

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

EPA-Kit

## Assessing the Short Answer Test

- The Short Answer Questions Guidance
- Short Answer mark scheme for each option

## Short Answer Questions – Guidance on depth of answer

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

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

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

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

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

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

Scenario:

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

**Questions:**

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

- 2a. Define dementia and identify 1 further symptom of dementia. (2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

**2b.** Explain how an early diagnosis of dementia and the monitoring of this condition will assist Mabel's physical and mental health and wellbeing. (3 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

**3a.** In order to support Mabel's movement and her condition, identify 1 piece of equipment that could be used whilst on the ward and where to source this. (2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

- 1.1.8: Where to source equipment and resources

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

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

### Scenario:

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

### Questions:

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

(2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(1 mark)

The apprentice will be awarded:

- 1 mark for clear description of 1 factor.

This question covers assessment criteria:

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

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

(5 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(5 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(3 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

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

### Scenario:

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

### Questions:

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

(2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(3 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(3 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(5 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

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

### Scenario:

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

### Questions:

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(5 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

(2 marks)

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

- 4.3.1: risk factors eg risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment
- 4.3.2: prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect
- 4.3.3: ways to review/protect own mental health and wellbeing

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

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

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

### Questions

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

*(5 marks)*

The apprentice will be awarded:

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

This question covers assessment criteria:

- K5.1.5 the importance of families' choices and listening to the voice of the CYP
- K5.2.2 Approaches to promoting health and wellbeing through the national public health agenda
- K5.2.2 including the impact of a range of long term conditions on a CYP's physical and mental health and well-being
- 5.2.1 The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care

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

(5 marks)

**The apprentice will be awarded:**

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

**This question covers assessment criteria:**

- 5.1.2a The clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence
- 5.1.3b functional changes associated with disease or injury
- 5.2.6 How to help CYP to be mobile and the importance of rest and sleep
- K5.2.5 How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves

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

(2 marks)

**The apprentice will be awarded:**

- 1 mark for identification of each method (Max 2)
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**This question covers assessment criteria:**

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

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

(3 marks)

**The apprentice will be awarded:**

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

**This question covers assessment criteria:**

- 5.3.2b age-appropriate communication techniques;

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

(5 Marks)

**The apprentice will be awarded:**

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

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

**This question covers assessment criteria:**

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

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

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

### Scenario:

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

### Questions:

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

The apprentice will be awarded:

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

This question covers assessment criteria:

- 6.1.2: which therapeutic or clinical tasks and interventions you will routinely be expected to carry out within your role including standard approaches to identify, manage, rehabilitate or maximise an individual's function
- 6.1.7d: How someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly

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

The apprentice will be awarded:

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

This question covers assessment criteria:

- 6.3.1a: a range of equipment, assistive devices and resources used in your role
- 6.3.1e: maintenance and cleaning
- 6.3.4b: the client group you work with and how the equipment can be used for them including the types, purpose and function of the resources available and the criteria for provision of equipment

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

- 6.1.5: the referral and discharge process, the functions, availability, eligibility and limitations of wider services offered within and external to your organisation and how to signpost people to them
- 6.2.4: local activities and resources and how to signpost people to them e.g., social, education, work etc

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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

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

The apprentice will be awarded:

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

This question covers assessment criteria:

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