Highfield Level 3 End-point Assessment for Senior Healthcare Support Worker

End-Point Assessment Kit

© 2018 Highfield Recruit and Assessment Limited t/a Highfield Assessment
Highfield Level 3 End-point Assessment for Senior Healthcare Support Worker

EPA-Kit

For Employers and Training Providers
## Contents

How to use this EPA guide ........................................................................................................ 4

Introduction .................................................................................................................................. 4

Gateway ......................................................................................................................................... 7

Gateway Readiness Report ............................................................................................................ 8

Common Approach .......................................................................................................................... 16

End-Point Assessment Mapping at a Glance ...................................................................................... 17

The Senior Healthcare Support Worker Apprenticeship Standard .................................................. 30

Assessment Summary ..................................................................................................................... 157

- Multiple Choice and Short Answer Test .................................................................................... 157
- Practical observation .................................................................................................................... 158
- Learning Journal and Interview .................................................................................................. 160
- Grading ........................................................................................................................................ 160
- Resit and Retake information ...................................................................................................... 161
- Senior Healthcare Support Worker Sample Multiple Choice Test (30 questions) .................... 162
- Sample Test Mark Scheme .......................................................................................................... 172
- Short Answer Questions – Guidance on depth of answer ........................................................... 173
- Short Answer Sample Test – Option 1: Adult Nursing Support .................................................. 174
- Short Answer Sample Test – Option 2: Maternity Support ........................................................... 175
- Short Answer Sample Test – Option 3: Theatre Support ............................................................... 177
- Short Answer Sample Test – Option 4: Mental Health Support .................................................. 178
- Short Answer Sample Test – Option 5: Children and Young People Support ............................... 179
- Short Answer Sample Test – Option 6: Allied Health Profession - Therapy Support .................. 180
- Practical Observation - guidance .................................................................................................... 182
- Learning Journal and Interview – guidance and templates ......................................................... 185
- Learning Journal – evidence referencing grids ........................................................................... 196
- Learning Journal – observation template .................................................................................... 209
- Learning Journal – reflection template .......................................................................................... 210
- Learning Journal – declaration of authentication ........................................................................ 211
How to use this EPA guide

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

This guide contains advice and guidance for trainers on how to prepare for the end point assessment. 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

<table>
<thead>
<tr>
<th>Apprenticeship standard:</th>
<th>Senior Healthcare Support Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>On Programme Duration:</td>
<td>18-24 months</td>
</tr>
<tr>
<td>Grading:</td>
<td>Pass/Merit/Distinction</td>
</tr>
<tr>
<td>End-Point Assessment methods:</td>
<td>Multiple Choice and Short Answer Test; Observation of Practice; Learning Journal and Interview</td>
</tr>
</tbody>
</table>

After this Introduction, the contents of this kit are divided into sections that correspond with each type of assessment specified in the End-Point Assessment Plan which can be found at:

https://www.instituteforapprenticeships.org/media/1195/senior_healthcare_support_worker.pdf

In this guide:

- You will find guidance on how to prepare apprentices for Gateway
- You will get detailed information on which part of the standard is assessed by which assessment method
- You will find suggestions on how to prepare the apprentice for each part of the end point assessment
- Where formal tests are part of the end point assessment, you will find a practice test that you can use with apprentices

Introduction
Standard overview

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

On-programme requirements

Apprentices usually take 18 to 24 months to complete this apprenticeship during which they participate in training, development and on-going review activities. These typically include:

- Induction which is specific to their workplace and at a minimum meets the 15 standards required by the Care Quality Commission (as set out in the Care Certificate)
- Study days and training courses
- Mentoring/buddy support
- Completion of workbooks or a portfolio through which the apprentice gathers evidence of their progress
- Structured one to one reviews of their progress with their employer and/or training provider

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

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

- The apprentice must meet the 15 standards as set out in the Care Certificate. The Care Quality Commission expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.
- The apprentice must have completed Level 2 maths and English
- A specified regulated level 3 occupational competence qualification
- A learning journal. The apprentice documents and reflects on their development (knowledge and skills) as well as their approach to the workplace (the values and behaviours). The learning journal is completed during the 3 months leading up to the planned date of the end point assessment.

The learning journal must be made available at gateway.

**Required on-programme qualification**

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

**Order of end point assessments**

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

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

**How to prepare for gateway**

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

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

In advance of Gateway, apprentices will need to:

- meet the 15 standards required by the Care Quality Commission as set out in the Care Certificate. The Care Quality Commission expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.
- have completed Level 2 maths and English
- have completed a regulated level 3 occupational competence qualification as specified in the option chosen have completed a learning journal during the final 3 months leading up to the planned date of the end point assessment.

The learning journal must be made available at gateway.

Therefore, apprentices should be advised by employers and providers to gather this evidence throughout 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 standards before the formal gateway meeting is arranged.

The meeting should last around an hour, during which the following form will be completed and agreed by all three parties. This form should then be submitted to Highfield Assessment to initiate the end-point assessment process.
Highfield Level 3 End-Point Assessment for Senior Healthcare Support Worker
Gateway Readiness Report

(Standard version: STO217/02, 2017; EPA Plan version: ST0217/AP02, 2017)

This employer and apprentice gateway readiness report has been designed to be used during the formal gateway meeting. This meeting and completion of the gateway readiness report must be completed on or after the apprenticeship on-programme end date and 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 if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. This document should be used to log the outcomes of the meeting and can be submitted to the end-point assessment organisation as evidence of the apprentice’s readiness to enter the gateway, and commence end-point assessment.

Please note: a copy of the standard should be made 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’s 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 license
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.
Apprentice’s details

<table>
<thead>
<tr>
<th>Apprentice’s name:</th>
<th>Apprentice’s job title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer’s organisation:</th>
<th>Training provider’s organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer’s name:</th>
<th>Training provider’s name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer’s job title:</th>
<th>Training provider’s job title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apprenticeship start date: | Apprenticeship on programme end date
Min. duration Y/N

Standard title: | Gateway meeting date:

EPA start date: | EPA End date: Y/N

Pre-requisite requirements

Before the discussion takes place about the apprentice’s achievement of the standard, the apprentice must confirm to the employer that they have achieved any pre-requisite requirements:

<table>
<thead>
<tr>
<th>Pre-requisite requirement</th>
<th>Achieved by the apprentice? Y/N</th>
<th>Evidence</th>
<th>Office use: HA check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved Maths L2</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>Achieved English L2</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>A regulated level 3</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>occupational competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>qualification (specific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to chosen option)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 standards required</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>by the Care Quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commission (as set out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the Care Certificate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A learning journal</td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
</tbody>
</table>

HA first line sign off:
HA second line sign off:
Achievement of the apprenticeship standard
The following table should be completed by the employer to log how the apprentice has met each of the standard subject areas. This can be discussed through Q&A, and/or the apprentice may present evidence that can be reviewed during the meeting to show their achievement of the different part of the standard. Following the Q&A and presentation of evidence, the employer should log this information in the table below along with their comments, and then make a judgement as to whether the apprentice has successfully achieved all the subject areas in the standard.

<table>
<thead>
<tr>
<th>Apprenticeship standard review</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard subject area</strong></td>
<td><strong>Assessment Ready?</strong></td>
</tr>
<tr>
<td><strong>Core Knowledge:</strong></td>
<td></td>
</tr>
<tr>
<td>Health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>Duty of care and candour, safeguarding, equality and diversity</td>
<td></td>
</tr>
<tr>
<td>Person centred care, treatment and support</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Personal, people and quality improvement</td>
<td></td>
</tr>
<tr>
<td>Health, safety and security</td>
<td></td>
</tr>
<tr>
<td><strong>Core Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>Health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>Duty of care and candour, safeguarding, equality and diversity</td>
<td></td>
</tr>
<tr>
<td>Person centred care, treatment and support</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Personal, people and quality improvement</td>
<td></td>
</tr>
<tr>
<td>Health, safety and security</td>
<td></td>
</tr>
<tr>
<td>Option 1 Adult Nursing Support</td>
<td>Knowledge:</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Activities of daily living</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 1 Adult Nursing Support</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Activities of daily living</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 Maternity Support</th>
<th>Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Assist with caring for babies</td>
<td></td>
</tr>
<tr>
<td>Support mothers and birthing partners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 Maternity Support</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Assist with caring for babies</td>
<td></td>
</tr>
<tr>
<td>Support mothers and birthing partners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3 Theatre Support</th>
<th>Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist healthcare practitioners with delegated clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Support individuals</td>
<td></td>
</tr>
<tr>
<td>Equipment and resources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3 Theatre Support</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist healthcare practitioners with delegated clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Support individuals</td>
<td></td>
</tr>
<tr>
<td>Equipment and resources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 4 Mental Health Support</th>
<th>Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with delegated clinical tasks and therapeutic interventions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 4 Mental Health Support</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with delegated clinical tasks and therapeutic interventions</td>
<td></td>
</tr>
<tr>
<td>Support individuals</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--</td>
</tr>
<tr>
<td>Risk assessment and risk management</td>
<td></td>
</tr>
<tr>
<td><strong>Option 4 Mental Health Support</strong> – <strong>Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>Assist with delegated clinical tasks and therapeutic interventions</td>
<td></td>
</tr>
<tr>
<td>Support individuals</td>
<td></td>
</tr>
<tr>
<td>Risk assessment and risk management</td>
<td></td>
</tr>
<tr>
<td><strong>Option 5 Children and Young People – Knowledge:</strong></td>
<td></td>
</tr>
<tr>
<td>Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Activities of daily living</td>
<td></td>
</tr>
<tr>
<td>Child development</td>
<td></td>
</tr>
<tr>
<td><strong>Option 5 Children and Young People – Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td>Activities of daily living</td>
<td></td>
</tr>
<tr>
<td>Child development</td>
<td></td>
</tr>
<tr>
<td><strong>Option 6 Allied Health Profession – Therapy Support – Knowledge:</strong></td>
<td></td>
</tr>
<tr>
<td>Assist with delegated therapeutic or clinical tasks and interventions</td>
<td></td>
</tr>
<tr>
<td>Support, educate and enable individuals with their health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>Equipment and resources</td>
<td></td>
</tr>
<tr>
<td><strong>Option 6 Allied Health Profession – Therapy Support – Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>Assist with delegated therapeutic or clinical tasks and interventions</td>
<td></td>
</tr>
<tr>
<td>Support, educate and enable individuals with their health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>Equipment and resources</td>
<td></td>
</tr>
<tr>
<td><strong>Values:</strong></td>
<td></td>
</tr>
<tr>
<td>Behaviours:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Caring, compassionate, honest, conscientious and committed</td>
<td></td>
</tr>
<tr>
<td>Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</td>
<td></td>
</tr>
<tr>
<td>Show respect and empathy for those you work with</td>
<td></td>
</tr>
<tr>
<td>Have the courage to challenge areas of concern and work to best practice</td>
<td></td>
</tr>
<tr>
<td>Be adaptable, reliable and consistent</td>
<td></td>
</tr>
<tr>
<td>Show discretion</td>
<td></td>
</tr>
<tr>
<td>Show resilience and self-awareness</td>
<td></td>
</tr>
<tr>
<td>Show supervisory leadership</td>
<td></td>
</tr>
</tbody>
</table>
Gateway meeting outcome

Based on the information discussed and evidenced during the gateway meeting, which is documented in the tables above, the following outcome has been agreed:

<table>
<thead>
<tr>
<th>Gateway meeting outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the apprentice successfully achieved all the criteria of the apprenticeship standard while on-programme?</td>
</tr>
<tr>
<td>If so, is the apprentice ready for end-point assessment?</td>
</tr>
</tbody>
</table>

Should any parts of the gateway readiness not be complete, or answered ‘no’, then the apprentice is deemed not ready for end-point assessment and a period of additional training and preparation must take place.

After the completion of this additional support the gateway readiness report must be completed again. For further support please contact your employer engagement officer at Highfield Assessment.

The apprentice is aware that during the end-point assessment some footage may be recorded and stored for quality assurance purposes using either video or audio equipment and gives their consent for this.

The decisions above have been agreed by the following parties.

Declaration:

By signing this form, the signatories below confirm that they understand and agree to the following:

1. The apprentice has completed the mandatory on-programme elements of the apprenticeship and is ready for end-point assessment with Highfield
2. That all evidence used within any assessment or presented to Highfield is the apprentice’s own work and does not infringe any third-party rights
3. The apprentice meets all Highfield’s and ESFA’s requirements, including that relating to eligibility to be put forward for end-point assessment
4. Highfield will not end-point assess any apprentices prior to the expiry of 372 days from the apprenticeship start date that is recorded on the ILR and this document (as per the ESFA’s requirements)
5. The apprentice has been on-programme for the minimum duration required by the ESFA and assessment plan (as referenced in 4 above)
6. The apprentice has achieved the minimum pre-requisite maths and English achievement (Level 2) as detailed in this document and on the Assessment Plan
7. The apprentice has achieved the required mandatory qualification, and the 15 standards required by the Care Quality Commission (Care Certificate) during the on-programme training.
8. The apprentice has completed a learning journal (during the final 3 months).

In addition, it is agreed that, if they are successful, Highfield may apply to the ESFA for the apprenticeship certificate on the apprentice’s behalf.

The undersigned also acknowledge and accept that, in the event that any of the above requirements are not met, Highfield will be unable to end-point assess the apprentice. Furthermore, in such circumstances Highfield may draw any defaults to the attention of the ESFA or any other relevant authority/organisation.

<table>
<thead>
<tr>
<th>Employer’s name:</th>
<th>Employer’s signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training provider’s name:</th>
<th>Training provider’s signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apprentice’s name:</th>
<th>Apprentice’s signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Common 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

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

Assessment plan for Senior Healthcare Support Worker (ST0217/AP02)
https://www.instituteforapprenticeships.org/media/1195/senior_healthcare_support_worker.pdf

Specific Considerations

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

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

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

Highfield Assessment has provided additional assessment criteria and amplification for the knowledge and skills requirements within this EPA Kit. This is provided as further guidance to support the apprentice in preparation for end-point assessment. In the end-point assessments, the apprentice will be assessed on the high-level outcomes within the standard and not the criteria provided as guidance within this EPA Kit.
### End-Point Assessment Mapping at a Glance

<table>
<thead>
<tr>
<th>Multiple Choice &amp; Short Answer Test</th>
<th>Observation of Practice</th>
<th>Learning journal and Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>The multiple choice/short answer test covers all knowledge requirements in the standard. The multiple choice questions cover the core knowledge:</td>
<td>The independent assessor spends a minimum of 90 minutes observing the apprentice during the course of their normal work in their normal place of work. To pass the observation of practice the apprentice must be able to meet the following requirements in bold:</td>
<td>The learning journal is completed by the apprentice in the 3 months leading up to the end point assessment. The learning journal may contain a range of sources of evidence but must contain a minimum of 3 reflective accounts completed by the apprentice to a total of 1000 words (+/- 10%) which demonstrate their learning and application of knowledge to their chosen area of practice in addition to their values and behaviours.</td>
</tr>
<tr>
<td>1. Health and well-being</td>
<td>1. <strong>Treat people with dignity</strong>, respecting individual’s diversity, beliefs, culture, needs, values, privacy and preferences</td>
<td>The learning journal covers the skills set out in the apprentice’s chosen option</td>
</tr>
<tr>
<td>2. Duty of care and candour, safeguarding, equality and diversity</td>
<td>2. <strong>Show respect and empathy for those you work with</strong>, have the courage to challenge areas of concern, be adaptable, reliable and consistent</td>
<td>Option 1 – Senior HCSW (Adult Nursing Support)</td>
</tr>
<tr>
<td>3. Person centred care and support</td>
<td>3. <strong>Show discretion</strong>, resilience and self-awareness</td>
<td>• Assist with clinical tasks</td>
</tr>
<tr>
<td>4. Communication</td>
<td></td>
<td>• Activities of daily living</td>
</tr>
<tr>
<td>5. Personal, people and quality improvement</td>
<td></td>
<td>Option 2 – Senior HCSW (Maternity Support)</td>
</tr>
<tr>
<td>6. Health, safety and security</td>
<td></td>
<td>• Assist with clinical tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist with caring for babies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support mothers and birthing partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option 3 – Senior HCSW (Theatre Support)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist healthcare practitioners with delegated clinical tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equipment and resources</td>
</tr>
</tbody>
</table>
The short answer questions cover the knowledge requirements in the apprentice’s chosen option:

<table>
<thead>
<tr>
<th>Option 1 – Senior HCSW (Adult Nursing Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with clinical tasks</td>
</tr>
<tr>
<td>• Activities of daily living</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 – Senior HCSW (Maternity Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with clinical tasks</td>
</tr>
<tr>
<td>• Assist with caring for babies</td>
</tr>
<tr>
<td>• Support mothers and birthing partners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3 – Senior HCSW (Theatre Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist healthcare practitioners with delegated clinical tasks</td>
</tr>
<tr>
<td>• Support individuals</td>
</tr>
<tr>
<td>• Equipment and resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 4 – Senior HCSW (Mental Health Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with delegated clinical tasks and therapeutic interventions</td>
</tr>
<tr>
<td>• Support individuals</td>
</tr>
<tr>
<td>• Risk assessment and risk management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 5 – Senior HCSW (Children and Young People Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with clinical tasks</td>
</tr>
<tr>
<td>• Activities of daily living</td>
</tr>
<tr>
<td>• Child Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 6 – Senior HCSW (Allied Health Profession – Therapy Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with delegated therapeutic or clinical tasks and interventions</td>
</tr>
<tr>
<td>• Support, educate and enable individuals with their health and wellbeing</td>
</tr>
<tr>
<td>• Equipment and resources</td>
</tr>
</tbody>
</table>

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

The purpose of the interview is to enable the apprentice to further showcase their capability. The assessor will pose holistic and synoptic questions to the apprentice that enable the apprentice to provide answers that should cover elements of the standard.

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

**Pass** = Meets the standard

The learning journal comprises of a range of valid sources of evidence in an organised manner, reflective accounts show satisfactory evidence and
therapeutic interventions
• Support individuals
• Risk assessment and risk management
Option 5 – Senior HCSW (Children and Young People Support)
• Assist with clinical tasks
• Activities of daily living
• Child Development
Option 6 – Senior HCSW (Allied Health Profession – Therapy Support)
• Assist with delegated therapeutic or clinical tasks and interventions
• Support, educate and enable individuals with their health and wellbeing
• Equipment and resources

There are:
• 30 multiple choice (1 mark each)
• 4 short answer questions (5 marks each)

washing, use of Personal Protective Equipment (PPE)
Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview.

The practical observation is ungraded above a Pass by the independent assessor.

ability to relate concepts and theories to practice, evidence broadly relates to the Standard and is partially mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in professional discussion and provide evidence that supports practice. Combining evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.

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

Distinction = Far exceeds the standard
The learning journal comprises of a creative range of valid sources of evidence in a structured manner, reflective accounts show evidence of relating a wide range of concepts and theories to practice and ability to make connections between learning and future practice, all evidence directly and succinctly relates to the Standard and is accurately and fully mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in and actively take forward professional discussion, demonstrating understanding and analysis of concepts and theories applied to their practice achieved through extensive reading.
(maximum 250-word answers).

The grade boundaries are set to allow candidates to achieve Pass, Merit and Distinction grades according to the following:

- 40 – 59% Pass
- 60 - 74% Merit
- 75% Distinction
## End-Point Assessment Mapping at a Glance: by standard

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

<table>
<thead>
<tr>
<th>6. Health, safety and security</th>
<th>T</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 6: Senior HCSW (Allied Health Professional – Therapy Support)</td>
<td>T</td>
<td>K</td>
</tr>
<tr>
<td>- Assist with delegated therapeutic or clinical tasks and interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Support, educate and enable individuals with their health and wellbeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Equipment and resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key
LJ & I = Learning journal and interview
Ob = Observation of practice
KSBV = Knowledge, Skills, Behaviours, Values
<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Method</th>
<th>KSBV</th>
<th>Standard</th>
<th>Assessment Method</th>
<th>KSBV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health and wellbeing</td>
<td>OB &amp; I</td>
<td>S</td>
<td>Option 1: Senior HCSW (Adult Nursing Support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist with clinical tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Activities of daily living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Duty of care and candour, safeguarding,</td>
<td>OB &amp; I</td>
<td>S</td>
<td>Option 2: Senior HCSW (Maternity Support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equality and diversity</td>
<td></td>
<td></td>
<td>- Assist with clinical tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist with caring for babies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Support mothers and birthing partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Person centred care and support</td>
<td>OB &amp; I</td>
<td>S</td>
<td>Option 3: Senior HCSW (Theatre Support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist healthcare professionals with delegated clinical tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Support individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Equipment and resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communication</td>
<td>OB &amp; I</td>
<td>S</td>
<td>Option 4: Senior HCSW (Mental Health Support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist with delegated clinical tasks and therapeutic interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Support individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Risk assessment and risk management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Personal, people and quality improvement</td>
<td>OB &amp; I</td>
<td>S</td>
<td>Option 5: Senior HCSW (Children and Young People Support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist with clinical tasks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SHCSW 1.8
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist with delegated therapeutic or clinical tasks and interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Support, educate and enable individuals with their health and wellbeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Equipment and resources</td>
</tr>
</tbody>
</table>

**Key**
- LJ & I = Learning journal and interview
- T = Multiple-choice and short answer test
- Ob = Observation of practice
- KSBV = Knowledge, Skills, Behaviours, Values
<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Method</th>
<th>KSBV</th>
<th>Standard</th>
<th>Assessment Method</th>
<th>KSBV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treat individuals with dignity, respecting individual’s diversity, beliefs, culture, needs, values, privacy and preferences</td>
<td>OB</td>
<td>B</td>
<td>Honest</td>
<td>LJ</td>
<td>V</td>
</tr>
<tr>
<td>Show respect and empathy for those you work with</td>
<td>OB</td>
<td>B</td>
<td>Caring</td>
<td>LJ</td>
<td>V</td>
</tr>
<tr>
<td>Have the courage to challenge areas of concern and work to best practice</td>
<td>OB</td>
<td>B</td>
<td>Compassionate</td>
<td>LJ</td>
<td>V</td>
</tr>
<tr>
<td>Be adaptable, reliable and consistent</td>
<td>OB</td>
<td>B</td>
<td>Conscientious</td>
<td>LJ</td>
<td>V</td>
</tr>
<tr>
<td>Show discretion, resilience and self awareness</td>
<td>OB</td>
<td>B</td>
<td>Committed</td>
<td>LJ</td>
<td>V</td>
</tr>
<tr>
<td>Show supervisory leadership</td>
<td>I</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: LJ & I = Learning journal and interview  
T = Multiple-choice and short answer test  
Ob = Observation of practice  
KSBV = Knowledge, Skills, Behaviours, Values
End-Point Assessment Mapping at a Glance: by assessment method

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Standard</th>
<th>KSBV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice and short answer test</td>
<td>1. Health and wellbeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Duty of care and candour, safeguarding, equality and diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Person centred care and support</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>4. Communication</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>5. Personal, people and quality improvement</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>6. Health, safety and security</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>Option 1: Senior HCSW (Adult Nursing Support)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Activities of daily living</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>Option 2: Senior HCSW (Maternity Support)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assist with clinical tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assist with caring for babies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Support mothers and birthing partners</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>Option 3: Senior HCSW (Theatre Support)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assist healthcare professionals with delegated clinical tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Support individuals</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>- Equipment and resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 4: Senior HCSW (Mental Health Support)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHCSW 1.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

- Assist with delegated clinical tasks and therapeutic interventions
- Support individuals
- Risk assessment and risk management

**Option 5: Senior HCSW (Children and Young People Support)**
- Assist with clinical tasks
- Activities of daily living
- Child development

**Option 6: Senior HCSW (Allied Health Professional – Therapy Support)**
- Assist with delegated therapeutic or clinical tasks and interventions
- Support, educate and enable individuals with their health and wellbeing
- Equipment and resources

---

**Observation of practice**

1. **Treat people with dignity**, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
2. **Show respect and empathy for those you work with**, have the courage to challenge areas of concern, be adaptable, reliable and consistent
3. **Show discretion**, resilience and self-awareness
4. **Assist registered healthcare practitioners with clinical tasks**, working to best practice and following care plans
5. **Communicate effectively with individuals** using a range of techniques, **observe and record verbal and non-verbal communication**
6. **Follow the principles for equality, diversity and inclusion**

**K**  

---

**K**
<table>
<thead>
<tr>
<th>Learning journal and interview</th>
<th>Learning journal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option 1: Senior HCSW (Adult Nursing Support)</td>
</tr>
<tr>
<td></td>
<td>- Assist with clinical tasks</td>
</tr>
<tr>
<td></td>
<td>- Activities of daily living</td>
</tr>
<tr>
<td></td>
<td>Option 2: Senior HCSW (Maternity Support)</td>
</tr>
<tr>
<td></td>
<td>- Assist with clinical tasks</td>
</tr>
<tr>
<td></td>
<td>- Assist with caring for babies</td>
</tr>
<tr>
<td></td>
<td>- Support mothers and birthing partners</td>
</tr>
<tr>
<td></td>
<td>Option 3: Senior HCSW (Theatre Support)</td>
</tr>
<tr>
<td></td>
<td>- Assist healthcare professionals with delegated clinical tasks</td>
</tr>
<tr>
<td></td>
<td>- Support individuals</td>
</tr>
<tr>
<td></td>
<td>- Equipment and resources</td>
</tr>
<tr>
<td></td>
<td>Option 4: Senior HCSW (Mental Health Support)</td>
</tr>
<tr>
<td></td>
<td>- Assist with delegated clinical tasks and therapeutic interventions</td>
</tr>
</tbody>
</table>

7. **Demonstrate what it means in practice to promote and provide person centred care and support**

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

9. **Maintain a safe and healthy working environment**

10. **Move and position individuals, equipment** and other items **safely**

11. **Use a range of techniques for infection prevention and control appropriate to the task undertaken**, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)
<table>
<thead>
<tr>
<th>Option 5: Senior HCSW (Children and Young People Support)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support individuals</td>
<td>S</td>
</tr>
<tr>
<td>- Risk assessment and risk management</td>
<td></td>
</tr>
<tr>
<td>- Assist with clinical tasks</td>
<td>S</td>
</tr>
<tr>
<td>- Activities of daily living</td>
<td></td>
</tr>
<tr>
<td>- Child development</td>
<td></td>
</tr>
</tbody>
</table>

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

- Assist with delegated therapeutic or clinical tasks and interventions
- Support, educate and enable individuals with their health and wellbeing
- Equipment and resources

**Values:** Honest, caring, compassionate, conscientious, committed (reflective journal)

**Interview:**

1. Health and wellbeing (observation and interview)  
2. Duty of care and candour, safeguarding, equality and diversity (observation and interview)  
3. Person centred care and support (observation and interview)  
4. Communication (observation and interview)  
5. Personal, people and quality improvement (observation and interview)  
6. Health, safety and security (observation and interview)  
7. Show supervisory leadership  

|  | S | B |
The Senior Healthcare Support Worker Apprenticeship Standard

The following pages contain the Senior Healthcare Support Worker apprenticeship standard and the assessment criteria in a suggested format that is suitable for delivery. The values and behaviours expected of Senior Healthcare Support Workers are listed at the end and it is anticipated the apprentices will be introduced to these values and behaviours throughout their programme.
### Core Knowledge: Health and wellbeing

#### Knowledge – Multiple choice Test

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation | K1.1 Explain how to carry out routine, complex clinical and therapeutic tasks  
K1.2 Explain the benefits of a practitioner delegating routine and complex clinical tasks  
K1.3 Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks  
K1.4 Explain the principles of care plans and delegation protocols used in the organisation |
| The types of information you need to collate when obtaining a client history, ways to record and share it | K1.5 Identify types of information needed when obtaining client history  
K1.6 Explain why each type of information is necessary  
K1.7 Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements  
K1.8 Explain the principles of data protection legislation  
K1.9 Explain the circumstances and parties to which it may be necessary to share an individual’s information |
| The indicators for good physical and mental health in relation to the demographic of individuals you are working with | K1.10 Explain the relationship between physical and mental health  
K1.11 Compare the indicators for good physical and mental health across different demographics  
K1.12 Describe the limits of own competence and authority in identifying the state of physical and mental health of the demographic in own work area |
| The importance of fluids, nutrition and food safety | K1.13 Explain the importance of fluids, nutrition and food safety  
K1.14 Explain how to promote an awareness of fluids, nutrition and food safety in a healthcare setting |
| Ways to signpost individuals to public health interventions or other services if appropriate | K1.15 Describe situations in which it may be appropriate to signpost individuals to public health interventions  
K1.16 Explain methods used to signpost individuals to public health interventions |
| 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 | K1.17 Describe signs that may indicate a person’s health or well-being are deteriorating  
K1.18 Describe the signs and symptoms of different types of pain or discomfort  
K1.19 Explain the importance of recognising that deterioration in health or well-being may occur without clear signs  
K1.20 Explain how to support an individual’s comfort and wellbeing |
| The main types of mental ill health and their impact on people’s lives | K1.21 Identify the main forms of mental ill health  
K1.22 Describe the symptoms associated with the main forms of mental ill health  
K1.23 Explain how mental ill health impacts on people’s lives |
| The importance of early diagnosis in relation to cognitive issues | K1.24 Describe ways in which cognitive issues are diagnosed  
K1.25 Explain the consequences of failing to diagnose cognitive issues at an early stage |
| The possible signs of mental ill health and learning disability in people | K1.26 Describe possible signs of mental health and learning disabilities in people  
K1.27 Explain the process of reporting possible signs of mental health and learning disabilities within agreed ways of working |
| 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 | K1.28 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  
K1.29 Explain why depression, delirium and the normal ageing process may be mistaken for dementia |
Amplification and guidance

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

<table>
<thead>
<tr>
<th>K1.30 Explain the importance of staying within limits of own competence and authority when identifying symptoms of mental ill health</th>
<th>K1.31 Discuss how changes in cognition may impact health and wellbeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to report changes and deterioration, how to support others to report changes and deterioration and how to escalate changes and deterioration</td>
<td>K1.32 Describe changes or deterioration which can occur to someone’s mental health, dementia or cognitive issues</td>
</tr>
<tr>
<td></td>
<td>K1.33 Explain how to report and escalate changes or deterioration</td>
</tr>
<tr>
<td></td>
<td>K1.34 Explain the importance of reporting changes or deterioration</td>
</tr>
<tr>
<td></td>
<td>K1.35 How to support others to report changes or deterioration</td>
</tr>
<tr>
<td>How to perform basic life support and use adjuncts to support resuscitation</td>
<td>K1.36 Define the term <em>basic life support</em></td>
</tr>
<tr>
<td></td>
<td>K1.37 Describe situations in which it would be necessary to perform basic life support</td>
</tr>
<tr>
<td></td>
<td>K1.38 Describe resuscitation techniques and equipment used to perform basic life support</td>
</tr>
<tr>
<td></td>
<td>K1.39 Describe how to use adjuncts to support resuscitation</td>
</tr>
<tr>
<td></td>
<td>K1.40 Explain the importance of staying within limits of own competence and authority when performing basic life support and using adjuncts to support resuscitation</td>
</tr>
</tbody>
</table>
Complex clinical tasks may include:
- Caring for wounds
- Catheter/tracheostomy care
- Managing ventilations
- Administering medicines

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

Main forms of mental ill health may include:
- Dementia
- Schizophrenia/psychotic disorders
- Anxiety disorders
- Mood disorders e.g. depression
- Eating disorders
- Personality disorders

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

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.
## Core Knowledge: Duty of care and candour, safeguarding, equality and diversity

**Knowledge – Multiple choice Test**

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>K2.1 Describe how duty of care relates to duty of candour &lt;br&gt; K2.2 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 &lt;br&gt; K2.3 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 &lt;br&gt; K2.4 Explain your own role and the roles of others in safeguarding and protecting individuals from abuse &lt;br&gt; K2.5 Identify reports into serious failures to protect individuals from abuse &lt;br&gt; K2.6 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 &lt;br&gt; K2.7 Explain how to promote duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion to others</td>
</tr>
<tr>
<td>How discrimination can happen</td>
<td>K2.8 Discuss ways in which discrimination may deliberately or inadvertently occur in healthcare settings &lt;br&gt; K2.9 Explain how practices that support equality and inclusion reduce the likelihood of discrimination</td>
</tr>
<tr>
<td>How to deal with conflicts between a person’s rights and a duty of care</td>
<td>K2.10 Describe examples of conflict between a person’s rights and a duty of care &lt;br&gt; K2.11 Explain how to resolve conflicts between a person’s rights and a duty of care</td>
</tr>
</tbody>
</table>
### The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible

| K2.12 Describe the signs or symptoms associated with **types of abuse** |
| K2.13 Describe factors that may contribute to an individual being more vulnerable to abuse |
| K2.14 Explain the actions to take if there are suspicions that an individual is being abused |
| K2.15 Explain the actions to take if an individual alleges that they are being abused |
| K2.16 Identify ways to ensure that evidence of abuse is preserved |
| K2.17 Explain how the likelihood of abuse **may be reduced** |
| K2.18 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |

### Amplification and guidance

**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

**Types of abuse** may include:
- Physical abuse
- Domestic violence or abuse
- Sexual abuse
• Psychological or emotional abuse
• Financial or material abuse
• Modern slavery
• Discriminatory abuse
• Organisational or institutional abuse
• Neglect or acts of omission
• Self-neglect

Abuse may be reduced by:
• Working with person centred values
• Encouraging active participation
• Promoting choice and rights
<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Why it is important to gain consent, even when it is difficult | K3.1 Analyse factors that influence the capacity of an individual to express consent  
K3.2 Explain how to establish consent for an activity or action  
K3.3 Explain what steps to take if consent cannot be readily established |
| How to undertake risk assessment in enabling a person centred approach | K3.4 Describe the process to follow when carrying out a risk assessment  
K3.5 Describe ways of minimising risk in enabling a person centred approach  
K3.6 Explain how the outcomes of risk assessments are communicated to others |
| Why it is important to promote ‘person centred care, treatment? and support’ | K3.7 Explain the benefits of promoting **person centred care, treatment and support**  
K3.8 Explain how to promote **person centred care, treatment and support**  
K3.9 Explain the importance of modelling **person centred care, treatment and support** |
| Why it is important to encourage people to be actively involved in their own care or treatment | K3.10 Explain the principles of active participation  
K3.11 Analyse how the holistic needs of an individual can be addressed by active participation  
K3.12 Explain how to work with an individual and others to agree how active participation will be implemented  
K3.13 Explain how to promote the understanding and use of active participation |
| Why it is important to give people choices about their care and to treat people as valuable and unique | K3.14 Explain why it is important to give people choices about their care  
K3.15 Discuss how to manage risk in a way that maintains the individual’s right to make choices  
K3.16 Explain the benefits to wellbeing of treating people as valuable unique individuals |
| Why safety and clinical effectiveness are important | K3.17 Explain the relationship between safety and clinical effectiveness  
K3.18 Explain **legislation, policies and local ways of working** relating to safety in healthcare settings  
K3.19 Explain the importance of safety and clinical effectiveness for delivering person centred care, treatment and support |
| The importance of managing relationships and boundaries with service users | K3.20 Identify the **boundaries** to be kept with service users  
K3.21 Explain how to maintain and review professional relationships with service users  
K3.22 Explain the consequences of not managing relationships and boundaries with service users |

**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.

*Person centred values* include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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

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

### Knowledge – Multiple choice Test

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why it is important to promote effective communication at work</td>
<td>K4.1 Explain the benefits of promoting effective communication on all aspects of work in <strong>healthcare settings</strong>&lt;br&gt;K4.2 Explain how to promote effective communication in <strong>healthcare settings</strong>&lt;br&gt;K4.3 Explain the importance of modelling effective communication</td>
</tr>
<tr>
<td>How to communicate with people who have specific language needs or wishes</td>
<td>K4.4 Explain why it is important to find out an individual’s specific language needs or wishes&lt;br&gt;K4.5 Discuss methods to use when communicating with individuals who have specific language needs or wishes</td>
</tr>
<tr>
<td>How to reduce communication problems and respond to complaints</td>
<td>K4.6 Identify communication problems&lt;br&gt;K4.7 Discuss <strong>ways to overcome</strong> communication problems&lt;br&gt;K4.8 Explain strategies that can be used to check that communication has been understood and to clarify misunderstandings&lt;br&gt;K4.9 Identify sources of information and support or services to enable more effective communication&lt;br&gt;K4.10 Describe how to respond to complaints&lt;br&gt;K4.11 Explain the main points of agreed procedures for handling complaints</td>
</tr>
<tr>
<td>Techniques for difficult situations, local guidelines for dealing with abusive behaviour</td>
<td>K4.12 Explain <strong>techniques used to deal with difficult situations</strong> in healthcare settings&lt;br&gt;K4.13 Explain the requirements of <strong>local ways of working</strong> in relation to dealing with abusive behaviour&lt;br&gt;K4.14 Explain the importance of staying within limits of own competence and authority when handling difficult situations or abusive behaviour</td>
</tr>
<tr>
<td>How verbal and non-verbal communication may relate to an individual’s condition</td>
<td>K4.15 Describe types of <strong>verbal and non-verbal communication</strong> used in healthcare settings</td>
</tr>
<tr>
<td>K4.16</td>
<td>Use examples to explain how the use of verbal and non-verbal communication varies according to an individual’s condition or circumstances</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>K4.17</td>
<td>Identify legislation relating to the handling of information</td>
</tr>
<tr>
<td>K4.18</td>
<td>Explain policies relating to the handling of information</td>
</tr>
<tr>
<td>K4.19</td>
<td>Explain the impact of local ways of working on the handling of information</td>
</tr>
<tr>
<td>Legislation, policies and local ways of working about handling information</td>
<td>Why it is important to record and store information securely and confidentially and support others to do so; e-safety</td>
</tr>
<tr>
<td>K4.20</td>
<td>Identify types of patient information which are stored securely</td>
</tr>
<tr>
<td>K4.21</td>
<td>Explain why the security of patient information is important</td>
</tr>
<tr>
<td>K4.22</td>
<td>Explain how and when to seek advice about the security of information</td>
</tr>
<tr>
<td>K4.23</td>
<td>Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns to agreed others</td>
</tr>
<tr>
<td>K4.24</td>
<td>Describe e-safety procedures</td>
</tr>
<tr>
<td>The audit process and how it relates to your role</td>
<td>The audit process and how it relates to your role</td>
</tr>
<tr>
<td>K4.25</td>
<td>Explain the purpose and requirements of audit processes in healthcare settings</td>
</tr>
<tr>
<td>K4.26</td>
<td>Explain own responsibilities in relation to audit processes</td>
</tr>
</tbody>
</table>

**Amplification and guidance**

**Healthcare settings** may include:
- Hospitals
- Community clinics
- Health centres
- Individuals’ homes
- Nursing/care homes
- Hospices
- Mental health settings
- GP surgeries
Ways to overcome communication problems could include reference to the interpretation of communication methods and how people from different backgrounds may use or interpret communication methods in different ways.

Individuals are those requiring care and support, may include patients, service users or clients

Techniques used to deal with difficult situations could include:

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

Verbal and non-verbal communication:

Verbal communication may include:

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

Non-verbal communication may include:

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

**Legislation, policies and local ways of working** could include:
  • General Data Protection Regulations
  • Data Protection Act
  • Health and Social Care Act
  • Information Governance policy
  • Health and Safety legislation
  • Organisational policies and procedures
  • Formally agreed guidance on how to carry out tasks in your workplace
  • Less formally agreed ways of working Less formally documented by individual employers and the self-employed or formal policies
### Core Knowledge: Personal, people and quality improvement

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your responsibilities and duties</td>
<td>K5.1 Describe <strong>responsibilities and duties</strong> of own role</td>
</tr>
<tr>
<td></td>
<td>K5.2 Outline how own role fits within the structure and context of the organisation</td>
</tr>
<tr>
<td>The limits of your competence and authority; that of those you supervise</td>
<td>K5.3 Outline limits of own competence and authority based on training and expertise</td>
</tr>
<tr>
<td></td>
<td>K5.4 Outline limits of competence and authority of those under own supervision</td>
</tr>
<tr>
<td></td>
<td>K5.5 Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority</td>
</tr>
<tr>
<td>The values of your organisation</td>
<td>K5.6 Explain the importance for an organisation to have a defined or published set of values</td>
</tr>
<tr>
<td></td>
<td>K5.7 Describe the values of own organisation</td>
</tr>
<tr>
<td></td>
<td>K5.8 Explain how organisational values relate to own role</td>
</tr>
<tr>
<td></td>
<td>K5.9 Explain how to promote organisational values to those under own supervision</td>
</tr>
<tr>
<td>Legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer</td>
<td>K5.10 Identify <strong>legislation, standards, policies and protocols</strong> that relate to own role</td>
</tr>
<tr>
<td></td>
<td>K5.11 Analyse how <strong>legislation, standards, policies and protocols</strong> influence own role</td>
</tr>
<tr>
<td></td>
<td>K5.12 Explain the importance of working in ways agreed with own employer</td>
</tr>
<tr>
<td>How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan</td>
<td>K5.13 Identify sources of information and support for own learning and development</td>
</tr>
<tr>
<td></td>
<td>K5.14 Explain how to <strong>use feedback from individuals and others</strong> to support own learning and development</td>
</tr>
<tr>
<td></td>
<td>K5.15 Explain why reflecting on work activities is an important way to develop own knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>K5.16 Describe the process for agreeing a personal development plan</td>
</tr>
</tbody>
</table>
| The importance of working well with others, your own health, wellbeing, resilience and that of colleagues | K5.17 Describe the importance of professional boundaries in healthcare  
K5.18 Explain how maintaining professional boundaries contributes to own and others’ health, wellbeing and resilience  
K5.19 Compare the differences between professional relationships with individuals and **others**  
K5.20 Define the term **co-production**  
K5.21 Explain the importance of working in partnership with individuals and others  
K5.22 Explain how partnership working contributes to own and others’ health, wellbeing and resilience |
|---|---|
| Who or where to go for help and advice about anything related to your work or people you support | K5.23 Identify sources and types of help and advice available in relation to employment responsibilities and rights  
K5.24 Identify sources of information related to a chosen career pathway  
K5.25 Explain own role in providing work related help and advice to those under own supervision |
| How to supervise others | K5.26 Explain techniques used to supervise others  
K5.27 Explain circumstances in which obstacles to supervision may arise  
K5.28 Explain the importance of not exceeding own competence and authority when supervising others |
| Behaviours expected from a role model | K5.29 Identify the behaviours expected of a role model in a **healthcare setting**  
K5.30 Describe how to utilise opportunities to act as a role model for others in own area of responsibility  
K5.31 Explain the importance of developing own knowledge and competence by observing the practices of others |
| The principles of training and mentoring | K5.32 Explain the importance of training, mentoring and other forms of continuous professional development in healthcare settings  
K5.33 Explain techniques which can be used to train and mentor others within own area of responsibility  
K5.34 Explain how to seek own training and mentoring opportunities both within and outside the workplace |
The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service

K5.35 Explain the importance of feedback from users of services to improve service quality
K5.36 Describe agreed ways of working for acting on feedback

**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

**Others:**
Could include your own colleagues and other professionals across health and social care.
Co-production:
The Care Act’s statutory guidance states that co-production is:
‘When an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered’.

Use feedback from individuals and others:
This may include:
- Individuals
- Carers
- Advocates
- Supervisor, line manager or employer
- Team members
- Other professionals

Healthcare settings may include:
- Hospitals
- Community clinics
- Health centres
- Individuals’ homes
- Nursing/care homes
- Hospices
- Mental health settings
- GP surgeries
### Core Knowledge: Health, safety and security

#### Knowledge – Multiple choice Test

<table>
<thead>
<tr>
<th><strong>The apprentice will</strong></th>
<th><strong>Indicative assessment criteria</strong></th>
</tr>
</thead>
</table>
| How to promote health and safety at work | K6.1 Explain the benefits of promoting health and safety at work  
K6.2 Explain how to promote health and safety at work  
K6.3 Explain how to check that others understand and observe health and safety requirements |
| What to do in situations that could cause harm | K6.4 Describe situations which can arise in healthcare settings that could cause harm  
K6.5 Explain own responsibility to resolve or supervise others to resolve situations that could cause harm  
K6.6 Explain the importance of not exceeding own competence and authority when resolving situations that could cause harm |
| How to handle hazardous materials | K6.7 Identify hazardous materials that may be found in the healthcare setting  
K6.8 Describe safe practices for storing, using and disposing of hazardous materials |
| Move and position people, equipment or other objects safely in line with agreed ways of working | K6.9 Explain the principles of moving and positioning people safely in healthcare settings  
K6.10 Explain the principles of moving equipment and other objects safely in healthcare settings  
K6.11 Explain the importance carrying out moving and positioning tasks in line with agreed ways of working  
K6.12 Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the agreed ways of working |
| The meaning of risk/risk assessment | K6.13 Define the terms ‘risk’ and ‘risk assessment’ |
| How to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work | K6.14 Describe how to identify risks and hazards in a healthcare setting  
K6.15 Explain how to respond when others report potential health and safety risks  
K6.16 Explain how to undertake a risk assessment in a healthcare setting |
| The importance of a clean workplace | K6.17 Explain situations which may require escalation when following or undertaking a risk assessment  
K6.18 Explain the principles of operating safe systems of work in area of own responsibility  
K6.19 Explain how to support others to operate safe systems of work in the work setting  

K6.20 Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace  
K6.21 Explain the consequences of inadequate cleaning, disinfecting and cleanliness  
K6.22 Explain how to promote the maintenance of a clean workplace to others |
|---|---|
| Legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks | K6.23 Describe legislation, policies and local ways of working for the prevention of infection  
K6.24 Explain the importance of maintaining high standards of personal hygiene and handwashing  
K6.25 Explain the importance of the correct use of **personal protective equipment** depending upon the situation  
K6.26 Explain how to promote the maintenance of high standards of personal hygiene, handwashing and correct use of personal protective equipment to others |
| How infections start and spread | K6.27 Define the term ‘**infection**’  
K6.28 Compare common causes of infection  
K6.29 Identify rare or changing causes of infection  
K6.30 Compare how different infections can spread in a healthcare setting |
| How to clean, disinfect and sterilise | K6.31 Explain the agreed ways of working for cleaning, disinfecting and sterilising activities  
K6.32 Explain own responsibility to ensure that others clean, disinfect and sterilise correctly |
## Amplification and guidance

### Agreed ways of working

- 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

### Risk

Risk is the likelihood for harm to occur.

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

### Healthcare settings

Healthcare settings may include:

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

### Infection

Infection refers to when microorganisms e.g. bacteria and viruses which are not normally present within the body invade and grow causing illness and disease.
Personal protective equipment may include:

- Gloves
- Aprons
- Masks
### Core Skills: Health and wellbeing

#### Skills – Observation and interview

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Assist registered healthcare practitioners with clinical tasks; follow care plans; notice and report changes | S7.1 Provide assistance to a registered healthcare practitioner carrying out a range of clinical tasks  
S7.2 Observe and follow the requirements of a care plan  
S7.3 Check for changes as they occur and report them appropriately  
S7.4 Check that others in area of responsibility have reported changes |
| Gather evidence to assist in obtaining a client history, review health-related data and information | S7.5 Collate evidence in order to obtain a client history  
S7.6 Review health-related data and information for individuals |
| Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing, assist with an individual’s overall comfort, identify and respond to signs of pain or discomfort | S7.7 Carry out actions which will contribute to an environment that promotes physical health, mental health and wellbeing  
S7.8 Encourage others to support the physical health, mental health and wellbeing of individuals  
S7.9 Use communication skills and person centred values to encourage an individual to actively participate in their physical health, mental health and wellbeing  
S7.10 Provide advice relating to health and wellbeing to individuals and those under supervision as opportunities arise  
S7.11 Provide assistance to ensure an individual’s comfort  
S7.12 Check for signs of pain or discomfort experienced by individuals and respond appropriately |
| Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so; | S7.13 Check an individual for signs of issues and deteriorations of mental and physical health  
S7.14 Report and respond to issues and deteriorations of mental and physical health within limits of own competence and authority and in accordance with agreed ways of working |
<table>
<thead>
<tr>
<th><strong>S7.15</strong> Encourage others to report any issues and deteriorations in mental and physical health of individual’s in accordance with <strong>agreed ways of working</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognise limitations in mental capacity and respond appropriately</strong></td>
</tr>
<tr>
<td>S7.16 Check an individual for possible signs of limitations in <strong>mental capacity</strong></td>
</tr>
<tr>
<td>S7.17 Respond appropriately to signs of limitations in <strong>mental capacity</strong></td>
</tr>
<tr>
<td>S7.18 Stay within limits of own competence and authority when checking for and responding to signs of limitations in <strong>mental capacity</strong></td>
</tr>
<tr>
<td><strong>Perform basic life support for individuals</strong></td>
</tr>
<tr>
<td>S7.19 Carry out <strong>basic life support</strong> using appropriate resuscitation techniques in accordance with organisational procedures and within limits of own competence</td>
</tr>
<tr>
<td>S7.20 Carry out <strong>basic life support</strong> using equipment in accordance with organisational procedures and within limits of own competence</td>
</tr>
</tbody>
</table>

**Amplification and guidance**

**Poor mental health** could refer to dementia, depression, anxiety or other cognitive issues

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

**Agreed ways of working** could include:
- Regulations
- 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

**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
## Core Skills: Duty of care and candour, safeguarding, equality and diversity

### Skills – Observation and interview

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Follow the principles for equality, diversity and inclusion | S8.1 Demonstrate practices that support equality, diversity and inclusion  
S8.2 Access information, advice and support about equality, diversity and inclusion  
S8.3 Encourage the inclusion of individuals in decision making relating to their care |

| Implement a duty of care and candour | S8.4 Demonstrate **duty of care** for an individual in accordance with their best interests  
S8.5 Provide additional support and advice to others as required to ensure an individual’s **duty of care**  
S8.6 Encourage others in area of responsibility to take precautionary actions to limit the potential of harm to an individual  
S8.7 Respond to comments and complaints in accordance with organisational procedures and within limits of own authority |

| Safeguard and protect adults and children; promote the principles to others | S8.8 Demonstrate how to recognise potential signs of different forms of **abuse**  
S8.9 Ensure others in area of responsibility follow **agreed ways of working** in responding to concerns of abuse  
S8.10 Demonstrate how to use **agreed ways of working** to report unsafe practices  
S8.11 Promote the practice of safeguarding and protecting adults and children to others |

### Amplification and guidance

**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

**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.
Core Skills: Person centred care, treatment and support

**Skills – Observation and interview**

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| 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 | S9.1 Ensure an individual is aware and understands the nature and consequences of an activity or action  
S9.2 Request the consent of an individual prior to carrying out an activity or action  
S9.3 Conduct risk assessments as required prior to carrying out an activity or action  
S9.4 Encourage an individual to **actively participate** in their own care, treatment and support  
S9.5 Support an individual to make informed choices  
S9.6 Support an individual to question or challenge decisions concerning them that are made by others |
| Work in partnership with the individual, their carer, families and the wider healthcare team | S9.7 Demonstrate how to work in partnership with an individual in a healthcare setting  
S9.8 Consult with an individual’s carer, family and the wider healthcare team in a way which underpins person centred care and support |
| Promote clinical effectiveness, safety and a good experience for the individual | S9.9 Ensure an individual is made aware that clinical effectiveness, safety and their good experience are priorities  
S9.10 Promote good practice of clinical effectiveness, safety and good experience for individuals to others |
### 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.

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

### Skills – Observation and interview

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Demonstrate and promote effective communication using a range of techniques | S10.1 Use **verbal and non-verbal communication methods** that support effective interactions  
S10.2 Ensure that barriers to communication are reduced when communicating with individuals, families, carers and healthcare practitioners  
S10.3 Promote the use of effective communication techniques to others |
| Observe and record verbal and non-verbal communication | S10.4 Observe and record the verbal and non-verbal communication of individuals  
S10.5 Ensure others in own area of responsibility observe and record communication effectively |
| Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so | S10.6 Record information in accordance with policies, legislation and local ways of working  
S10.7 Report information in accordance with policies, legislation and local ways of working  
S10.8 Store information in accordance with policies, legislation and local ways of working  
S10.9 Observe the requirements of confidentiality when handling information  
S10.10 Promote the practice of maintaining confidentiality to others |
| Take part in audits | S10.11 Participate in audit processes in accordance with **agreed ways of working**  
S10.12 Ensure the participation and cooperation of others in audit processes as required |
**Amplification and guidance**

**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

**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.
# Core Skills: Personal, people and quality improvement

## Skills – Observation and interview

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs’ | S11.1 Refer to others as appropriate in situations in which limits of own competence and authority are reached  
S11.2 Promote to others the principle of not exceeding their competence and authority  
S11.3 Demonstrate a process for ensuring that others under own supervision do not exceed their competence and authority |
| Take responsibility for, prioritise and reflect on your own actions, work and performance | S11.4 Determine priorities in relation to own actions and work  
S11.5 Use a **reflective journal** to assess development of own knowledge, skills, behaviours, values and practice  
S11.6 Monitor own performance with the use of SMART objectives |
| Maintain and further develop your own skills and knowledge, participate in appraisal | S11.7 Partake in activities which develop own skills and knowledge  
S11.8 Develop a **personal development plan** in agreement with **others**  
S11.9 Provide evidence to demonstrate how own **knowledge and skills are developing**  
S11.10 Provide evidence to demonstrate how own **core skills** are developing in practice |
| 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 | S11.11 Follow **agreed ways of working** to work in cooperation with a wider team including setting objectives and responsibilities  
S11.12 Request guidance and support from others to ensure clarity and effectiveness  
S11.13 Report own or others concerns to appropriate personnel in accordance with **agreed ways of working** |
Support or supervise colleagues as required, delegate well-defined tasks appropriately

- S11.14 Provide direct supervision to others in order to complete a task
- S11.15 Choose tasks and delegate them to others in own area of responsibility

Act as a role model; mentor peers; deliver training through demonstration and instruction

- S11.16 Coordinate mentoring activities for others in the workplace
- S11.17 Deliver training activities including both practical demonstration and verbal or written instructions
- S11.18 Model best practice techniques to others in area of responsibility

**Amplification and guidance**

**Reflective journal:**
Is a term used to describe documentary evidence of a worker’s reflections on their own practice. This can be evidenced in a variety of ways and does not have to be in the form of a journal.

**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.

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

**Others** may include:
- Individuals
- Carers
- Advocates
- Supervisor, line manager or employer
- Team members
- Other professionals
Knowledge and skills are developing:
The worker should be able to demonstrate how a learning activity has improved their own knowledge, skills and understanding. The worker should be able to demonstrate how reflecting on a situation has improved their own knowledge, skills and understanding.

Core skills:
The core skills of writing, number and information technology are those that are needed to perform confidently and effectively at work.
# Core Skills: Health, safety and security

## Skills – Observation and interview

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines | S12.1 Carry out a risk assessment to identify hazards and risks in the healthcare setting  
S12.2 Demonstrate the tasks required to maintain a safe and healthy working environment in accordance with organisational procedures and limits of own competence and authority  
S12.3 Ensure others are aware of and encouraged to maintain a safe and healthy working environment  
S12.4 Ensure that hazardous substances are used, stored and disposed of safely  
S12.5 Respond to incidents or emergencies in accordance with legislation, policies and local ways of working |
| Move and position individuals, equipment and other items safely | S12.7 Demonstrate efficient and safe movement principles when moving and positioning an individual  
S12.7 Demonstrate efficient and safe manual handling techniques when moving equipment and other items  
S12.8 Supervise others to perform moving and positioning tasks |
| Undertake risk assessments | S12.9 Coordinate a risk assessment with others to identify hazards and risks relating to health, safety and security |
| Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE) | S12.10 Demonstrate the use of risk assessment to identify potential risks relating to infection  
S12.11 Communicate the outcome of risk assessment to others  
S12.12 Take actions to minimise the risk of infections in the healthcare setting  
S12.13 Ensure others are aware of and support the actions to minimise the risk of infection  
S12.14 Ensure that waste is disposed of and spillages cleaned as required  
S12.15 Demonstrate correct hand washing and drying procedures  
S12.16 Demonstrate the use of a range of personal protective equipment |
### Amplification and guidance

**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

**Moving and positioning an individual** can include applying effort to support or move a person manually alone, using movement aides and equipment and moving a person as part of a team

**Moving equipment and other items** can include applying effort to, or moving a load or object manually alone, using manual handling aids and equipment and undertaking a manual handling task as part of a team

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

**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.
### Care

**Value – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being caring and compassionate</td>
<td>Being caring and compassionate</td>
</tr>
</tbody>
</table>

### Honesty

**Value – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being honest to individuals and others</td>
<td>Being honest to individuals and others</td>
</tr>
</tbody>
</table>

### Commitment

**Value – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being conscientious and committed</td>
<td>Being conscientious and committed</td>
</tr>
</tbody>
</table>
## Dignity

**Behaviour – Observation**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences</td>
<td>Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences</td>
</tr>
</tbody>
</table>

## Respect

**Behaviour – Observation**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing respect and empathy for those you work with</td>
<td>Showing respect and empathy for those you work with</td>
</tr>
</tbody>
</table>

## Courage

**Behaviour – Observation**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having the courage to challenge areas of concern and work to best practice</td>
<td>Having the courage to challenge areas of concern and work to best practice</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Behaviour – Observation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>The apprentice will evidence the following</strong></td>
<td><strong>Indicative assessment criteria</strong></td>
</tr>
<tr>
<td>Being adaptable, reliable and consistent</td>
<td>Being adaptable, reliable and consistent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discretion</th>
<th>Behaviour – Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The apprentice will evidence the following</strong></td>
<td><strong>Indicative assessment criteria</strong></td>
</tr>
<tr>
<td>Showing discretion towards others</td>
<td>Showing discretion towards others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resilience</th>
<th>Behaviour – Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The apprentice will evidence the following</strong></td>
<td><strong>Indicative assessment criteria</strong></td>
</tr>
<tr>
<td>Showing resilience and self-awareness</td>
<td>Showing resilience and self-awareness</td>
</tr>
</tbody>
</table>
## Supervisory Leadership

<table>
<thead>
<tr>
<th>Behaviour – interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>The apprentice will evidence the following</td>
</tr>
<tr>
<td>Showing supervisory leadership</td>
</tr>
</tbody>
</table>
## Option 1 Knowledge: Senior HCSW (Adult Nursing Support)

### 1.1 Assist with clinical tasks

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Which clinical tasks you will routinely be expected to carry out within your role | K13.1 Explain the scope of **routine clinical tasks** relevant to adult nursing support roles  
K13.2 Identify routine clinical tasks which may be delegated to others  
K13.3 Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks  
K13.4 Explain the importance of organisational care plans and protocols to routine clinical tasks |
| The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults and how to check they are in working order | K13.5 Identify the **types of measurement** which can be used to determine the **physiological state** of adults  
K13.6 Identify the range of types of equipment used for measuring physiological state  
K13.7 Explain how to check that measuring equipment is in working order  
K13.8 Explain the importance of ensuring that others under own supervision only use equipment in working order |
| The importance of skin integrity and how to check it | K13.9 Explain the meaning of ‘**skin integrity**’  
K13.10 Explain the importance of checking the skin integrity of individuals in adult nursing care  
K13.11 Explain how to conduct a **skin integrity assessment** |
| How to care for wounds | K13.12 Identify common **types of wound**  
K13.13 Explain the principles of **assessing a wound**  
K13.14 Explain techniques and types of dressing used to treat wounds |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Relevant Knowledge Areas</th>
</tr>
</thead>
</table>
| How to take and test venous and capillary blood and other specimens | K13.15 Describe the difference between **venous blood**, **capillary blood** and other specimens  
K13.16 Explain how to take samples of venous and capillary blood  
K13.17 Describe the types of tests commonly taken of blood samples |
| What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased | K13.18 Define the term ‘frailty’ in the context of adult nursing  
K13.19 Explain the principles of the end of life phase  
K13.20 Describe factors which impact on the care of the dying or deceased |
| The discharge process, the availability and services offered by the extended health and social care system | K13.21 Describe the discharge process which operates at own place of work  
K13.22 Explain the importance of ensuring the discharge process is followed in accordance with **agreed ways of working**  
K13.23 Explain the availability and types of services offered by the extended health and social care system for individuals who have been discharged |
| Where to source equipment and resources | K13.24 Identify the equipment and resources requirements of clinical tasks associated with adult nursing  
K13.25 Explain where to source additional equipment and resources  
K13.26 Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages |
| The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia | K13.27 Describe ways in which dementia and other cognitive issues are diagnosed  
K13.28 Explain the consequences of failing to diagnose dementia and other cognitive issues at an early stage  
K13.29 Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia  
K13.30 Explain why depression, delirium and the normal ageing process may be mistaken for dementia  
K13.31 Explain the importance of staying within limits of own competence and authority when identifying symptoms of dementia  
K13.32 Explain how to reduce the possibility of others under supervision misdiagnosing dementia and other cognitive issues |
**Amplification and guidance**

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

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

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

**Skin integrity** refers to skin health. A skin integrity issue might mean the skin is damaged, vulnerable to injury or unable to heal normally.

**Skin integrity assessments** include checking colour, temperature, texture, moisture, integrity and include the location of any skin breakdown or wounds

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

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

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

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

**Frailty** refers to a common geriatric syndrome associated with ageing; there is a higher risk of decline in health and function among older adults
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.
### Option 1 Knowledge: Senior HCSW (Adult Nursing Support)

#### 1.2 Activities of daily living

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person’s physical and mental health and wellbeing; which long term conditions you are most likely to support in your role; the activities of daily living and ways in which you can support individual’s to maintain and improve them | K14.1 Explain ways to promote mental health and wellbeing in **healthcare settings**  
K14.2 Identify typical long term conditions of individual’s supported by own role  
K14.3 Describe the potential impact on an individual’s physical health, mental health and wellbeing of a range of long term conditions  
K14.4 Describe a range of **activities of daily living** relevant to healthcare  
K14.5 Explain own role in supporting individual’s to maintain and improve **activities of daily living** including supervising others to do so  
K14.6 Explain the importance of staying within limits of own competence and authority when supporting **activities of daily living** |
| The effects of poor nutrition and dehydration | K14.7 Explain the relationship of nutrition and hydration with health and wellbeing  
K14.8 Explain the effects of poor nutrition and dehydration on individuals  
K14.9 Explain how to promote an awareness of nutrition and hydration amongst individual’s and others |
| How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves | K14.10 Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing  
K14.11 Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves  
K14.12 Explain the importance of ensuring others are competent and authorised to wash, dress or support individual’s to use toilet facilities  
K14.13 Explain the importance of adhering to **agreed ways of working** in relation to supporting individuals to wash, dress and use toilet facilities |
| How to help adults to be mobile and the importance of rest and sleep | K14.14 Describe techniques used to support adults to maintain or improve their mobility in the context of adult nursing  
K14.15 Explain the relationship of rest and sleep with health and wellbeing  
K14.16 Explain the effects of sleep deprivation or lack of rest on adults |

<table>
<thead>
<tr>
<th>Amplification and guidance</th>
</tr>
</thead>
</table>

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

**Activities of daily living** may include:
- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

**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.
### Option 1 Skills: Senior HCSW (Adult Nursing Support)

#### 1.1 Assist with Clinical Tasks

**Skills – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Assist nurses with delegated clinical tasks | - S15.1 Provide assistance to nurses with delegated **routine and other clinical tasks**
- S15.2 Instruct others on how to provide assistance to nurses with delegated clinical tasks |
| Undertake a range of physiological measurements on adults | - S15.3 Select equipment appropriate for taking physiological measurements on adults
- S15.4 Take measurements of an individual’s height, weight, temperature, pulse, breathing rate and blood pressure
- S15.5 Identify whether the measurements are within the normal range of physiological measurements
- S15.6 Instruct others how to take an individual’s measurements and check they are within the normal range |
| Assist with tissue viability risk assessments | - S15.7 Support the carrying out of a tissue viability risk assessment on an individual
- S15.8 Ensure others are aware of the importance of pressure area care and the findings of tissue viability risks assessments |
| Assist with caring for wounds | - S15.9 Conduct an **assessment of an individual’s wound**
- S15.10 Select dressings according to the **type of wound**
- S15.11 Carry out techniques to treat the wound including applying a dressing as required
- S15.12 Demonstrate to others the techniques |
<p>| Obtain and test samples and other specimens | - S15.13 Take samples of venous blood, capillary blood and other specimens from individuals in accordance with <strong>agreed ways of working</strong> |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
</table>
| Support frailty, end of life care                                    | S15.14 Conduct tests of venous blood, capillary blood and other specimens from individuals in accordance with **agreed ways of working** **Support frailty, end of life care**  
S15.15 Support an individual suffering with frailty to perform **activities of daily living**  
S15.16 Support **end of life care** on behalf of an individual as required by a supervisor |
| Contribute to discharge from services                               | S15.17 Assist with the discharge from services of an individual in accordance with **agreed ways of working**  
S15.18 Ensure individuals being discharged from service are aware of the availability and types of services offered by the extended health and social care system |
| Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control | S15.19 Monitor the environment, equipment and resources of an adult care setting and ensure requirements are met  
S15.20 Check that others are aware of the importance of reporting equipment and resources shortages or problems  
S15.21 Check stocks and source additional equipment and resources as required  
S15.22 Carry out first line calibration on a variety of clinical equipment |
| Recognise limitations in mental capacity and respond appropriately    | S15.23 Check an individual for possible signs of limitations in **mental capacity**  
S15.24 Respond appropriately to signs of limitations in **mental capacity**  
S15.25 Stay within limits of own competence and authority when checking for and responding to signs of limitations in **mental capacity** |
**Amplification and guidance**

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

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

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

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

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

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

**Activities of daily living** may include:
- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure
Mental capacity refers to the ability of someone to make their own decisions
## Option 1 Skills: Senior HCSW (Adult Nursing Support)
### 1.2 Activities of daily living

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition | S16.1 Provide individuals with opportunities to develop and maintain their skills relevant to **activities of daily living**  
S16.2 Support individuals to continue recommended therapies and activities  
S16.3 Encourage individuals to take responsibility for their health and wellbeing where appropriate  
S16.4 Give advice to adults in order for them to be more able to manage their conditions  
S16.5 Provide assistance to a carer as requested in order to meet the needs of an individual |
| Support adults to eat, drink | S16.6 Ensure individuals are aware of the importance of nutrition and hydration to their health and wellbeing  
S16.7 Provide assistance to individuals in order for them to eat and drink |
| Support adults to wash and dress and use the toilet | S16.8 Support individuals to wash, dress and use toilet facilities in the context of adult nursing in accordance with **agreed ways of working**  
S16.9 Ensure that others involved in washing, dressing or supporting individual’s to use toilet facilities are competent and authorised |
| Support adults to be mobile, rest, sleep, keep safe or express their sexuality | S16.10 Support an individual to maintain their mobility  
S16.11 Take steps to ensure an individual’s environment is suitable for them to rest and sleep  
S16.12 Check to ensure that an individual’s environment is as safe as possible  
S16.13 Support an individual who wishes to express their sexuality |
## Amplification and guidance

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

### Activities of daily living may include:
- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure
## Option 2 Knowledge: Senior HCSW (Maternity Support)

### 2.1 Assist with clinical tasks

<table>
<thead>
<tr>
<th>Knowledge – Short-answer test</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The apprentice will</strong></td>
<td><strong>K17.1</strong> Explain the scope of own responsibilities relevant to deliveries including cleaning, filling and maintaining the temperature of birthing pools</td>
</tr>
<tr>
<td>Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resource</td>
<td><strong>K17.2</strong> Explain the importance of cleaning, filling and maintaining the temperature of birthing pools correctly</td>
</tr>
<tr>
<td></td>
<td><strong>K17.3</strong> Identify the resource and maintenance requirements of birthing environments</td>
</tr>
<tr>
<td></td>
<td><strong>K17.4</strong> Explain the importance of ensuring that others involved in deliveries carry out their responsibilities in accordance with agreed ways of working</td>
</tr>
<tr>
<td>Possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood</td>
<td><strong>K17.5</strong> Identify the main types of mental ill health</td>
</tr>
<tr>
<td></td>
<td><strong>K17.6</strong> Describe possible signs of mental health and depression</td>
</tr>
<tr>
<td></td>
<td><strong>K17.7</strong> Explain the potential impact of different types of mental ill health and depression on pregnancy, labour, delivery or parenthood</td>
</tr>
<tr>
<td>Your role in antenatal and postnatal health education</td>
<td><strong>K17.8</strong> Explain the purposes of antenatal health education and postnatal health education</td>
</tr>
<tr>
<td></td>
<td><strong>K17.9</strong> Explain own role in relation to the provision of antenatal and postnatal health education</td>
</tr>
<tr>
<td>The range of physiological states that can be measured; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately</td>
<td><strong>K17.10</strong> Identify the types of measurement which can be used to determine the physiological state of adults</td>
</tr>
<tr>
<td></td>
<td><strong>K17.11</strong> Identify the normal ranges for physiological states</td>
</tr>
<tr>
<td></td>
<td><strong>K17.12</strong> Explain the importance of reporting deviations in accordance with agreed ways of working</td>
</tr>
</tbody>
</table>
| K17.13 Identify the range of types of equipment used for measuring physiological state  
K17.14 Explain how to check that measuring equipment is in working order  
K17.15 Explain the importance of ensuring that others under own supervision only use equipment in working order |
|---|
| How to take and test venous and capillary blood and other specimens  
K17.16 Describe the difference between venous blood, capillary blood and other specimens  
K17.17 Explain how to take samples of venous and capillary blood  
K17.18 Describe the types of tests commonly taken of blood samples |
| Ways to position individuals for ultrasound scanning  
K17.19 Explain the purpose of ultrasound scanning  
K17.20 Describe different ways to position individuals for ultrasound scanning |
| How to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively  
K17.21 Explain how to lay up trolleys for instrumental deliveries  
K17.22 Explain the importance of correctly opening packs, gathering equipment and disposal  
K17.23 Explain how to provide assistance to midwives in preparation for caesarean section and post-operative care |
| First aid and resuscitation techniques for babies  
K17.24 Explain how to administer first aid to a baby for a range of minor injuries  
K17.25 Explain how to administer Cardio Pulmonary Resuscitation (CPR) to a baby  
K17.26 Explain the importance of providing support to midwives in the administering of first aid and resuscitation in accordance with agreed ways of working  
K17.27 Explain the importance of staying within limits of own competence and authority when performing first aid |
| How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves; reasons why a urethral catheter is in place and the importance of regular monitoring  
K17.28 Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing  
K17.29 Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves  
K17.30 Explain the importance of ensuring others are competent and authorised to wash, dress or support individual’s to use toilet facilities |
K17.31 Explain the importance of adhering to **agreed ways of working** in relation to supporting individuals to wash, dress and use toilet facilities
K17.32 Explain different reasons for urethral catheters being in place
K17.33 Explain the importance of regularly monitoring urethral catheters

### Amplification and guidance

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

**Main forms of mental ill health** may include:
- Clinical depression
- Bipolar disorder
- Dementia
- Schizophrenia
- Anxiety disorders

**Antenatal health education** refers to providing advice, education, reassurance and support, to address and treat the minor problems of pregnancy, and to provide effective screening during the pregnancy

**Postnatal health education** refers to providing advice, education, reassurance and support in relation to infant care and postnatal family planning practices

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

**Types of measure** could include body temperature, weight, height, blood pressure, pulse and breathing rate, urinary output, oxygen saturation and blood sugar levels
Venous blood is deoxygenated blood which travels from the peripheral vessels, through the venous system into the right atrium of the heart.

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

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

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

Minor injuries may include bites, stings, small cuts, grazes, bumps and bruises, small splinters, nose bleeds.
### Option 2 Knowledge: Senior HCSW (Maternity Support)

#### 2.2 Assist with caring for babies

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Local security procedures | K18.1 Explain the importance of local security procedures in the context of caring for babies  
K18.2 Explain how local security procedures relate to own role and others  
K18.3 Identify where to find information about security procedures |
| The range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order | K18.4 Identify the **types of measurement** which can be used to determine the **physiological state** of babies  
K18.5 Identify the normal ranges for babies physiological states  
K18.6 Explain the importance of reporting deviations in accordance with **agreed ways of working**  
K18.7 Identify the range of types of equipment used for measuring the physiological state of babies  
K18.8 Explain how to check that measuring equipment is in working order  
K18.9 Explain the importance of ensuring that others under own supervision only use equipment in working order |
| The routine health baby observations | K18.10 Describe a range of **routine health baby observations** carried out in the context of caring for babies  
K18.11 Explain the importance of conducting routine healthy baby observations in accordance with **agreed ways of working** |
| Ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding | K18.12 Explain the importance of meeting the nutritional needs of babies  
K18.13 Describe a range of **breastfeeding techniques** including position and comfort  
K18.14 Explain how to use breast pumps, the use of hand presses and how to assist with the syringe feeding of expressed milk |
of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary

| K18.15 Explain how to sterilise equipment associated with feeding babies |
| K18.16 Explain how to feed babies using cup and bottle feeding |
| K18.17 Explain the steps required for the preparation of formula milk |
| K18.18 Describe the factors which can influence the choice of using formula milk, breastfeeding or a combination of both |
| K18.19 Explain the importance of supporting women to feed their babies while taking into account their preferences and ensuring others do so in accordance with agreed ways of working |
| K18.20 Explain the importance of staying within limits of own competence and authority when supporting mothers to breastfeed |

**Amplification and guidance**

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

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

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

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

**Breastfeeding techniques** may include when to start, positions (e.g. cradle hold, cross cradle hold, football hold, side-lying position) latching on, taking babies off the breast and burping
### Option 2 Knowledge: Senior HCSW (Maternity Support)

#### 2.3 Support mothers and birthing partners

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Ways to interact and care for babies including promoting skin to skin contact | K19.1 Describe the benefits of skin to skin contact between mothers and their babies  
K19.2 Describe different ways for mothers to interact with and care for their babies  
K19.3 Explain how to promote skin to skin contact, interaction and care while taking into account the preferences of mothers |
| How to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies; ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required | K19.4 Explain how to provide advice and information to mothers relating to feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies  
K19.5 Explain the importance of ensuring that the advice and information given by self and others to mothers is accurate, up to date and in accordance with agreed ways of working  
K19.6 Identify where to find additional sources of advice and information  
K19.7 Explain how to support bereaved families including where to direct them to further advice and support  
K19.8 Describe how to assist families with photographing and creating memories in accordance with their preferences  
K19.9 Explain the importance of staying within limits of own competence and authority when providing advice and information to mothers |
Amplification and guidance

Benefits of skin to skin contact may include promoting attachment, bonding, improving parental confidence, increasing milk production and breastfeeding success, reducing anxiety, normalising temperature, cognitive development.

Agreed ways of working refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
### Option 2 Skills: Senior HCSW (Maternity Support)

#### 2.1 Assist with clinical tasks

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Assist the maternity team with delegated clinical tasks | S20.1 Provide assistance to a maternity team with delegated routine and other clinical tasks  
S20.2 Instruct others on how to provide assistance to a maternity team with delegated clinical tasks |
| Recognise any deterioration in mental and emotional wellbeing and respond appropriately | S20.3 Check an individual for signs of issues and deteriorations of mental and emotional wellbeing  
S20.4 Report and respond to issues and deteriorations of mental and emotional wellbeing within limits of own competence and authority and in accordance with agreed ways of working  
S20.5 Encourage others to report any issues and deteriorations in mental and emotional wellbeing in accordance with agreed ways of working |
| Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises | S20.6 Provide assistance to a midwife in relation to teaching bathing, breastfeeding, parenting skills and post-natal exercises in accordance with agreed ways of working  
S20.7 Ensure that others involved in supporting the teaching activities of midwives provide assistance as required |
| Undertake a range of physiological measurements using the appropriate equipment | S20.8 Select equipment appropriate for taking physiological measurements in the context of maternity support  
S20.9 Take measurements of height, weight, temperature, pulse, breathing rate and blood pressure  
S20.10 Identify whether the measurements are within the normal range of physiological measurements |
| Obtain and test venous and capillary blood samples and other specimens | S20.11 Take samples of venous blood, capillary blood and other specimens from individuals in accordance with **agreed ways of working**  
S20.12 Conduct tests of venous blood, capillary blood and other specimens from individuals in accordance with **agreed ways of working** |
|---|---|
| Assist other practitioners with performing ultrasound scan | S20.13 Provide assistance to a practitioner as requested while performing an ultrasound scan  
S20.14 Instruct others on how to provide assistance to practitioners in relation to performing ultrasound scans |
| Provide support to other practitioners with instrumental deliveries | S20.15 Ensure that trolleys layered correctly prior to instrumental deliveries  
S20.16 Open packs and gather the equipment required for instrumental deliveries  
S20.17 Provide additional assistance to practitioners with instrumental deliveries as requested and within the limits of own competence and authority  
S20.18 Carry out post-delivery disposal |
| Carry out Emergency First Aid and assist midwife with neonatal resuscitation | S20.19 Demonstrate how to administer first aid to a baby for a **minor injury**  
S20.20 Demonstrate how to administer Cardio Pulmonary Resuscitation (CPR) to a baby  
S20.21 Provide assistance to a midwife with the administering of first aid  
S20.22 Ensure that others are aware of the importance of staying within the limits of their competence and authority in relation to administering first aid and resuscitation |
| Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters | S20.23 Give advice to a woman in relation to maintaining their general personal hygiene  
S20.24 Support a woman to maintain their general personal hygiene including washing, dressing and using toilet facilities  
S20.25 Provide assistance to a woman with a urethral catheter  
S20.26 Ensure that others are aware of the importance of staying within the limits of their competence and authority in relation to supporting women with their general personal hygiene |
**Amplification and guidance**

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

**Other clinical tasks** are determined those as requested by midwives or qualified medical professionals.

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

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

**Minor injuries** may include bites, stings, small cuts, grazes, bumps and bruises, small splinters, nose bleeds.
## Option 2 Skills: Senior HCSW (Maternity Support)

### 2.2 Assist with caring for babies

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Identify baby and provide wristband or label in line with local security procedures | S21.1 Ensure that the identity of a baby is checked  
S21.2 Apply a wristband or label to a baby in accordance with local security procedures |
| Undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation | S21.3 Select equipment appropriate for taking physiological measurements of babies  
S21.4 Take measurements of a baby’s weight, temperature, breathing rate, heart rate and oxygen saturation  
S21.5 Identify whether a baby’s physiological measurements are within the normal range  
S21.6 Report any measurements outside the normal range in accordance with agreed ways of working |
| Care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities | S21.7 Conduct routine healthy baby observations on a baby  
S21.8 Report any abnormalities in accordance with agreed ways of working |
| Support parents to meet the hygiene and nutritional needs of baby | S21.9 Provide practical assistance to a parent, family member or carer in order to meet the hygiene and nutritional needs of a baby  
S21.10 Provide encouragement to parents, families and carers in relation to their ability to meet the hygiene and nutritional needs of babies |
Amplification and guidance

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

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

Routine health baby observations include cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neo-natal jaundice.
Option 2 Skills: Senior HCSW (Maternity Support)

2.3 Support mothers and birthing partners

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support parents/carers to interact with and care for their new-born baby</td>
<td>S22.1 Provide advice to a parent, family member or carer regarding the benefits of skin to skin contact, interaction and care of new-born babies</td>
</tr>
<tr>
<td></td>
<td>S22.2 Ensure that the preferences of the parent, family member or carer are respected</td>
</tr>
<tr>
<td></td>
<td>S22.3 Provide practical assistance to a parent, family member or carer to improve their ability to interact and care with a new-born baby in accordance with agreed ways of working</td>
</tr>
<tr>
<td>Provide reassurance to mothers and birthing partners, working in partnership with families to support individuals</td>
<td>S22.4 Provide reassurance to a mother and birthing partner in relation child care</td>
</tr>
<tr>
<td></td>
<td>S22.5 Provide practical assistance in partnership with a family in order to support an individual</td>
</tr>
<tr>
<td></td>
<td>S22.6 Ensure that others are aware of the importance of working in partnership with mothers, birthing partners and families</td>
</tr>
</tbody>
</table>

Amplification and guidance

**Benefits of skin to skin contact** may include promoting attachment, bonding, improving parental confidence, increasing milk production and breastfeeding success, reducing anxiety, normalising temperature, cognitive development.

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
## Option 3 Knowledge: Senior HCSW (Theatre Support)

### 3.1 Assist healthcare practitioners with delegated clinical tasks

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery | K23.1 Explain the factors to take into consideration when choosing a site for the attachment of *surgical instruments* in accordance with *agreed ways of working*
K23.2 Describe how to use skin preparation agents and surgical drapes in the context of theatre support
K23.3 Explain ways in which to position individuals for surgery |
| Pre and post-operative checks; the steps for safer surgery | K23.4 Explain the purpose of carrying out *pre and post-operative checks*
K23.5 Describe the steps involved in a range of pre and post-operative checks
K23.6 Explain methods used to ensure increase safety in surgery in accordance with *agreed ways of working*
| The theatre team, its protocols and how it fits within the organisational structure | K23.7 Describe the role and responsibilities of different members of a theatre team
K23.8 Describe how own role and responsibilities relate to others in a theatre team
K23.9 Explain the protocols which apply to the conduct of a theatre team and how they relate to *legislation, policies and local ways of working*
K23.10 Explain the importance of ensuring that others are aware of and adhere to protocols
K23.11 Explain the relationship between a theatre team and the structure of the wider organisation |
<p>| The range of physiological states that can be measured and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; | K23.12 Identify the <em>types of measurement</em> which can be used to determine a range of <em>physiological states</em> |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaperoning; how surgery may impact on an individual's mental capacity</td>
<td>K23.13 Explain the potential impact of anaesthesia on a range of <strong>physiological states</strong>&lt;br&gt;K23.14 Explain the principles of <strong>advocacy</strong> and how they are applied to both unconscious and conscious patients&lt;br&gt;K23.15 Explain the principles of chaperoning patients&lt;br&gt;K23.16 Explain the importance of ensuring that others are aware of and adhere to the principles of advocacy and chaperoning&lt;br&gt;K23.17 Explain how surgery can impact an individual’s <strong>mental capacity</strong></td>
</tr>
<tr>
<td>The purpose for recording an individual’s body fluid; factors that affect input and output and wound drainage</td>
<td>K23.18 Explain the purpose of recording an individual’s body fluid&lt;br&gt;K23.19 Describe methods used to record an individual’s body fluid&lt;br&gt;K23.20 Explain the principles of input, output and wound drainage&lt;br&gt;K23.21 Explain the factors that can affect input, output and wound drainage</td>
</tr>
<tr>
<td>Potential hazards; how to report issues; common adverse reactions to anaesthesia; how to report deviations from normal; standard precautions for infection prevention and control: ways to avoid compromising and actions to take when there is a breakdown in the sterile field</td>
<td>K23.22 Describe a range of hazards present in the context of theatre support&lt;br&gt;K23.23 Explain the importance of identifying issues and reporting them in accordance with <strong>agreed ways of working</strong>&lt;br&gt;K23.24 Describe <strong>common adverse reactions</strong> to anaesthesia&lt;br&gt;K23.25 Explain the importance of reporting deviations from normal in accordance with <strong>agreed ways of working</strong>&lt;br&gt;K23.26 Identify common causes of <strong>infection</strong> and how they can spread&lt;br&gt;K23.27 Explain standard precautions that are followed to prevent and control infections&lt;br&gt;K23.28 Explain ways to avoid compromising and actions to take in instances of breakdowns in sterile fields&lt;br&gt;K23.29 Explain the importance of ensuring that others are aware of and adhere to the principles of infection prevention and control</td>
</tr>
<tr>
<td>Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products</td>
<td>K23.30 Explain reasons why <strong>clinical specimens</strong> are obtained in the context of theatre support&lt;br&gt;K23.31 Describe the types and uses of containers and transport relevant to storing and dispatching clinical specimens</td>
</tr>
</tbody>
</table>
### K23.32 Describe the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens

### K23.33 Explain the importance of ensuring that others are aware of and adhere to the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens

### How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased

<table>
<thead>
<tr>
<th>How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased</th>
</tr>
</thead>
<tbody>
<tr>
<td>K23.34 Describe the principles of pre and post-operative surgery including disposal of body parts, preparation for planned surgery and organ donor processes</td>
</tr>
<tr>
<td>K23.35 Explain how the beliefs or culture of patients can impact on their preferences in the context of pre and post-operative surgery</td>
</tr>
<tr>
<td>K23.36 Explain the importance of ensuring that others are aware of and respectful towards the beliefs, culture and preferences of patients</td>
</tr>
<tr>
<td>K23.37 Explain the principles of the end of life phase</td>
</tr>
<tr>
<td>K23.38 Describe factors which impact on the care of the dying or deceased</td>
</tr>
</tbody>
</table>

### Amplification and guidance

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

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

**Supervisors** are likely to be either registered theatre nurses or operating department practitioners.

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

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

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

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

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

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

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

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

Clinical specimens are human material, including but not limited to excreta, secreta, blood and its components, tissue and tissue fluid
### Option 3 Knowledge: Senior HCSW (Theatre Support)

#### 3.2 Support individuals

**Knowledge – Short-answer test**

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual’s ability to move independently; the effects of pre-medication and anaesthesia | K24.1 Explain the importance of keeping individuals informed about what is happening, the reasons why and the people involved in the context of theatre support  
K24.2 Describe ways of ensuring that individuals are kept informed of what is happening and understands the reasons why in accordance with **agreed ways of working**  
K24.3 Describe how to interpret verbal and non-verbal indicators in order to determine the ability of an individual to move independently  
K24.4 Explain the effects of pre-medication and anaesthesia on the ability of an individual to move |
| Safe moving and handling techniques that maintain an individual’s privacy and dignity | K24.5 Explain the importance of maintaining the privacy and dignity of individuals in the context of theatre support  
K24.6 Explain the principles of moving and handling people safely and in a way which maintains privacy and dignity  
K24.7 Explain own role in ensuring that others move and handle people safely and in a way which maintains privacy and dignity |

**Amplification and guidance**

*Agreed ways of working* refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
### Option 3 Knowledge: Senior HCSW (Theatre Support)

#### 3.3 Equipment and resources

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| The types, purpose and function of surgical instruments and supplementary items used in theatre | K25.1 Describe a range of types of **surgical instruments**  
K25.2 Explain the purpose and functions of surgical instruments and supplementary items in the context of theatre support |
| How to identify, measure, account for and record items and sharps used; local policy and procedure for instrument counts and what to do if a swab, sharp, instrument or other disposable item is missing; cost implications of how items used during surgery and surgery time may influence the overall commissioning of surgical procedures | K25.3 Explain the importance of maintaining an audit trail relating to the use of items and sharps used in accordance with **agreed ways of working**  
K25.4 Describe how to identify, measure, account for and record the use of items and sharps  
K25.5 Explain the principles of **local ways of working** and procedures relevant to instrument counts  
K25.6 Explain the actions to take in instances of missing swabs, sharps, instruments or disposable items  
K25.7 Explain the relationship between the cost of using items, the time taken and the overall commissioning of surgical procedures |

### Amplification and guidance

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

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

- Legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies
### Option 3 Skills: Senior HCSW (Theatre Support)

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

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals | S26.1 Provide assistance to a surgical team in preparation of an operative or invasive procedure as requested and in accordance with **agreed ways of working**  
S26.2 Provide assistance to a surgical team during the delivery of an operative or invasive procedure as requested and in accordance with **agreed ways of working**  
S26.3 Carry out all **required checks and activities** as specified in the non-scrubbed circulating role  
S26.4 Position an individual as required by the scope of a procedure and ensuring their comfort |
| Complete pre and post-operative checklists | S26.5 Carry out **pre and post-operative checks**  
S26.6 Take steps to ensure that safety is maintained by self and others during surgery in accordance with **agreed ways of working** |
| Take part in team briefing, patient sign in, timeout, sign out and debriefing | S26.7 Attend and contribute to a team briefing  
S26.8 Sign in a patient prior to a procedure  
S26.9 Sign out a patient following a procedure  
S26.10 Attend and contribute to a team debriefing |
| Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment | S26.11 Select equipment appropriate for taking physiological measurements of adults, babies or children  
S26.12 Take measurements of an adult, baby or child’s height, weight, temperature, pulse, breathing rate and blood pressure  
S26.13 Identify whether the measurements are within the normal range of physiological measurements  
S26.14 Instruct others how to take an adult, baby or child’s measurements and check they are within the normal range |
| Measure and record an individual’s body fluid balance | S26.15 Measure an individual’s body fluid balance  
S26.16 Record the individual’s body fluid balance in accordance with agreed ways of working |
| Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery | S26.17 Ensure that a clinical environment is sterilised and prepared prior to an operation in accordance with agreed ways of working  
S26.18 Provide assistance as requested by a healthcare practitioner in relation to pre and post-operative anaesthesia  
S26.19 Provide practical assistance and encouragement to a patient to support their recovery in accordance with their preferences |
| Assist in receiving, handling and dispatching clinical specimens or blood products | S26.20 Provide assistance to others to ensure that clinical specimens are received, handled and dispatched correctly  
S26.21 Ensure that others are aware of the importance of correctly handling clinical specimens |
| Support end of life care and care of the deceased | S26.22 Provide support to an individual in end of life care in accordance with agreed ways of working  
S26.23 Provide care of the deceased in accordance with the their beliefs, culture and preferences  
S26.24 Ensure that others are aware of and respectful towards the beliefs, culture and preferences of patients in relation to end of life care and care of the deceased |

**Amplification and guidance**

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

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
Required checks and activities in the nonscrubbed circulating role could include preparation of sites, attachments, equipment inventories, sterilisation of equipment, identity checks, checking consent forms, skin preparation and positioning of patients.

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

Clinical specimens are human material, including but not limited to excreta, secreta, blood and its components, tissue and tissue fluid.
### Option 3 Skills: Senior HCSW (Theatre Support)

#### 3.2 Support individuals

**Skills – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery | S27.1 Identify the preferences and needs of a conscious patient  
S27.2 Demonstrate **advocacy** on behalf of the conscious patient by liaison, clarification and decision-making processes in cooperation with others in accordance with agreed ways of working  
S27.3 Identify the preferences and needs of an unconscious patient  
S27.4 Demonstrate **advocacy** on behalf of the unconscious patient by liaison, clarification and decision-making processes in cooperation with others in accordance with agreed ways of working  
S27.5 Determine the scope of any concerns the patient may have before, during or after surgery by consulting with them or a family member as required  
S27.6 Reassure the patient as appropriate in order to reduce or remove their concerns |
| Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned | S27.7 Check that the documentation required for individuals prior to transport is complete and accurate prior to using transport  
S27.8 Make arrangement for the transport of an individual  
S27.9 Ensure the individual is transported in a way which is safe, maintains privacy and dignity and in accordance with agreed ways of working  
S27.10 Ensure that equipment used in relation to transporting the individual is cleaned, returned and recorded as required |
### Amplification and guidance

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

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
### Option 3 Skills: Senior HCSW (Theatre Support)

#### 3.3 Equipment and resources

**Skills – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Prepare and provide surgical instrumentation and supplementary items for the surgical team | S28.1 Check the **surgical instruments** requirements of a surgical team prior to a procedure  
S28.2 Prepare and provide the surgical instruments and supplementary items as required to the surgical team |
| Carry out counts for swabs, sharps, instruments and disposable items | S28.3 Ensure that others are aware of the importance of identifying, measuring, accounting for and recording the use of items in accordance with **agreed ways of working**  
S28.4 Count swabs, sharps, instruments and disposable items in accordance with **local ways of working** and procedures |

### Amplification and guidance

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

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

**Local ways of working** could include:
- Legislation
• Organisational policies and procedures
• Formally agreed guidance on how to carry out tasks in your workplace
• Less formally agreed ways of working
• Less formally documented by individual employers and the self-employed or formal policies
### Option 4 knowledge: Senior HCSW (Mental Health Support)

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

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Current legal policy and service frameworks for mental health; the impact they have on interventions | K29.1 Explain the importance of current legal policy and service frameworks for mental health including legislative requirements  
K29.2 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 |
| The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults, how to check they are in working order | K29.3 Identify the types of measurement which can be used to determine the physiological state of adults  
K29.4 Identify the range of types of equipment used for measuring physiological state  
K29.5 Explain how to check that measuring equipment is in working order  
K29.6 Explain the importance of ensuring that others under own supervision only use equipment in working order |
| A range of communication techniques relevant to mental health situations, including dealing with barriers to communication | K29.7 Explain a range of communication techniques relevant to mental health support including therapeutic communication techniques, verbal and non-verbal communication  
K29.8 Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others  
K29.9 Explain how to overcome or reduce barriers to communication in the context of mental health support |
| The nature of mental health well-being; the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system; positive or negative impacts mental ill health may have | K29.10 Explain the relationship between mental health and wellbeing  
K29.11 Explain the characteristics of the main forms of mental ill health in accordance with the psychiatric (DSM/ICD) classification system |
<table>
<thead>
<tr>
<th>K29.12</th>
<th>Explain the range of <strong>impacts</strong> associated with the main forms of mental ill health</th>
</tr>
</thead>
</table>
| 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 | K29.13 Explain the importance of adhering to national guidelines in relation to interventions in mental health  
K29.14 Explain the strengths and limitations of the main interventions in mental health  
K29.15 Explain the factors taken into considering when choosing an intervention  
K29.16 Compare the benefits of early intervention with those of late interventions |

### Amplification and guidance

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

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

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

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

**Verbal and non-verbal communication:**

Verbal communication may include:
- Vocabulary
- Linguistic tone
- Pitch
- Accent/regional variations
• Jargon/complex terminology

Non-verbal communication may include:
  • Position/proximity
  • Eye contact
  • Touch
  • Signs
  • Symbols and pictures
  • Physical gestures
  • Body language
  • Behaviour
  • Writing
  • Objects of reference
  • Human and technological aids

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

**Main forms of mental ill health** may include:
  • Clinical depression
  • Bipolar disorder
  • Dementia
  • Schizophrenia
  • Anxiety disorders

**Psychiatric (DSM/ICD) classification system** includes reference to mood, personality, anxiety, psychotic, substance-related, eating, cognitive disorders, trauma
Impacts of the main forms of mental ill health include psychological, emotional, practical, financial, social exclusion.

Agreed ways of working refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
### Option 4 Knowledge: Senior HCSW (Mental Health Support)

#### 4.2 Support individuals

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| The needs of people with mental ill health and those supporting them at key stages and through times of change or transition; how and when to refer; the impact of the individual’s mental ill-health | K30.1 Describe the needs of individuals with **mental ill health** at key stages and through **times of change or transition**  
K30.2 Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health  
K30.3 Explain how to assist others involved in supporting individuals with mental ill health  
K30.4 Explain situations in which to refer an individual and how to go about this  
K30.5 Describe the **impact** mental ill health can have on an individual |
| A range of coping strategies and skills; sources of specialist support | K30.6 Explain the importance of coping with the challenges posed by mental ill health  
K30.7 Compare a range of different strategies and skills used for coping with mental ill health  
K30.8 Explain the various **sources of specialist support** available in relation to mental ill health |

### Amplification and guidance

**Main forms of mental ill health** may include:
- Clinical depression
- Bipolar disorder
- Dementia
- Schizophrenia
- Anxiety disorders
Times of change or transition may refer to when an individual first develops mental health problems, if they go into psychiatric care, over the long term.

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

#### 4.3 Risk assessment and risk management

**Knowledge – Short-answer test**

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Risk factors, a range of triggers which may occur and the impact of the environment | K31.1 Explain the **risk factors** present in the context of mental health support  
K31.2 Explain the types of risk factor triggers which may occur  
K31.3 Explain the relationship between the environment and risk factors |

| Prevention and risk reduction strategies | K31.4 Explain the purpose of prevention and risk reduction strategies in relation to mental health support  
K31.5 Identify the **types of risks** which prevention and risk reduction strategies are designed to limit  
K31.6 Explain the limitations of prevention and risk reduction strategies |

| Ways to review/protect own mental health and wellbeing | K31.7 Explain the importance of reviewing and protecting own mental health and wellbeing and encouraging others to do likewise  
K31.8 Describe ways in which to review and protect own mental health and wellbeing  
K31.9 Identify sources of support available in the event of concerns regarding own mental health and wellbeing |

---

**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.
### Option 4 Skills: Senior HCSW (Mental Health Support)

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

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy</td>
<td>S32.1 Provide assistance to registered practitioners with delegated mental health tasks&lt;br&gt;S32.2 Provide assistance to registered practitioners with therapeutic interventions&lt;br&gt;S32.3 Instruct others on how to provide assistance to registered practitioners with delegated mental health tasks and therapeutic interventions</td>
</tr>
<tr>
<td>Undertake a range of physiological measurements on adults</td>
<td>S32.4 Select equipment appropriate for taking physiological measurements on adults&lt;br&gt;S32.5 Take measurements of an individual’s height, weight, temperature, pulse, breathing rate and blood pressure&lt;br&gt;S32.6 Identify whether the measurements are within the normal range of physiological measurements</td>
</tr>
<tr>
<td>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</td>
<td>S32.7 Demonstrate the use of a variety of verbal and non-verbal communication skills to underpin relationships with individual and carers&lt;br&gt;S32.8 Take steps to reduce the impact of communication barriers when interacting with an individual&lt;br&gt;S32.9 Observe and record the verbal and non-verbal communication of individuals&lt;br&gt;S32.10 Distinguish where the communication of an individual may be relevant to their condition or to other factors&lt;br&gt;S32.11 Ensure others in own area of responsibility observe and record communication effectively</td>
</tr>
<tr>
<td>Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health</td>
<td>S32.12 Develop strategies for the promotion of mental wellbeing in accordance with agreed ways of working</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| S32.13 Develop strategies to support individuals with mental ill health in accordance with **agreed ways of working**  
S32.14 Implement the strategies ensuring that others are aware of and observe them | Identify ways mental health may be affecting an individual’s emotions, thinking and behaviour and respond accordingly  
S32.15 Identify the patterns of an individual’s emotions, thinking and behaviour  
S32.16 Determine how far the individual’s emotions, thinking and behaviour are influenced by their mental health  
S32.17 Respond to challenges linked to the emotions, thinking and behaviour of an individual taking into consideration the role of their mental health and in accordance with **agreed ways of working**  
S32.18 Ensure the responses of others to the emotions, thinking and behaviour of individuals is in accordance with **agreed ways of working** |
| Observe, record and report changes; use proactive approaches to manage behaviour which challenges | S32.19 Observe the mental health and wellbeing of an individual and record and report changes  
S32.20 Ensure others accurately record and report changes  
S32.21 Apply proactive approaches to manage challenging behaviour in accordance with **agreed ways of working** |

**Amplification and guidance**

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
### Option 4 Skills: Senior HCSW (Mental Health Support)

#### 4.2 Support individuals

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| 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 | S33.1 Determine the impacts on an individual and others resulting from their specific form of mental ill health  
S33.2 Provide support for service users and their carers to manage their mental health condition during a phase of change or transition in accordance with agreed ways of working  
S33.3 Ensure others provide support to service users and their carers in accordance with agreed ways of working |
| Promote a recovery based approach enabling the individual to manage their condition | S33.4 Carry out actions which will contribute to an environment which promotes recovery  
S33.5 Ensure others are involved in contributing to an environment which promotes recovery  
S33.6 Enable an individual to take steps to be able to manage their condition  
S33.7 Direct individuals or others to appropriate sources of specialist support available in relation to mental ill health |

### Amplification and guidance

**Main forms of mental ill health** may include:
- Clinical depression
- Bipolar disorder
- Dementia
- Schizophrenia
• Anxiety disorders

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

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

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

Sources of specialist support may include interpreters, translators, speech therapy, psychologists, advocacy, equipment, communication aids and other services.
## Option 4 Skills: Senior HCSW (Mental Health Support)

### 4.3 Risk assessment and risk management

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Identify situations when you need additional support to communicate and build relationships | S34.1 Identify when a situation will require additional support in order to communicate and build relationships with an individual  
S34.2 Make arrangements for the provision of additional support in accordance with **agreed ways of working** |
| Involve carers and family members in risk management processes | S34.3 Lead the implementation of a risk management process relating to an individual’s mental health taking into account relevant **risk factors** and **types of risk** in accordance with agreed ways of working  
S34.4 Ensure that carers and family members are aware of and shared their own knowledge relating to relevant risk factors and types of risk  
S34.5 Facilitate the involvement of the carers and family members in the risk management process including taking into account their contributions |

### 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
- **Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Current legal policy and service frameworks for CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests;' | K35.1 Explain the importance of current legal policy and service frameworks for CYP including **legislative requirements**  
K35.2 Explain the difference between consent and proxy consent  
K35.3 Explain the impact of legal policy and service frameworks on the **agreed ways of working** in relation to safeguarding of CYP, consent and proxy consent, parental responsibility and acting in a child’s best interests |
| The clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence | K35.4 Explain the scope of **routine clinical tasks** relevant to CYP support roles  
K35.5 Identify routine clinical tasks which may be delegated to others  
K35.6 Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks  
K35.7 Explain the importance of organisational care plans and protocols to routine clinical tasks  
K35.8 Explain how to promote the self-management and independence of CYP where possible |
| Anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability | K35.9 Define the terms ‘**anatomy**’, ‘**physiology**’ and ‘**pathophysiology**’  
K35.10 Explain the anatomical, physiological and pathophysiological characteristics of children  
K35.11 Describe the features of key stages of development of CYP  
K35.12 Explain the functional changes experienced by CYP associated with a variety of diseases and injuries  
K35.13 Explain techniques which can be used to support CYP with physical or learning disabilities |
| What is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines | K35.14 Define what is meant by ‘life-limiting conditions’
K35.15 Explain the impact that life-limiting conditions can have on child development
K35.16 Describe the characteristics of the end of life phase
K35.17 Explain the principles of national and local guidelines relating to the end of life phase
K35.18 Explain the factors which impact on the care of the dying or deceased in line with national and local guidelines |
| --- | --- |
| Patient centred care; the parent/CYP bond; working in partnership with families and carers to deliver holistic family-centred care; the importance of families’ choices and listening to the voice of the CYP, parent or carer; the importance of supporting CYP in the context of their social and educational need; | K35.19 Explain the principles of patient centred care
K35.20 Explain the importance of establishing the scope of the bond or relationship between a CYP and their parent
K35.21 Explain how working in partnership with families and carers can enhance the delivery of family-centred care
K35.22 Explain the importance of actively listening to the opinions and concerns of a CYP and their parent or carer
K35.23 Explain the importance of taking into account the choices of a CYP’s family
K35.24 Describe the scope of the social and educational needs of CYPs
K35.25 Explain the importance of supporting CYPs in the context of their social and educational needs
K35.26 Explain how to promote to others in the workplace the importance of partnerships with CYPs, families and carers |
| Specific moving and positioning techniques to use with CYPs | K35.27 Explain the principles of moving and positioning CYPs safely
K35.28 Explain the importance carrying out moving and positioning tasks in line with agreed ways of working
K35.29 Explain own role in ensuring that others move and position CYPs safely in line with the agreed ways of working |
| Where to source equipment and resources importance of shared communication across the | K35.30 Identify the equipment and resources requirements of clinical tasks associated with CYP care
K35.31 Explain where to source additional equipment and resources |
| multidisciplinary team, including appropriate escalation | K35.32 Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages  
K35.33 Identify the different roles in multidisciplinary teams in the context of CYP care  
K35.34 Explain the importance of establishing and maintaining communication with the multidisciplinary team  
K35.35 Explain how escalate and ensure others escalate appropriately in accordance with agreed ways of working |
|---|---|
| The discharge process, the availability of services offered by the extended health and social care system | K35.36 Describe the discharge process which operates at own place of work  
K35.37 Explain the importance of ensuring the discharge process is followed in accordance with **agreed ways of working**  
K35.38 Explain the availability and types of services offered by the extended health and social care system for CYPs who have been discharged |

**Amplification and guidance**

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

**Legislative requirements** may include The Children’s Act 1989 and 2004 and Mental Capacity Act in relation to CYP.

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

**Routine clinical tasks** must include reasonable adjustments in accordance with equality legislation and may include:
- Checking blood pressure
- Checking temperature
- Checking weight
Anatomy refers to the science of bodily structure

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

Pathophysiology refers to disordered physiological processes associated with disease or injury

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

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

Patient centred care refers to providing care that is respectful of, and responsive to, individual patient preferences, needs and values, and ensuring that patient values guide all clinical decisions; it includes listening to, informing and involving patients in their care
### Option 5 Knowledge: Senior HCSW (Children and Young People)

#### 5.2 Activities of daily living

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care</td>
<td>K36.1 Explain the principles of <strong>family-centred care</strong>&lt;br&gt;K36.2 Explain the importance of promoting family-centred care to others, including the participation of CYPs and their families and carers in the delivery of care</td>
</tr>
<tr>
<td>Approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long term conditions on a CYP’s physical and mental health and well-being</td>
<td>K36.3 Describe the principles of national public health agendas&lt;br&gt;K36.4 Explain ways to promote health and wellbeing in the context of CYP care through the national public health agenda&lt;br&gt;K36.5 Identify typical long term conditions experienced by CYPs&lt;br&gt;K36.6 Describe the potential impact on a CYPs physical health, mental health and wellbeing of a range of long term conditions</td>
</tr>
<tr>
<td>Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover</td>
<td>K36.7 Describe the characteristics of a range of common childhood illnesses&lt;br&gt;K36.8 Explain the impact of common childhood illnesses on <strong>activities of daily living</strong>&lt;br&gt;K36.9 Explain ways to support CYPs to develop, maintain and recover activities of daily living in the context of common childhood illnesses&lt;br&gt;K36.10 Explain the importance of staying within limits of own competence and authority when supporting a CYPs <strong>activities of daily living</strong></td>
</tr>
<tr>
<td>The importance of nutrition and hydration on health and development of CYP; methods for providing and supporting nutrition in CYP or supporting and encouraging breast feeding</td>
<td>K36.11 Explain the relationship of nutrition and hydration with the health and development of CYPs&lt;br&gt;K36.12 Explain the effects of poor nutrition and dehydration on CYPs&lt;br&gt;K36.13 Explain types of support in relation to nutrition which can be provided to CYPs</td>
</tr>
<tr>
<td>K36.14</td>
<td>Explain the benefits of breast feeding as a source of nutrition and hydration</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>K36.15</td>
<td>Explain how to encourage and promote an awareness of nutrition, hydration and breastfeeding amongst families, carers and others</td>
</tr>
<tr>
<td><strong>How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves</strong></td>
<td><strong>K36.16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.17</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.18</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.19</strong></td>
</tr>
<tr>
<td><strong>How to help CYP to be mobile and the importance of rest and sleep</strong></td>
<td><strong>K36.20</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.21</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.22</strong></td>
</tr>
<tr>
<td><strong>The implications of national and global immunisations programmes</strong></td>
<td><strong>K36.23</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.24</strong></td>
</tr>
<tr>
<td><strong>The impact of long term illness and hospitalisation can have on CYP</strong></td>
<td><strong>K36.25</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.26</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.27</strong></td>
</tr>
<tr>
<td></td>
<td><strong>K36.28</strong></td>
</tr>
</tbody>
</table>
A range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect

| K36.29 Describe the principles of parenting and different parenting skills |
| K36.30 Explain the importance of promoting bonding and attachment between carers, families and CYPs |
| K36.31 Explain techniques which can be used to promote bonding and attachment in accordance with agreed ways of working |
| K36.32 Define the term ‘immunisation’ |
| K36.33 Explain the principles of the current public health agenda in relation to immunisation, healthy eating, mental health and self-harm awareness for CYPs |
| K36.34 Explain the importance of promoting the public health agenda to CYPs, families, carers and others |
| K36.35 Explain the importance of protecting CYPs from abuse and neglect |
| K36.36 Explain the techniques and support available to help detect and protect CYPs from abuse and neglect |

**Amplification and guidance**

**Family-centred care** is an approach to the planning, delivery, and evaluation of health care that is grounded in mutually beneficial partnerships among health care providers, patients, and families.

**Activities of daily living** may include:

- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure
**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

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

**Immunisation** refers to the actions taken to make a person immune to infection, typically by inoculation.
### Option 5 Knowledge: Senior HCSW (Children and Young People)

#### 5.3 Child development

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the well and sick child including physical, intellectual, language,</td>
<td>K37.1 Compare the <strong>scope of development</strong> of children who are well and those who are sick</td>
</tr>
<tr>
<td>emotional, social, spiritual and moral development, expected developmental ages</td>
<td>K37.2 Describe the expected stages of development of children</td>
</tr>
<tr>
<td>and the impact of illness on developmental milestones; puberty; therapeutic play</td>
<td>K37.3 Describe the characteristics of the stage of <strong>puberty</strong></td>
</tr>
<tr>
<td>and distraction techniques</td>
<td>K37.4 Explain how illnesses can impact on the developmental milestones of children</td>
</tr>
<tr>
<td></td>
<td>K37.5 Explain a range of therapeutic play and distraction techniques which can be used in the</td>
</tr>
<tr>
<td></td>
<td>context of CYP care</td>
</tr>
<tr>
<td></td>
<td>K37.6 Explain the benefits of using therapeutic play and distraction techniques</td>
</tr>
<tr>
<td></td>
<td>K37.7 Explain the importance of promoting an awareness of child development, the impact of</td>
</tr>
<tr>
<td></td>
<td>illness on development and therapeutic play and distraction techniques to carers, families and</td>
</tr>
<tr>
<td></td>
<td>others</td>
</tr>
<tr>
<td></td>
<td>K37.8 Explain the key principles of underpinning communication with CYPs, families, carers,</td>
</tr>
<tr>
<td></td>
<td>education providers and other services</td>
</tr>
<tr>
<td></td>
<td>K37.9 Explain the importance of adapting communication in accordance with the age group of</td>
</tr>
<tr>
<td></td>
<td>the recipient and ensuring others do so</td>
</tr>
<tr>
<td></td>
<td>K37.10 Describe a range of age-appropriate communication techniques</td>
</tr>
<tr>
<td></td>
<td>K37.11 Explain how to overcome or reduce <strong>barriers to communication</strong> in the context</td>
</tr>
<tr>
<td></td>
<td>communicating with CYPs</td>
</tr>
<tr>
<td></td>
<td>K37.12 Define what is meant by ‘**transitions for CYPs’’</td>
</tr>
<tr>
<td></td>
<td>K37.13 Explain the importance of supporting the independent decision making of CYPs and</td>
</tr>
<tr>
<td></td>
<td>ensuring others support this</td>
</tr>
</tbody>
</table>

The key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication

What is meant by transitions for CYP; supporting independent decision making; signposting to other services
K37.14 Describe a range of techniques to encourage or support independent decision making by CYPs
K37.15 Explain the range of additional services available to CYPs and how to signpost CYPs, carers and families to them in accordance with **agreed ways of working**

<table>
<thead>
<tr>
<th>Amplification and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of development</strong> must include physical, intellectual, language, emotional, social, spiritual and moral development</td>
</tr>
<tr>
<td><strong>Puberty</strong> refers to the period during which adolescents reach sexual maturity and become capable of reproduction</td>
</tr>
<tr>
<td><strong>Barriers to communication</strong> 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</td>
</tr>
<tr>
<td><strong>Transitions for CYPs</strong> may include changes in relation to being at school, socially, within a family or changing from child to adult services</td>
</tr>
<tr>
<td><strong>Agreed ways of working</strong> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</td>
</tr>
<tr>
<td>The apprentice will be able to</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Assist nurses with delegated clinical tasks in line with current legislation and policy | S38.1 Provide assistance to nurses with delegated **routine and other clinical tasks**  
S38.2 Instruct others on how to provide assistance to nurses with delegated clinical tasks |
| Support the CYP before, during and after clinical or therapeutic procedures | S38.3 Provide support to a CYP in preparation of a clinical or **therapeutic procedures** in accordance with **agreed ways of working**  
S38.4 Provide support to a CYP during a clinical or **therapeutic procedure** in accordance with **agreed ways of working**  
S38.5 Provide support to a CYP following a clinical or **therapeutic procedure** in accordance with **agreed ways of working**  
S38.6 Take steps to ensure that others involved in supporting CYPs before, during or after clinical or therapeutic procedures adhere to **agreed ways of working** |
| Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer | S38.7 Communicate with a CYP using age appropriate communication  
S38.8 Ensure that **barriers to communication** are overcome when interacting with a CYP  
S38.9 Take steps to include a CYP, their family or carer in care related planning  
S38.10 Make a shared decision with a CYP, their family or carer  
S38.11 Promote the use of appropriate communication and shared decision making with others |
| Support life-limiting conditions and contribute to end of life care | S38.12 Provide support to a CYP who is suffering from **life-limiting conditions** in accordance with **agreed ways of working**  
S38.13 Contribute to the **end of life care** of a CYP as requested and in accordance with **agreed ways of working** |
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S38.14</td>
<td>Take steps to ensure that others involved in supporting CYP life-limiting conditions or end of life care adhere to agreed ways of working</td>
</tr>
<tr>
<td>S38.15</td>
<td>Check a CYP for possible signs of limitations in mental capacity</td>
</tr>
<tr>
<td>S38.16</td>
<td>Respond appropriately to signs of limitations in mental capacity</td>
</tr>
<tr>
<td>S38.17</td>
<td>Stay within limits of own competence and authority when checking for and responding to signs of limitations in mental capacity</td>
</tr>
<tr>
<td>S38.18</td>
<td>Monitor the environment, equipment and resources of a CYP care setting and ensure requirements are met</td>
</tr>
<tr>
<td>S38.19</td>
<td>Check that others are aware of the importance of reporting equipment and resources shortages or problems</td>
</tr>
<tr>
<td>S38.20</td>
<td>Check stocks and source additional equipment and resources as required</td>
</tr>
<tr>
<td>S38.21</td>
<td>Carry out first line calibration on a variety of clinical equipment</td>
</tr>
<tr>
<td>S38.22</td>
<td>Assist with the discharge from services of a CYP in accordance with agreed ways of working</td>
</tr>
<tr>
<td>S38.23</td>
<td>Ensure CYPs being discharged from service, families and carers are aware of the availability and types of services offered by the extended health and social care system</td>
</tr>
</tbody>
</table>

**Amplification and guidance**

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

**Routine clinical tasks** may include:
- Checking blood pressure
- Checking temperature
- Checking weight
Other clinical tasks are determined by your local work setting and policies e.g. physiological measurements, venepuncture, intravenous cannulation; tissue viability risk assessments; caring for wounds; obtaining and testing samples and other specimens.

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

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

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

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

Mental capacity refers to the ability of someone to make their own decisions.
### Option 5 Skills: Senior HCSW (Children and Young People)

#### 5.2 Activities of daily living

**Skills – Learning journal**

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax | S39.1 Provide a CYP with opportunities to develop and maintain their skills relevant to **activities of daily living**  
S39.2 Provide a CYP with opportunities to play, learn and relax  
S39.3 Ensure that others are aware of the importance of supporting CYPs to develop and maintain skills, play, learn and relax |
| Develop positive relationships with CYP | S39.4 Take steps to develop a new relationship with a CYP in accordance with **agreed ways of working**  
S39.5 Take steps to reinforce an existing relationship with a CYP in accordance with **agreed ways of working**  
S39.6 Ensure that others are aware of the importance of developing and reinforcing relationships with CYPs |
| Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition | S39.7 Take steps to increase CYP, family and carer awareness of health and wellbeing  
S39.8 Provide advice, information and support to a CYP in relation to how they can contribute to managing their condition in accordance with **agreed ways of working**  
S39.9 Ensure that others are aware of the importance of supporting CYPs, families and carers with advice, information and support |
| Support parents, families and carers to meet the needs of the CYP | S39.10 Provide practical assistance to a parent, family member or carer in order to meet the needs of a CYP in accordance with **agreed ways of working**  
S39.11 Provide encouragement to parents, families and carers in relation to their ability to meet the needs of CYPs |
| Support nutrition and hydration | S39.12 Ensure CYPs are aware of the importance of nutrition and hydration to their health and wellbeing  
S39.13 Provide assistance to CYPs in order for them to eat and drink |
| Support continence, washing and dressing | S39.14 Provide support to CYPs with washing, dressing and continence in accordance with *agreed ways of working*  
S39.15 Ensure that others involved in supporting CYPs with washing, dressing or continence are competent and authorised |
| Support mobility, rest, sleep, keeping safe or expressing sexuality | S39.16 Provide mobility support to a CYP in accordance with *agreed ways of working*  
S39.17 Provide support to a CYP in relation to ensuring they have adequate rest and sleep in accordance with *agreed ways of working*  
S39.18 Take steps to ensure that a CYP’s safety is maintained  
S39.19 Provide support for a CYP to express their sexuality in accordance with *agreed ways of working* |
| Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP | S39.20 Provide assistance to parenting skills teaching activities  
S39.21 Promote an awareness amongst carers and families of the current public health agenda including the principles and importance of immunisation, nutrition, healthy diets, mental health, self-harm and other safeguarding issues that affect CYPs  
S39.22 Ensure that others involved in the care of CYPs understand and promote an awareness of the current public health agenda |
## Amplification and guidance

**Activities of daily living** may include:
- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
Option 5 Skills: Senior HCSW (Children and Young People)

5.3 Child development

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Support the development of CYP through therapeutic play and learning | S40.1 Apply a range of therapeutic play and learning techniques in the context of CYP care in accordance with **agreed ways of working**  
S40.2 Take steps to increase CYP, family and carer awareness of therapeutic play and learning techniques |
| Support CYP through transitions | S40.3 Ascertain the nature of the phase of **transition** being experienced by a CYP  
S40.4 Provide assistance to the CYP to ease them through the phase of **transition**  
S40.5 Ensure that others involved in the care of CYPs understand the importance and techniques relevant to transitions |

**Amplification and guidance**

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

**Transitions** for CYPs may include changes in relation to being at school, socially, within a family or changing from child to adult services.
### Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)
#### 6.1 Assist with delegated therapeutic or clinical tasks and interventions

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Basic human anatomy and physiology | K41.1 Define the terms ‘anatomy’ and ‘physiology’  
K41.2 Explain the basic anatomical and physiological characteristics of humans |
| Which therapeutic or clinical tasks and interventions you will routinely be expected to carry out within your role including standard approaches to identify, manage, rehabilitate or maximise an individual’s function | K41.3 Explain the scope of **routine and complex clinical tasks** in the context of AHP therapy support  
K41.4 Explain the scope of **therapeutic interventions** in the context of AHP therapy support  
K41.5 Explain the importance of standardising approaches in relation to managing an individual’s function  
K41.6 Explain how own role relates to standard approaches to identify, manage, rehabilitate or maximise an individual’s function |
| Local clinical risk assessments and management plans relevant to the setting | K41.7 Describe the process to follow when carrying out a local clinical risk assessment  
K41.8 Describe ways of minimising risk in a clinical setting  
K41.9 Explain how the outcomes of local clinical risk assessments are communicated to other employees  
K41.10 Explain the purpose of management plans relevant to the clinical setting |
| The impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress | K41.11 Describe the features of key stages of development of growth, development and ageing in humans  
K41.12 Explain the impact on physical and mental function and wellbeing experienced as a result of growing, developing and ageing  
K41.13 Define the term ‘frailty’ in the context of therapy support  
K41.14 Explain the principles of the end of life phase  
K41.15 Describe the potential impact of disease progress on the end of life phase |
| The referral and discharge process, the functions, availability, eligibility and limitations of wider services offered within and external to your organisation and how to signpost people to them | K41.16 Describe the referral and discharge processes which operate at own place of work  
K41.17 Explain the importance of ensuring that referral and discharge processes are followed in accordance with **agreed ways of working**  
K41.18 Explain the functions, availability, eligibility and limitations of wider services offered within own organisation and by the extended health and social care system for individuals who have been discharged  
K41.19 Describe situations in which it is appropriate to signpost individuals to the wider services offered  
K41.20 Explain methods used to signpost individuals to the wider services offered |
| --- | --- |
| How to assess that the environment is appropriate for the therapeutic or clinical task | K41.21 Explain the importance of assessing that the environment is appropriate for the carrying out of therapeutic and clinical tasks in accordance with **agreed ways of working**  
K41.22 Describe methods used to assess whether the environment is appropriate for the carrying out of therapeutic and clinical tasks  
K41.23 Explain the processes for rectifying and reporting factors which prevent the environment being suitable for therapeutic and clinical tasks |
| The potential impact of difficulties or impairments on someone’s ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person’s functioning; how someone’s overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly | K41.24 Describe different **types of impairment**  
K41.25 Explain the potential impact of impairment on an individual’s ability to function in their environment  
K41.26 Explain the benefits of individual’s participating in tasks  
K41.27 Describe methods used to adapt or change tasks to promote participation including identifying an individual’s reasons for their unwillingness or inability to participate  
K41.28 Explain how an individual’s overall wellbeing or underlying condition may affect the way they present  
K41.29 Explain how to adapt in order to meet the needs of an individual’s wellbeing or underlying condition |
| Clinical precautions; how to identify, monitor and escalate | K41.30 Explain the clinical precautions that are followed in own therapy support setting  
K41.31 Describe a range of potential issues of concern experienced by individuals in the context of therapy support  
K41.32 Explain how to identify, monitor and escalate issues of concern in accordance with agreed ways of working  
K41.33 Explain the importance of ensuring that others are aware of and use methods to identify, monitor and escalate issues of concern |
| --- | --- |
| A range of outcome measures related to your role | K41.34 Explain the concept and purpose of outcome measures  
K41.35 Describe a range of outcome measures used at place of own work and how they relate to own role |

**Amplification and guidance**

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

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

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

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

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

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

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

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

**An outcome measure** is the result of a test that is used to objectively determine the baseline function of a patient at the beginning of treatment.
## Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)

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

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention; | K42.1 Explain the principles of the care planning process which operates in own work setting  
K42.2 Explain the purpose of interventions in relation to physical and mental wellbeing in the context of therapy support  
K42.3 Describe the main types of intervention  
K42.4 Describe the principles of *legislation, policies and local ways of working* that relate to interventions in the context of therapy support  
K.42.5 Explain the outcomes which can be anticipated following own interventions  
K42.6 Explain the importance of ensuring that others are aware of and adhere to planning processes, legislation, policies and local ways of working |
| Ways to enable independence, social integration and recovery; how to encourage self-management, emotional resilience, personal development or growth and ways to avoid relapses. Skills for everyday life as determined by your role and setting. | K42.7 Explain the importance of independence, social integration and recovery to individuals and the barriers which can prevent this  
K42.8 Describe ways in which to enable and encourage an individual experience greater independence, social integration and recovery  
K42.9 Explain the importance self-management, emotional resilience, personal development and growth for individuals  
K42.10 Describe methods for encouraging individuals to develop in ways which will help to avoid relapses  
K42.11 Describe a range of *activities of daily living*  
K42.12 Explain the skills required for activities of daily living relevant to own role and work setting |
| Your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required | K42.13 Describe the responsibilities of own role in relation to AHP support education  
K42.14 Explain the relationship between own role in AHP support education with that of registered AHPs  
K42.15 Explain how to provide information and advice in accordance with **agreed ways of working**  
K42.16 Explain the principles of group work and presentation skills  
K42.17 Describe techniques which can be used to monitor progress  
K42.18 Describe the processes for monitoring progress, reporting and referring as required in own work setting |
|---|---|
| Local activities and resources and how to signpost people to them | K42.19 Describe **local activities and resources** available to people  
K42.20 Explain the importance of signposting people to local activities and resources |

**Amplification and guidance**

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

**Activities of daily living** may include:
- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

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

Local activities and resources may relate to social, education, work etc.
## Option 6 Knowledge: Senior HCSW (Allied Health Profession – Therapy Support)

### 6.3 Equipment and resources

<table>
<thead>
<tr>
<th>The apprentice will</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| A range of equipment, assistive devices and resources used in your role; why and how it is used and the limitations; benefits and risks; when equipment should not be used; maintenance and cleaning; storage, and correct handling of equipment; how to access, order, maintain or monitor stock | K43.1 Describe the range of **equipment**, assistive devices and resources used in own role in therapy support  
K43.2 Explain the purpose and methods of using the equipment, assistive devices and resources  
K43.3 Explain the benefits, risks and limitations for using each type of equipment  
K43.4 Describe examples of situations in which certain types of equipment should not be used  
K43.5 Describe the techniques used to maintain, clean, store and handle each type of equipment  
K43.6 Explain the importance of adhering to manufacturer’s guidelines and **agreed ways of working**  
K43.7 Explain the processes to follow when accessing, ordering, maintaining and monitoring stock  
K43.8 Explain the importance of ensuring that others use, maintain and manage equipment and stock correctly |
| How the equipment is used safely; how it can meet individual’s needs and be adapted within a given range | K43.9 Explain the importance of checking that equipment is used safely and ensuring others do so  
K43.10 Explain how to equipment can be used to meet an individual’s needs  
K43.11 Explain the benefits of adapting equipment to meet an individual’s needs within a specified range and reinstating as appropriate |
| How to escalate that equipment is required or does not meet needs including how to report faults and contribute to maintenance and safety checks | K43.12 Explain how to escalate concerns about equipment lack of availability or inadequacies in accordance with **agreed ways of working** |
K43.13 Describe how to report faults, carry out maintenance and safety of relevant instruments
K43.14 Explain the importance of ensuring that others escalate concerns about equipment and contribute to maintenance and safety checks

<table>
<thead>
<tr>
<th>The equipment and resources available to you; the client group you work with and how the equipment can be used for them including the types, purpose and function of the resources available and the criteria for provision of equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K43.15 Describe the range of equipment and resources available in own role</td>
</tr>
<tr>
<td>K43.16 Describe the characteristics of the client group in own area of work</td>
</tr>
<tr>
<td>K43.17 Explain how to use equipment in a way which reflects the characteristics of the client group including equipment type, purpose and function</td>
</tr>
<tr>
<td>K43.18 Explain the importance of ensuring that others utilise equipment appropriately and in a way which reflects the characteristics of the client group</td>
</tr>
<tr>
<td>K43.19 Explain the criteria for the provision of equipment</td>
</tr>
</tbody>
</table>

**Amplification and guidance**

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

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
### Option 6 Skills: Senior HCSW (Allied Health Profession – Therapy Support)

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

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy | S44.1 Provide assistance to a registered practitioner in support of a delegated therapeutic task or intervention in the context of therapy support  
S44.2 Provide assistance to a registered practitioner with delegated **routine and complex clinical tasks** in the context of therapy support  
S44.3 Ensure that the assistance given by self and others to registered practitioners is in accordance with **legislation, policies and local ways of working** |
| Assist with clinical risk assessments | S44.4 Provide support to others in the preparation and carrying out of a clinical risk assessment  
S44.5 Communicate the outcomes of the clinical risk assessment to others  
S44.6 Implement management plans relevant to the clinical setting following the risk assessment |
| Contribute to referrals to or discharge from services | S44.7 Assist with a referral to or discharge from services of an individual in accordance with **agreed ways of working**  
S44.8 Ensure individuals being discharged from service are aware of the functions, availability, eligibility and limitations of the wider services offered |
| Monitor and maintain the environment | S44.9 Monitor the environment of the therapy support setting and ensure that it meets the requirements for the carrying out of therapeutic and clinical tasks  
S44.10 Rectify shortcomings in order to maintain the environment of the therapy support setting and report any issues which cannot be resolved in accordance with **agreed ways of working**  
S44.11 Check that others are aware of the importance of reporting equipment and resources shortages or problems |
| Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate | S44.12 Determine the scope of mental or physical capacity, health condition, learning disability or overall wellbeing of an individual who is undergoing a therapeutic or clinical task or intervention  
S44.13 Identify how the condition of the individual has an impact on therapeutic or clinical task or intervention  
S44.14 Adapt the therapeutic or clinical task or intervention in order to address the impact of the individual’s condition |
|---|---|
| Enable individuals to meet optimum potential | S44.15 Identify the optimum potential of an individual undergoing therapy support within the limits of own competence and authority  
S44.16 Take steps to enable the individual to meet their optimum potential taking into account their preferences and in accordance with agreed ways of working  
S44.17 Ensure that others are aware of the importance of enabling individuals to meet their optimum potential |
| Record interventions and progress against defined outcome measures | S44.18 Record interventions and progress against defined outcome measures  
S44.19 Ensure that others are familiar with the scope of defined outcome measures |

**Amplification and guidance**

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

**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

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

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

An outcome measure is the result of a test that is used to objectively determine the baseline function of a patient at the beginning of treatment.
### Option 6 Skills: Senior HCSW (Allied Health Profession – Therapy Support)

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

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Provide support in line with care plans | S45.1 Familiarise self with the **care plan** of an individual  
S45.2 Provide assistance to an individual in accordance with their care plan  
S45.3 Ensure that others are aware of the importance of adhering to individual’s specific care plans |
| Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life | S45.4 Encourage an individual, their carer or family to participate in a care plan and ensure they are aware of the scope of the care plan  
S45.5 Take steps to enable the individual, their carer or family to participate in the care plan  
S45.6 Promote the benefits of independence, self-reliance, self-management and the skills required for **activities of daily living** to an individual, their carer or family |
| Enable health and wellbeing by supporting or facilitating individual or group sessions | S45.7 Provide support for the preparation and carrying out of a group session in order to promote health and wellbeing  
S45.8 Provide support for the preparation and carrying out of a session for an individual in order to promote the health and wellbeing requirements specific to that individual  
S45.9 Ensure that others are aware of the benefits of facilitating individual and group sessions in order to promote health and wellbeing |
| Support people to engage in the community and access activities or resources in line with their treatment goals | S45.10 Explain the benefits of community engagement to an individual  
S45.11 Determine the scope of an individual’s treatment goals  
S45.12 Provide assistance to an individual in order for them to access **local activities and resources** relevant to their treatment goals and in accordance with **agreed ways of working** |
Amplification and guidance

**Care plans** may include care, therapy, intervention plans, treatment plans or sheets and planning processes. In some instances care plans exist or may not be used.

**Activities of daily living** may include:
- Feeding oneself
- Bathing
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

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

**Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
# Option 6 Skills: Senior HCSW (Allied Health Profession – Therapy Support)

## 6.3 Equipment and resources

<table>
<thead>
<tr>
<th>The apprentice will be able to</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| Identify, order or fit a defined range of equipment or resources | S46.1 Identify the range of **equipment**, resources and assistive devices required of the therapy support setting  
S46.2 Check that the availability and functioning of equipment and resources meets requirements  
S46.3 Order or fit the defined range of equipment and resources |
| Demonstrate or teach safe and appropriate use of equipment | S46.4 Advise others on importance and benefits of using equipment appropriately  
S46.5 Demonstrate the appropriate use of a range of equipment relevant to the therapy support setting |
| Identify when equipment, or its use, is unsafe, adapting within a given range or escalating | S46.6 Check that equipment being used in own work area is fully functioning and being used correctly  
S46.7 Adapt equipment in order to make its use more effective and ensuring that the adaptation remains within an acceptable range  
S46.8 Ensure that others are aware of the importance of using equipment safely and reporting problems in accordance with **agreed ways of working**  
S46.9 Escalate problems relating to equipment functionality, safety or use in instances in which they cannot be resolved |
| Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure | S46.10 Demonstrate the therapeutic use of a range of equipment and resources in a way which is safe, effective and in accordance with **local ways of working**  
S46.11 Ensure that others use equipment safely, effectively and in accordance with local ways of working |
Amplification and guidance

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

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

**Local ways of working** could include:

- Legislation
- Organisational policies and procedures
- Formally agreed guidance on how to carry out tasks in your workplace
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies
Assessment
The end-point assessment for Senior Healthcare Support Worker is made up of three components with the sequence determined by the employer and assessor to ensure best fit with local needs:

1. A multiple choice and short answer test which has a 60 minute duration
2. Practical observation, which has a 90 minute minimum duration
3. Learning journal with an interview, which has a 30 to 45 minute duration

The learning journal must be made available at gateway.

As an employer/training provider, you should agree 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 guide, which will be used to determine a grade for each individual component.

**Multiple Choice and Short Answer Test**

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

- To achieve a pass, apprentices must achieve 40% or above
- To achieve a merit, apprentices must achieve 60% or above
- To achieve a distinction, apprentices must achieve 75% or above

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

**Before the assessment**

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the multiple choice and short answer test
- In readiness for end-point assessment, the apprentice should complete the sample test that can be found later in this EPA Kit
Practical observation

The practical observation is a holistic approach to assessing skills and behaviours. The assessor observes the apprentice during the course of their normal work in their normal place of work.

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

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

Highfield recommend a **maximum of 4 unemboldened** skills and/or behaviours can be carried over to the interview from the following list of 8 elements.

- Respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
- Have the courage to challenge areas of concern, be adaptable, reliable and consistent
- (Show) resilience and self-awareness
- working to best practice
• (Communicate) using a range of techniques
• seek help and guidance when you are not sure
• (Move and position) and other items
• (Infection prevention and control) waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

**Grading**

The practical observation is ungraded above a Pass.

Further guidance on preparing for the practical observation can be found later in this section.
Learning Journal and Interview

Learning Journal

The learning journal is completed by the apprentice following completion of their on-programme learning and development and in the 3 months leading up to the end point assessment.

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

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

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

The learning journal must be made available at gateway.

Interview

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

The purpose of the interview is to enable the apprentice to further showcase their capability. The assessor will pose holistic and synoptic questions to the apprentice that enable the apprentice to provide answers that should cover elements of the standard.

The learning journal and interview is graded as Pass, Merit or Distinction.
Grading

The successful apprentice receives an overall grade of Pass, Merit or Distinction. The grade is derived from the components of the end point assessment using the following table.

<table>
<thead>
<tr>
<th>Observation of practice</th>
<th>Multiple Choice and Short Answer Test</th>
<th>Learning and Interview</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Merit</td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Distinction</td>
<td>Merit</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Merit</td>
<td>Merit</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
<td>Merit</td>
</tr>
<tr>
<td>Pass</td>
<td>Distinction</td>
<td>Pass</td>
<td>Merit</td>
</tr>
<tr>
<td>Pass</td>
<td>Distinction</td>
<td>Merit</td>
<td>Merit</td>
</tr>
</tbody>
</table>

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

Resit and Retake information

The apprentice must attempt all components of the end point assessment on their first attempt. Should the apprentice fail any components they are required to re-take only those components which they have previously failed. Re-takes are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to re-take the end point assessment within the permitted timeframe is determined by the employer.

Resits should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield Assessment.
Senior Healthcare Support Worker Sample Multiple Choice Test (30 questions)

Question 1

You have been asked to collect venous blood from a GP surgery patient. Veins bleed easily and blood has spilled onto the table their arm is resting on. The most appropriate immediate course of action is to reassure them and:

a) stop the bleeding  
b) clean the table with warm water  
c) get the blood spillage kit  
d) call for help

Question 2

You are a senior healthcare assistant on a ward and an individual goes into cardiac arrest. You are about to start CPR when the family member asks you to stop, stating their mother would not want CPR. The decision to undertake CPR when an individual goes into cardiac arrest is provided:

a) on the original DNAR  
b) by the GP  
c) by the family  
d) on the

Question 3

A sign of psychological abuse is:

a) poor care standards  
b) low self-esteem  
c) lack of funds  
d) frequent infections
Question 4

While traveling home from work you overhear two people chatting on the bus, and you notice that it is two colleagues from work. You hear the name of the individual that you have cared for that day and confidential information that was shared between the two colleagues. You decide to report these two colleagues to the manager. Your decision to report these colleagues is:

a) very appropriate 
b) appropriate but not ideal 
c) inappropriate but not awful 
d) very inappropriate

Question 5

You are assisting with a minor surgical procedure and sustain a cut from a used scalpel blade. You have bled and have cleaned the area. The most appropriate action is to:

a) report to the surgeon you were assisting and complete an untoward incident report 
b) complete an untoward incident report and report to your line manager 
c) report to your manager and seek advice from occupational health 
d) inform the patient whose surgery you were assisting

Question 6

As part of your role as a senior healthcare worker you are responsible for making referrals to the correct team so as not to delay appropriate support. You are concerned about an individual who has a history of substance misuse. They are displaying signs of depression and anxiety. The most appropriate service to refer the person to is the:

a) local drug and alcohol misuse service 
b) psychological therapies service through their GP 
c) occupational therapy and physiotherapy service 
d) Samaritans
Question 7

You are caring for an individual living independently who is in constant pain. The individual is taking pain relief medication. You notice that the pain relief medication does not appear to be effective as the individual cries out in pain when moved. The most appropriate immediate action is to:

a) record all information in the care plan  
b) talk to the individual about it  
c) report it to the family  
d) contact the GP with agreement from the individual

Question 8

You visit a young male living alone in his own home. On arrival you note piles of rubbish at his back door. The most appropriate action is to:

a) discuss the importance of waste disposal and how harmful it can be to the environment  
b) contact environmental health to remove it  
c) offer some support with disposing of the rubbish  
d) explore reasons why it is there

Question 9

You are caring for a young girl on a general medical ward. She appears upset at times and is becoming withdrawn. The most appropriate action is to:

a) question her about how she is feeling and refer her to an appropriate healthcare professional  
b) ask her if she feels depressed and offer some support and guidance  
c) report to the person in charge of the ward  
d) discuss her feelings with her and inform that there is support and guidance available if she wishes
Question 10

You are visiting a client at home whose mobility is deteriorating. You inform the district nurse who arranges an assessment with the:

a) physiotherapist  
b) occupational therapist  
c) home care manager  
d) General Practitioner

Question 11

An individual explains to you that the food in their setting is not meeting their religious needs. Responding to this feedback and ensuring the menus are more diverse shows you are adhering to the:

a) Health and Safety at Work Act 2015  
b) Food Safety Act 1990  
c) Equality Act 2010  
d) Care Standards Act 2015

Question 12

You are caring for an individual living independently who is in constant pain. The individual is taking pain relief medication. You notice that the pain relief medication does not appear to be effective as the individual cries out in pain when moved. When you check the Medication Administration Record (MAR) chart you notice there are signatures missing where medication should have been given. The immediate action which must be taken is to:

a) report to the care manager  
b) discuss with the family  
c) discuss with other carers  
d) contact the social worker
Question 13

You have commenced work in a nursing home as a senior healthcare support worker. The home is short staffed and ask you to complete administration of medication but this is not within your job description. The most appropriate action is to:

a) refuse and report to your manager
b) complete the round as you used to do in your previous employment
c) complete the task as it shows that you are eager
d) refuse and explain that you are not allowed as not part of role

Question 14

As a senior healthcare worker in a nursing home you have just had a new individual move in who has Dementia with Lewy Bodies. You are unsure how to support the individual and how the condition is going to impact on their care. The most appropriate action to take is to:

a) ask the person about the condition
b) observe the person, identifying any care needs
c) request to have further training, information or guidance
d) speak to the family as they have been looking after the individual

Question 15

You have been working within your role for 6 months and have just had your probation meeting. This is the first meeting you have had about your performance. During the meeting the manager says you have not met the targets set so she is placing you on extended probation. You were not aware of the targets as you had not attended any supervision sessions. The manager’s actions are:

a) very appropriate
b) appropriate but not ideal
c) inappropriate but not awful
d) very inappropriate
Question 16

You are working on a hospital ward when one of the doctors raises their voice to an individual. You ask them politely not to shout at the individual and the doctor responds by saying “You are only a carer”. The most appropriate action to take is to:

a) report to your line manager and gain support  
b) tell them not to be rude and say you will report them  
c) ignore their comment as it is just words and means nothing  
d) tell the doctor’s manager directly and let them deal with it

Question 17

You have been mentoring a new healthcare worker and they are struggling to understand their role and responsibilities. You have suggested that they re-read their job description and you book a supervision session to go over the role. This is:

a) very appropriate  
b) appropriate but not ideal  
c) inappropriate but not awful  
d) very inappropriate

Question 18

You have noticed a cleaner not wearing PPE and failing to open the windows when using a chemical to clean the bathroom they are in. The risk of harm in this situation is to:

a) nobody  
b) both you and the cleaner  
c) everyone  
d) you
Question 19

You are a senior in a nursing home and notice that chemicals have been left out. The usual way to store chemicals in a nursing home is:

a) according to manufacturers’ requirements  
b) above the cupboards, out of general reach  
c) according to COSHH requirements  
d) in a cupboard accessible to all

Question 20

You are working in a nursing home when an individual is discharged from hospital. You have been told by the discharge team that the individual can mobilise. When supporting the individual it is clear that they cannot mobilise. You do not want to make her stay in the chair all evening, so you decide to transfer the individual by doing the bear hug move. This is:

a) very appropriate  
b) appropriate but not ideal  
c) inappropriate but not awful  
d) very inappropriate

Question 21

The definition of risk assessment is:

a) the likelihood of a hazard causing harm  
b) something that has the potential to cause harm to individuals  
c) something that can hurt you or others  
d) the likelihood of needing to use equipment
Question 22

You are senior healthcare worker supporting someone at home to become more independent. You have been using equipment and encouraging the individual to be involved in this process. You have had regular reviews with the individual and they are achieving their goal of increasing their independence and having less support. This approach is classed as:

a) inclusion  
   b) active participation  
   c) active support  
   d) informed choice

Question 23

You are observing a member of staff. You notice that they are completing all tasks for the individual, yet you know this is an individual who can do some things independently. The most appropriate action to take is to:

a) stop the staff member during the observation and tell her to stop doing those things the individual is capable of  
   b) feedback to the staff member after the observation that in future she should be encouraging independence  
   c) take over and let the staff member observe you  
   d) allow the staff member to continue as the individual is satisfied with their care

Question 24

You are supporting an individual with planning their care and need to gain consent. The individual has limited verbal communication. The importance of gaining consent is:

a) very important  
   b) important  
   c) of minor importance  
   d) not important
Question 25

You are completing a plan of care for an individual with dementia who currently has capacity. The individual wishes to still be allowed to go out alone. The family members do not want the individual to be able to go out and say they do not give consent. The most appropriate action to take is to:

a) listen to the individual as they still have capacity and complete a risk assessment to ensure control measures are in place
b) agree with the family as the individual has dementia
c) allow the individual to go out with no control measures in place as it is their choice
d) do not allow the individual to go out and put in a request for a deprivation of liberty safeguards (DOLS) assessment

Question 26

You work within a GP surgery and receive a call from someone asking for information on a patient. You explain that you are not allowed to give information to a third party. This is due to the:

a) General Data Protection Regulation 2018
b) Freedom of Information Act 2000
c) Human Rights Act 1998
d) Care Act 2014/16

Question 27

You are supporting an individual who has dementia to eat her lunch. The individual seems to struggle to understand what you are asking them to do. You try to adapt your communication method by using verbal and non-verbal communication, using both hand gestures and words to communicate. This is:

a) very appropriate
b) appropriate but not ideal
c) inappropriate but not awful
d) very inappropriate
Question 28

You are a senior healthcare worker on a ward. One of the individuals is becoming increasingly anxious when trying to communicate, which is causing the individual to decline any support at all. The most appropriate action to take is to:

a) use Makaton
b) try to mime every time you speak to the individual
c) request for a member of the speech and language team to assist
d) keep trying to communicate as they will get it in the end

Question 29

You are a senior healthcare worker in a nursing home for people with dementia. You have a resident who is getting in and out of bed at night, which is causing disruption to other residents. The most appropriate action to take to deal with the challenging behaviour is to:

a) place bedrails on her bed to stop her getting out of bed
b) inform the resident that they are breaking the nursing home's code of conduct, and they need to stop or may be forced to leave
c) review their care needs and investigate assistive technology to alert you when a resident is out of bed
d) allow her to continue as she has the right to move freely

Question 30

The most appropriate definition of active participation is:

a) involving yourself in an individual's personal life to support their emotional needs
b) encouraging individuals to join in with group activities so that they do not become isolated
c) ensuring that the care you provide is not discriminatory
d) recognising that an individual is a partner in their own care or support, rather than just a recipient
Sample Test Mark Scheme

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
</tr>
<tr>
<td>19</td>
<td>C</td>
</tr>
<tr>
<td>20</td>
<td>D</td>
</tr>
<tr>
<td>21</td>
<td>A</td>
</tr>
<tr>
<td>22</td>
<td>B</td>
</tr>
<tr>
<td>23</td>
<td>B</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
</tr>
<tr>
<td>25</td>
<td>A</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
</tr>
<tr>
<td>27</td>
<td>A</td>
</tr>
<tr>
<td>28</td>
<td>C</td>
</tr>
<tr>
<td>29</td>
<td>C</td>
</tr>
<tr>
<td>30</td>
<td>D</td>
</tr>
</tbody>
</table>
Short Answer Questions – Guidance on depth of answer

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

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

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

- **Analyse**: break down a topic into separate parts and examine each. Show how the main ideas of each part are related or why they are important
- **Assess**: review the validity of a concept or information provided and consider the information to make a decision
- **Explain**: provide a clear account of a concept by providing detailed information, giving reasons and showing how or why something is or isn’t the case
- **Evaluate**: review evidence from different perspectives and come to a valid conclusion or reasoned judgement, considering the benefits and limitations
- **Illustrate**: give clear information on or a description of a subject, topic or process, with supporting examples
- **Identify**: determine the origin or nature of something by selecting or providing basic examples or information
- **Justify**: provide reasons for how a conclusion, action or explanation was formed; providing, using or quoting supporting evidence
- **Outline**: provide a brief description of the main points or features of a concept/idea/theory etc.
- **Establish**: show something to be the case, using given information
- **Distinguish**: show or recognise the difference between ideas or information
- **Critically compare**: examine two or more subjects in detail and establish any similarities and differences. Identify the positive aspects and limitations for each.
Short Answer Sample Test – Option 1: Adult Nursing Support

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

Scenario:

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

Questions:

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

   (5 marks)

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

   (2 marks)

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

   (3 marks)

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

   (2 marks)

3b. Explain how Mabel’s health and wellbeing can be improved by increasing her movement, rest and sleep.

   (3 marks)

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

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

Short Answer Sample Test – Option 2: Maternity Support

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

Scenario:

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

Questions:

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

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

1c. Describe 2 factors that you would observe when undertaking a routine baby health screen with Catherine and her baby. (1 mark)

2. Describe the clinical tasks undertaken to support Catherine and her baby, including how to interact and care for her baby, how to support Catherine with self-care and how to promote postnatal health education (5 marks)

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

4a. On your morning shift, you will be supporting a midwife during clinic to undertake blood spot testing. Describe how to undertake this test.
4b. During clinic, it is essential that you monitor the health and wellbeing of mothers and babies. Explain the procedure to follow if emotional needs or potential signs of mental ill-health are identified. Your answer should include at least 3 steps.

(2 marks)
Short Answer Sample Test – Option 3: Theatre Support

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

Scenario:

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

Questions:

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

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

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

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

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

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

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

Scenario:

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

Questions:

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

1b. Discuss the main interventions that are being used or could be used to support Mabel’s mental health (3 marks)

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

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

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

4. Explain the risk assessment and risk management strategies that should be used to protect Mabel’s and your own mental health and wellbeing (5 marks)
Short Answer Sample Test – Option 5: Children and Young People Support

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

Scenario:

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

Questions:

1. Explain 2 ways in which Simon’s condition is affecting his wellbeing needs including an explanation of how you would support Simon and his family to meet his development and wellbeing needs (5 marks)

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

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

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

4. Discuss the services that Simon is likely to access upon discharge from hospital including how a multi-disciplinary approach will support Simon’s health and wellbeing needs (3 marks)
Short Answer Sample Test – Option 6: Allied Health Profession - Therapy Support

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

Scenario:

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

Questions:

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

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

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

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

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

4. Describe how you would escalate concerns regarding Simon’s mobility and psychological wellbeing including how you would support Simon to overcome these concerns by enabling independence and emotional resilience.
   (5 marks)
Grading the multiple choice and short answer test

Part A, the multiple-choice element has 30 questions, each question with 1 mark each. Part B, the short answer element has 4 questions, each question with a maximum of 5 marks that can be awarded.

The two parts are combined to create the final grade for the multiple choice and short answer test:

- A Pass is 40-59%
- A Merit is 60-74%
- A Distinction is 75% or more
Practical Observation - guidance

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

During the practical observation the apprentice must be able to meet the following requirements highlighted in bold. Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview.

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

Highfield recommend that a maximum of 4 unemboldened elements can be carried over to the interview. The assessor will ask questions that allow the apprentice to demonstrate knowledge and their experience in these areas. It is recommended that the apprentice should prepare to be assessed on all unemboldened areas during the interview. These should be selected from the following 8 elements.

- Respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
- Have the courage to challenge areas of concern, be adaptable, reliable and consistent
- (Show) resilience and self-awareness
- working to best practice
- (Communicate) using a range of techniques
- seek help and guidance when you are not sure
- (Move and position) and other items
- (Infection prevention and control) waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)

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

**Before the assessment:**

Employer/Training Provider should:

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

**Simulation**

During the practical observation, where possible, situations and evidence should be naturally occurring, however, in order to ensure that all criteria can be covered, some simulation will be allowed to ensure full coverage of the applicable skills and behaviours. This can be arranged before the assessment takes place to give the best opportunity for all skills and behaviours to be met, if the employer/on-programme assessor feels that they are not likely to occur during the live observation, e.g. *observation skills 10: Move and position individuals, equipment and other items safely* and *Observation 5: Communicating affectively with individuals using a range of techniques, observe and record verbal and non-verbal communication*, have been identified as skills that may need to be simulated. A suitable work environment and consenting individual(s) should be used to enable the apprentice to demonstrate the relevant skills. The individuals involved should not have a vested interest in the outcome of the assessment and do not have to be individuals being cared for.
Grading

The practical observation is ungraded above pass.
Learning Journal and Interview – guidance and templates

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

Purpose of the learning journal

The reflections contained within the learning journal should be written towards the skills elements outlined below. Apprentices should be confident that their journal is clearly cross-referenced to the standard in order for it to be assessed by the end-point assessor prior to the interview. The content of the learning journal will contribute to the final grade awarded for the journal and interview assessment method.

When should the journal be completed?

The learning journal is completed by the apprentice in the 3 months leading up to the planned date of the end point assessment. It must be collated following completion of their on-programme training and development and during the 3 months leading up to the planned date of the end point assessment.

The learning journal will be made available (at least 1 week before) to the end-point assessor to assessor prior to the interview. The end-point assessor will keep the copy of the learning journal for quality assurance purposes.

What is included in the journal?

The journal must include:

- a minimum of 3 reflective accounts completed by the apprentice which demonstrate their learning and application of knowledge to their chosen area of practice in addition to their values and behaviours (stated below) (total word-count should be 1000 words +/- 10%).
- A range of sources of learning and development e.g. observations (a suggested observation template is included below), documentation of their knowledge and skills development as well as their approach to the workplace (the values and behaviours).
  - Values: Apprentices will be caring and compassionate, honest, conscientious and committed
  - Behaviours: Apprentices will treat people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, privacy and preference; show respect and empathy for those they work with; have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and
consistent; show discretion; show resilience and self-awareness; show supervisory leadership

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>The apprentice will be able to:</th>
<th>Amplification and guidance in EPA Kit</th>
</tr>
</thead>
</table>
| Option 1: Adult Nursing Support | **1.1 Assist with clinical tasks:**  
  - Assist nurses with delegated clinical tasks  
  - Undertake a range of physiological measurements on adults  
  - Assist with tissue viability risk assessments  
  - Assist with caring for wounds  
  - Obtain and test samples and other specimens  
  - Support frailty, end of life care  
  - Contribute to discharge from services  
  - Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control  
  - Recognise limitations in mental capacity and respond appropriately  

  **1.2 Activities of daily living:**  
  - Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition  
  - Support adults to eat, drink  
  - Support adults to wash and dress and use the toilet  
  - Support adults to be mobile, rest, sleep, keep safe or express their sexuality | S15.1-15.24 |
| Option 2: Maternity Support | **2.1 Assist with clinical tasks**  
  - Assist the maternity team with delegated clinical tasks  
  - Recognise any deterioration in mental and emotional wellbeing and respond appropriately  
  - Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises  
  - Undertake a range of physiological measurements using the appropriate equipment  
  - Obtain and test venous and capillary blood samples and other specimens | S16.1-16.13 |
| **S15.1 - S15.24**       |                                                                                                                                                                                                                                      | **S20.1-20.26**                   |
| **S16.1 - S16.13**       |                                                                                                                                                                                                                                      |                                      |
- Assist other practitioners with performing ultrasound scan
- Provide support to other practitioners with instrumental deliveries
- Carry out Emergency First Aid and assist midwife with neonatal resuscitation
- Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters

2.2 Assist with caring for babies
- Identify baby and provide wristband or label in line with local security procedures
- Undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation
- Care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities
- Support parents to meet the hygiene and nutritional needs of baby

2.3 Support mothers and birthing partners
- Support parents/carers to interact with and care for their new-born baby
- Provide reassurance to mothers and birthing partners, working in partnership with families to support individuals

Option 3: Theatre Support

3.1 Assist healthcare practitioners with delegated clinical tasks
- Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals
- Complete pre and post-operative checklists
- Take part in team briefing, patient sign in, timeout, sign out and debriefing
- Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment
- Measure and record an individual’s body fluid balance
- Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery
- Assist in receiving, handling and dispatching clinical specimens or blood products
- Support end of life care and care of the deceased

3.2 Support individuals
- Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery
- Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned

### 3.3 Equipment and resources
- Prepare and provide surgical instrumentation and supplementary items for the surgical team
- Carry out counts for swabs, sharps, instruments and disposable items

<table>
<thead>
<tr>
<th>Option 4: Mental Health Support</th>
<th>4.1 Assist with delegated clinical tasks and therapeutic interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy</td>
</tr>
<tr>
<td></td>
<td>Undertake a range of physiological measurements on adults</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health</td>
</tr>
<tr>
<td></td>
<td>Identify ways mental health may be affecting an individual’s emotions, thinking and behaviour and respond accordingly</td>
</tr>
<tr>
<td></td>
<td>Observe, record and report changes; use proactive approaches to manage behaviour which challenges</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Support individuals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Promote a recovery based approach enabling the individual to manage their condition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.3 Risk assessment and risk management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify situations when you need additional support to communicate and build relationships</td>
</tr>
<tr>
<td></td>
<td>Involve carers and family members in risk management processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 5: Children and Young People Support</th>
<th>5.1 Assist with clinical tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assist nurses with delegated clinical tasks in line with current legislation and policy</td>
</tr>
<tr>
<td></td>
<td>Support the CYP before, during and after clinical or therapeutic procedures</td>
</tr>
<tr>
<td></td>
<td>Communicate with the CYP using age appropriate communication and shared</td>
</tr>
</tbody>
</table>

S28.1-28.4

S32.10 - 32.21

S33.1-33.7

S34.1-34.5

S38.1-38.23
<table>
<thead>
<tr>
<th>Option 6: Allied Health Professions – Therapy Support</th>
<th>6.1 Assist with delegated therapeutic or clinical tasks and interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Assist with delegated therapeutic or clinical tasks and interventions</td>
<td></td>
</tr>
<tr>
<td>- Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy</td>
<td></td>
</tr>
<tr>
<td>- Assist with clinical risk assessments</td>
<td></td>
</tr>
<tr>
<td>- Contribute to referrals to or discharge from services</td>
<td></td>
</tr>
<tr>
<td>- Monitor and maintain the environment</td>
<td></td>
</tr>
<tr>
<td>- Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate</td>
<td></td>
</tr>
<tr>
<td>- Enable individuals to meet optimum potential</td>
<td></td>
</tr>
<tr>
<td>- Record interventions and progress against defined outcome measures</td>
<td></td>
</tr>
<tr>
<td>6.2 Support, educate and enable individuals with their health and wellbeing</td>
<td></td>
</tr>
<tr>
<td>- Provide support in line with care plans</td>
<td></td>
</tr>
</tbody>
</table>

5.2 Activities of daily living
- Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax
- Develop positive relationships with CYP
- Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition
- Support parents, families and carers to meet the needs of the CYP
- Support nutrition and hydration
- Support continence, washing and dressing
- Support mobility, rest, sleep, keeping safe or expressing sexuality
- Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP

5.3 Child development
- Support the development of CYP through therapeutic play and learning
- Support CYP through transitions

5.1 Support life-limiting conditions and contribute to end of life care
- Recognise limitations in mental capacity and respond appropriately
- Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control
- Contribute to discharge from services

59.1-59.22

Option 6: Allied Health Professions – Therapy Support

6.1 Assist with delegated therapeutic or clinical tasks and interventions
- Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy
- Assist with clinical risk assessments
- Contribute to referrals to or discharge from services
- Monitor and maintain the environment
- Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate
- Enable individuals to meet optimum potential
- Record interventions and progress against defined outcome measures

6.2 Support, educate and enable individuals with their health and wellbeing
- Provide support in line with care plans

44.1-44.19

45.1-45.12
• Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life
• Enable health and wellbeing by supporting or facilitating individual or group sessions
• Support people to engage in the community and access activities or resources in line with their treatment goals

6.3 Equipment and resources
• Identify, order or fit a defined range of equipment or resources
• Demonstrate or teach safe and appropriate use of equipment
• Identify when equipment, or its use, is unsafe, adapting within a given range or escalating
• Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure

Guidance for producing the learning journal

The following guidance is recommended by Highfield Assessment.

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

<table>
<thead>
<tr>
<th>Section 1: Assist with clinical tasks</th>
<th>Section 2: Activities of daily living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
</tr>
<tr>
<td>Main body:</td>
<td>Main body:</td>
</tr>
<tr>
<td>• Concepts and theories to current and future practice</td>
<td>• Concepts and theories to current and future practice</td>
</tr>
<tr>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
</tr>
</tbody>
</table>

### Maternity support:

<table>
<thead>
<tr>
<th>Section 1: Assist with clinical tasks</th>
<th>Section 2: Assist with caring for babies</th>
<th>Section 3: Support mothers and birthing partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
</tr>
<tr>
<td>Main body:</td>
<td>Main body:</td>
<td>Main body:</td>
</tr>
<tr>
<td>• Concepts and theories to current and future practice</td>
<td>• Concepts and theories to current and future practice</td>
<td>• Concepts and theories to current and future practice</td>
</tr>
<tr>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
</tr>
</tbody>
</table>

### Theatre support:

<table>
<thead>
<tr>
<th>Section 1: Assist healthcare practitioners with delegated clinical tasks</th>
<th>Section 2: Support individuals</th>
<th>Section 3: Equipment and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
</tr>
<tr>
<td>Main body:</td>
<td>Main body:</td>
<td>Main body:</td>
</tr>
<tr>
<td>• Concepts and theories to current and future practice</td>
<td>• Concepts and theories to current and future practice</td>
<td>• Concepts and theories to current and future practice</td>
</tr>
<tr>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
</tr>
</tbody>
</table>
## Mental Health Support:

<table>
<thead>
<tr>
<th>Section 1: Assist with delegated clinical tasks and therapeutic interventions</th>
<th>Section 2: Support individuals</th>
<th>Section 3: Risk assessment and risk management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
</tr>
<tr>
<td>Main body:</td>
<td>Main body:</td>
<td>Main body:</td>
</tr>
<tr>
<td>- Concepts and theories to current and future practice</td>
<td>- Concepts and theories to current and future practice</td>
<td>- Concepts and theories to current and future practice</td>
</tr>
<tr>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
</tr>
</tbody>
</table>

## CYP Support:

<table>
<thead>
<tr>
<th>Section 1: Assist with clinical tasks</th>
<th>Section 2: Activities of daily living</th>
<th>Section 3: Child development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
</tr>
<tr>
<td>Main body:</td>
<td>Main body:</td>
<td>Main body:</td>
</tr>
<tr>
<td>- Concepts and theories to current and future practice</td>
<td>- Concepts and theories to current and future practice</td>
<td>- Concepts and theories to current and future practice</td>
</tr>
<tr>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
</tr>
</tbody>
</table>

## Therapy Support:

<table>
<thead>
<tr>
<th>Section 1: Assist with delegated therapeutic clinical tasks and interventions</th>
<th>Section 2: Support, educate and enable individuals with their health and wellbeing</th>
<th>Section 3: Equipment and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
<td>Introduction: Brief overview of what the apprentice intends to reflect on</td>
</tr>
<tr>
<td>Main body:</td>
<td>Main body:</td>
<td>Main body:</td>
</tr>
<tr>
<td>- Concepts and theories to current and future practice</td>
<td>- Concepts and theories to current and future practice</td>
<td>- Concepts and theories to current and future practice</td>
</tr>
<tr>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
<td>Conclusion: Summary of your main points</td>
</tr>
</tbody>
</table>
The interview

The interview will cover the following skills and behaviour from the apprenticeship standard. Additional guidance and amplification of these areas can be found from page 52 onwards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **1. Health and wellbeing** | • Notice and report changes  
• Gather evidence to assist in obtaining a client history, review health-related data and information  
• Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing, assist with an individual’s overall comfort, identify and respond to signs of pain or discomfort  
• Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so;  
• Recognise limitations in mental capacity and respond appropriately  
• Perform basic life support for individuals |
| **2. Duty of care and candour, safeguarding, equality and diversity** | • Implement a duty of care and candour  
• Safeguard and protect adults and children; promote the principles to others |
| **3. Person centred care, treatment and support** | • Obtaining valid consent, and carrying out risk assessments  
• Work in partnership with the individual, their carer, families and the wider healthcare team  
• Promote clinical effectiveness, safety and a good experience for the individual |
| **4. Communication** | • 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 |
| **5. Personal, people and quality improvement** | • Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs’  
• 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  
• Escalate concerns in a timely manner to the correct person  
• Support or supervise colleagues as required, delegate well-defined tasks appropriately |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing supervisory leadership</td>
<td></td>
</tr>
</tbody>
</table>

The interview will enable the apprentice to further showcase their capability. The assessor will pose holistic and synoptic questions to the apprentice that enable the apprentice to provide answers that should cover the elements of the standard identified above.

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

**Grading**

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

Pass = meets the standard

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

Merit = exceeds the standard

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

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

The following pages contain documentation that may be used by apprentices to collate, reference and organise their learning journal. The evidence column should be used to document what the apprentice has presented to cover the criteria. The location column should document the location of the evidence within the portfolio. The apprentice must ensure that the portfolio is cross-referenced to the assessment criteria clearly and coherently in order for the assessor to locate and understand relevant and valid evidence.
Option 1 Senior HCSW (Adult Nursing Support)

### Assist with clinical tasks

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| $S15$ | • Assist nurses with delegated clinical tasks  
• Undertake a range of physiological measurements on adults  
• Assist with tissue viability risk assessments  
• Assist with caring for wounds  
• Obtain and test samples and other specimens  
• Support frailty, end of life care  
• Contribute to discharge from services  
• Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control  
• Recognise limitations in mental capacity and respond appropriately |          |          |

### Activities of daily living

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| $S16$ | • Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition  
• Support adults to eat, drink  
• Support adults to wash and dress and use the toilet  
• Support adults to be mobile, rest, sleep, keep safe or express their sexuality |          |          |
Option 2 Senior HCSW (Maternity Support)

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S20 |  - Assist the maternity team with delegated clinical tasks  
    - Recognise any deterioration in mental and emotional wellbeing and respond appropriately  
    - Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises  
    - Undertake a range of physiological measurements using the appropriate equipment  
    - Obtain and test venous and capillary blood samples and other specimens  
    - Assist other practitioners with performing ultrasound scan  
    - Provide support to other practitioners with instrumental deliveries  
    - Carry out Emergency First Aid and assist midwife with neonatal resuscitation  
    - Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters |          |          |
### Option 3 Senior HCSW (Theatre Support)

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>S26</td>
<td>- Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals&lt;br&gt;- Complete pre and post-operative checklists&lt;br&gt;- Take part in team briefing, patient sign in, timeout, sign out and debriefing&lt;br&gt;- Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment&lt;br&gt;- Measure and record an individual’s body fluid balance&lt;br&gt;- Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery&lt;br&gt;- Assist in receiving, handling and dispatching clinical specimens or blood products&lt;br&gt;- Support end of life care and care of the deceased</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Support individuals

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S27 | • Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery  
• Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned |  |  |

## Equipment and resources

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S28 | • Prepare and provide surgical instrumentation and supplementary items for the surgical team  
• Carry out counts for swabs, sharps, instruments and disposable items |  |  |
Option 4 Senior HCSW (Mental Health Support)

### Assist with delegated clinical tasks and therapeutic interventions

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>S32</td>
<td>• Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Undertake a range of physiological measurements on adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify ways mental health may be affecting an individual’s emotions, thinking and behaviour and respond accordingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observe, record and report changes; use proactive approaches to manage behaviour which challenges</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Support individuals

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>S33</td>
<td>• 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Promote a recovery based approach enabling the individual to manage their condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ref</td>
<td>Assessment Criteria</td>
<td>Evidence</td>
<td>Location</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| S34 | • Identify situations when you need additional support to communicate and build relationships  
     • Involve carers and family members in risk management processes |          |          |
# Option 5 Senior HCSW (Children and Young People Support)

## Assist with clinical tasks

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| S38 | • Assist nurses with delegated clinical tasks in line with current legislation and policy  
   • Support the CYP before, during and after clinical or therapeutic procedures  
   • Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer  
   • Support life-limiting conditions and contribute to end of life care  
   • Recognise limitations in mental capacity and respond appropriately  
   • Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control  
   • Contribute to discharge from services |

## Activities of daily living

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| S39 | • Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax  
   • Develop positive relationships with CYP  
   • Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition  
   • Support parents, families and carers to meet the needs of the CYP  
   • Support nutrition and hydration  
   • Support continence, washing and dressing |
- Support mobility, rest, sleep, keeping safe or expressing sexuality
- Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S40 | • Support the development of CYP through therapeutic play and learning  
     • Support CYP through transitions |          |          |
## Option 6 Senior HCSW (Allied Health Professions – Therapy Support)

**Assist with delegated therapeutic or clinical tasks and interventions**

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S44 | - Assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy  
- Assist with clinical risk assessments  
- Contribute to referrals to or discharge from services  
- Monitor and maintain the environment  
- Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate  
- Enable individuals to meet optimum potential  
- Record interventions and progress against defined outcome measures |          |          |
## Support, educate and enable individuals with their health and wellbeing

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S45 | • Provide support in line with care plans  
• Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life  
• Enable health and wellbeing by supporting or facilitating individual or group sessions  
• Support people to engage in the community and access activities or resources in line with their treatment goals |          |          |

## Equipment and resources

<table>
<thead>
<tr>
<th>Ref</th>
<th>Assessment Criteria</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
</table>
| S46 | • Identify, order or fit a defined range of equipment or resources  
• Demonstrate or teach safe and appropriate use of equipment  
• Identify when equipment, or its use, is unsafe, adapting within a given range or escalating  
• Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure |          |          |
<table>
<thead>
<tr>
<th>Values</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care: Being caring and compassionate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honesty: Being honest to individuals and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment: Being conscientious and committed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Evidence</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dignity: Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect: Showing respect and empathy for those you work with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courage: Having the courage to challenge areas of concern and work to best practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptability: Being adaptable, reliable and consistent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discretion: Showing discretion towards others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilience: Showing resilience and self-awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory Leadership: Showing supervisory leadership</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Journal – observation template

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

<table>
<thead>
<tr>
<th>Apprentice name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer name and occupation:</td>
<td></td>
</tr>
<tr>
<td>Date of observation:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ob. Ref.</th>
<th>Commentary</th>
<th>Criteria covered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What has been observed and how it links to criteria</td>
<td></td>
</tr>
</tbody>
</table>

Apprentice signature:  
Observer signature:
Learning Journal – 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 in practice, their values and behaviours within their learning journal.

<table>
<thead>
<tr>
<th>Date</th>
<th>Standard Covered:</th>
<th>Outcomes Covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>: Brief overview of what the apprentice intends to reflect on</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Main body: Concepts and theories to current and future practice**  
Describe what happened |
| Evaluate the activity: What went well? What didn’t go so well? Any concepts/theories that support this? |
| What could you do to improve? How is this informed by concepts/theories/evidence? |
| How would you put these improvements into practice next time? How does it inform future practice? |
| **Conclusion: Summary of your main points** |

SHCSW 1.8  210
Learning Journal – declaration of authentication

I confirm that the evidence provided within the journal has been produced and authenticated in accordance with the Senior Healthcare Support Worker Apprenticeship Standard, Assessment Plan and EPA Kit and that production of the learning journal was carried out under the specific conditions for assessment gateway and end-point assessment for this standard.

<table>
<thead>
<tr>
<th></th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice Signature</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Employer Signature</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Training provider Signature</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Apprentice Signature**

**Date:**

**Employer Signature**

**Date:**

**Training provider Signature**

**Date:**