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

End-Point Assessment Kit (AP02 09/18)

Pathway: Mental Health Support

Highfield Level 3 End-point Assessment for ST0217 Senior Healthcare Support Worker (AP02 09/18)

Mental Health Support

EPA-kit

Contents

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How to use this EPA-kit

Welcome to the Highfield End-Point Assessment Kit for the Senior Healthcare Support Worker – Mental Health Support (AP02) 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 assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA-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.

Key facts	
Apprenticeship standard:	Senior Healthcare Support Worker (AP02) 09/18 Mental Health Support
Level:	3
On Programme Duration:	Typically 24 months
Grading:	Fail/Pass/Distinction
End-Point Assessment methods:	Multiple-Choice Test; Observation of Practice and Professional Discussion

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- 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 the apprentice 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 section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

Senior healthcare support workers help registered practitioners deliver healthcare services to people. They carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under the direct or indirect supervision of the registered healthcare practitioner. Senior healthcare support workers provide high quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of their competence. They 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

Apprentices typically take 24 months to complete this apprenticeship and although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Senior Healthcare Support Worker – Mental Health Support Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the multiple-choice test, the observation of practice and the professional discussion (PD) as well as the development of a portfolio collated while on-programme to support the PD.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development, and on-going review activities, should include:

- an induction which is specific to their workplace which meets the 15 standards as set out in the Care Certificate
- study days and training courses
- mentoring/buddy support
- completion of 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

Apprentices must complete a regulated level 3 Diploma in Healthcare Support (RQF) qualification (specific to their chosen optional pathway) during the on-programme phase of their apprenticeship.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

*It is recommended that where possible the evidence collected makes use of video or audio technologies.

Portfolio

The apprentice will collate a portfolio prior to gateway and will bring it with them on the day of their professional discussion. The content of the portfolio must have been generated during their apprenticeship and should be sufficient in volume and breadth to support the assessment of the apprentice's knowledge, skills, behaviours and values during the professional discussion. It is important to be aware that the assessor will not assess the portfolio, and the completed work will not contribute towards the grade for the professional discussion.

The portfolio should be arranged in 7 sections to align with the standard.

1. Health and wellbeing (C1)
2. Duty of care and candour, safeguarding, equality and diversity C2)
3. Person-centred care, treatment and support (C3)
4. Communication (C4)
5. Personal, people and quality improvement (C5)
6. Health, safety and security (C6)
7. Option:
   - Option 4: Mental Health Support

The portfolio will typically contain the following.

- Accounts of activities and/or reflections to support the demonstration of knowledge, skills, behaviours and values, highlighted in the outcomes/criteria tables above.
- Records of observations (see appendix 1a for a template) and work-related products like documentation and reports completed by the apprentice. These

products and reports would evidence the apprentice's knowledge and skills development as well as their approach to the workplace (the values and behaviours).

- o *Values*: Apprentices will be caring and compassionate, honest, conscientious and committed
- o *Behaviours*: Have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show resilience and self-awareness; show supervisory leadership
- Referencing the portfolio using mapping grids will ensure the apprentice is able to navigate their way through their evidence with ease when using it to support their professional discussion.

Appropriate consideration should be given to patient confidentiality when constructing the portfolio.

The portfolio must be accompanied by a portfolio. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

Structuring accounts of activities

When writing accounts of activities and/or reflections, they should be written in a way that is easy to refer to when the apprentice is undertaking their professional discussion

A template is provided in appendix 1b to support apprentices with writing their accounts of activities/reflections and an example structure is provided below. e.g.: Section 5: Personal, people and quality improvement

CP8.1	CP8.2	CP8.3	CP8.4
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.	Act as a role model. Mentor peers. Deliver training through demonstration and instruction.	How to seek feedback, reflect on your actions, how to evaluate your work and create a personal development plan.	The importance of gathering service user views. Ways to identify and escalate opportunities to provide a better or more effective service.
Introduction: Brief overview of what the apprentice intends to write about			
Main body: Description of activity/reflection			
Conclusion: Summary of your main points			

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Use of Artificial Intelligence (AI) in the EPA

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.

Required on-programme qualification

While on programme, and prior to the apprentice going through gateway, apprentices must complete and achieve a regulated L3 Diploma in Healthcare Support (RQF) (specific to their chosen optional pathway).

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments, the apprentice must have completed:

- an induction which meets the 15 standards as set out in the Care Certificate. The Care Quality Commission expects 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.
- level 2 mathematics and English
- a Level 3 Diploma in Healthcare Support (RQF) (specific to their chosen optional pathway)
- a portfolio to underpin the professional discussion
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Highfield gateway readiness report.

The apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within the end-assessment window. The assessment plan does not specify an assessment

window for this standard. Highfield suggests a 3-month assessment window that starts from the attempt of the first activity.

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

Order of end-point assessments

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

- Multiple-choice test
- Practical observation and question/answer session
- Professional discussion

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 (first published 17/06/2016)

https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-healthcare-support-worker/

Assessment plan for Senior Healthcare Support Worker (ST0217/AP02 09/18)

st0217_senior-health-care-support-worker_ap-for-publication_04092018.pdf (instituteforapprenticeships.org)

Interpretation of the assessment plan

The assessment plan divides the standard into knowledge, skills, values, and behaviours, and further divides them according to assessment each method for both the core and options.

The pass and distinction criteria used in AP02 are referred to throughout this document.

The indicative assessment criteria for the multiple-choice test have been created by Highfield and are provided to support learners in preparation. This is provided as further guidance to support the apprentice in preparation for end-point assessment.

The pass and distinction criteria for the professional discussion and the pass criteria for the observation have been extracted directly from the assessment plan and matched with the most suitable outcome from the standard.

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment.

The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- stakeholder feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of Gateway, apprentices will need to:
- achieved level 2 English
- achieved level 2 maths
- undertaken a full induction which meets the 15 standards as set out in the Care Certificate
- achieved a Level 3 Diploma in Healthcare Support (RQF) (specific to their chosen optional pathway)
- have completed a portfolio to underpin the professional discussion. The content of the portfolio must have been generated during the apprenticeship.

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this

evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last about an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm that the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements
Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

The Senior Healthcare Support Worker (Mental Health Support) Apprenticeship Standard

The following pages contain the senior healthcare support worker (Mental Health support) apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Standard Core C1: Health and Wellbeing	
Multiple-choice test criteria	
The apprentice will know and understand	*Indicative assessment criteria*
C1.1 How to carry out **routine and complex clinical** or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation	• Explain how to carry out routine, complex clinical and therapeutic tasks • Explain the benefits of a practitioner delegating routine and complex clinical tasks • Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks • Explain the principles of care plans and delegation protocols used in the organisation
C1.2 The **types of information** you need to collate when obtaining a client history, ways to record and share it	• Identify types of information needed when obtaining client history • Explain why each type of information is necessary • Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements • Explain the principles of data protection legislation

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	• Explain the circumstances and parties to which it may be necessary to share an individual's information
C1.3 How to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort	• Describe signs that may indicate a person's health or well-being are deteriorating • Describe the signs and symptoms of different types of pain or discomfort • Explain the importance of recognising that deterioration in health or well-being may occur without clear signs • Explain how to support an individual's comfort and wellbeing
C1.4 The **main types of mental ill health** and their impact on people's lives, Indicators for **mental capacity**, the importance of early diagnosis in relation to cognitive issues, the possible signs of mental ill health and learning disability in people, 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	• Identify the **main forms of mental ill health** • Describe the symptoms associated with the **main forms of mental ill health** • Explain how mental ill health impacts on people's lives • Describe ways in which cognitive issues are diagnosed • Explain the consequences of failing to diagnose cognitive issues at an early stage • Describe possible signs of mental health and learning disabilities in people • Explain the process of reporting possible signs of mental health and learning disabilities within **agreed ways of working** • Explain why external factors and the transition from childhood to adulthood may be mistaken for mental ill health • Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia • Explain why depression, delirium and the normal ageing process may be mistaken for dementia
C1.5 How to perform **basic life support** and use adjuncts to support resuscitation	• Define the term **'basic life support'** • Describe situations in which it would be necessary to perform **basic life support**

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	• Describe resuscitation techniques and equipment used to perform **basic life support** • Describe how to use adjuncts to support resuscitation • Explain the importance of staying within limits of own competence and authority when performing **basic life support** and using adjuncts to support resuscitation
Observation criteria	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CO1 Safely assisting registered healthcare professionals within their agreed scope of practice	• Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes • Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort
CO2 Accurately gathering client information	• Gather evidence to assist in obtaining a client history, review health-related data and information
CO5 Responding appropriately to limitations in mental capacity	• Recognise limitations in mental capacity and respond appropriately
CO6 Providing basic life support in a timely manner and in line with policy and procedures	• Perform basic life support for individuals
Professional discussion criteria	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CP1 Describe the indicators of good physical and mental health for the demographic group they work with and can describe a time where they have provided brief opportunistic advice on health and wellbeing	• Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing • The indicators for good physical and mental health in relation to the demographic of individuals you are working with. The importance of fluids, nutrition and food safety. Ways to

	signpost individuals to public health interventions or other services if appropriate
CP2 Describe a time when they noted a deterioration in an individual in their care and the actions they took	• Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so • How to report changes and deterioration. How to support others to report changes and deterioration and how to escalate changes and deterioration

Amplification and guidance

Routine clinical tasks may include:
- Checking blood pressure
- Checking temperature
- Checking weight

Complex clinical tasks may include:
- Caring for wounds
- Catheter/tracheostomy care
- Managing ventilations
- Administering medicines

Types of information may include medical history, such as what conditions or diseases the individual may have had. If not recorded elsewhere, what allergies they have or what medications they are taking. Personal details would include all personal details, checking carefully patient name & DOB, address and details of next of kin. Pre-operatively, ensure correct part of body to be operated on.

Main forms of mental ill health may include:
- Dementia
- Schizophrenia/psychotic disorders
- Anxiety disorders

- Mood disorders e.g. depression
- Eating disorders
- Personality disorders

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

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.

Basic life support 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

Standard Core C2: Duty of care and candour, safeguarding, equality and diversity

Multiple-choice test criteria

The apprentice will know and understand	*Indicative assessment criteria*
C2.1 Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others	- Describe how duty of care relates to duty of candour - Describe the principles of **legislation, policies and local ways of working** that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion - Explain the importance of understanding **legislation, policies and local ways of working** that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion

	• Explain your own role and the roles of others in safeguarding and protecting individuals from **abuse**
	• Identify reports into serious failures to protect individuals from abuse
	• 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
	• Explain how to promote duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion to others

Observation criteria

The apprentice will know and understand and be able to	*Indicative assessment criteria*
CO3 Treating people with dignity and following the principles for equality, diversity and inclusion	• Follow the principles for equality, diversity and inclusion

Professional discussion criteria

The apprentice will know and understand and be able to	*Indicative assessment criteria*
CP3 Explain their responsibilities in relation to safeguarding and what action they would take if they suspect abuse	• Safeguard and protect adults and children; promote the principles to others • The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible
CP4 Explain the principles of equality, diversity and inclusion and can describe how discrimination occurs	• Implement a **duty of care** and candour • How discrimination can happen. How to deal with conflicts between a person's rights and a duty of care

Amplification and guidance

Legislation, policies and local ways of working could include:
   • General Data Protection Regulations

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- 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

Abuse includes:
- Physical abuse
- Domestic violence – this should include acts of control and coercion
- Sexual abuse
- Psychological abuse
- Financial/material abuse
- Modern slavery
- Discriminatory abuse
- Organisational abuse
- Neglect/acts of omission
- Self-neglect

Duty of care means that a worker must aim to provide high quality care to the best of their ability and say if there are any reasons why they may be unable to do so.

Standard Core C3: Person-centred care, treatment and support

Multiple-choice test criteria

The apprentice will know and understand	Indicative assessment criteria
C3.1 Why it is important to gain **consent**, even when it is difficult	- Analyse factors that influence the capacity of an individual to express **consent** - Explain how to establish consent for an activity or action - Explain what steps to take if consent cannot be readily established

Observation criteria

The apprentice will know and understand and be able to	Indicative assessment criteria
CO4 Taking a person-centred approach when assisting with individuals' needs	Demonstrate what it means in practice to promote and provide person-centred care, treatment and support by obtaining valid consent, and carrying out risk assessments
CO12 Working effectively as part of a team	Work in partnership with the individual, their carer, families and the wider healthcare team

Professional discussion criteria

The apprentice will know and understand and be able to	Indicative assessment criteria
CP5 Explain the meaning of **person-centred care** and how they apply this to their work to ensure a good experience for the individual	Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique

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	• Why safety and clinical effectiveness are important; the importance of managing relationships and **boundaries** with service users
CP6 Explain the meaning of 'clinical effectiveness' and describe a time where they have challenged practice in the place of work	• Promote clinical effectiveness, safety and a good experience for the individual

Amplification and guidance

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. 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'.

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.

Boundaries could include:
- Self-disclosure
- Working within limits of own competence
- Avoiding dual relationships
- Person-centered focus

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Standard Core C4: Communication	
Multiple-choice test criteria	
The apprentice will know and understand	*Indicative assessment criteria*
C4.1 Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes	• Explain the benefits of promoting effective communication on all aspects of work in **healthcare settings** • Explain how to promote effective communication in **healthcare settings** • Explain the importance of modelling effective communication • Explain why it is important to find out an individual's specific language needs or wishes • Discuss methods to use when communicating with individuals who have specific language needs or wishes
C4.2 How verbal and non-verbal communication may relate to an individual's condition	• Describe types of **verbal and non-verbal communication** used in healthcare settings • Use examples to explain how the use of verbal and non-verbal communication varies according to an individual's condition or circumstances
C4.3 Legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety The audit process and how it relates to your role	• Identify **legislation** relating to the handling of information • Explain **policies** relating to the handling of information • Explain the impact of **local ways of working** on the handling of • Information • Identify types of patient information which are stored securely • Explain why the security of patient information is important • Explain how and when to seek advice about the security of • information

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	• Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others • Describe e-safety procedures • Explain the purpose and requirements of audit processes in healthcare settings • Explain own responsibilities in relation to audit processes
Observation criteria	
The apprentice will know and understand and be able to	• *Indicative assessment criteria*
CO10 Using a range of communicating methods appropriate to the individual and situation	• Demonstrate and promote effective communication using a range of techniques • Observe and record verbal and non-verbal communication
CO11 Collecting and storing information and data in line with policy and procedures	• 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
Professional discussion criteria	
The apprentice will know and understand and be able to	Indicative assessment criteria
CP7 Maintain patient confidentiality throughout the professional discussion	• How to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour

Distinction criteria
CP12 *Discuss how they interact with other professionals including describing how they work to best practice*

Amplification and guidance

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

Verbal and non-verbal communication methods:
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

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.

Standard Core C5: Personal, people and quality improvement

Multiple-choice test criteria

The apprentice will know and understand	Indicative assessment criteria
C5.1 Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer	• Describe **responsibilities and duties** of own role • Outline how own role fits within the structure and context of the organisation • Outline limits of own competence and authority based on training and expertise • Outline limits of competence and authority of those under own supervision • Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority • Explain the importance for an organisation to have a defined or published set of values • Describe the values of own organisation • Explain how organisational values relate to own role • Explain how to promote organisational values to those under own supervision • Identify **legislation, standards, policies and protocols** that relate to own role • Analyse how **legislation, standards, policies and protocols** influence own role • Explain the importance of working in ways agreed with own employer
C5.2 The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for	• Describe the importance of professional boundaries in healthcare

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help and advice about anything related to your work or people you support; how to supervise others	• Explain how maintaining professional boundaries contributes to own and others' health, wellbeing and resilience • Compare the differences between professional relationships with individuals and **others** • Define the term **co-production** • Explain the importance of working in partnership with individuals and others • Explain how partnership working contributes to own and others' health, wellbeing and resilience • Identify sources and types of help and advice available in relation to employment responsibilities and rights • Identify sources of information related to a chosen career pathway • Explain own role in providing work related help and advice to those under own supervision • Explain techniques used to supervise others • Explain circumstances in which obstacles to supervision may arise • Explain the importance of not exceeding own competence and authority when supervising others
C5.3 Behaviours expected from a role model; the principles of training and mentoring	• Identify the behaviours expected of a role model in a **healthcare setting** • Describe how to utilise opportunities to act as a role model for others in own area of responsibility • Explain the importance of developing own knowledge and competence by observing the practices of others • Explain the importance of training, mentoring and other forms of continuous professional development in healthcare settings • Explain techniques which can be used to train and mentor others within own area of responsibility

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	• Explain how to seek own training and mentoring opportunities both within and outside the workplace

Observation criteria	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CO12 Working effectively as part of a team	• Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs' • Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately

Professional discussion criteria	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CP8 Describe how they have used feedback to develop their own skills and performance	• 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 • Act as a role model; mentor peers; deliver training through demonstration and instruction • How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan • The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service

Distinction criteria
CP10 Describe how they have been proactive in their own development and can discuss two examples of how they have used reflection to have a positive impact on their work

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CP11 *Describe how they have acted as a role model to others and can discuss two examples of where they have mentored others within the scope and boundaries of their practice*
CP13 *Discuss an example of when they have demonstrated supervisory leadership in their place of work*

Amplification and guidance

Responsibilities and duties: 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

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'.

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

Use feedback from individuals and others:

This may include:
- Individuals
- Carers
- Advocates
- Supervisor, line manager or employer
- Team members
- Other professionals

Standard Core C6: Health, safety and security	
Multiple-choice test criteria	
The apprentice will know and understand	*Indicative assessment criteria*
C6.1 How to handle hazardous materials	• Identify hazardous materials that may be found in the **healthcare setting** • Describe safe practices for storing, using and disposing of hazardous materials
C6.2 Move and position people, equipment or other objects safely in line with agreed ways of working	• Explain the principles of moving and positioning people safely in healthcare settings • Explain the principles of moving equipment and other objects safely in healthcare settings • Explain the importance carrying out moving and positioning tasks in line with **agreed ways of working** • Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the **agreed ways of working**
C6.3 The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise	• Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace • Explain the consequences of inadequate cleaning, disinfecting and cleanliness • Explain how to promote the maintenance of a clean workplace to others • Describe legislation, policies and local ways of working for the prevention of infection • Explain the importance of maintaining high standards of personal hygiene and handwashing

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	• Explain the importance of the correct use of **personal protective equipment** depending upon the situation
	• Explain how to promote the maintenance of high standards of personal hygiene, handwashing and correct use of personal protective equipment to others
	• Define the term **'infection'**
	• Compare common causes of infection
	• Identify rare or changing causes of infection
	• Compare how different infections can spread in a healthcare setting
	• Explain the agreed ways of working for cleaning, disinfecting and sterilising activities
	• Explain own responsibility to ensure that others clean, disinfect and sterilise correctly

Observation criteria

The apprentice will know and understand and be able to	Indicative assessment criteria
CO7 Adhering to health and safety legislation	• Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following **local guidelines**
CO8 Safely moving individuals and equipment	• Move and position individuals, equipment and other items safely
CO9 Applying infection prevention and control techniques in line with policy and procedures	• Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of **Personal Protective Equipment (PPE)**

Professional discussion criteria

The apprentice will know and understand and be able to	Indicative assessment criteria

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CP9 Explain the meaning of 'risk' and 'risk assessment' and how they use risk assessment in their work to operate safely	• Undertake risk assessments • How to promote health and safety at work; what to do in situations that could cause harm • The meaning of **risk/risk assessment;** how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work

Amplification and guidance

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

Agreed ways of working could include:
- Regulations
- Health and Safety legislation
- Organisational policies and procedures
- 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

Personal protective equipment may include:
- Gloves
- Aprons
- Masks

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

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

(Local guidelines) Legislation, policies and local ways of working could include:
- Health and Safety at Work Act
- 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

Values

Professional discussion criteria

VP1 You will be caring and compassionate, honest, conscientious and committed

Behaviours

Observation criteria

BO1 You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy, and preferences

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BO2 Show respect and empathy for those you work with
BO3 Show discretion
Professional discussion criteria
BP1 Have the courage to challenge areas of concern and work to best practice
BP2 be adaptable, reliable and consistent
BP3 show resilience and self-awareness
BP4 show supervisory leadership

Standard: Option 4: Mental Health Support

4.1 Assist with delegated clinical tasks and therapeutic interventions

Multiple-choice test criteria

The apprentice will know and understand	Indicative assessment criteria
MH1.1 Current legal policy and service frameworks for mental health (e.g. Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act); the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy	• Explain the importance of current legal policy and service frameworks for mental health including **legislative requirements** • Explain the impact of legal policy and service frameworks on the agreed ways of working for interventions including the rights of people using services, giving formal or informal support and the role of advocacy
MH1.2 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; the types of equipment used for measuring physiological states in adults, how to check they are in working order	• Identify the **types of measurement** which can be used to determine the **physiological state** of adults • Identify the range of types of equipment used for measuring physiological state • Explain how to check that measuring equipment is in working order • Explain the importance of ensuring that others under own supervision only use equipment in working order
MH1.3 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	• Explain a range of communication techniques relevant to mental health support including **therapeutic communication techniques, verbal and non-verbal communication** • Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others • Explain how to overcome or reduce **barriers to communication** in the context of mental health support

MH1.4 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	• Explain the importance of adhering to national guidelines in relation to interventions in mental health • Explain the strengths and limitations of the main interventions in mental health • Explain the factors taken into considering when choosing an intervention • Compare the benefits of early intervention with those of late interventions

Professional discussion criteria

The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHP1 Describe how mental illness is classified	• The nature of mental health well-being**; 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; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion
	• Implement strategies to promote mental well-being; implement strategies to support individuals with mental ill health
MHP2 Discuss examples from their own practice to describe how they responded to changes in individual's emotions, thinking and behaviours	• Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly

Observation criteria

The apprentice will know and understand and be able to	*Indicative assessment criteria*

MHO1 Safely assisting registered practitioners with delegated mental health and therapeutic tasks in line with local policy and procedures	• Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy
MHO2 Accurately and safely undertaking physiological measurements on adults	• Undertake a range of physiological measurements on adults
MHO3 Using a range of communication skills to build and sustain relationships appropriate to the individual's condition	• 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
MHO4 Observing, recording and reporting changes in line with local policy and procedures	• Observe, record and report changes; use proactive approaches to manage behaviour which challenges
MHO5 Taking a proactive approach to managing behaviour which challenges	

Amplification and guidance

Legislative requirements may include the Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act

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

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

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

Standard: Option 4: Mental Health Support	
4.2 Support individuals	
Multiple-choice test criteria	
The apprentice will know and understand	*Indicative assessment criteria*
MH2.1 The needs of people with mental ill health and those supporting them at key stages and through times of change or transition e.g. when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer; the impact of the individual's mental ill-health on their life, family, friendships, ability to work and actively participate in society	• Describe the needs of individuals with **mental ill health** at key stages and through **times of change or transition** • Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health • Explain how to assist others involved in supporting individuals with mental ill health • Explain situations in which to refer an individual and how to go about this • Describe the **impact** mental ill health can have on an individual
Professional discussion criteria	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHP3 Explain the meaning of a 'recovery-based approach' and discuss how they use this approach with individuals, carers and family members	• A range of coping strategies and skills; **sources of specialist support** including other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids

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	• Promote a recovery-based approach enabling the individual to manage their condition

Observation criteria

The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHO6 Proactively supporting and empowering individuals to manage their own condition and actively participate in society	• 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

Amplification and guidance
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 **Impact** of ill health on an individual may include the effect on their life, family, friendships, ability to work and actively participate in society **Sources of specialist support** may include interpreters, translators, speech therapy, psychologists, advocacy, equipment, communication aids and other services

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Standard: Option 4: Mental Health Support

4.3 Risk assessment and risk management

Multiple-choice test criteria

The apprentice will know and understand	Indicative assessment criteria
MH3.1 Risk factors e.g. risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment	• Explain the **risk factors** present in the context of mental health support • Explain the types of risk factor triggers which may occur • Explain the relationship between the environment and risk factors
MH3.2 Prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect	• Explain the purpose of prevention and risk reduction strategies in relation to mental health support • Identify the **types of risks** which prevention and risk reduction strategies are designed to limit • Explain the limitations of prevention and risk reduction strategies
MH3.3 Ways to review/protect own mental health and wellbeing	• Explain the importance of reviewing and protecting own mental health and wellbeing and encouraging others to do likewise • Describe ways in which to review and protect own mental health and wellbeing • Identify sources of support available in the event of concerns regarding own mental health and wellbeing

Professional discussion criteria

The apprentice will know and understand and be able to	Indicative assessment criteria

MHP4 Discuss a situation where they have undertaken a risk assessment and needed to draw on additional support to build relationships	• Identify situations when you need additional support to communicate and build relationships
	• Involve carers and family members in risk management processes
Amplification and guidance	
Risk factors may include risk of harm to self or others and being harmed by others including mental health services **Types of risks** may include suicide, behaviours which challenge, substance misuse, self-neglect	

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Assessment Summary

The end-point assessment for Senior Healthcare Support Worker (AP02) (Mental Health Support) is made up of three components with the sequence determined by the employer and assessor to ensure best the fit with local needs.

1. A 90-minute multiple-choice test, covering core and specialist knowledge
2. A 2-hour practical observation, and a 10-minute question and answer session (+/- 10% at the discretion of the assessor)
3. A 1-hour professional discussion (+/-10% at the discretion of the assessor)

As an employer/training provider, you should agree on a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

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 test

The 60-question multiple-choice test covers core and specialist knowledge requirements in the standard. 40 questions cover the core knowledge (part A) and 20 questions cover the specialist knowledge requirements in the apprentice's chosen option (part B).
- To achieve a pass, apprentices must achieve 24 to 44 marks.
- To achieve a distinction, apprentices must achieve 45-60 marks.
- A fail is 0-23 marks.

For all grades above a fail, apprentices must achieve at least 16 marks for part A and 8 marks for part B.

Observation of practice

To pass the 2-hour observation of practice, the apprentice must be able to demonstrate the core and specialist skills and behaviours. Skills and behaviours not fully seen during the observation period may be further tested during a 10-minute question and answer session, which will follow immediately after the observed period.

The practical observation is ungraded above a pass. To achieve a pass the apprentice must achieve all of the outcomes linked to both the core and specialist optional criteria.

The apprentice will fail if they do not meet all of the requirements for each outcome linked to the pass criteria and/or the independent assessor has to stop the observation because they have observed unsafe practice.

Professional discussion

The 60-minute professional discussion is synoptic and assesses knowledge, skills, behaviours and values from across the standard.

- To achieve a pass, apprentices must meet all of the core and specialist knowledge, skills and behaviours pass criteria.
- To achieve a distinction, apprentices must meet all of the core and specialist knowledge, skills and behaviours pass and distinction criteria.
- The apprentice will fail if they do not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

Grading

The apprentice must have passed all components in the end-point assessment in order to achieve a pass grade or higher. The successful apprentice receives an overall grade of a pass or distinction. The grade is derived from the components of the end-point assessment using the following table.

Observation of practice	Multiple-choice test	Professional discussion	Overall grade
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
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-sit or re-take only those components that they have previously failed.

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a **resit** is chosen, please call the Highfield scheduling team to arrange the resit. 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.

Re-sits and re-takes are permitted after 1 month and within 12 months of the final assessment component being attempted, but not after 12 months.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices can only achieve a pass grade on re-sitting or re-taking any assessment component, except where the apprentice has failed due to circumstances beyond their control.

Assessing the multiple-choice test

The 60-question multiple-choice test covers core and specialist knowledge requirements in the standard. 40 questions cover the core knowledge (part A) and 20 questions cover the specialist knowledge requirements in the apprentice's chosen option (part B).

- To achieve a pass, apprentices must achieve 24 to 44 marks.
- To achieve a distinction, apprentices must achieve 45-60 marks.
- A fail is 0-23 marks.

For all grades above a fail, apprentices must achieve at least 16 marks for part A and 8 marks for part B.

The topics covered within the test are listed below.

- Health and wellbeing
- Duty of care and candour, safeguarding, equality and diversity
- Person-centred care, treatment and support
- Communication
- Personal, people and quality improvement
- Health, safety and security
- Assist with delegated clinical tasks and therapeutic interventions
- Support individuals
- Risk assessment and risk management

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

The employer/training provider should:
- brief the apprentice on the areas that will be assessed by the knowledge test.

- in readiness for end-point assessment, set the apprentice a mock knowledge test. The mock tests are available to download from the Highfield website and also on the Highfield mock e-assessment system.

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Knowledge test criteria

Standard Core C1: Health and Wellbeing	
C1.1 How to carry out **routine and complex clinical** or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation	• Explain how to carry out routine, complex clinical and therapeutic tasks • Explain the benefits of a practitioner delegating routine and complex clinical tasks • Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks Explain the principles of care plans and delegation protocols used in the organisation
C1.2 The **types of information** you need to collate when obtaining a client history, ways to record and share it	• Identify types of information needed when obtaining client history • Explain why each type of information is necessary • Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements • Explain the principles of data protection legislation • Explain the circumstances and parties to which it may be necessary to share an individual's information
C1.3 How to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort	• Describe signs that may indicate a person's health or well-being are deteriorating • Describe the signs and symptoms of different types of pain or discomfort • Explain the importance of recognising that deterioration in health or well-being may occur without clear signs • Explain how to support an individual's comfort and wellbeing
C1.4 The **main types of mental ill health** and their impact on people's lives, Indicators for **mental capacity**, the importance of early diagnosis in relation to cognitive issues, the possible signs of mental ill health and learning disability in people, why external factors, adapting from childhood to adulthood, depression, delirium and the	• Identify the **main forms of mental ill health** • Describe the symptoms associated with the **main forms of mental ill health** • Explain how mental ill health impacts on people's lives • Describe ways in which cognitive issues are diagnosed • Explain the consequences of failing to diagnose cognitive issues at an early stage • Describe possible signs of mental health and learning disabilities in people • Explain the process of reporting possible signs of mental health and learning disabilities within **agreed ways of working**

Standard Core C1: Health and Wellbeing

normal ageing process may be mistaken for mental ill health How changes in cognition can impact health and wellbeing	• Explain why external factors and the transition from childhood to adulthood may be mistaken for mental ill health • Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia • Explain why depression, delirium and the normal ageing process may be mistaken for dementia
C1.5 How to perform **basic life support** and use adjuncts to support resuscitation	• Define the term **'basic life support'** • Describe situations in which it would be necessary to perform **basic life support** • Describe resuscitation techniques and equipment used to perform **basic life support** • Describe how to use adjuncts to support resuscitation • Explain the importance of staying within limits of own competence and authority when performing **basic life support** and using adjuncts to support resuscitation

Standard Core C2: Duty of care and candour, safeguarding, equality and diversity

The apprentice will know and understand	*Indicative assessment criteria*
C2.1 Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others	• Describe how duty of care relates to duty of candour • Describe the principles of **legislation, policies and local ways of working** that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion • Explain the importance of understanding **legislation, policies and local ways of working** that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion • Explain your own role and the roles of others in safeguarding and protecting individuals from **abuse** • Identify reports into serious failures to protect individuals from abuse • 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 • Explain how to promote duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion to others

Standard Core C3: Person-centred care, treatment, and support

The apprentice will know and understand	Indicative assessment criteria
C3.1 Why it is important to gain **consent**, even when it is difficult	• Analyse factors that influence the capacity of an individual to express **consent** • Explain how to establish consent for an activity or action • Explain what steps to take if consent cannot be readily established

Standard Core C4: Communication

The apprentice will know and understand	Indicative assessment criteria
C4.1 Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes	• Explain the benefits of promoting effective communication on all aspects of work in **healthcare settings** • Explain how to promote effective communication in **healthcare settings** • Explain the importance of modelling effective communication • Explain why it is important to find out an individual's specific language needs or wishes • Discuss methods to use when communicating with individuals who have specific language needs or wishes
C4.2 How verbal and non-verbal communication may relate to an individual's condition	• Describe types of **verbal and non-verbal communication** used in healthcare settings • Use examples to explain how the use of verbal and non-verbal communication varies according to an individual's condition or circumstances
C4.3 Legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety The audit process and how it relates to your role	• Identify **legislation** relating to the handling of information • Explain **policies** relating to the handling of information • Explain the impact of **local ways of working** on the handling of • Information • Identify types of patient information which are stored securely • Explain why the security of patient information is important

	• Explain how and when to seek advice about the security of • information • Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others • Describe e-safety procedures • Explain the purpose and requirements of audit processes in healthcare settings • Explain own responsibilities in relation to audit processes

Standard Core C5: Personal, people and quality improvement

The apprentice will know and understand	Indicative assessment criteria
C5.1 Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer	• Describe **responsibilities and duties** of own role • Outline how own role fits within the structure and context of the organisation • Outline limits of own competence and authority based on training and expertise • Outline limits of competence and authority of those under own supervision • Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority • Explain the importance for an organisation to have a defined or published set of values • Describe the values of own organisation • Explain how organisational values relate to own role • Explain how to promote organisational values to those under own supervision • Identify **legislation, standards, policies and protocols** that relate to own role • Analyse how **legislation, standards, policies and protocols** influence own role • Explain the importance of working in ways agreed with own employer
C5.2 The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about	• Describe the importance of professional boundaries in healthcare • Explain how maintaining professional boundaries contributes to own and others' health, wellbeing and resilience

anything related to your work or people you support; how to supervise others	• Compare the differences between professional relationships with individuals and **others** • Define the term **co-production** • Explain the importance of working in partnership with individuals and others • Explain how partnership working contributes to own and others' health, wellbeing and resilience • Identify sources and types of help and advice available in relation to employment responsibilities and rights • Identify sources of information related to a chosen career pathway • Explain own role in providing work related help and advice to those under own supervision • Explain techniques used to supervise others • Explain circumstances in which obstacles to supervision may arise • Explain the importance of not exceeding own competence and authority when supervising others
C5.3 Behaviours expected from a role model; the principles of training and mentoring	• Identify the behaviours expected of a role model in a **healthcare setting** • Describe how to utilise opportunities to act as a role model for others in own area of responsibility • Explain the importance of developing own knowledge and competence by observing the practices of others • Explain the importance of training, mentoring and other forms of continuous professional development in healthcare settings • Explain techniques which can be used to train and mentor others within own area of responsibility • Explain how to seek own training and mentoring opportunities both within and outside the workplace

Standard Core C6: Health, safety, and security

The apprentice will know and understand	*Indicative assessment criteria*
C6.1 How to handle hazardous materials	• Identify hazardous materials that may be found in the **healthcare setting** • Describe safe practices for storing, using and disposing of hazardous materials
C6.2 Move and position people, equipment or other objects safely in line with agreed ways of working	• Explain the principles of moving and positioning people safely in healthcare settings • Explain the principles of moving equipment and other objects safely in healthcare settings

	• Explain the importance carrying out moving and positioning tasks in line with **agreed ways of working** • Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the **agreed ways of working**
C6.3 The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise	• Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace • Explain the consequences of inadequate cleaning, disinfecting and cleanliness • Explain how to promote the maintenance of a clean workplace to others • Describe legislation, policies and local ways of working for the prevention of infection • Explain the importance of maintaining high standards of personal hygiene and handwashing • Explain the importance of the correct use of **personal protective equipment** depending upon the situation • Explain how to promote the maintenance of high standards of personal hygiene, handwashing and correct use of personal protective equipment to others • Define the term **'infection'** • Compare common causes of infection • Identify rare or changing causes of infection • Compare how different infections can spread in a healthcare setting • Explain the agreed ways of working for cleaning, disinfecting and sterilising activities • Explain own responsibility to ensure that others clean, disinfect and sterilise correctly

Standard: Option 4: Mental Health Support	
4.1 Assist with delegated clinical tasks and therapeutic interventions	
The apprentice will know and understand	*Indicative assessment criteria*
MH1.1 Current legal policy and service frameworks for mental health (e.g. Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act); the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy	• Explain the importance of current legal policy and service frameworks for mental health including **legislative requirements** • Explain the impact of legal policy and service frameworks on the agreed ways of working for interventions including the rights of people using services, giving formal or informal support and the role of advocacy
MH1.2 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; the types of equipment used for measuring physiological states in adults, how to check they are in working order	• Identify the **types of measurement** which can be used to determine the **physiological state** of adults • Identify the range of types of equipment used for measuring physiological state • Explain how to check that measuring equipment is in working order • Explain the importance of ensuring that others under own supervision only use equipment in working order
MH1.3 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	• Explain a range of communication techniques relevant to mental health support including **therapeutic communication techniques, verbal and non-verbal communication** • Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others • Explain how to overcome or reduce **barriers to communication** in the context of mental health support
MH1.4 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	• Explain the importance of adhering to national guidelines in relation to interventions in mental health • Explain the strengths and limitations of the main interventions in mental health • Explain the factors taken into considering when choosing an intervention • Compare the benefits of early intervention with those of late interventions

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Standard: Option 4: Mental Health Support

4.2 Support individuals

The apprentice will know and understand	Indicative assessment criteria
MH2.1 The needs of people with mental ill health and those supporting them at key stages and through times of change or transition e.g. when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer; the impact of the individual's mental ill-health on their life, family, friendships, ability to work and actively participate in society	• Describe the needs of individuals with **mental ill health** at key stages and through **times of change or transition** • Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health • Explain how to assist others involved in supporting individuals with mental ill health • Explain situations in which to refer an individual and how to go about this • Describe the **impact** mental ill health can have on an individual

Standard: Option 4: Mental Health Support

4.3 Risk assessment and risk management

The apprentice will know and understand	Indicative assessment criteria
MH3.1 Risk factors e.g. risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment	• Explain the **risk factors** present in the context of mental health support • Explain the types of risk factor triggers which may occur • Explain the relationship between the environment and risk factors
MH3.2 Prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect	• Explain the purpose of prevention and risk reduction strategies in relation to mental health support • Identify the **types of risks** which prevention and risk reduction strategies are designed to limit • Explain the limitations of prevention and risk reduction strategies
MH3.3 Ways to review/protect own mental health and wellbeing	• Explain the importance of reviewing and protecting own mental health and wellbeing and encouraging others to do likewise • Describe ways in which to review and protect own mental health and wellbeing

	• Identify sources of support available in the event of concerns regarding own mental health and wellbeing

Assessing the practical observation

The practical observation is a holistic approach to assessing skills and behaviours. The assessor observes the apprentice for 2 hours (+/-10% at the discretion of the assessor) 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 demonstrate the core and specialist skills and behaviours highlighted below which link to the specific outcomes from the standard (see outcomes and criteria tables).

Skills and behaviours not fully seen during the observation period may be further tested during the question and answer session, which must follow immediately after the observed period. The question and answer session will take 10 minutes (+/-10% at the discretion of the assessor).

The apprentice will be assessed against all of the core skills and behaviour requirements identified in the tables in the following pages. The practical observation is ungraded above a pass. To achieve a pass, the apprentice must achieve all of the pass criteria.

The apprentice will fail if they do not meet all of the requirements for each outcome linked to the pass criteria above and/or the independent assessor has to stop the observation because they have observed unsafe practice.

Before the assessment:

The 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 trial run is carried out by the apprentice in advance of the EPA with the training provider/employer giving feedback on any areas for improvement.

Practical observation mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that apprentices experience a trial or mock observation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements:

- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities:
  - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria.
- a 2-hour time slot should be available for the observation if it is intended to be a complete mock assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- following the observation, the assessor will ask the apprentice follow-up questions for up to 10 minutes to further test skills and behaviours that may not have been seen during the observation of practice.
- consider a video recording of the mock and allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- during the Q&A, use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:

Sample questions

- Tell me about an occasion when you have needed to contribute to providing basic life support.
- How was your practice informed by policies and procedures?
- Give me an example of something you have done when assisting an individual that has supported a person-centred approach.
- Talk me through how you have safely assisted registered practitioners with therapeutic tasks.

- In what ways have you supported those with Mental Health conditions during change and transitions?
- How was your practice informed by policies and procedures?

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Practical observation criteria

Standard Core C1: Health and Wellbeing	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CO1 Safely assisting registered healthcare professionals within their agreed scope of practice	• Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes • Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort
CO2 Accurately gathering client information	• Gather evidence to assist in obtaining a client history, review health-related data and information
CO5 Responding appropriately to limitations in mental capacity	• Recognise limitations in mental capacity and respond appropriately
CO6 Providing basic life support in a timely manner and in line with policy and procedures	• Perform basic life support for individuals

Standard Core C2: Duty of care and candour, safeguarding, equality and diversity	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CO3 Treating people with dignity and following the principles for equality, diversity and inclusion	• Follow the principles for equality, diversity and inclusion

Standard Core C3: Person-centred care, treatment and support	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CO4 Taking a person-centred approach when assisting with individuals' needs	• Demonstrate what it means in practice to promote and provide person-centred care, treatment and support by obtaining valid consent, and carrying out risk assessments
CO12 Working effectively as part of a team	• Work in partnership with the individual, their carer, families and the wider healthcare team

Standard Core C4: Communication

The apprentice will know and understand and be able to	• Indicative assessment criteria
CO10 Using a range of communicating methods appropriate to the individual and situation	• Demonstrate and promote effective communication using a range of techniques • Observe and record verbal and non-verbal communication
CO11 Collecting and storing information and data in line with policy and procedures	• 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

Standard Core C5: Personal, people and quality improvement

The apprentice will know and understand and be able to	Indicative assessment criteria
CO12 Working effectively as part of a team	• Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs' • Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately

Standard Core C6: Health, safety and security

The apprentice will know and understand and be able to	Indicative assessment criteria
CO7 Adhering to health and safety legislation	• Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following **local guidelines**
CO8 Safely moving individuals and equipment	• Move and position individuals, equipment and other items safely
CO9 Applying infection prevention and control techniques in line with policy and procedures	• Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of **Personal Protective Equipment (PPE)**

Behaviours

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BO1 You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy, and preferences	
BO2 Show respect and empathy for those you work with	
BO3 Show discretion	

Standard: Option 4: Mental Health Support	
4.1 Assist with delegated clinical tasks and therapeutic interventions	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHO1 Safely assisting registered practitioners with delegated mental health and therapeutic tasks in line with local policy and procedures	• Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy
MHO2 Accurately and safely undertaking physiological measurements on adults	• Undertake a range of physiological measurements on adults
MHO3 Using a range of communication skills to build and sustain relationships appropriate to the individual's condition	• 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
MHO4 Observing, recording and reporting changes in line with local policy and procedures	• Observe, record and report changes; use proactive approaches to manage behaviour which challenges
MHO5 Taking a proactive approach to managing behaviour which challenges	

Standard: Option 4: Mental Health Support	
4.2 Support individuals	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHO6 Proactively supporting and empowering individuals to manage their own condition and actively participate in society	• 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

Standard: Option 4: Mental Health Support 4.3 Risk assessment and risk management	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
N/A	N/A

Assessing the professional discussion

The professional discussion is synoptic and assesses knowledge, skills, behaviours and values from across the standard. It takes place between the independent assessor and the apprentice and lasts for 60 minutes (+/-10% at the discretion of the assessor).

The professional discussion is not simply a question and answer session but a two-way conversation between the apprentice and assessor. The assessor will use a template to record discussion points and make notes on the apprentice's responses to the outcomes of the standard.

The apprentice will draw on the contents of their portfolio to underpin the discussion, selecting items on the day to inform and enhance the discussion with the assessor. **The assessor will not otherwise assess the portfolio.**

Portfolio

The apprentice will have collated a portfolio prior to gateway and will bring it with them on the day of their professional discussion. The content of the portfolio must have been generated during their apprenticeship and should be sufficient in volume and breadth to support the assessment of the apprentice's knowledge, skills, behaviours and values during the professional discussion.

The portfolio will typically contain accounts of activities to support the demonstration of behaviours, skills and knowledge including records of observations and work-related products like documentation and reports completed by the apprentice. For further guidance, please see the On-programme Requirements section of this EPA-kit.

The portfolio should be arranged in 7 sections to align with the standard and mapped to the criteria to allow the apprentice to easily navigate the content during the discussion.

1. Health and wellbeing (C1)
2. Duty of care and candour, safeguarding, equality and diversity C2)
3. Person-centred care, treatment and support (C3)
4. Communication (C4)
5. Personal, people and quality improvement (C5)
6. Health, safety and security (C6)
7. Specialist option.
   - Option 4: Mental Health Support

Appropriate consideration should be given to patient confidentiality when constructing the portfolio.

The professional discussion is graded as Fail, Pass or Distinction by the independent assessor.

If the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria, then the result will be a fail.

In order to pass the apprentice must meet all of the core knowledge, skills and behaviour criteria as contained in the tables in the following pages.

In order to achieve a distinction, the apprentice must meet all the knowledge, skills, values and behaviours for a pass and in addition, each of the distinction criteria, contained in the tables in the following pages.

Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment.
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages).
- 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.

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:

Sample questions

- Why is an understanding of clinical effectiveness important for your role?
- Describe an occasion when you have challenged poor or unsafe practice in the workplace.
- Explain what is meant by a 'life-limiting condition.'
- What impact can this have on child development?
- Tell me about a time when you have demonstrated supervisory leadership in your role, including what you learnt from this experience and the impact your leadership had on others.

Professional discussion criteria

Standard Core C1: Health and Wellbeing	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CP1 Describe the indicators of good physical and mental health for the demographic group they work with and can describe a time where they have provided brief opportunistic advice on health and wellbeing	• Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing • The indicators for good physical and mental health in relation to the demographic of individuals you are working with. The importance of fluids, nutrition and food safety. Ways to signpost individuals to public health interventions or other services if appropriate
CP2 Describe a time when they noted a deterioration in an individual in their care and the actions they took	• Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so • How to report changes and deterioration. How to support others to report changes and deterioration and how to escalate changes and deterioration

Standard Core C2: Duty of care and candour, safeguarding, equality and diversity	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
CP3 Explain their responsibilities in relation to safeguarding and what action they would take if they suspect abuse	• Safeguard and protect adults and children; promote the principles to others • The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible
CP4 Explain the principles of equality, diversity and inclusion and can describe how discrimination occurs	• Implement a **duty of care** and candour • How discrimination can happen. How to deal with conflicts between a person's rights and a duty of care

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Standard Core C3: Person-centred care, treatment and support

The apprentice will know and understand and be able to	Indicative assessment criteria
CP5 Explain the meaning of **person-centred care** and how they apply this to their work to ensure a good experience for the individual	• Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique • Why safety and clinical effectiveness are important; the importance of managing relationships and **boundaries** with service users
CP6 Explain the meaning of 'clinical effectiveness' and describe a time where they have challenged practice in the place of work	• Promote clinical effectiveness, safety and a good experience for the individual

Standard Core C4: Communication

The apprentice will know and understand and be able to	Indicative assessment criteria
CP7 Maintain patient confidentiality throughout the professional discussion	• How to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour
Distinction criteria	
CP12 Discuss how they interact with other professionals including describing how they work to best practice	

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Standard Core C5: Personal, people and quality improvement

The apprentice will know and understand and be able to	Indicative assessment criteria
CP8 Describe how they have used feedback to develop their own skills and performance	• 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 • Act as a role model; mentor peers; deliver training through demonstration and instruction • How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan • The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service

Distinction criteria

CP10 Describe how they have been proactive in their own development and can discuss two examples of how they have used reflection to have a positive impact on their work

CP11 Describe how they have acted as a role model to others and can discuss two examples of where they have mentored others within the scope and boundaries of their practice

CP13 Discuss an example of when they have demonstrated supervisory leadership in their place of work

Standard Core C6: Health, safety and security

The apprentice will know and understand and be able to	Indicative assessment criteria
CP9 Explain the meaning of 'risk' and 'risk assessment' and how they use risk assessment in their work to operate safely	• Undertake risk assessments • How to promote health and safety at work; what to do in situations that could cause harm • The meaning of **risk/risk assessment;** how to recognise risk or hazards, undertake risk

	assessment, escalate where appropriate, operate safe systems of work

Values

VP1 You will be caring and compassionate, honest, conscientious and committed

Behaviours

BP1 Have the courage to challenge areas of concern and work to best practice

BP2 Be adaptable, reliable and consistent

BP3 Show resilience and self-awareness

BP4 Show supervisory leadership

Standard: Option 4: Mental Health Support
4.1 Assist with delegated clinical tasks and therapeutic interventions

The apprentice will know and understand and be able to	Indicative assessment criteria
MHP1 Describe how mental illness is classified	• The nature of mental health well-being**; 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; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion •
	• Implement strategies to promote mental well-being; implement strategies to support individuals with mental ill health
MHP2 Discuss examples from their own practice to describe how they responded to changes in individual's emotions, thinking and behaviours	• Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly

Standard: Option 4: Mental Health Support	
4.2 Support individuals	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHP3 Explain the meaning of a 'recovery-based approach' and discuss how they use this approach with individuals, carers and family members	• A range of coping strategies and skills; **sources of specialist support** including other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids
	• Promote a recovery-based approach enabling the individual to manage their condition

Standard: Option 4: Mental Health Support	
4.3 Risk assessment and risk management	
The apprentice will know and understand and be able to	*Indicative assessment criteria*
MHP4 Discuss a situation where they have undertaken a risk assessment and needed to draw on additional support to build relationships	• Identify situations when you need additional support to communicate and build relationships
	• Involve carers and family members in risk management processes

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Appendix 1a: Observation template

This observation template could be used to document direct observation of the apprentice in the workplace.

Apprentice's name:	
Observer's name and occupation:	
Date of observation:	**Location:**

Ob. Ref.	Commentary What has been observed and how it links to criteria.	Criteria covered

Apprentice's signature:	
Observer's signature:	

Appendix 1b: Account of activities/reflection template

Reflection is essential for personal and professional development. It is the process of thinking about oneself and one's experiences in an evaluative, critical and self-aware manner. Reflection involves exploring what happened during a particular activity, event or day. Considering what went well and what did not go so well. Identifying what you might do differently next time and how you intend to put change into practice or how this will inform future practice. The reflection template could be used to demonstrate the apprentices learning and application of knowledge and skills in practice, their values and behaviours within their portfolio.

Date:		Standard covered:		Outcomes covered:
Introduction: Brief overview of what the apprentice intends to reflect on.				
Main body: Describe what happened.				
Evaluate the activity: What went well? What didn't go so well?				
What could you do to improve?				
How would you put these improvements into practice next time?				
Conclusion: Summary of your main points.				

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