

Highfield Level 2 End-Point Assessment for Healthcare Support Worker

EPA-Kit

Delivering the Standard

- Communication
- Health intervention
- Person centred care and support
- Dementia, cognitive issues and mental health
- Basic life support
- Physiological measurements
- Personal and people development
- Health, safety and security
- Duty of care
- Safeguarding
- Infection prevention and control
- Moving and handling
- Equality and diversity
- Communication
- Care
- Honesty
- Commitment
- Dignity
- Respect
- Courage
- Adaptability
- Discretion
- Resilience

Healthcare Support Worker Apprenticeship Standard

The following pages contain the healthcare support worker apprenticeship standard and the assessment criteria and indicative assessment criteria (see Highfield Approach) in a suggested format that is suitable for delivery and in preparation for end-point assessment. The values and behaviours expected of Healthcare Support Workers are listed at the end and it is anticipated the apprentices will be introduced to these values and behaviours throughout their programme.

Highfield has referenced the standard using the following:

<p>K = Knowledge S = Skills B = Behaviours V = Values</p>	<p>1 = Communication 2 = Health Intervention 3 = Person centred care and support 4 = Dementia, cognitive issues and mental health 5 = Basic life support 6 = Physiological measurements 7 = Personal and people development 8 = Health, safety and security 9 = Duty of care 10 = Safeguarding 11 = Infection prevention and control 12 = Moving and handling 13 = Equality and diversity</p>	<p>EPI = Evidence portfolio and interview OB = Observation MCT = Multiple Choice Test</p>
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Furthermore, Highfield Assessment has structured the tables below with the 'outcomes' from the standard in addition to either indicative assessment criteria or pass assessment criteria (see Highfield Approach). More detailed grading guidance for each assessment method is provided within Section 9

K7C. The importance of personal development and how to reflect on your work	<ul style="list-style-type: none"> 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 Define the term "personal development plan" Describe who should be involved in agreeing a personal development plan
How to create a personal development plan	K7.18 Describe the process for agreeing a personal development plan
Evidence Portfolio and Interview (EPI)	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S7A Take responsibility for, prioritise and reflect on your own actions and work	EPIPPD1. Take responsibility for, prioritise and reflect on your own actions and work
S7C Maintain and further develop your own skills and knowledge through development activities	EPIPPD3. Maintain and further develop your own skills and knowledge through development activities
S7D Maintain evidence of your personal development and actively prepare for and participate in appraisal	EPIPPD3. Maintain evidence of your personal development and actively prepare for and participate in appraisal
Observation	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S7B Work as part of a team, seeking help and guidance when you are not sure	OB7. Work as part of a team, seeking help and guidance when you are not sure

Bullet Points = 'indicative criteria' = Additional supporting content provided by Highfield. Indicative criteria is only provided for the standard knowledge areas.

K7C
K = Knowledge
7C = standard – Bullets found in the standard have been given this reference by Highfield (may not be same number in standard).

S = Skills
7A = Standard – bullets found in the standard have been given a reference by Highfield (may not be same number in standard).

EPI = Assessed through Evidence Portfolio and Interview method
PPD = Subject area from standard i.e. Personal and People Development.
3 = criteria number from assessment plan

OB = Assessed through the Practical Observation
7 = Observation criteria 7 in Assessment Plan

Communication	
Multiple Choice Test	
<i>The apprentice will understand</i>	<i>Indicative assessment criteria</i>
<p>K1A . Why it is important to communicate effectively at work</p> <p>How to communicate with individuals that have specific language needs or wishes</p> <p>Ways to make yourself understood</p> <p>How to reduce problems with communication</p>	<ul style="list-style-type: none"> • Identify reasons why people communicate at work • Explain how effective communication affects aspects of work in healthcare settings • Explain the benefits of observing an individual's reactions when communicating with them • Explain why it is important to find out an individual's specific language needs or wishes • Describe methods to use when communicating with individuals who have specific language needs or wishes • Identify communication problems • Describe ways to reduce communication problems and make yourself understood • Describe ways to check that communication has been understood • Identify sources of information and support or services to enable more effective communication

<p>K1B. Legislation, policies and local ways of working about handling information</p> <p>How to keep information confidential</p> <p>Why it is important to record and store patient information securely and what to do if you think information is not secure</p>	<ul style="list-style-type: none"> • 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 • Define the term ‘confidentiality’ • Describe ways of handling confidential information securely • Describe situations where information normally considered to be confidential might need to be shared with agreed others • 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
Observation of Practice	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
<p>S1A. Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential</p>	<p>OB1. Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential</p>
<p>S1B. Handle information (record, report and store information) related to individuals in line with local and national policies</p>	<p>OB2. Handle information (record, report and store information) related to individuals in line with local and national policies</p>
Evidence Portfolio and Interview	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>

S1A. Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential	EPIC1. Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential
S1B. Handle information (record, report and store information) related to individuals in line with local and national policies	EPIC2. Handle information (record, report and store information) related to individuals in line with local and national policies
Amplification and guidance	
<p>Healthcare settings may include:</p> <ul style="list-style-type: none"> • Hospitals • Community clinics • Health centres • Individuals' homes • Nursing/care homes • Hospices • Mental health settings • GP surgeries <p>Individuals are those requiring care and support, may include patients, service users or clients</p> <p>Legislation, policies and local ways of working could include:</p> <ul style="list-style-type: none"> • General Data Protection Regulations • Data Protection Act • Health and Social Care Act • Information Governance policy • Health and Safety legislation • Organisational policies and procedures 	

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

This list is not exhaustive

Health intervention	
Multiple Choice Test	
<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
K2A. How to do routine clinical tasks delegated from a registered nurse or other healthcare professional	<ul style="list-style-type: none"> • Describe how to do a range of routine clinical tasks • Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks
K2B. The signs and symptoms of a person who is experiencing pain or discomfort	<ul style="list-style-type: none"> • Describe causes of different types of pain or discomfort • List the signs and symptoms of different types of pain or discomfort
K2C. How to promote a person's physical health and wellbeing	<ul style="list-style-type: none"> • Explain how individual identity and self-esteem are linked with health, comfort and well-being • Describe attitudes and approaches that are likely to promote an individual's health and well-being
K2D. How to support a person's comfort and wellbeing	<ul style="list-style-type: none"> • Describe methods of supporting a person's comfort and well-being • Identify ways to contribute to an environment that promotes health, comfort and well-being

K2E. The importance of hydration, nutrition and food safety	<ul style="list-style-type: none"> • Explain the importance of hydration and nutrition in maintaining health and wellbeing • Explain the importance of food safety procedures, risk assessment, safe handling and behaviour • Explain how to promote hydration, nutrition and food safety in a healthcare setting
K2F. What the activities of daily living are and which ones you are expected to support in your role	<ul style="list-style-type: none"> • Describe a range of activities of daily living relevant to healthcare • Describe how own role fits within supporting activities of daily living • Explain the importance of staying within limits of own competence and authority when supporting activities of daily living
K2G. The signs of a person whose health and well-being is deteriorating; How to report changes and deterioration	<ul style="list-style-type: none"> • Describe signs that may indicate a person's health or well-being are deteriorating • Explain the importance of recognising that deterioration in health or well-being may occur without clear signs • Explain the process for reporting deterioration in health or well-being
Evidence portfolio and interview (EPI)	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S2A. Support individuals with long term conditions, frailty and end of life care	EPIHI1. Support individuals with long term conditions, frailty and end of life care
S2B. Identify and respond to signs of pain or discomfort	EPIHI2. Identify and respond to signs of pain or discomfort
S2C. Promote physical health and wellbeing of individuals	EPIHI3. Promote physical health and wellbeing of individuals
S2D. Assist with an individuals' overall comfort and wellbeing	EPIHI4. Assist with an individuals' overall comfort and wellbeing

S2E. Support individuals with activities of daily living	EPIHI5. Support individuals with activities of daily living
S2F. Recognise deteriorations in health, long term conditions, physiological measurements, skin integrity and report appropriately	EPIHI6. Recognise deteriorations in health, long term conditions, physiological measurements, skin integrity
S2G. Report any changes in physical health needs as appropriate	EPIHI7. Report changes in physical and mental health needs
Amplification and guidance	
<p>Routine clinical tasks may include:</p> <ul style="list-style-type: none"> • Checking blood pressure • Checking temperature • Checking weight etc <p>Approaches:</p> <ul style="list-style-type: none"> • Treat a person as an individual and respect their decisions/wishes • Enable an individual to participate in their care if they wish • Gain consent prior to each procedure/activity • Stay within the parameters of your professional boundaries <p>Methods:</p> <ul style="list-style-type: none"> • Carry out routine clinical tasks under instruction from a senior colleague • Only use regularly checked and calibrated equipment • Follow policy and procedures • Report findings back to your senior colleague/line manager/mentor <p>Healthcare settings may include:</p> <ul style="list-style-type: none"> • Hospitals • Community clinics • Health centres 	

- Individuals' homes
- Nursing/care homes
- Hospices
- Mental health settings
- GP surgeries

Activities of daily living may include:

- Feeding oneself
- Drinking
- Bathing/washing
- Toileting
- Dressing
- Grooming
- Work
- Homemaking
- Leisure

Person centred care and support

Multiple Choice Test

<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
<p>K3A. What it means to give 'person centred care and support'</p> <p>Why it is important to get consent, even when it is difficult</p> <p>Why it is important to get people actively involved in their own care</p> <p>Why it is important to give people choices about their care</p> <p>Why treating people as valuable and unique individuals makes a big difference in how they feel</p>	<ul style="list-style-type: none"> • Define 'person centred care and support' • List person centred values • Explain the relationship between person centred care and support and own responsibilities as a healthcare support worker • Define the term 'consent' • Explain the importance of gaining consent • Describe how to establish consent for an activity or action • Explain what steps to take if consent cannot be readily established • Define what is meant by 'active participation' • Describe how active participation benefits an individual • Explain ways of encouraging active participation • Describe ways of reducing barriers to active participation • Identify ways of supporting an individual to make informed choices • Explain why risk-taking can be part of an individual's right to make choices • Explain how agreed risk assessment processes are used to support the right to make choices • Explain why a worker's personal views should not influence an individual's choices • Describe how to support an individual to question or challenge decisions concerning them that are made by others • Describe how to treat people as valuable and unique individuals • Explain the benefits to wellbeing of treating people as valuable unique individuals

Observation	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S3A. Demonstrate what it means in practice to provide person centred care and support	OB3. Demonstrate person centred care and support
Amplification and guidance	
<p>Person centred care and support refers to viewing the people using health and social services as equal partners in planning, developing and monitoring care to make sure it meets their needs; considering a person’s desires, values, family situations, social circumstances and lifestyles; seeing the person as an individual and working together to develop appropriate solutions.</p> <p>Person centred values include:</p> <ul style="list-style-type: none"> • Individuality • Rights • Choice • Privacy • Independence • Dignity • Respect • Care • Compassion • Courage • Communication • Competence • Partnership 	

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

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

Well-being may include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Dementia, cognitive issues and mental health

Multiple Choice Test

<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
<p>K4A. The main forms of mental ill health and their impact on people’s lives</p> <p>How to promote mental health and wellbeing</p>	<ul style="list-style-type: none"> • Identify the main forms of mental ill health • Describe the symptoms associated with the main forms of mental ill health • Explain how mental ill health impacts uniquely on people’s lives • Explain the importance of mental health and wellbeing • Describe ways to promote positive mental health and wellbeing in healthcare settings
<p>K4B. The possible signs of limitations in mental capacity and what to do when you notice them</p>	<ul style="list-style-type: none"> • Define the term ‘mental capacity’ • List possible signs of limitations in mental capacity • Explain actions to take when possible signs of limitations in mental capacity are noticed • Explain the importance of staying within limits of own competence and authority when identifying and acting upon signs of limitations in mental capacity

<p>K4C. The possible signs of mental health, dementia and learning disability in people</p> <p>Why depression, delirium and the normal ageing process may be mistaken for dementia</p> <p>The importance of early diagnosis in relation to dementia and other cognitive issues</p>	<ul style="list-style-type: none"> • Describe possible signs of mental health, dementia and learning disabilities in people • Explain the process of reporting possible signs of mental health, dementia or learning disabilities within agreed ways of working • 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 • 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
<p>K4D. How to report changes or deterioration</p>	<ul style="list-style-type: none"> • Describe changes or deterioration which can occur to someone’s mental health, dementia or cognitive issues • Explain how to report changes or deterioration • Explain the importance of reporting changes or deterioration
<p>Evidence Portfolio and Interview (EPI)</p>	
<p><i>The apprentice will be able to</i></p>	<p><i>Pass assessment criteria</i></p>
<p>S4A. Promote mental health and wellbeing</p>	<p>EPIHI8. Promote mental and physical health and wellbeing</p>
<p>S4B. Recognise limitations in mental capacity and respond appropriately</p>	<p>EPIHI9. Recognise limitations in mental capacity and respond appropriately</p>
<p>S4C. Recognise and respond to signs of poor mental health</p>	<p>EPIHI10. Recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues</p>

S4D. Recognise and report any deterioration in an individual's mental health

Amplification and guidance

Main forms of mental ill health may include:

- Dementia
- Mood disorders – e.g. depression
- Personality disorders
- Psychotic disorders
- Substance-related disorders
- Eating disorders
- Anxiety disorders

Ways to promote could include:

- Tailoring patient's/client's/individuals needs and preferences
- Involving patient's/client's/individuals and if appropriate families and carers in their care and treatment
- Using effective communication
- Giving appropriate information in a way the individual understands
- Gaining consent prior to each activity/procedure
- Consider culture, mental capacity, physical, sensory or learning disabilities and individuals who do not speak or write English
- Focus on well-ness and what can be achieved rather than what cannot

Healthcare settings may include:

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

- GP surgeries

Mental capacity refers to the ability of someone to make their own decisions and should make reference to the Mental Capacity Act

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

Basic life support	
Multiple Choice Test	
<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
K5A. How to perform basic life support	<ul style="list-style-type: none"> • Define the term 'basic life support' • Describe situations in which it would be necessary to perform basic life support in healthcare settings • Describe resuscitation techniques and equipment used to perform basic life support • Explain the importance of staying within limits of own competence and authority when performing basic life support
Evidence Portfolio and Interview (EPI)	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S5A. Perform basic life support for individuals using appropriate resuscitation techniques and equipment	EPIHI11. Perform basic life support for individuals using appropriate resuscitation techniques and equipment in a simulated situation
Amplification and guidance	
Basic life support refers to a variety of non-invasive emergency procedures performed to assist in the immediate survival of a patient, including cardiopulmonary resuscitation, haemorrhage control, stabilisation of fractures, spinal immobilisation and basic first aid	

Physiological measurements	
Multiple Choice Test	
<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
K6A. The range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate	<ul style="list-style-type: none"> • Define 'physiological state' • Identify the types of measurement which can be used to determine physiological state • Explain how to take measurements
K6B. The normal range of physiological measurements	<ul style="list-style-type: none"> • Explain the normal range of physiological measurements • Explain the importance of the normal range of physiological measurements
Evidence Portfolio and Interview (EPI)	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S6A. Undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure	EPIHI12. Undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure
Amplification and guidance	
<p>Physiological state refers to the condition or state of the body or bodily functions</p> <p>Types of measure could include body temperature, weight, height, blood pressure, pulse and breathing rate</p> <p>Normal range of physiological measurements in an adult e.g.:</p> <ul style="list-style-type: none"> • Body temperature 37°C • Normal Blood pressure in the range of 120/80mmHg – 140/90mmHg. This may vary dependent on age and other contributing factors. Readings should be reported for risk assessment 	

- Pulse rate range 60 – 100 beats per minute. This may vary dependent on disease and other contributing factors. Readings should be reported for risk assessment
- Breathing rate 12 – 20 breathes per minute. This may vary dependent on age and other contributing factors. Readings should be reported for risk assessment
- A BMI weight of 18.5 – 24.9 is considered a healthy range in adults. This will vary dependent on age and other contributing factors. Readings should be reported for risk assessment

Personal and people development

Multiple Choice Test

<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
<p>K7A. Your role and the responsibilities and duties of your job</p> <p>Why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct</p>	<ul style="list-style-type: none"> • Describe tasks and responsibilities of own role • Outline how own role fits within the structure and context of the organisation • Outline limits of responsibility based on own training and expertise • Identify statutory standards that influence own role • Describe how statutory standards and codes of practice influence own role
<p>K7B. Working relationships and the importance of working well with other people</p> <p>Who or where to go for help and support about anything related to your work</p>	<ul style="list-style-type: none"> • Describe the importance of professional boundaries in healthcare • Explain how a professional relationship is different from a personal relationship • Compare the differences between professional relationships with individuals and others • Define the term co-production • Explain the importance of working in partnership with individuals and others • Give examples of how to work in partnership with individuals and others in the interests of the individual being supported • Identify areas of your work when help and support may be needed • Identify sources of help and support for areas of your own work

<p>K7C. The importance of personal development and how to reflect on your work</p> <p>How to create a personal development plan</p>	<ul style="list-style-type: none"> • 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 • Define the term “personal development plan” • Describe who should be involved in agreeing a personal development plan • Describe the process for agreeing a personal development plan
Evidence Portfolio and Interview (EPI)	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
<p>S7A Take responsibility for, prioritise and reflect on your own actions and work</p>	<p>EPIPPD1. Take responsibility for, prioritise and reflect on your own actions and work</p>
<p>S7B Work as part of a team, seeking help and guidance when you are not sure</p>	<p>EPIPPD2. Work as part of a team, seeking help and guidance when you are not sure</p>
<p>S7C Maintain and further develop your own skills and knowledge through development activities</p>	<p>EPIPPD3. Maintain and further develop your own skills and knowledge through development activities</p>
<p>S7D Maintain evidence of your personal development and actively prepare for and participate in appraisal</p>	<p>EPIPPD3. Maintain evidence of your personal development and actively prepare for and participate in appraisal</p>
Observation	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>

<p>S7B Work as part of a team, seeking help and guidance when you are not sure</p>	<p>OB7. Work as part of a team, seeking help and guidance when you are not sure</p>
<p>Amplification and guidance</p>	
<p>Tasks and responsibilities: These could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care</p> <p>Statutory standards: This could include:</p> <ul style="list-style-type: none"> • Codes of practice • Regulations • Minimum standards • National occupational standards • Care Certificate <p>Others: Could include your own colleagues and other professionals across health and social care in addition to individual users of services and their families.</p> <p>Co-production: The Care Act’s statutory guidance states that co-production is: <i>‘When an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered’.</i></p> <p>Use feedback from individuals and others: This may include:</p> <ul style="list-style-type: none"> • Individuals • Carers • Advocates • Supervisor, line manager or employer 	

- Team members
- Other professionals

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

Who should be involved: This may include:

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

Health, safety and security	
Multiple Choice Test	
<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
<p>K8A. Legislation, policies and local ways of working which relate to health and safety at work</p> <p>Your responsibilities and the responsibilities of others, relating to health and safety at work</p>	<ul style="list-style-type: none"> • List legislation relating to general health and safety in a healthcare setting • Describe the main points of health and safety policies, procedures and local ways of working • Compare the main health and safety responsibilities of healthcare workers, employers and individuals • Identify tasks relating to health and safety that should only be carried out with special training • Describe how to access additional support and information relating to health and safety

<p>K8B. What to do in situations that could cause harm to themselves and others</p> <p>How to handle hazardous materials and substances</p> <p>What to do when there is an accident or sudden illness</p>	<ul style="list-style-type: none"> • Define what is meant by “hazard” and “risk” • Describe how to use a health and safety risk assessment • Explain how and when to report potential health and safety risks that have been identified • Describe how risk assessment can help address dilemmas between an individual’s rights and health and safety concerns • Identify hazardous materials and substances that may be found in the healthcare setting • Describe safe practices for storing, using and disposing of hazardous materials and substances • Describe different types of accidents and sudden illness that may occur in a healthcare setting • Outline the procedures to be followed if an accident or sudden illness should occur • Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders
Evidence Portfolio and Interview	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S8A. Maintain a safe and healthy working environment	EPAHSS1. Maintain a safe and healthy working environment
S8B. Take appropriate action in response to incidents or emergencies following local guidelines	EPIHSS2. Take appropriate action in response to incidents or emergencies following local guidelines
Observation	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S8A. Maintain a safe and healthy working environment	OB8. Maintain a safe and healthy working environment

Amplification and guidance

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

Hazard is the potential for harm to occur

Risk is the likelihood for harm to occur

Healthcare settings may include:

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

Duty of Care	
Multiple Choice Test	
<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
<p>K9A. The meaning of 'duty of care' and why it is important</p> <p>What support is available when you come across a difficult situation or when someone makes a complaint</p>	<ul style="list-style-type: none"> • Define the term 'duty of care' • Describe how duty of care relates to duty of candour • Explain why duty of care is important and how it affects own role • Describe difficult situations that may arise relating to duty of care • Explain where to get additional support and advice about how to resolve difficult situations • Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse • Explain the actions to take when receiving comments and complaints
Amplification and guidance	
<p>Duty of care means that a worker must aim to provide high quality care to the best of their ability and say if there are any reasons why they may be unable to do so.</p>	

Safeguarding

Multiple Choice Test

<i>The apprentice will</i>	<i>Indicative assessment criteria</i>
<p>K10A. Legislation, policies and local ways of working about 'safeguarding' and protection from abuse</p> <p>The signs of abuse and what to do if you suspect abuse</p> <p>How to reduce the chances of abuse as much as possible</p>	<ul style="list-style-type: none"> • Identify legislation, policies and local ways of working that relate to safeguarding and protection from abuse • Explain the roles of different agencies in safeguarding and protecting individuals from abuse • Identify reports into serious failures to protect individuals from abuse • Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse • List types of abuse • Identify the signs and/or symptoms associated with each type 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
Amplification and guidance	
<p>Legislation, policies and local ways of working could include:</p> <ul style="list-style-type: none"> • General Data Protection Regulations • Data Protection Act • Health and Social Care Act • Information Governance policy • Health and Safety legislation 	

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

Types of abuse may include:

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

Abuse **may be reduced** by:

- Working with person centred values
- encouraging active participation
- promoting choice and rights
- Supporting individuals with awareness of personal safety
- Managing risk
- Focusing on prevention

Infection prevention and control

Multiple Choice Test

The apprentice will be able to

Pass assessment criteria

K11A. Legislation, policies and local ways of working that help to prevent infection

The meaning of 'risk' and 'risk assessment'

The importance of good personal hygiene and hand washing

How to select the right personal protective equipment (such as gloves, aprons and masks)

How infections start and spread

The importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection

The meaning of 'antimicrobial resistance'

- Identify **legislation, policies and local ways of working** that help to prevent and control infection
- Identify the **roles and responsibilities** in the prevention and control of infection
- Define the term '**risk**'
- Define the term '**risk assessment**'
- Describe the potential risks in a **healthcare setting** in relation to infection control
- Describe circumstances that are classified as high risk
- Explain the importance of risk assessments in relation to infection control
- Describe the process to follow when carrying out a risk assessment
- Describe ways of minimising risk in a **healthcare setting**
- Explain how the outcomes of risk assessments are communicated to other employees
- Define the term '**personal hygiene**'
- Describe the importance of maintaining high standards of personal hygiene
- Describe the importance of hand washing
- Outline workplace procedures relating to personal hygiene
- Outline workplace procedures for hand washing and drying
- Outline ways to ensure that own health and hygiene does not pose a risk to others
- Explain the risks associated with poor personal hygiene and poor hand washing techniques
- Explain why it is important to stay away from a **healthcare setting** when unwell

	<ul style="list-style-type: none"> • Outline current legislation and regulation relating to personal protective equipment • Describe different types of personal protective equipment • Outline employers and employees' responsibilities in relation to personal protective equipment • Explain how the level of risk determines the selection of the personal protective equipment used • Describe procedures on how personal protective equipment should be used correctly • Define the term 'infection' • Identify common causes of infection • Describe how infections can spread • Describe procedures that are followed in healthcare settings to control infection • Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection • Explain the consequences of inadequate cleaning, disinfecting and cleanliness in relation to the risk and spread of infection • Define the term 'antimicrobial resistance' • Describe ways to reduce antimicrobial resistance
Observation	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S11A. Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)	OB9 Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)
Evidence Portfolio and Interview	

<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S11A. Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)	EPIHSS3. Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)
Amplification	
<p>Legislation, policies and local ways of working</p> <p>Roles and responsibilities could include those of:</p> <ul style="list-style-type: none"> • Self • Employer • Individuals • Others <p>Risk is the likelihood for harm to occur</p> <p>A risk assessment identifies potential causes of harm, assesses how likely that harm is to occur and what can be done to reduce the risk of harm</p> <p>Healthcare settings may include:</p> <ul style="list-style-type: none"> • Hospitals • Community clinics • Health centres • Individuals' homes • Nursing/care homes • Hospices • Mental health settings • GP surgeries 	

Personal hygiene involves those practices performed by an individual to care for one's bodily health and wellbeing, through cleanliness

Personal protective equipment may include:

- Gloves
- Aprons
- Masks

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

Antimicrobial resistance refers to the ability of microbes to grow in the presence of a chemical (drug) that would normally kill them or limit their growth

Moving and handling

Multiple Choice Test

The apprentice will

K12A. Why people and objects need to be moved safely

How to move and position people safely

How to move and handle equipment and other objects safely

Agreed ways of working when moving people and know how to identify any risks

Indicative assessment criteria

- List the **states of functional mobility** a person who needs to be moved might have
- Describe safe movement principles associated with moving people
- Outline the types of handling or lifting equipment designed to be used for moving people and objects
- Outline the potential impact to a person who is moved incorrectly
- Outline the ways to ensure the dignity, health and safety of the person being moved
- Outline the process for carrying out a manual handling risk assessment
- Describe safe movement principles associated with manual handling
- Outline the **potential injuries and ill health** associated with incorrect manual handling
- Outline employers' and employees' duties relating to manual handling at work
- Outline the consequences for non-compliance with health and safety requirements at work
- Outline the purpose of types of equipment designed to be used for manual handling of objects
- Describe the requirements for the testing, servicing and examination of manual handling and lifting equipment for objects
- Outline the process of risk assessment in relation to moving a person
- Outline the control measures that might be used to reduce the risks associated with moving people
- State the content of a personal handling plan
- Describe the requirements for the testing, servicing and examination of people handling or lifting equipment

Observation	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S12A. Move and position individuals, equipment and other items safely	OB10 Move and position individuals, equipment and other items safely
Evidence Portfolio and Interview	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S12A. Move and position individuals, equipment and other items safely	EPAHSS4. Move and position individuals, equipment and other items safely
Amplification and guidance	
States of functional mobility may include total mobility, partial mobility, immobility, temporary and permanent	
Potential injuries and ill health may include musculoskeletal disorders (MSDs), fatigue, cuts, bruises, fractures	

Equality and diversity

Multiple Choice Test

The apprentice will

K13A. Equality and diversity legislation, policies and local ways of working

Why equality is important and how discrimination can happen at work

Indicative assessment criteria

- Identify **legislation, policies and local ways of working** relating to equality, diversity and discrimination
- Describe how legislation, policies and local ways of working apply to own role
- Identify a range of sources of information, advice and support about equality, diversity and inclusion
- Describe how and when to access information, advice and support about equality, diversity and inclusion
- Explain the importance of equality in **healthcare settings**
- Describe 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

Amplification and guidance

Legislation, policies and local ways of working could include:

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

Healthcare settings may include:

- Hospitals
- Community clinics
- Health centres
- Individuals' homes

- Nursing/care homes
- Hospices
- Mental health settings
- GP surgeries

Care	
Value – Evidence portfolio	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being caring and compassionate	EPV1: Being caring and compassionate

Honesty	
Value – Evidence portfolio	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being honest to individuals and others	EPV2: Being honest to individuals and others

Commitment	
Value – Evidence portfolio	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being conscientious and committed	EPV3: Being conscientious and committed

Dignity	
Behaviour – Observation	
<i>The apprentice will evidence the following</i>	<i>Bold areas must be seen during observation</i>
Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences	OB4 Treating people with dignity , respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences

Respect	
Behaviour – Observation	
<i>The apprentice will evidence the following</i>	<i>Bold areas must be seen during observation</i>
Showing respect and empathy for those you work with	OB5 Showing respect and empathy for those you work with

Courage	
Behaviour – Observation	
<i>The apprentice will evidence the following</i>	<i>Bold areas must be seen during observation</i>
Having the courage to challenge areas of concern and work to best practice	OB5 Having the courage to challenge areas of concern and work to best practice

Adaptability	
Behaviour – Observation	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being adaptable, reliable and consistent	OB5 Being adaptable, reliable and consistent

Discretion	
Behaviour – Observation	
<i>The apprentice will evidence the following</i>	<i>Bold areas must be seen during observation</i>
Showing discretion towards others	OB6 Showing discretion towards others

Resilience	
Behaviour – Observation, evidence portfolio and interview	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Showing resilience and self-awareness	OB6 Show self-awareness Showing resilience