanation of how to report a breakdown in the sterile field
- 1 mark for explanation of how to support the individual

This question covers assessment criteria:

- 3.1.6a. potential hazards;
- 3.1.6b. how to report issues
- 3.1.6e. standard precautions for infection prevention and control: ways to avoid compromising and actions to take when there is a breakdown in the sterile field

## Option 4: Senior HCSW (Mental Health Support) – Sample test in EPA Kit

The apprentice should answer **each** whole question (including all constituent parts a, b, c etc) to its fullest extent within 250 words maximum.

### Scenario:

You are supporting Mabel, who is 71 and who has had a knee operation after a fall in her own home. Mabel has recently been diagnosed with the early stages of dementia as she has shown signs of cognitive impairment including confusion and memory loss. She has difficulties finding her way around and it is thought that this may have caused her to fall. Mabel has been given medication however this does not seem to be improving her experience of the symptoms. Mabel has also shown signs of insomnia, depressed mood, loss of energy, weight gain and does not want to engage in activities or therapeutic interventions within the home. Mabel is soon to be discharged from an orthopaedic hospital ward and will be looked after in a care home until she is well enough to go home where her husband will support her recovery. You will be supporting Mabel during her transition from the care home back to her own home.

### Questions:

1a. Describe two of the main forms of mental illness that are affecting Mabel according to the psychiatric classification systems. (2 marks)

The apprentice will be awarded:

- 1 mark for each description of a form of mental illness up to a maximum of 2 marks

This question covers assessment criteria:

- 4.1.4b: the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system: mood, personality, anxiety, psychotic, substance-related, eating, cognitive disorders, trauma



1b. Discuss 1 of the main interventions that could be used to support Mabel's mental health, including a benefit and limitation of the intervention. (3 marks)

The apprentice will be awarded:

- 1 mark for identifying the intervention
- 1 mark for discussing a benefit
- 1 mark for discussing a limitation

This question covers assessment criteria:

- 4.1.5a: Main interventions in mental health, including their strengths and limitations, adhering to national guidelines

2. Explain how you would use your clinical and therapeutic knowledge and skills to support Mabel with her transition from the care home to her own home (at least 3 skills should be covered). (5 marks)

The apprentice will be awarded:

- 1 mark for each skill explained, up to a maximum of 3 marks
- 1 mark for explaining how each skill will support transition from the care home to Mabel's own home up to a maximum of 2 marks (only 2 skills need to be mentioned)

This question covers assessment criteria:

- 4.1.1b: the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy
- 4.2.1a: the needs of people with mental ill health and those supporting them at key stages and through times of change or transition eg when they first develop mental health problems, if they go into psychiatric care, over the long term

3a. Identify 2 barriers to communication that may be present in your interactions with Mabel and her husband. (2 marks)

The apprentice will be awarded:

- 1 mark for each barrier identified up to a maximum of 2 marks

This question covers assessment criteria:

- 4.1.3: a range of communication techniques relevant to mental health situations, including dealing with barriers to communication and conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics

3b. Explain the communication techniques that you would use to reduce the barriers to communication that may be experienced by Mabel and her husband. (3 marks)

The apprentice will be awarded:

- 1 mark for explanation of 1 technique to overcome each barrier up to a maximum of 2 marks
- 1 mark for explanation that links to her husband as well as Mabel

This question covers assessment criteria:

- 4.1.3: a range of communication techniques relevant to mental health situations, including dealing with barriers to communication and conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics
- 4.2.1c: the impact of the individual's mental ill-health on their life, family, friendships, ability to work and actively participate in society

4. Explain 3 risk prevention and risk reduction strategies that could be used to protect Mabel's and your own mental health and wellbeing. (5 marks)

The apprentice will be awarded:

- 1 mark for explanation of each risk prevention and/or risk reduction strategy up to a maximum of 3 marks
- 1 mark for linking explanation to how it protects Mabel's mental health and wellbeing
- 1 mark for linking explanation to how it protects own mental health and wellbeing

This question covers assessment criteria:

- 4.3.1: risk factors eg 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
- 4.3.2: prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect
- 4.3.3: ways to review/protect own mental health and wellbeing

## Option 5: Senior HCSW (Children and Young People Support) – Sample test in EPA Kit

The apprentice should answer each whole question (including all constituent parts a, b, c etc) to its fullest extent within 250 words maximum.

**You are caring for a 15-year-old, Simon, who is being treated in hospital having recently been diagnosed with osteosarcoma. Simon has recently had surgery to remove a piece of bone from his leg and is undergoing chemotherapy. Simon is demonstrating challenging behaviours on the ward and visits from family members consistently end in upset and with Simon feeling aggravated. Simon was mid-way through his GCSE examinations upon admission to the ward and wants to be able to return to school to complete his examinations and complete this milestone with his friends. His family are keen that he remains in hospital.**

### Questions

1a. Simon's condition is affecting his wellbeing needs. Explain how you would support Simon and his family to meet 2 of his development needs and 2 wellbeing needs.

*(5 marks)*

The apprentice will be awarded:

- 1 mark for explanation of how to meet 1 development need (up to a maximum of 2 marks)
- 1 mark for explanation of how to meet 1 wellbeing need. (up to a maximum of 2 marks)
- 1 mark for linking explanations to Simon **and** his family and how each will support development and wellbeing needs.

This question covers assessment criteria:

- K5.1.5 the importance of families' choices and listening to the voice of the CYP
- K5.2.2 Approaches to promoting health and wellbeing through the national public health agenda
- K5.2.2 including the impact of a range of long term conditions on a CYP's physical and mental health and well-being

2. Explain how you would use your clinical knowledge and skills to support Simon in 3 of his daily activities. (5 marks)

**The apprentice will be awarded:**

- 3 marks for each daily activity identified e.g. moving and positioning, washing, dressing etc. mobility, self-management, independence.
- 1 mark for each clear explanation of how skills and knowledge will be used to support a daily activity (max 2).

**This question covers assessment criteria:**

- 5.1.2a 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
- 5.1.3b functional changes associated with disease or injury
- 5.2.6 How to help CYP to be mobile and the importance of rest and sleep
- K5.2.5 How to support CYP to wash, dress, and use the toilet; ways to

- 3a. Identify 2 communication methods that you would use when supporting Simon. (2 marks)

**The apprentice will be awarded:**

- 1 mark for identification of each method (Max 2)

**This question covers assessment criteria:**

- 5.3.2a The key principles underpinning communication with CYP and families, carers, education providers or other services

- 3b. Explain how you would use your communication skills to support Simon in a way that meets his health and wellbeing needs. (3 marks)

**The apprentice will be awarded:**

- 1 mark each for clear explanation of communication methods (2 marks max). Explanation should include how those methods meet Simon's health and wellbeing needs.
- 1 further mark for linking explanation to Simon's health and wellbeing needs.

**This question covers assessment criteria:**

4. Discuss the services that Simon is likely to access upon discharge from hospital including how a multi-disciplinary approach will support Simon's health and wellbeing needs.

(5 Marks)

**The apprentice will be awarded:**

Explanation should include understanding of a **multi-disciplinary approach** and **who** this is likely to include for **Simon** and his family.

- 1 mark for at least 2 services identified.
- 1 mark for understanding of multi-disciplinary team.
- 1 mark for who this would include and why.
- 2 marks for reference to Simon's **health** and **wellbeing** upon discharge from hospital.

**This question covers assessment criteria:**

- 5.1.7 Where to source equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation
- 5.1.8 The discharge process, the availability of services offered by the extended health and social care system

## Option 6: Senior HCSW (Allied Health Profession – Therapy Support) – Sample test in EPA kit

The apprentice should answer **each** whole question (including all constituent parts a, b, c etc) to its fullest extent within 250 words maximum.

### Scenario:

Simon is 15 years old, he is being treated in hospital having been diagnosed with osteosarcoma. Simon has recently had surgery to remove a piece of bone from his leg and is undergoing chemotherapy. Simon was mid-way through his GCSE examinations upon admission to the ward and wants to be able to return to school to complete his examinations and complete this milestone with his friends. Simon is being supported by a multi-disciplinary team of professionals, who are enabling him to achieve functional mobility and emotional and social wellbeing goals. You are a member of the team supporting his rehabilitation.

### Questions:

1. Explain how you would use your clinical and therapeutic knowledge and skills to support Simon's rehabilitation (5 marks)

The apprentice will be awarded:

- 2 marks for explanation of 1 clinical task **and** how it will support rehabilitation
- 2 marks for explanation of 1 therapeutic task **and** how it will support rehabilitation
- 1 mark for explanation of 1 additional point **either** clinical or therapeutic

This question covers assessment criteria:

- 6.1.2: 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
- 6.1.7d: How someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly

2a. Describe 1 type of equipment, assistive device or resource used to support Simon, including its purpose, function and how it should be maintained. (2 marks)

The apprentice will be awarded:

- 1 mark for describing 1 piece of equipment, its purpose and function
- 1 mark for describing how it should be maintained

This question covers assessment criteria:

- 6.3.1a: a range of equipment, assistive devices and resources used in your role
- 6.3.1e: maintenance and cleaning
- 6.3.4b: 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

2b. Explain how the type of equipment, assistive device or resource can meet Simon's needs including their benefits. (3 marks)

The apprentice will be awarded:

- 1 mark for explaining how the equipment could meet his physical health or wellbeing needs.
- 1 mark for explaining each benefit up to a maximum of 2 marks.

This question covers assessment criteria:

- 6.3.2b: how it can meet individual's needs and be adapted within a given range
- 6.3.1c: benefits and risks

3a. Identify 1 service, activity or resource that Simon could be signposted to upon discharge from hospital, including its function. (2 marks)

The apprentice will be awarded:

- 1 mark for identification of service, activity or resource
- 1 mark for stating its function

This question covers assessment criteria:

- 6.1.5: 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
- 6.2.4: local activities and resources and how to signpost people to them e.g., social, education, work etc

3b. Explain how the care planning process and your role in enabling and educating will support Simon's health and wellbeing needs upon discharge from hospital. (3 marks)

The apprentice will be awarded:

- 1 mark for explaining 1 point about the care planning process
- 1 mark for explaining 1 point regarding their role in enabling
- 1 mark for explaining 1 point regarding their role in educating

This question covers assessment criteria:

- 6.2.1: The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention
- 6.2.2c: Skills for everyday life as determined by your role and setting.

4. Describe how you would escalate concerns regarding Simon's mobility and psychological wellbeing including how you would support Simon to overcome these concerns by enabling independence and emotional resilience. (5 marks)

The apprentice will be awarded:

- 1 mark for description of how to escalate concerns regarding mobility
- 1 mark for description of how to escalate concerns regarding psychological wellbeing
- 1 mark for describing how to enable independence and stating how this helps to overcome concerns
- 1 mark for describing how to enable emotional resilience and stating how this helps to overcome concerns
- 1 mark for 1 further concern, way to enable independence or emotional resilience.

This question covers assessment criteria:

- 6.1.8b: How to identify, monitor and escalate e.g. mobility concerns, cardiovascular instability
- 6.1.8c: Psychological issues etc
- 6.2.2a: Ways to enable independence, social integration and recover
- 6.2.2b: How to encourage self-management, emotional resilience, personal development or growth and ways to avoid relapses