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

EPA-Kit

Assessing the Multiple-Choice and Short-Answer Test

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

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

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

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

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

Before the assessment

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

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

- Apprentices should be advised that questions, both multiple-choice and short-answer are likely to be contextualised to a range of different settings to add realism to the question. It is very important to advise that the apprentice is not being assessed on their knowledge of the healthcare setting but on the healthcare principles at the core of the question.
Multiple-Choice and Short-Answer Test Criteria

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

<table>
<thead>
<tr>
<th>Health and wellbeing</th>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **KC1a**: How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation | • Explain how to carry out routine, complex clinical and therapeutic tasks  
• Explain the benefits of a practitioner delegating routine and complex clinical tasks  
• Explain the importance of staying within limits of own competence and authority when performing routine, clinical or therapeutic tasks  
• Explain the principles of care plans and delegation protocols used in the organisation | |
| **KC1b**: The types of information you need to collate when obtaining a client history, ways to record and share it | • Identify types of information needed when obtaining client history  
• Explain why each type of information is necessary  
• Explain the importance of recording information clearly, accurately and in a systematic manner in accordance with legislation and organisational requirements  
• Explain the principles of data protection legislation  
• Explain the circumstances and parties to which it may be necessary to share an individual’s information | |
| **KC1c**: The indicators for good physical and mental health in relation to the demographic of individuals you are working with | • Explain the relationship between physical and mental health  
• Compare the indicators for good physical and mental health across different demographics  
• Describe the limits of own competence and authority in identifying the state of physical and mental health of the demographic in own work area | |
<p>| <strong>KC1d</strong>: The importance of fluids, nutrition and food safety | • Explain the importance of fluids, nutrition and food safety | |</p>
<table>
<thead>
<tr>
<th>KC1e: Ways to signpost individuals to public health interventions or other services if appropriate</th>
<th>Explain how to promote an awareness of fluids, nutrition and food safety in a healthcare setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC1f: How to support a person’s comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort</td>
<td>Describe situations in which it may be appropriate to signpost individuals to public health interventions</td>
</tr>
<tr>
<td></td>
<td>Explain methods used to signpost individuals to public health interventions</td>
</tr>
<tr>
<td>KC1g: The main types of mental ill health and their impact on people’s lives. Indicators for mental capacity</td>
<td>Describe signs that may indicate a person’s health or well-being are deteriorating</td>
</tr>
<tr>
<td></td>
<td>Describe the signs and symptoms of different types of pain or discomfort</td>
</tr>
<tr>
<td></td>
<td>Explain the importance of recognising that deterioration in health or well-being may occur without clear signs</td>
</tr>
<tr>
<td></td>
<td>Explain how to support an individual’s comfort and wellbeing</td>
</tr>
<tr>
<td>KC1h: The importance of early diagnosis in relation to cognitive issues</td>
<td>Identify the main forms of mental ill health</td>
</tr>
<tr>
<td></td>
<td>Describe the symptoms associated with the main forms of mental ill health</td>
</tr>
<tr>
<td></td>
<td>Explain how mental ill health impacts on people’s lives</td>
</tr>
<tr>
<td>KC1i: The possible signs of mental ill health and learning disability in people</td>
<td>Describe ways in which cognitive issues are diagnosed</td>
</tr>
<tr>
<td></td>
<td>Explain the consequences of failing to diagnose cognitive issues at an early stage</td>
</tr>
<tr>
<td>KC1j: Why external factors, adapting from childhood to adulthood, depression, delirium and the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing</td>
<td>Describe possible signs of mental health and learning disabilities in people</td>
</tr>
<tr>
<td></td>
<td>Explain the process of reporting possible signs of mental health and learning disabilities within agreed ways of working</td>
</tr>
<tr>
<td></td>
<td>Explain why external factors and the transition from childhood to adulthood may be mistaken for mental ill health</td>
</tr>
<tr>
<td></td>
<td>Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia</td>
</tr>
</tbody>
</table>
**KC1k: How to report changes and deterioration, how to support others to report changes and deterioration and how to escalate changes and deterioration**

- Explain why depression, delirium and the normal ageing process may be mistaken for dementia
- Explain the importance of staying within limits of own competence and authority when identifying symptoms of mental ill health
- Discuss how changes in cognition may impact health and wellbeing

<table>
<thead>
<tr>
<th>Duty of care and candour, safeguarding, equality and diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The apprentice will understand</strong></td>
</tr>
<tr>
<td><strong>KC2a: Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others</strong></td>
</tr>
<tr>
<td>• Describe how duty of care relates to duty of candour</td>
</tr>
<tr>
<td>• Describe the principles of <strong>legislation, policies and local ways of working</strong> that relate to duty of care, candour, raising concerns, safeguarding, protection from abuse, diversity, equality and inclusion</td>
</tr>
</tbody>
</table>
| KC2b: How discrimination can happen | • Discuss ways in which discrimination may deliberately or inadvertently occur in **healthcare settings**  
• Explain how practices that support equality and inclusion reduce the likelihood of discrimination |
| KC2c: How to deal with conflicts between a person’s rights and a duty of care | • Describe examples of conflict between a person’s rights and a duty of care  
• Explain how to resolve conflicts between a person’s rights and a duty of care |
| KC2d: The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible | • Describe the signs or symptoms associated with **types of abuse**  
• Describe factors that may contribute to an individual being more vulnerable to abuse  
• Explain the actions to take if there are suspicions that an individual is being abused  
• Explain the actions to take if an individual alleges that they are being abused  
• Identify ways to ensure that evidence of abuse is preserved  
• Explain how the likelihood of abuse may be reduced |
- Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

<table>
<thead>
<tr>
<th>Person centred care, treatment and support</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **The apprentice will understand**       | **KC3a:** Why it is important to gain consent, even when it is difficult
|                                          | Analyse factors that influence the capacity of an individual to express consent
|                                          | Explain how to establish consent for an activity or action
|                                          | Explain what steps to take if consent cannot be readily established
|                                          | **KC3b:** How to undertake risk assessment in enabling a person centred approach
|                                          | Describe the process to follow when carrying out a risk assessment
|                                          | Describe ways of minimising risk in enabling a person centred approach
|                                          | Explain how the outcomes of risk assessments are communicated to others
|                                          | **KC3c:** Why it is important to promote ‘person centred care, treatment and support’
|                                          | Explain the benefits of promoting person centred care, treatment and support
|                                          | Explain how to promote person centred care, treatment and support
|                                          | Explain the importance of modelling person centred care, treatment and support
|                                          | **KC3d:** Why it is important to encourage people to be actively involved in their own care or treatment
|                                          | Explain the principles of active participation
|                                          | Analyse how the holistic needs of an individual can be addressed by active participation
|                                          | Explain how to work with an individual and others to agree how active participation will be implemented
|                                          | Explain how to promote the understanding and use of active participation
|                                          | **KC3e:** Why it is important to give people choices about their care and to treat people as valuable and unique
|                                          | Explain why it is important to give people choices about their care
| KC3f: Why safety and clinical effectiveness are important | • Explain the relationship between safety and clinical effectiveness  
• Explain *legislation, policies and local ways of working* relating to safety in healthcare settings  
• Explain the importance of safety and clinical effectiveness for delivering person centred care, treatment and support |
| KC3g: The importance of managing relationships and boundaries with service users | • Identify the **boundaries** to be kept with service users  
• Explain how to maintain and review professional relationships with service users  
• Explain the consequences of not managing relationships and boundaries with service users |

### Communication

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| KC4a: Why it is important to promote effective communication at work | • Explain the benefits of promoting effective communication on all aspects of work in *healthcare settings*  
• Explain how to promote effective communication in *healthcare settings*  
• Explain the importance of modelling effective communication |
| KC4b: How to communicate with people who have specific language needs or wishes | • Explain why it is important to find out an individual’s specific language needs or wishes  
• Discuss methods to use when communicating with individuals who have specific language needs or wishes |
| KC4c: How to reduce communication problems and respond to complaints | • Identify communication problems  
• Discuss **ways to overcome** communication problems  
• Explain strategies that can be used to check that communication has been |
| KC4d: Techniques for difficult situations, local guidelines for dealing with abusive behaviour | • Explain techniques used to deal with difficult situations in healthcare settings  
• Explain the requirements of local ways of working in relation to dealing with abusive behavior  
• Explain the importance of staying within limits of own competence and authority when handling difficult situations or abusive behaviour |
| KC4e: How verbal and non-verbal communication may relate to an individual’s condition | • Describe types of verbal and non-verbal communication used in healthcare settings  
• Use examples to explain how the use of verbal and non-verbal communication varies according to an individual’s condition or circumstances |
| KC4f: Legislation, policies and local ways of working about handling information | • Identify legislation relating to the handling of information  
• Explain policies relating to the handling of information  
• Explain the impact of local ways of working on the handling of information |
| KC4g: Why it is important to record and store information securely and confidentially and support others to do so; e-safety | • Identify types of patient information which are stored securely  
• Explain why the security of patient information is important  
• Explain how and when to seek advice about the security of information  
• Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns to agreed others  
• Describe e-safety procedures |
| KC4h: The audit process and how it relates to your role | • Explain the purpose and requirements of audit processes in healthcare settings  
• Explain own responsibilities in relation to audit processes |
<table>
<thead>
<tr>
<th>Personal, people and quality improvement</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The apprentice will understand</td>
<td>Indicative assessment criteria</td>
</tr>
</tbody>
</table>
| **KC5a: Your responsibilities and duties** | - Describe **responsibilities and duties** of own role  
- Outline how own role fits within the structure and context of the organisation |
| **KC5b: The limits of your competence and authority; that of those you supervise** | - Outline limits of own competence and authority based on training and expertise  
- Outline limits of competence and authority of those under own supervision  
- Explain the importance of maintaining a balance between empowering those under own supervision and ensuring they do not exceed their competence and authority |
| **KC5c: The values of your organisation** | - Explain the importance for an organisation to have a defined or published set of values  
- Describe the values of own organisation  
- Explain how organisational values relate to own role  
- Explain how to promote organisational values to those under own supervision |
| **KC5d: Legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer** | - Identify **legislation, standards, policies and protocols** that relate to own role  
- Analyse how **legislation, standards, policies and protocols** influence own role  
- Explain the importance of working in ways agreed with own employer |
| **KC5e: How to seek feedback, reflect on your actions, evaluate your work and create a personal development plan** | - Identify sources of information and support for own learning and development  
- Explain how to use **feedback from individuals and others** to support own learning and development  
- Explain why reflecting on work activities is an important way to develop own knowledge and skills |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KC5f:</strong> The importance of working well with others, your own health, wellbeing, resilience and that of colleagues</td>
<td>• Describe the process for agreeing a personal development plan • Describe the importance of professional boundaries in healthcare • Explain how maintaining professional boundaries contributes to own and others’ health, wellbeing and resilience • Compare the differences between professional relationships with individuals and <strong>others</strong> • Define the term <strong>co-production</strong> • Explain the importance of working in partnership with individuals and others • Explain how partnership working contributes to own and others’ health, wellbeing and resilience</td>
</tr>
<tr>
<td><strong>KC5g:</strong> Who or where to go for help and advice about anything related to your work or people you support</td>
<td>• Identify sources and types of help and advice available in relation to employment responsibilities and rights • Identify sources of information related to a chosen career pathway • Explain own role in providing work related help and advice to those under own supervision</td>
</tr>
<tr>
<td><strong>KC5h:</strong> How to supervise others</td>
<td>• Explain techniques used to supervise others • Explain circumstances in which obstacles to supervision may arise • Explain the importance of not exceeding own competence and authority when supervising others</td>
</tr>
<tr>
<td><strong>KC5i:</strong> Behaviours expected from a role model</td>
<td>• Identify the behaviours expected of a role model in a <strong>healthcare setting</strong> • Describe how to utilise opportunities to act as a role model for others in own area of responsibility • Explain the importance of developing own knowledge and competence by observing the practices of others</td>
</tr>
<tr>
<td><strong>KC5j:</strong> The principles of training and mentoring</td>
<td>• Explain the importance of training, mentoring and other forms of continuous professional development in healthcare settings</td>
</tr>
</tbody>
</table>
Explain techniques which can be used to train and mentor others within own area of responsibility
Explain how to seek own training and mentoring opportunities both within and outside the workplace

**KC5k: The importance of gathering service user views and ways to identify and escalate opportunities to provide a better or more effective service**

- Explain the importance of feedback from users of services to improve service quality
- Describe agreed ways of working for acting on feedback

### Health, safety and security

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **KC6a: How to promote health and safety at work** | • Explain the benefits of promoting health and safety at work  
• Explain how to promote health and safety at work  
• Explain how to check that others understand and observe health and safety requirements |
| **KC6b: What to do in situations that could cause harm** | • Describe situations which can arise in healthcare settings that could cause harm  
• Explain own responsibility to resolve or supervise others to resolve situations that could cause harm  
• Explain the importance of not exceeding own competence and authority when resolving situations that could cause harm |
| **KC6c: How to handle hazardous materials** | • Identify hazardous materials that may be found in the healthcare setting  
• Describe safe practices for storing, using and disposing of hazardous materials |
| **KC6d: Move and position people, equipment or other objects safely in line with agreed ways of working** | • Explain the principles of moving and positioning people safely in healthcare settings  
• Explain the principles of moving equipment and other objects safely in healthcare settings |
| KC6e: The meaning of risk/risk assessment | Explain the importance carrying out moving and positioning tasks in line with **agreed ways of working**  
Explain own role in ensuring that others move and position people, equipment or other objects safely in line with the **agreed ways of working** |
| KC6f: How to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work | Define the terms ‘risk’ and ‘risk assessment’  
Describe how to identify risks and hazards in a healthcare setting  
Explain how to respond when others report potential health and safety risks  
Explain how to undertake a risk assessment in a healthcare setting  
Explain situations which may require escalation when following or undertaking a risk assessment  
Explain the principles of operating safe systems of work in area of own responsibility  
Explain how to support others to operate safe systems of work in the work setting |
| KC6g: The importance of a clean workplace | Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection in the workplace  
Explain the consequences of inadequate cleaning, disinfecting and cleanliness  
Explain how to promote the maintenance of a clean workplace to others |
| KC6h: Legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks | Describe legislation, policies and local ways of working for the prevention of infection  
Explain the importance of maintaining high standards of personal hygiene and handwashing  
Explain the importance of the correct use of **personal protective equipment** depending upon the situation  
Explain how to promote the maintenance of high standards of personal hygiene, handwashing and |
| KC6i: How infections start and spread | - Define the term 'infection'
- Compare common causes of infection
- Identify rare or changing causes of infection
- Compare how different infections can spread in a healthcare setting |
| KC6j: How to clean, disinfect and sterilise | - Explain the agreed ways of working for cleaning, disinfecting and sterilising activities
- Explain own responsibility to ensure that others clean, disinfect and sterilise correctly |
The criteria for the Short Answer test are the knowledge-based criteria for chosen option outlined below.

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

1.1 Assist with clinical tasks

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1.1.1 Which clinical tasks you will routinely be expected to carry out within your role</td>
<td>• Explain the scope of routine clinical tasks relevant to adult nursing support roles</td>
</tr>
<tr>
<td></td>
<td>• Identify routine clinical tasks which may be delegated to others</td>
</tr>
<tr>
<td></td>
<td>• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks</td>
</tr>
<tr>
<td></td>
<td>• Explain the importance of organisational care plans and protocols to routine clinical tasks</td>
</tr>
<tr>
<td>K1.1.2 The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults and how to check they are in working order</td>
<td>• Identify the types of measurement which can be used to determine the physiological state of adults</td>
</tr>
<tr>
<td></td>
<td>• Identify the range of types of equipment used for measuring physiological state</td>
</tr>
<tr>
<td></td>
<td>• Explain how to check that measuring equipment is in working order</td>
</tr>
<tr>
<td></td>
<td>• Explain the importance of ensuring that others under own supervision only use equipment in working order</td>
</tr>
<tr>
<td>K1.1.3: The importance of skin integrity and how to check it</td>
<td>• Explain the meaning of ‘skin integrity’</td>
</tr>
<tr>
<td></td>
<td>• Explain the importance of checking the skin integrity of individuals in adult nursing care</td>
</tr>
<tr>
<td></td>
<td>• Explain how to conduct a skin integrity assessment</td>
</tr>
<tr>
<td>K1.1.4: How to care for wounds</td>
<td>• Identify common types of wound</td>
</tr>
<tr>
<td></td>
<td>• Explain the principles of assessing a wound</td>
</tr>
<tr>
<td></td>
<td>• Explain techniques and types of dressing used to treat wounds</td>
</tr>
</tbody>
</table>
| K1.1.5: How to take and test venous and capillary blood and other specimens | • Describe the difference between **venous blood**, **capillary blood** and other specimens  
• Explain how to take samples of venous and capillary blood  
• Describe the types of tests commonly taken of blood samples |
|---|---|
| K1.1.6: What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased | • Define the term ‘**frailty**’ in the context of adult nursing  
• Explain the principles of the end of life phase  
• Describe factors which impact on the care of the dying or deceased |
| K1.1.7: The discharge process, the availability and services offered by the extended health and social care system | • Describe the discharge process which operates at own place of work  
• Explain the importance of ensuring the discharge process is followed in accordance with **agreed ways of working**  
• Explain the availability and types of services offered by the extended health and social care system for individuals who have been discharged |
| K1.1.8: Where to source equipment and resources | • Identify the equipment and resources requirements of clinical tasks associated with adult nursing  
• Explain where to source additional equipment and resources  
• Explain the importance of ensuring others under supervision source equipment and resources appropriately and report any shortages |
| K1.1.9: The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia | • Describe ways in which dementia and other cognitive issues are diagnosed  
• Explain the consequences of failing to diagnose dementia and other cognitive issues at an early stage  
• Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia  
• Explain why depression, delirium and the normal ageing process may be mistaken for dementia |
- Explain the importance of staying within limits of own competence and authority when identifying symptoms of dementia
- Explain how to reduce the possibility of others under supervision misdiagnosing dementia and other cognitive issues

<table>
<thead>
<tr>
<th>Option 1 Knowledge: Senior HCSW (Adult Nursing Support)</th>
<th>1.2 Activities of daily living</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The apprentice will understand</strong></td>
<td><strong>Indicative assessment criteria</strong></td>
</tr>
</tbody>
</table>
| K1.2.1: Approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person’s physical and mental health and wellbeing; which long term conditions you are most likely to support in your role; the activities of daily living and ways in which you can support individual’s to maintain and improve them | • Explain ways to promote mental health and wellbeing in healthcare settings  
• Identify typical long term conditions of individual’s supported by own role  
• Describe the potential impact on an individual’s physical health, mental health and wellbeing of a range of long term conditions  
• Describe a range of activities of daily living relevant to healthcare  
• Explain own role in supporting individual’s to maintain and improve activities of daily living including supervising others to do so  
• Explain the importance of staying within limits of own competence and authority when supporting activities of daily living |
| K1.2.2: The effects of poor nutrition and dehydration | • Explain the relationship of nutrition and hydration with health and wellbeing  
• Explain the effects of poor nutrition and dehydration on individuals  
• Explain how to promote an awareness of nutrition and hydration amongst individual’s and others |
| K1.2.3: How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves | • Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing  
• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves |
Explain the importance of ensuring others are competent and authorised to wash, dress or support individuals to use toilet facilities
Explain the importance of adhering to agreed ways of working in relation to supporting individuals to wash, dress and use toilet facilities

K1.2.4: How to help adults to be mobile and the importance of rest and sleep
Describe techniques used to support adults to maintain or improve their mobility in the context of adult nursing
Explain the relationship of rest and sleep with health and wellbeing
Explain the effects of sleep deprivation or lack of rest on adults

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| K2.1.1: Your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources | Explain the scope of own responsibilities relevant to deliveries including cleaning, filling and maintaining the temperature of birthing pools
Explain the importance of cleaning, filling and maintaining the temperature of birthing pools correctly
Identify the resource and maintenance requirements of birthing environments
Explain the importance of ensuring that others involved in deliveries carry out their responsibilities in accordance with agreed ways of working |

| K2.1.2: Possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood | Identify the main types of mental ill health
Describe possible signs of mental health and depression
Explain the potential impact of different types of mental ill health and depression on pregnancy, labour, delivery or parenthood |

| K2.1.3: Your role in antenatal and postnatal health education | Explain the purposes of antenatal health education and postnatal health education |
| K2.1.4: The range of physiological states that can be measured; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately | • Explain own role in relation to the provision of antenatal and postnatal health education  
• Identify the **types of measurement** which can be used to determine the **physiological state** of adults  
• Identify the normal ranges for physiological states  
• Explain the importance of reporting deviations in accordance with **agreed ways of working**  
• Identify the range of types of equipment used for measuring physiological state  
• Explain how to check that measuring equipment is in working order  
• Explain the importance of ensuring that others under own supervision only use equipment in working order |
| K2.1.5: How to take and test venous and capillary blood and other specimens | • Describe the difference between **venous blood, capillary blood** and other specimens  
• Explain how to take samples of venous and capillary blood  
• Describe the types of tests commonly taken of blood samples |
| K2.1.6: Ways to position individuals for ultrasound scanning | • Explain the purpose of ultrasound scanning  
• Describe different ways to position individuals for ultrasound scanning |
| K2.1.7: How to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively | • Explain how to lay up trolleys for **instrumental deliveries**  
• Explain the importance of correctly opening packs, gathering equipment and disposal  
• Explain how to provide **assistance to midwives** in preparation for caesarean section and post-operative care |
| K2.1.8: First aid and resuscitation techniques for babies | • Explain how to administer first aid to a baby for a range of **minor injuries**  
• Explain how to administer Cardio Pulmonary Resuscitation (CPR) to a baby  
• Explain the importance of providing support to midwives in the administering of first aid and resuscitation in accordance with **agreed ways of working** |
<table>
<thead>
<tr>
<th><strong>K2.1.9: How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves; reasons why a urethral catheter is in place and the importance of regular monitoring</strong></th>
<th><strong>• Explain the importance of staying within limits of own competence and authority when performing first aid</strong></th>
<th><strong>• Describe techniques used to support adults to wash, dress and use toilet facilities in the context of adult nursing</strong></th>
<th><strong>• Explain ways to manage situations in which adults cannot wash, dress or use toilet facilities for themselves</strong></th>
<th><strong>• Explain the importance of ensuring others are competent and authorised to wash, dress or support individual’s to use toilet facilities</strong></th>
<th><strong>• Explain the importance of adhering to agreed ways of working in relation to supporting individuals to wash, dress and use toilet facilities</strong></th>
<th><strong>• Explain different reasons for urethral catheters being in place</strong></th>
<th><strong>• Explain the importance of regularly monitoring urethral catheters</strong></th>
</tr>
</thead>
</table>

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

2.2 Assist with caring for babies

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2.2.1: Local security procedures</td>
<td><strong>• Explain the importance of local security procedures in the context of caring for babies</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Explain how local security procedures relate to own role and others</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Identify where to find information about security procedures</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K2.2.2: The range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order</th>
<th><strong>• Identify the types of measurement which can be used to determine the physiological state of babies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>• Identify the normal ranges for babies physiological states</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Explain the importance of reporting deviations in accordance with agreed ways of working</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Identify the range of types of equipment used for measuring the physiological state of babies</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Explain how to check that measuring equipment is in working order</strong></td>
</tr>
</tbody>
</table>
| K2.2.3: The routine health baby observations | • Explain the importance of ensuring that others under own supervision only use equipment in working order  
• Describe a range of **routine health baby observations** carried out in the context of caring for babies  
• Explain the importance of conducting routine healthy baby observations in accordance with **agreed ways of working** |
| K2.2.4: Ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary | • Explain the importance of meeting the nutritional needs of babies  
• Describe a range of **breastfeeding techniques** including position and comfort  
• Explain how to use breast pumps, the use of hand presses and how to assist with the syringe feeding of expressed milk  
• Explain how to sterilise equipment associated with feeding babies  
• Explain how to feed babies using cup and bottle feeding  
• Explain the steps required for the preparation of formula milk  
• Describe the factors which can influence the choice of using formula milk, breastfeeding or a combination of both  
• 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**  
• Explain the importance of staying within limits of own competence and authority when supporting mothers to breastfeed |

| **Option 2 Knowledge: Senior HCSW (Maternity Support)**  
2.3 Support mothers and birthing partners | **The apprentice will understand** | **Indicative assessment criteria** |
| --- | --- | --- |
| K2.3.1: Ways to interact and care for babies including promoting skin to skin contact | • Describe the **benefits of skin to skin contact** between mothers and their babies  
• Describe different ways for mothers to interact with and care for their babies |
### K2.3.2: How to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies; ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required

- 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
- 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
- Identify where to find additional sources of advice and information
- Explain how to support bereaved families including where to direct them to further advice and support
- Describe how to assist families with photographing and creating memories in accordance with their preferences
- Explain the importance of staying within limits of own competence and authority when providing advice and information to mothers

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

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

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3.1.1: Factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery</td>
<td>• Explain the factors to take into consideration when choosing a site for the attachment of surgical instruments in accordance with agreed ways of working</td>
</tr>
<tr>
<td>K3.1.2: Pre and post-operative checks; the steps for safer surgery</td>
<td>• Explain the purpose of carrying out pre and post-operative checks</td>
</tr>
</tbody>
</table>
- Describe the steps involved in a range of pre and post-operative checks
- Explain methods used to ensure increase safety in surgery in accordance with agreed ways of working

K3.1.3: The theatre team, its protocols and how it fits within the organisational structure
- Describe the role and responsibilities of different members of a theatre team
- Describe how own role and responsibilities relate to others in a theatre team
- Explain the protocols which apply to the conduct of a theatre team and how they relate to **legislation, policies and local ways of working**
- Explain the importance of ensuring that others are aware of and adhere to protocols
- Explain the relationship between a theatre team and the structure of the wider organisation

K3.1.4: The range of physiological states that can be measured and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual’s mental capacity
- Identify the **types of measurement** which can be used to determine a range of **physiological states**
- Explain the potential impact of anaesthesia on a range of **physiological states**
- Explain the principles of **advocacy** and how they are applied to both unconscious and conscious patients
- Explain the principles of chaperoning patients
- Explain the importance of ensuring that others are aware of and adhere to the principles of advocacy and chaperoning
- Explain how surgery can impact an individual’s **mental capacity**

K3.1.5: The purpose for recording an individual’s body fluid; factors that affect input and output and wound drainage
- Explain the purpose of recording an individual’s body fluid
- Describe methods used to record an individual’s body fluid
- Explain the principles of input, output and wound drainage
- Explain the factors that can affect input, output and wound drainage

K3.1.6: Potential hazards; how to report issues; common adverse reactions to
- Describe a range of hazards present in the context of theatre support
<table>
<thead>
<tr>
<th>Topic</th>
<th>Key Points</th>
</tr>
</thead>
</table>
| 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 | • Explain the importance of identifying issues and reporting them in accordance with **agreed ways of working**  
• Describe **common adverse reactions** to anaesthesia  
• Explain the importance of reporting deviations from normal in accordance with **agreed ways of working**  
• Identify common causes of **infection** and how they can spread  
• Explain standard precautions that are followed to prevent and control infections  
• Explain ways to avoid compromising and actions to take in instances of breakdowns in sterile fields  
• Explain the importance of ensuring that others are aware of and adhere to the principles of infection prevention and control |
| K3.1.7: Types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products | • Explain reasons why **clinical specimens** are obtained in the context of theatre support  
• Describe the types and uses of containers and transport relevant to storing and dispatching clinical specimens  
• Describe the procedures which apply to the labelling, handling, dispatching, recording and reporting of clinical specimens  
• 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 |
| K3.1.8: How different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased | • Describe the principles of pre and post-operative surgery including disposal of body parts, preparation for planned surgery and organ donor processes  
• Explain how the beliefs or culture of patients can impact on their preferences in the context of pre and post-operative surgery  
• Explain the importance of ensuring that others are aware of and respectful |
The apprentice will understand towards the beliefs, culture and preferences of patients
- Explain the principles of the end of life phase
- Describe factors which impact on the care of the dying or deceased

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| K3.2.1: Ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual’s ability to move independently; the effects of pre-medication and anaesthesia | • Explain the importance of keeping individuals informed about what is happening, the reasons why and the people involved in the context of theatre support
• 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
• Describe how to interpret verbal and non-verbal indicators in order to determine the ability of an individual to move independently
• Explain the effects of pre-medication and anaesthesia on the ability of an individual to move |

| K3.2.2: Safe moving and handling techniques that maintain an individual’s privacy and dignity | • Explain the importance of maintaining the privacy and dignity of individuals in the context of theatre support
• Explain the principles of moving and handling people safely and in a way which maintains privacy and dignity
• Explain own role in ensuring that others move and handle people safely and in a way which maintains privacy and dignity |

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3.3.1: The types, purpose and function of surgical instruments and supplementary items used in theatre</td>
<td>• Describe a range of types of surgical instruments</td>
</tr>
</tbody>
</table>
| K3.3.2: How to identify, measure, account for and record items and sharps used; local policy and procedure for instrument counts and what to do if a swab, sharp, instrument or other disposable item is missing; cost implications of how items used during surgery and surgery time may influence the overall commissioning of surgical procedures | • Explain the importance of maintaining an audit trail relating to the use of items and sharps used in accordance with agreed ways of working
• Describe how to identify, measure, account for and record the use of items and sharps
• Explain the principles of local ways of working and procedures relevant to instrument counts
• Explain the actions to take in instances of missing swabs, sharps, instruments or disposable items
• Explain the relationship between the cost of using items, the time taken and the overall commissioning of surgical procedures |

<table>
<thead>
<tr>
<th>Option 4 knowledge: Senior HCSW (Mental Health Support) 4.1 Assist with delegated clinical tasks and therapeutic interventions</th>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| K4.1.1: Current legal policy and service frameworks for mental health; the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy | • Explain the importance of current legal policy and service frameworks for mental health including legislative requirements
• Explain the impact of legal policy and service frameworks on the agreed ways of working for interventions including the rights of people using services, giving formal or informal support and the role of advocacy |

| K4.1.2: The range of physiological states that can be measured; the types of equipment used for measuring physiological states in adults, how to check they are in working order | • Identify the types of measurement which can be used to determine the physiological state of adults
• Identify the range of types of equipment used for measuring physiological state
• Explain how to check that measuring equipment is in working order
• Explain the importance of ensuring that others under own supervision only use equipment in working order |
### K4.1.3: A range of communication techniques relevant to mental health situations, including dealing with barriers to communication

- Explain a range of communication techniques relevant to mental health support including **therapeutic communication techniques, verbal and non-verbal communication**
- Explain the importance of overcoming conflicting opinions and reducing the possibility of conflict involving self, individuals and others
- Explain how to overcome or reduce **barriers to communication** in the context of mental health support

### K4.1.4: The nature of mental health well-being; the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion

- Explain the relationship between mental health and wellbeing
- Explain the characteristics of the **main forms of mental ill health** in accordance with the **psychiatric (DSM/ICD) classification system**
- Explain the range of **impacts** associated with the main forms of mental ill health

### K4.1.5: Main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention

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

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

#### 4.2 Support individuals

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **K4.2.1:** The needs of people with mental ill health and those supporting them at key stages and through times of change or transition; how and when to refer; the impact of the individual’s mental ill-health | • Describe the needs of individuals with **mental ill health** at key stages and through **times of change or transition**
• Explain the limits of own competence and authority in identifying the needs of individuals with mental ill health
• Explain how to assist others involved in supporting individuals with mental ill health |
| K4.2.2: A range of coping strategies and skills; sources of specialist support | • Explain the importance of coping with the challenges posed by mental ill health  
• Compare a range of different strategies and skills used for coping with mental ill health  
• Explain the various sources of specialist support available in relation to mental ill health |

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Risk assessment and risk management</td>
<td>Option 4 Knowledge: Senior HCSW (Mental Health Support)</td>
</tr>
</tbody>
</table>
| K4.3.1: Risk factors, a range of triggers which may occur and the impact of the environment | • Explain the risk factors present in the context of mental health support  
• Explain the types of risk factor triggers which may occur  
• Explain the relationship between the environment and risk factors |
| K4.3.2: Prevention and risk reduction strategies | • Explain the purpose of prevention and risk reduction strategies in relation to mental health support  
• Identify the types of risks which prevention and risk reduction strategies are designed to limit  
• Explain the limitations of prevention and risk reduction strategies |
| K4.3.3: Ways to review/protect own mental health and wellbeing | • Explain the importance of reviewing and protecting own mental health and wellbeing and encouraging others to do likewise  
• Describe ways in which to review and protect own mental health and wellbeing  
• Identify sources of support available in the event of concerns regarding own mental health and wellbeing |
### Option 5 Knowledge: Senior HCSW (Children and Young People)

#### 5.1 Assist with clinical tasks

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **K5.1.1:** Current legal policy and service frameworks for CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests;' | • Explain the importance of current legal policy and service frameworks for CYP including **legislative requirements**  
• Explain the difference between consent and proxy consent  
• 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 |
| **K5.1.2:** The clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence | • Explain the scope of **routine clinical tasks** relevant to CYP support roles  
• Identify routine clinical tasks which may be delegated to others  
• Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks  
• Explain the importance of organisational care plans and protocols to routine clinical tasks  
• Explain how to promote the self-management and independence of CYP where possible |
| **K5.1.3:** Anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability | • Define the terms **‘anatomy’**, **‘physiology’** and **‘pathophysiology’**  
• Explain the anatomical, physiological and pathophysiological characteristics of children  
• Describe the features of key stages of development of CYP  
• Explain the functional changes experienced by CYP associated with a variety of diseases and injuries  
• Explain techniques which can be used to support CYP with physical or learning disabilities |
| **K5.1.4:** What is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines | • Define what is meant by **‘life-limiting conditions’**  
• Explain the impact that life-limiting conditions can have on child development |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
</table>
| **K5.1.5: Patient centred care; the parent/CYP bond; working in partnership with families and carers to deliver holistic family-centred care; the importance of families’ choices and listening to the voice of the CYP, parent or carer; the importance of supporting CYP in the context of their social and educational need;** | • Explain the principles of patient centred care  
• Explain the importance of establishing the scope of the bond or relationship between a CYP and their parent  
• Explain how working in partnership with families and carers can enhance the delivery of family-centred care  
• Explain the importance of actively listening to the opinions and concerns of a CYP and their parent or carer  
• Explain the importance of taking into account the choices of a CYP’s family  
• Describe the scope of the social and educational needs of CYPs  
• Explain the importance of supporting CYPs in the context of their social and educational needs  
• Explain how to promote to others in the workplace the importance of partnerships with CYPs, families and carers |
| **K5.1.6: Specific moving and positioning techniques to use with CYPs** | • Explain the principles of moving and positioning CYPs safely  
• Explain the importance carrying out moving and positioning tasks in line with agreed ways of working  
• Explain own role in ensuring that others move and position CYPs safely in line with the agreed ways of working |
| **K5.1.7: Where to source equipment and resources importance of shared communication across the multidisciplinary team, including appropriate escalation** | • Identify the equipment and resources requirements of clinical tasks associated with CYP care  
• Explain where to source additional equipment and resources  
• Explain the importance of ensuring others under supervision source |
### K5.1.8: The discharge process, the availability of services offered by the extended health and social care system

- Describe the discharge process which operates at own place of work
- Explain the importance of ensuring the discharge process is followed in accordance with agreed ways of working
- Explain the availability and types of services offered by the extended health and social care system for CYPs who have been discharged

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

#### 5.2 Activities of daily living

<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| K5.2.1: The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care | - Explain the principles of **family-centred care**  
- 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 |
| K5.2.2: Approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long term conditions on a CYP's physical and mental health and well-being | - Describe the principles of national public health agendas  
- Explain ways to promote health and wellbeing in the context of CYP care through the national public health agenda  
- Identify typical long term conditions experienced by CYPs  
- Describe the potential impact on a CYPs physical health, mental health and wellbeing of a range of long term conditions |
<table>
<thead>
<tr>
<th>K5.2.3: Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the characteristics of a range of common childhood illnesses</td>
</tr>
<tr>
<td>• Explain the impact of common childhood illnesses on <strong>activities of daily living</strong></td>
</tr>
<tr>
<td>• Explain ways to support CYPs to develop, maintain and recover activities of daily living in the context of common childhood illnesses</td>
</tr>
<tr>
<td>• Explain the importance of staying within limits of own competence and authority when supporting a CYP's <strong>activities of daily living</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K5.2.4: The importance of nutrition and hydration on health and development of CYP; methods for providing and supporting nutrition in CYP or supporting and encouraging breast feeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the relationship of nutrition and hydration with the health and development of CYPs</td>
</tr>
<tr>
<td>• Explain the effects of poor nutrition and dehydration on CYPs</td>
</tr>
<tr>
<td>• Explain types of support in relation to nutrition which can be provided to CYPs</td>
</tr>
<tr>
<td>• Explain the benefits of breast feeding as a source of nutrition and hydration</td>
</tr>
<tr>
<td>• Explain how to encourage and promote an awareness of nutrition, hydration and breast feeding amongst families, carers and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K5.2.5: How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe techniques used to support CYPs to wash, dress and use toilet facilities in the context of CYP care</td>
</tr>
<tr>
<td>• Explain ways to manage situations in which CYPs cannot wash, dress or use toilet facilities for themselves</td>
</tr>
<tr>
<td>• Explain the importance of ensuring others are competent and authorised to wash, dress or support CYPs to use toilet facilities</td>
</tr>
<tr>
<td>• Explain the importance of adhering to <strong>agreed ways of working</strong> in relation to supporting CYPs to wash, dress and use toilet facilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K5.2.6: How to help CYP to be mobile and the importance of rest and sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe techniques used to support CYPs to maintain or improve their mobility in the context of CYP care</td>
</tr>
<tr>
<td>• Explain the relationship of rest and sleep with health and wellbeing</td>
</tr>
</tbody>
</table>
| **K5.2.7: The implications of national and global immunisations programmes** | • Explain the effects of sleep deprivation or lack of rest on CYPs  
• Describe the purpose of current national and global immunisations programmes  
• Explain the relationship between national and global immunisations programmes and **legislation, policies and local ways of working** |
| **K5.2.8: The impact of long term illness and hospitalisation can have on CYP** | • Identify long term illnesses experienced by childhood illnesses  
• Describe situations in which CYPs may be hospitalised for long periods of time  
• Explain the potential effects of different long term illnesses and hospitalisation on CYPs  
• Explain the importance of ensuring families, carers and others are aware of the effects of long term illnesses and hospitalisation on CYPs |
| **K5.2.9: A range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect** | • Describe the principles of parenting and different parenting skills  
• Explain the importance of promoting bonding and attachment between carers, families and CYPs  
• Explain techniques which can be used to promote bonding and attachment in accordance with agreed ways of working  
• Define the term ‘immunisation’  
• Explain the principles of the current public health agenda in relation to immunisation, healthy eating, mental health and self-harm awareness for CYPs  
• Explain the importance of promoting the public health agenda to CYPs, families, carers and others  
• Explain the importance of protecting CYPs from abuse and neglect  
• Explain the techniques and support available to help detect and protect CYPs from abuse and neglect |
<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **K5.3.1:** Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestones; puberty; therapeutic play and distraction techniques | • Compare the **scope of development** of children who are well and those who are sick  
• Describe the expected stages of development of children  
• Describe the characteristics of the stage of **puberty**  
• Explain how illnesses can impact on the developmental milestones of children  
• Explain a range of therapeutic play and distraction techniques which can be used in the context of CYP care  
• Explain the benefits of using therapeutic play and distraction techniques  
• Explain the importance of promoting an awareness of child development, the impact of illness on development and therapeutic play and distraction techniques to carers, families and others |
| **K5.3.2:** The key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication | • Explain the key principles of underpinning communication with CYPs, families, carers, education providers and other services  
• Explain the importance of adapting communication in accordance with the age group of the recipient and ensuring others do so  
• Describe a range of age-appropriate communication techniques  
• Explain how to overcome or reduce **barriers to communication** in the context communicating with CYPs |
| **K5.3.3:** What is meant by transitions for CYP; supporting independent decision making; signposting to other services | • Define what is meant by ‘**transitions for CYPs**’  
• Explain the importance of supporting the independent decision making of CYPs and ensuring others support this  
• Describe a range of techniques to encourage or support independent decision making by CYPs  
• Explain the range of additional services available to CYPs and how to signpost |
<table>
<thead>
<tr>
<th>The apprentice will understand</th>
<th>Indicative assessment criteria</th>
</tr>
</thead>
</table>
| **K6.1.1: Basic human anatomy and physiology** | • Define the terms ‘anatomy’ and ‘physiology’  
• Explain the basic anatomical and physiological characteristics of humans |
| **K6.1.2: Which therapeutic or clinical tasks and interventions you will routinely be expected to carry out within your role including standard approaches to identify, manage, rehabilitate or maximise an individual’s function** | • Explain the scope of routine and complex clinical tasks in the context of AHP therapy support  
• Explain the scope of therapeutic interventions in the context of AHP therapy support  
• Explain the importance of standardising approaches in relation to managing an individual’s function  
• Explain how own role relates to standard approaches to identify, manage, rehabilitate or maximise an individual’s function |
| **K6.1.3: Local clinical risk assessments and management plans relevant to the setting** | • Describe the process to follow when carrying out a local clinical risk assessment  
• Describe ways of minimising risk in a clinical setting  
• Explain how the outcomes of local clinical risk assessments are communicated to other employees  
• Explain the purpose of management plans relevant to the clinical setting |
| **K6.1.4: The impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress** | • Describe the features of key stages of development of growth, development and ageing in humans  
• Explain the impact on physical and mental function and wellbeing experienced as a result of growing, developing and ageing  
• Define the term ‘frailty’ in the context of therapy support  
• Explain the principles of the end of life phase |
| K6.1.5: The referral and discharge process, the functions, availability, eligibility and limitations of wider services offered within and external to your organisation and how to signpost people to them | • Describe the potential impact of disease progress on the end of life phase  
• Describe the referral and discharge processes which operate at own place of work  
• Explain the importance of ensuring that referral and discharge processes are followed in accordance with **agreed ways of working**  
• 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  
• Describe situations in which it is appropriate to signpost individuals to the wider services offered  
• Explain methods used to signpost individuals to the wider services offered |
| --- | --- |
| K6.1.6: How to assess that the environment is appropriate for the therapeutic or clinical task | • 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**  
• Describe methods used to assess whether the environment is appropriate for the carrying out of therapeutic and clinical tasks  
• Explain the processes for rectifying and reporting factors which prevent the environment being suitable for therapeutic and clinical tasks |
| K6.1.7: The potential impact of difficulties or impairments on someone’s ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person’s functioning; how someone’s overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly | • Describe different **types of impairment**  
• Explain the potential impact of impairment on an individual’s ability to function in their environment  
• Explain the benefits of individual’s participating in tasks  
• Describe methods used to adapt or change tasks to promote participation including identifying an individual’s reasons for their unwillingness or inability to participate |
| K6.1.8: Clinical precautions; how to identify, monitor and escalate | • Explain how an individual’s overall wellbeing or underlying condition may affect the way they present  
• Explain how to adapt in order to meet the needs of an individual’s wellbeing or underlying condition |
| K6.1.9: A range of outcome measures related to your role | • Explain the clinical precautions that are followed in own therapy support setting  
• Describe a range of potential issues of concern experienced by individuals in the context of therapy support  
• Explain how to identify, monitor and escalate issues of concern in accordance with agreed ways of working  
• Explain the importance of ensuring that others are aware of and use methods to identify, monitor and escalate issues of concern |
| K6.2.1: The care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention; | • Explain the principles of the care planning process which operates in own work setting  
• Explain the purpose of interventions in relation to physical and mental wellbeing in the context of therapy support  
• Describe the main types of intervention  
• Describe the principles of legislation, policies and local ways of working that relate to interventions in the context of therapy support  
• Explain the outcomes which can be anticipated following own interventions  
• Explain the importance of ensuring that others are aware of and adhere to planning processes, legislation, policies and local ways of working |
| K6.2.2: Ways to enable independence, social integration and recovery; how to encourage self-management, emotional resilience, personal development or growth and ways to avoid relapses. Skills for everyday life as determined by your role and setting. | • Explain the importance of independence, social integration and recovery to individuals and the barriers which can prevent this  
• Describe ways in which to enable and encourage an individual experience greater independence, social integration and recovery  
• Explain the importance self-management, emotional resilience, personal development and growth for individuals  
• Describe methods for encouraging individuals to develop in ways which will help to avoid relapses  
• Describe a range of **activities of daily living**  
• Explain the skills required for activities of daily living relevant to own role and work setting |
| --- | --- |
| K6.2.3: Your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required | • Describe the responsibilities of own role in relation to AHP support education  
• Explain the relationship between own role in AHP support education with that of registered AHPs  
• Explain how to provide information and advice in accordance with **agreed ways of working**  
• Explain the principles of group work and presentation skills  
• Describe techniques which can be used to monitor progress  
• Describe the processes for monitoring progress, reporting and referring as required in own work setting |
| K6.2.4: Local activities and resources and how to signpost people to them | • Describe **local activities and resources** available to people  
• Explain the importance of signposting people to local activities and resources |

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

**6.3 Equipment and resources**

| The apprentice will understand | Indicative assessment criteria |
| K6.3.1: A range of equipment, assistive devices and resources used in your role; why and how it is used and the limitations; benefits and risks; when equipment should not be used; maintenance and cleaning; storage, and correct handling of equipment; how to access, order, maintain or monitor stock | • Describe the range of **equipment**, assistive devices and resources used in own role in therapy support  
• Explain the purpose and methods of using the equipment, assistive devices and resources  
• Explain the benefits, risks and limitations for using each type of equipment  
• Describe examples of situations in which certain types of equipment should not be used  
• Describe the techniques used to maintain, clean, store and handle each type of equipment  
• Explain the importance of adhering to manufacturer’s guidelines and **agreed ways of working**  
• Explain the processes to follow when accessing, ordering, maintaining and monitoring stock  
• Explain the importance of ensuring that others use, maintain and manage equipment and stock correctly |
|---|---|
| K6.3.2: How the equipment is used safely; how it can meet individual’s needs and be adapted within a given range | • Explain the importance of checking that equipment is used safely and ensuring others do so  
• Explain how to equipment can be used to meet an individual’s needs  
• Explain the benefits of adapting equipment to meet an individual’s needs within a specified range and reinstating as appropriate |
| K6.3.3: How to escalate that equipment is required or does not meet needs including how to report faults and contribute to maintenance and safety checks | • Explain how to escalate concerns about equipment lack of availability or inadequacies in accordance with **agreed ways of working**  
• Describe how to report faults, carry out maintenance and safety of relevant instruments  
• Explain the importance of ensuring that others escalate concerns about equipment and contribute to maintenance and safety checks |
| K6.3.4: The equipment and resources available to you; the client group you work | • Describe the range of equipment and resources available in own role |
| 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 | • Describe the characteristics of the client group in own area of work  
• Explain how to use equipment in a way which reflects the characteristics of the client group including equipment type, purpose and function  
• Explain the importance of ensuring that others utilise equipment appropriately and in a way which reflects the characteristics of the client group  
• Explain the criteria for the provision of equipment |
Short Answer Questions – Guidance on depth of answer

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

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

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

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

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

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