

Highfield Level 5 End-Point Assessment for Healthcare Assistant Practitioner

EPA-Kit

Delivering the Standard

Knowledge

- The principles and philosophy of health and social care
- The physiology, organization and function of the human body
- Lifespan developments and healthcare needs from prenatal to end of life/bereavement
- Research and development in the health and social care sector to inform and improve quality of care
- Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals
- The importance of the strategic environment in health and social care and the implications for the individual
- The importance of current evidence-based practice within scope of the role

Skills:

- Responsibilities and duty of the role
- Case Management
- Supervision and Teaching
- Personal Development
- Team Working
- Assessment
- Communication
- Person-centred care and wellbeing
- Physiological Measurements
- Risk Management
- Equality and Diversity
- Quality

Values: Care, Honesty, Commitment, Conscientious, Compassionate,

Behaviours: Dignity, Respect, Courage, Adaptability, Discretion

Healthcare Assistant Practitioner Apprenticeship Standard

The following pages contain the Level 5 Healthcare Assistant Practitioner apprenticeship standard and the pass assessment criteria (taken from the assessment plan) and indicative assessment criteria (created by Highfield Assessment to support apprentices in preparation for end-point assessment) (see Highfield Approach also) 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>Knowledge:</p> <p>K1 = Principles and philosophy of health and social care K2 = Physiology, organization and function of the human body K3 = Lifespan developments and healthcare needs from prenatal to end of life/bereavement K4 = Research and development in the health and social care sector to inform and improve quality of care K5 = Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals K6 = The importance of the strategic environment in health and social care and the implications for the individual K7 = The importance of current evidence-based practice within scope of the role</p> <p>Skills:</p> <p>S1 = Responsibilities and duty of the role S2 = Case Management</p>	<p>RJI = Reflective Journal and interview OB = Observation MCSAT = Multiple Choice Test</p>
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	<p>S3 = Supervision and Teaching</p> <p>S4 = Personal Development</p> <p>S5 = Team Working</p> <p>S6 = Assessment</p> <p>S7 = Communication</p> <p>S8 = Person-centred care and wellbeing</p> <p>S9 = Physiological Measurements</p> <p>S10 = Risk Management</p> <p>S11 = Equality and Diversity</p> <p>S12 = Quality</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, created by Highfield Assessment to support apprentices in preparation for end-point assessment) or pass assessment criteria, taken from the assessment plan. More detailed grading guidance for each assessment method is provided within Section 9.

K7. Importance of current evidence-based practice within scope of the role	
Multiple choice and short answer test/Interview	
<i>The apprentice will understand</i>	<i>Indicative assessment criteria</i>
K7. The importance of current <u>evidence based</u> practice within scope of the role	<ul style="list-style-type: none"> • Outline own role and responsibilities • Evaluate the importance of evidence-based practice to healthcare • Reflect on occasions when evidence-based practice has informed your care practice • Assess how evidence-based practice has informed your development
Amplification and guidance	

S5. Team Working	
Observation of Practice	
<i>The apprentice will be able to</i>	<i>Indicative assessment criteria</i>
S5. <u>Promote effective</u> inter-personal and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role	OB10. Promote effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies OB11. Provide appropriate leadership within the scope of the role
Amplification and guidance	
Inter-professional team working refers to the means by which different healthcare professionals with diverse knowledge, skills and expertise collaborate to achieve a common goal	
Multi-disciplinary team working refers to drawing appropriately from multiple disciplines to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations	

Bullet Points = 'indicative criteria' = Additional supporting content provided by Highfield. Indicative criteria is provided for the standard's knowledge areas and skills **not** assessed by the observation of practice.

K7:
K = Knowledge
7 = standard – Outcomes in the standard have been given this reference by Highfield.

S5
S = Skills
5 = Standard – Outcomes in the standard have been given a reference by Highfield.

OB = Assessed through the Practical Observation
11 = Observation criteria 111 in Assessment Plan

K1. The principles and philosophy of health and social care

Multiple choice and short answer test

The apprentice will understand

K1. The principles and philosophy of health and social care

Indicative assessment criteria

- Define **health and wellbeing**
- Analyse how the **social** and **medical** models of health inform practice
- Analyse how the **biopsychosocial** model of health informs practice
- Compare and contrast different **psychological theories** and how they inform practice
- Analyse **ethical standards and principles** that underpin health and social care
- Discuss the legal framework for health and social care practice including **legislation**, codes of conduct, national and organisational policy
- Explain how you embed the **Care Standards** within your role
- Explain the structure and function of **health and social care services** in England
- Discuss how own role fits within own organisation and the wider structure of health and care services
- Analyse how partnership working with colleagues, **other professionals** and **others** delivers better outcomes

Amplification and guidance

Health and wellbeing must include physical, emotional, intellectual, social, sexual and environmental

Social models of health focus on the premise that a disability/condition is caused by the way society is organised (e.g. exclusion of individuals with a disability/condition)

Medical models of health focus on the premise that a disability/condition is caused by the impairments/differences experienced by the individual

Biopsychosocial model attributes disease outcome to the intricate, variable interaction of biological factors (illness, disease, pain, genetic, biochemical etc.), psychological factors (mood, personality, behaviour etc.) and social factors (cultural, familial, socioeconomic, medical, etc.)

Psychological theories must include understanding of:

- Behaviourist
- Cognitive
- Humanistic
- Psychodynamic
- Social
- Biological

(at least two theorists per perspective)

Ethical standards and principles: Learner must show understanding of the following principles including: Standards created by professional practice and service regulators e.g. Care Quality Commission (CQC), Health and Care Professions Council (HCPC), Nursing and Midwifery Council (NMC) etc.

Ethical principles including:

- Justice
- Beneficence
- Non-Maleficence
- Autonomy

Legislation can include:

- The Care Act 2014
- Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
- Health and Safety at Work Act 1974
- Human Rights Act 1998
- Data Protection Act 1998
- General Data Protection Regulation 2018
- Equality Act 2010

Care Standards: Learner must demonstrate knowledge of how they work under the following Care Standards:

- Duty of Care
- Safeguarding- children/adults
- Health and Safety
- Dignity & Respect
- Handling information
- Communication
- Moving and Handling
- Infection prevention and control
- Fluid and nutrition
- Person Centred Care
- Equality and Diversity
- Mental health/ capacity.
- Consent

Health and social care services:

National Health Service

Local Authority provided services

Private healthcare and social care services

Voluntary or charity funded services

Other professionals:

- Workers from other organisations or agencies
- Advocates
- Independent visitors

Others:

- Individuals (adults or children and young people)
- Families
- Friends

K2. The physiology, organisation and function of the human body

Multiple choice and short answer test

<i>The apprentice will understand</i>	<i>Indicative assessment criteria</i>
K2. The physiology, organisation and function of the human body	<ul style="list-style-type: none"> • Explain in depth the distinct types of tissues and muscles within the body • Describe the main body organs and systems • Analyse how the body systems inter-relate with each other • Discuss how body systems are affected by common disorders, diseases and the impact of lifestyle • Explain how homeostasis controls the bodies functioning • Evaluate how common disorders and diseases impact homeostasis • Critically analyse how common disorders and diseases can impact on health and well-being

Amplification and guidance

Tissues: epithelial, connective, nervous.

Muscles: cardiac, smooth, skeletal

Body organs and systems: Includes cardiovascular – heart and blood, respiratory – lungs, nervous – central nervous system including brain, and nerves, digestive, urinary, integumentary, musculoskeletal, endocrine, reproductive – male & female, lymphatic and immune system.

Common disorders/diseases: Learner could cover the following: diabetes, coeliac disease, asthma, eczema, rheumatoid arthritis, urinary tract infections, thyroids, cystic fibrosis, cancer, HIV, COPD, Heart disease, Crohns disease, pulmonary hypertension. Learners need to clearly demonstrate that they understand how the body system is affected by the disorder and the impairment it could cause

Functioning: Learner could cover: temperature, insulin production, blood pressure, thyroid function, osmoregulation, hormone control (male/female). Learners need to show the impact of homeostatic control when understanding these conditions and how the dysfunction is caused.

K3. Lifespan developments and healthcare needs from prenatal to end of life/bereavement

Multiple choice and short answer test

The apprentice will understand

K3. Lifespan developments and healthcare needs from prenatal to end of life/bereavement

Indicative assessment criteria

- Explain foetal development from conception to birth
- Discuss development from birth linking to **development stages** and **healthcare needs**
- Analyse how **psychological concepts** enable us to understand the development through the life stages
- Critically evaluate how **factors** impact on life stages
- Define the terms **morbidity** and **mortality**
- Evaluate why mortality and morbidity rates change during the lifespan
- Evaluate how **theories** help us understand the **key life events**
- Critically analyse how culture impacts on key life events including death

Amplification and guidance

Development stages: Infancy (0 – 2 years), Early Childhood (2 – 6 years), Middle Childhood (6 – 12 years), Adolescence (13 – 19 years), Early Adulthood (20 – 40 years), Middle Adulthood (40 – 65 years), Late Adulthood (65 and over), Coping with Death and Bereavement

Healthcare needs: maintaining a safe environment, communication, breathing, eating and drinking, elimination, washing and dressing, controlling temperature, mobilising, working and playing, expressing sexuality, sleeping, dying and death

Psychological Concepts:

Learners could cover, for example, logical and abstract thought development of self - ego, id and superego and morality, formation of self-awareness and self-concept.

Learners also may cover the following: conservation of liquids, mass and volume, language acquisition device, elaborate and restrictive codes, self-actualisation and perception

Could include theories from Freud, Erikson, Piaget, Kohlberg, Kubler-Ross and Rogers

Factors: Learners must cover: environmental, lifestyle (alcohol and drugs and smoking), Abuse (psychological, physical and sexual), attitudes, culture, family.

Morbidity: Refers to the condition of being diseased

Mortality: Refers to the state of being subject to death

Theories may include Kubler-Ross (1969), Holmes and Rahe (1967), Maslow (1943), Ellis, Beck, Gardner (1983), Bowlby (1969), C.M. Parkes (1998), Selye's (1956)

Key Life events may include puberty, bereavement, divorce, separation, serious/terminal illness, marriage, miscarriage, menopause, death and dying, stress, abuse

K4. Research and development in the health and social care sector to inform and improve quality of care	
Multiple choice and short answer test/Interview	
<i>The apprentice will understand</i>	<i>Indicative assessment criteria</i>
K4. Research and development in the health and social care sector to inform and improve quality of care	<ul style="list-style-type: none"> • Explain the value of undertaking research within the sector • Explain where information on current research into health and social care topics can be found • Explain what qualitative, quantitative and action research methodologies are including their value to healthcare practice • Critically analyse research surrounding a topic within your own practice • Evaluate how research papers can improve quality of care within your own and other's roles
Amplification and guidance	
<p>Qualitative research methodologies: are primarily exploratory research. They are used to gain an understanding of underlying reasons, opinions and motivations. They provide insights into the problem or help to develop ideas or hypotheses for potential quantitative research.</p> <p>Quantitative research methodologies: are used to quantify a problem by way of generating numerical data or data that can be transformed into usable statistics. They can be used to quantify attitudes, opinions, behaviours or other defined variables and generalise results from a large sample.</p>	

K5. Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals

Multiple choice and short answer test

<i>The apprentice will understand</i>	<i>Indicative assessment criteria</i>
K5. The provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals	<ul style="list-style-type: none"> • Explain what duty of care means within your role • Define person centred care • Analyse how duty of care and person centred care are maintained in your setting • Evaluate how person centred care is promoted within your setting • Describe the types of abuse and their characteristics specific to your work area • Evaluate legislation and regulations which must be adhered to when working with individuals • Critically analyse the agreed policies and procedures to safeguard individuals • Analyse factors which may make individuals vulnerable to abuse

Amplification and guidance

Duty of care: Refers to a moral or legal obligation to ensure the safety or well-being of others

Person centred care refers to viewing the people using health and care 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

Type of abuse: Learners must cover all if working in adult sector and emboldened ones if working within the child sector.

- **physical**

- **sexual**
- **psychological**
- neglect
- financial/material
- organisational
- discriminatory
- **neglect**
- domestic
- modern slavery
- self-neglect

Legislation: Learners must cover the all legislation that applies to their setting/sector

- Working to safeguard vulnerable adults
- Working to safeguard children
- Children Act 1989/2004/2010
- The Care Act 2014/2016
- Mental Capacity Act 2005

Individual refers to those requiring care and support, may include patients, service users or clients.

K6. Importance of the strategic environment in health and social care and the implications for the individual

Multiple choice and short answer test

The apprentice will understand

Indicative assessment criteria

K6. The importance of the strategic environment in health and social care and the implications for the individual

- Define the **strategic environment** in health and social care
- Outline the management structure of own work setting
- Evaluate the impact of the strategic environment on **resources**
- Discuss how new legislation and government reforms impact on the strategic environment
- Discuss the impact of regulatory bodies on the strategic environment

Amplification and guidance

Strategic environment includes the wider context of health and social care beyond the immediate place of work including:

- Current national health and care policy initiatives, e.g. closer integration of health and social care, Sustainability and Transformation Partnership's (STP's) and vanguard sites
- How changes to national policy impact on health and social care services
- How national policy applies to apprentice's workplace and the services provided across health and care

Resources could include staff, managers and other professionals, in addition to physical resources e.g. permanent (building and equipment) and disposable (PPE and other supplies (medical or administrative)).

K7. Importance of current evidence-based practice within scope of the role

Multiple choice and short answer test/Interview

The apprentice will understand

K7. The importance of current evidence based practice within scope of the role

Indicative assessment criteria

- Outline own role and responsibilities
- Evaluate the importance of **evidence-based practice** to healthcare
- Reflect on occasions when evidence-based practice has informed your care practice
- Assess how evidence-based practice has informed your development

Amplification and guidance

Evidence based practice refers to the use of current best evidence in making decisions about the care of an individual

S1. Responsibilities and duty of the role

Observation of Practice

The apprentice will be able to

Pass assessment criteria

S1. Undertake defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner

OB12. Undertake defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner

Amplification and guidance

Clinical interventions: The skills that are required for the areas in which you work and agreed by your registered practitioner or training and workforce development professional e.g. communication skills, completing paperwork, taking blood pressures or other physiological measurements, assessing tissue viability using a recognized tool. This could be specific to the clinical areas in which you work. This is also likely to include include teaching and/or mentoring, team leading, assessment of individuals, conducting appraisals and supervisions, health promotion, acting on results of physiological measurements, promotion of infection prevention and control, decision-making, liaising with authorities such as Care Quality Commission, Environmental Health, Health and Safety Executive, Local Authority Commissioners

Therapeutic interventions: this could be a diet plan, ensuring they walk a certain amount daily, take their prescribed medication and is likely to be specific to the requirements of the role

S2. Case Management

Reflective journal and interview

<i>The apprentice will be able to</i>	<i>Indicative assessment criteria</i>
<p>S2. Manage own work and case load and implement programmes of care in line with current evidence, taking action relative to an individual’s health and care needs</p>	<ul style="list-style-type: none"> • Reflect on how you manage your daily workload • Implement the care package supporting an individual in your care that you work with on a regular basis • Ensure the care package is supported by current evidence-based practice • Review and revise how the care being provided impacts on the individual’s health and care needs • Evaluate how you manage your daily workload
<p>Amplification and guidance</p>	
<p>Daily work load: Using your reflective diary, reflect on all aspect of your working day, whether its patient care, administration or supervisor other’s Ensure you protect clients/setting confidentiality at all times.</p> <p>Care package: learners will need to identify the client age, health issues and current support. Learners may then take each aspect of care/interaction with the client and discuss the care and its value to the individual. This should include discussion on multiagency working too.</p> <p>Care: learners will need to cover all aspect of care:</p> <ul style="list-style-type: none"> • physical • emotional • intellectual • environment • spiritual • social <p>Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the apprentice</p>	

S3. Supervision and Teaching

Reflective journal and interview

The apprentice will be able to

Indicative assessment criteria

S3. Allocate work to and support the development of others and supervise, teach, mentor and assess other staff as required

- Demonstrate how you allocate work to others
- Provide **guidance** to others in order for work to be undertaken effectively
- Explain how you ensure your knowledge is up to date
- Explain the terms: supervision, mentoring, teaching and assessing in relation to the management of staff
- Explain how **models of learning** could help your understanding and develop your practice as a supervisor, teacher or mentor
- Assess how you may support the development of other staff through:
 - Supervision
 - Mentoring
 - Teaching
 - Assessment

Amplification and guidance

Guidance: This should relate how the individual should perform the task given this should be in line with NMC, HCPC and CQC as well as professional updating. This could also be ensuring that individuals work under the correct legislations e.g. Health and Safety at Work Act, Manual Handling Regulations 1992: patient movement using a hoist, slide sheet etc, Health and Social Care Act 2008 (Regulated Activities) Regulations 2014.

Models of learning: Learner to cover those relevant to their specific area; Blooms taxonomy, Gibbs, Benner 1984, Skinner, Bandura, Piaget, Gardner, Glasser (control theory), The moulding theory, The mutual inquiry theory

S4. Personal Development

Interview

The apprentice will be able to

Indicative assessment criteria

S4. Maintain and further develop own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs

- Maintain a portfolio of evidence of **continuous professional development**
- Reflect on your own knowledge and skills development
- Reflect on how you support **others** to develop their knowledge and skills
- Evaluate why continuous professional development is an important process within the healthcare sector
- Participate in **professional discussions** with your mentor
- Critically analyse your learning and how this will enable career development

Amplification and guidance

Continuous professional development: this refers to all training you undertake. these could be:

- clinical skills
- personal skills such as interpersonal skills, communication, professional skills- being adaptable, responsive to change

Others: Colleagues, relatives of patients, junior staff, students, other professionals

Professional discussions: discuss and outline the skills you need to develop and how these will be achieved over time, reflecting on how these skills are developing including areas for improvement

S5. Team Working	
Observation of Practice	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S5. Promote effective inter-personal and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role	OB10. Promote effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies OB11. Provide appropriate leadership within the scope of the role
Amplification and guidance	
<p>Inter-professional team working refers to the means by which different healthcare professionals with diverse knowledge, skills and expertise collaborate to achieve a common goal</p> <p>Multi-disciplinary team working refers to drawing appropriately from multiple disciplines to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations</p>	

S6. Assessment

Interview

The apprentice will be able to

S6. Provide holistic assessment of individuals, implement programmes of care and modify individualised care plans within their scope of practice

Indicative assessment criteria

- Demonstrate the skills required to undertake a holistic assessment with individual's in your scope of practice
- Implement programs of care and modify individualised **care plans** within scope of own practice
- Describe the **tools** used to assess an **individual's** well being
- Evaluate own **role and responsibilities** in the care planning process
- Evaluate care planning linking to **care models**

Amplification and guidance

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

Tools: Learners must be able to demonstrate that they can use relevant assessment tools to their specific setting e.g. Bristol stool chart, Braden score, neurological assessments, mental capacity assessment, National Early Warning Score

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the apprentice

Role and responsibilities: You need to relate to NMC code of practice. HCPC code of practice or code of practice specific to your clinical area; you should refer to the care standards and ethical issues such as autonomy, beneficent, non-maleficent and justice. You should refer to legislation in relation to your care planning, for example safety of a patient links to Health and Safety through either COSHH or manual handling regulations. How do you ensure that the individual values and beliefs are addressed?

Care models: The medical model, social model, holistic model, biopsychosocial model, empowerment model

S7. Communication	
Observation of Practice	
<i>The apprentice will be able to</i>	<i>Pass assessment criteria</i>
S7. Demonstrate the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.	OB1. Communicate complex sensitive information through a variety of methods OB2. Manage information, keeping accurate records and ensuring confidentiality

S8. Person-centred care and wellbeing

Observation of Practice

The apprentice will be able to

S8. Promote and understand the impact of effective **health promotion**, empowering healthy lifestyles such as movement and nutrition and fluid balance

Pass assessment criteria

OB6. Demonstrate and promote what it means in practice to provide person centred care and support

Amplification and guidance

Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions.

S9. Physiological Measurements

Interview

The apprentice will be able to

S9. Undertake physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, make appropriate changes or recommendations to care plan; report changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role

Indicative assessment criteria

- Describe the **physiological measurements** taken within own clinical area
- Demonstrate how physiological measurements indicate **health status**
- Evaluate the use of **physiological measurements** within own practice
- Demonstrate when to report changes to a senior member of staff within agreed scope of own role
- Demonstrate how to effectively take **physiological measurements**
- Demonstrate how changes or recommendations would be made to individual's care plans within agreed scope of own role

Amplification and guidance

Physiological measurements: Include tests and procedures that focus on assessing how well the body is functioning; these are area specific, could include, BP, temperature, respiratory rate or peak flow, urinalysis, sputum collection, capillary or venous bloods, weight, height, EEG, ECG, pulse and pulse oximetry etc.

Health status: Normal and abnormal ranges

S10. Risk Management

Observation of Practice

<i>The apprentice will be able to</i>	<i>Indicative assessment criteria</i>
S10a. (Infection prevention and control) Use and promote a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management	OB3. Use and promote a range of techniques to prevent the spread on infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management
S10b. (Health and safety) Promote and maintain a safe and healthy working environment	OB4. Promote and maintain a safe and healthy working environment
S10c. (Risk management) Identify and manage risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.	OB5. Identify and manage risks

Amplification and guidance

Infection refers to when microorganisms e.g. bacteria, fungi, parasites and viruses invade and grow causing illness and/or disease

Personal protective equipment may include:

- Gloves
- Aprons
- Masks
- Footwear
- Head protection

Waste management: Learners could cover; clinical, cytotoxic, sharps, offensive, waste, common waste

Risk assessment: Learners must include assessment of moving and handling risks

S11. Equality and Diversity

Interview

The apprentice will be able to

Indicative assessment criteria

S11. Promote and advocate Equality, Diversity and Inclusion

- Critically analyse how equality and diversity are promoted within your setting in accordance with **legislation and policies and procedures**
- Demonstrate the promotion of equality, diversity and inclusion within your setting
- Demonstrate how you respond to an **individual** or staff member's specific need

Amplification and guidance

Legislation and policies and procedures may include:

- The Equality Act 2010
- Regulations
- Organisational policies and procedures
- Less formally agreed ways of working
- Less formally documented by individual employers and the self-employed or formal policies

Individual: refers to someone requiring care or support; it will usually mean the person or people supported by the apprentice

S12. Quality	
Interview	
<i>The apprentice will be able to</i>	<i>Indicative assessment criteria</i>
S12. Proactively make recommendations to improve the quality of service delivery	<ul style="list-style-type: none"> • Explain in depth how you would make recommendations to improve service delivery and patient care • Make recommendations to improve quality service delivery

B1. Dignity	
Observation of practice	
<i>The apprentice will demonstrate</i>	<i>Pass assessment criteria</i>
B1. Treating individuals with dignity, respecting individual's, beliefs, culture, values and preferences	OB7. Treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences

B2. Respect	
Observation of practice	
<i>The apprentice will demonstrate</i>	<i>Pass assessment criteria</i>
B2. Respect and adopt an empathetic approach	OB8. Show respect and empathy for those you work with; be adaptable, reliable and consistent

B3. Courage	
Observation of practice	
<i>The apprentice will demonstrate</i>	<i>Pass assessment criteria</i>
B3. Courage to challenge areas of concern and work to best practice	OB8. Have the courage to challenge areas of concern and work to best practice

B4. Adaptability	
Observation of practice	
<i>The apprentice will demonstrate</i>	<i>Pass assessment criteria</i>
B4. Being adaptable	OB8. Be adaptable, reliable and consistent

B5. Discretion	
Observation of practice	
<i>The apprentice will demonstrate</i>	<i>Pass assessment criteria</i>
Discretion	OB9. Show discretion and self-awareness

Value: Honesty	
Value – Reflective journal and interview	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being honest to individuals and others	Being trustworthy in all aspects of their role and responsibilities for those who need care and those who they work with

Value: Caring	
Value – Reflective journal and interview	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being caring towards others	Caring consistently and enough about individuals to make a positive difference to their lives

Value: Compassionate	
Value – Reflective journal and interview	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being compassionate	Delivering care and support with kindness, consideration, dignity and respect

Value: Conscientious	
Value – Reflective journal and interview	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being conscientious	Being vigilant, efficient and completing tasks with the aim of high achievement and high standards

Value: Committed	
Value – Reflective journal and interview	
<i>The apprentice will evidence the following</i>	<i>Indicative assessment criteria</i>
Being committed to others	Commitment to improving the experience of people who need care and support ensuring it is person-centred