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<b>Option 3</b> Theatre Support	<ul style="list-style-type: none"> <li>• advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity</li> <li>• support end of life care and care of the deceased</li> <li>• how different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased</li> <li>• act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery</li> <li>• ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual's ability to move independently; the effects of pre-medication and anaesthesia</li> </ul>
<b>Option 4</b> Mental Health Support	<ul style="list-style-type: none"> <li>• implement strategies to promote mental well-being; implement strategies to support individuals with mental ill health</li> <li>• identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly</li> <li>• the nature of mental health well-being; 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; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion</li> <li>• promote a recovery-based approach enabling the individual to manage their condition</li> <li>• a range of coping strategies and skills; sources of specialist support including: other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids</li> <li>• identify situations when you need additional support to communicate and build relationships</li> <li>• involve carers and family members in risk management processes</li> </ul>





<p><b>Option 5</b> Children and Young People</p>	<ul style="list-style-type: none"> <li>• support life-limiting conditions and contribute to end of life care</li> <li>• what is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines</li> <li>• help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition</li> <li>• approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long-term conditions on a CYP's physical and mental health and well-being</li> <li>• assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP</li> <li>• a range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect</li> <li>• support CYP through transitions</li> <li>• what is meant by transitions for CYP e.g. at school, socially, in family or from child to adult services; supporting independent decision making; signposting to other services</li> </ul>
<p><b>Option 6</b> Allied Health Profession - Therapy Support</p>	<ul style="list-style-type: none"> <li>• assist with clinical risk assessments</li> <li>• recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate</li> <li>• enable individuals to meet optimum potential</li> <li>• local clinical risk assessments and management plans relevant to the setting</li> <li>• the impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress</li> <li>• the potential impact of difficulties or impairments (e.g. cognitive, perceptual, physical, emotional, social) on someone's ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person's functioning; how someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly</li> <li>• enable health and wellbeing by supporting or facilitating individual or group sessions</li> <li>• support people to engage in the community and access activities or resources in line with their treatment goals</li> <li>• your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report as required</li> <li>• local activities and resources and how to signpost people to them e.g. social, education, work etc</li> </ul>

## Apprenticeship Standard Amplification

### Module A (C1) – Health and wellbeing

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain how to carry out routine and complex clinical, therapeutic tasks	C1	S1	Support registered practitioners with clinical or therapeutic tasks in line with organisational procedures and protocols	C1
K2	Describe how the care plan is used to facilitate routine and complex clinical or therapeutic tasks	C1	S2	Follow individual's care plans	C1
K3	Explain organisational delegation protocols used in the work setting	C1	S3	Observe, respond and report changes in the individual	C1
K4	Explain the different types of information needed when obtaining a client history	C1	S4	Use a variety of sources to obtain a client history	C1
K5	Explain how to record information collated about the client history	C1	S5	Review health related data in order to contribute to an individual's history and care plan	C1
K6	Analyse the different ways and occasions when client information can be shared	C1	S6	Promote the physical and mental health and wellbeing of individuals	C1
K7	Explain indicators for good physical and mental health	C1	S7	Provide opportunistic brief advice to individuals on health and well being	C1
K8	Define the demographic of individuals you are working with	C1	S8	Assist individuals with their overall comfort and wellbeing in line with the care plan	C1
K9	Explain the importance of fluids and nutrition in health and wellbeing	C1	S9	Recognise and respond when an individual is in pain and/or discomfort in line with organisational procedures and protocols	C1
K10	Explain the importance of food safety in health and wellbeing	C1	S10	Recognise and respond to issues and deteriorations in mental and physical health in individuals in line with organisational procedures and protocols	C1
K11	Evaluate different ways of signposting individuals to public health interventions or other services	C1	S11	Report changes in mental and physical health following agreed ways of working	C1
K12	Explain how to support an individual's comfort and wellbeing	C1	S12	Support others to recognise and report changes and deterioration in individuals in line with organisational procedures and protocols	C1
K13	Describe the signs which indicate; <ul style="list-style-type: none"> <li>• the individual's health and wellbeing is deteriorating</li> <li>• the individual is experiencing pain or discomfort</li> </ul>	C1	S13	Recognise limitations in mental capacity and respond using the appropriate procedures	C1



Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K14	Describe the main categories of mental disorders	C1	S14	Perform basic life support following agreed ways of working	C1
K15	Explain the impact of mental ill health on people's lives	C1			
K16	Explain the indicators of mental capacity	C1			
K17	Explain the importance of early diagnosis in relation to cognitive issues	C1			
K18	Describe signs of mental ill health problems in individuals	C1			
K19	Describe the characteristics of a learning disability	C1			
K20	Explain why the following factors may be mistaken for mental ill health; <ul style="list-style-type: none"> <li>• external</li> <li>• adapting from childhood to adulthood</li> <li>• depression</li> <li>• delirium</li> <li>• the normal ageing process</li> </ul>	C1			
K21	Explain how changes in cognition can have an impact on health and well-being	C1			
K22	Explain how and when to report changes and deterioration	C1			
K23	Assess ways you can support others to recognise changes and deterioration	C1			
K24	Explain how to escalate changes or deterioration	C1			
K25	Explain how to perform basic life support and use adjuncts to support resuscitation	C1			



Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Tasks; physiological measurements, dressings, PEG feeds, blood glucose, phlebotomy	C1	S1	Clinical or therapeutic tasks; physiological measurements, dressing, PEG feeds, blood sugar, medications	C1
K2	Purpose and content of care plans used within the organisation. How to use the care plan to identify required tasks	C1	S2/ S3	Individual - Those requiring care and support, may include patients, service users or clients	C1
K3	Delegation protocols used in your organisation; agreed ways of working, health and safety, accountability, vicarious liability	C1	S4	Sources; social history, medical history, family history, activities of daily living and health needs	C1
K4	Personal information, next of kin, social history, medical history, special considerations, activities of daily living	C1	S6	Working in person-centred way; activities of daily living	C1
K5	Agreed ways of working, organisational protocols, paper-based, electronic	C1	S13	Definition of Mental Capacity; fluctuations of mental capacity, organisational policies and procedures	C1
K7	World Health Organisation definition	C1			
K8	Demographics; socio-economic background, culture, religion, age, ethnicity, health issues	C1			
K11	How referrals can be made from and to other professionals; G.P, consultant, specialist, therapist	C1			
K12	A definition of comfort; an individual concept	C1			
K14	Main categories according to a psychiatric system; ICD (International Classification of Diseases) and DSM (diagnostic and statistical manual) classification	C1			
K23	Other; Colleagues, those responsible for	C1			
K25	<ul style="list-style-type: none"> <li>When and how to establish basic life support is required</li> <li>How to position and individual requiring basic life support</li> <li>How to carry out chest compressions (guidelines from Resuscitation Council UK)</li> <li>Performing artificial respiration</li> <li>How to use Adjuncts required to support resuscitation</li> </ul>	C1			
K25	Innovate Awarding advises the basic life support module is evidenced through accredited training				

**Values:**

Honest, caring, compassionate, conscientious and committed

**Behaviours:**

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.



## Module B (C2) - Duty of Care and Candour, Safeguarding, equality and diversity

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Define each of the following and explain why they are important; <ul style="list-style-type: none"> <li>duty of care</li> <li>duty of candour</li> <li>raising concerns</li> <li>safeguarding and protection from abuse</li> <li>diversity, equality and inclusion</li> </ul>	C2	S1	Follow the principles of equality, diversity and inclusion in working practices	C2
K2	Describe legislation, policies and local ways of working for; <ul style="list-style-type: none"> <li>duty of care</li> <li>duty of candour</li> <li>raising concerns</li> <li>safeguarding and protection from abuse</li> <li>diversity, equality and inclusion</li> </ul>	C2/C5	S2	Implement a duty of care in own role	C2
K3	Explain ways of promoting the provisions and role of legislation, policies and local ways of working to others	C2	S3	Implement a duty of candour in own role	C2
K4	Identify ways discrimination can happen in the workplace	C2	S4	Work in ways which safeguard and protect adults and children	C2
K5	Explain ways of dealing with conflicts between an individual's rights and a duty of care	C2	S5	Promote the principles of safeguarding and protection to others	C2
K6	Describe the signs and symptoms of abuse	C2			
K7	Identify the actions to take if abuse is suspected	C2			
K8	Evaluate different ways to minimise the chance of abuse occurring	C2			

## Delivery content and guidance

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Current legislation; Care Act, Equality, Mental Capacity, Code of Practices, Deprivation of Liberty Safeguards and Regulations/Care Quality Commission	C2/C5	S5	Others; other colleagues, those responsible for, carers, relatives, visitors, other professionals	C5
K3	Promotion; awareness, training, education, induction, role modelling, advocacy	C2			
K4	Direct and indirect abuse	C2			
K5	Conflicts; risky choices, refusal to accept treatment, refusal to follow advice, compromise of safety	C2			
K6	Different types of abuse; physical, sexual, domestic violence, emotional, financial, neglect, self-neglect, modern slavery, discriminatory, institutional	C2			

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## Module C (C3) – Person-centred care, treatment and support

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Define 'consent'	C3	S1	Provide person-centred care, treatment and support in line with organisational procedures and protocols	C3
K2	Explain the purpose of gaining consent in person-centred care even when it is difficult	C3	S2	Promote person-centred care, treatment and support to others in line with organisational procedures and protocols	C3
K3	Describe how to undertake a risk assessment which enables a person-centred approach	C3	S3	Obtain valid consent from individuals whilst providing care, treatment and support interventions	C3
K4	Explain why it is important to promote person-centred care, treatment and support	C3	S4	Carry out risk assessment in a way which keeps the individual central to the process	C3
K5	Identify the importance of encouraging individuals to be actively involved in their care	C3	S5	Work in line with organisational procedures, values and protocols when working in partnership with: <ul style="list-style-type: none"> <li>• the individual</li> <li>• their carer</li> <li>• families</li> <li>• the wider healthcare team</li> </ul>	C3
K6	Explain why it is important to treat people as valuable and unique and offering people choices about their care	C3	S6	Promote clinical effectiveness and safety in practices in line with agreed ways of working	C3
K7	Explain why clinical effectiveness and safety is important in the work place	C3	S7	Provide a good experience for the individual receiving care and support	C3
K8	Evaluate the importance of managing relationships and boundaries with individuals	C3			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	NHS Choices (2010) Definition	C3	S1	Person-centred practice; An approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service	C5
K2	Legal requirements and ethical considerations	C3	S2	Others; colleagues, relatives, other professionals	
K3	<ul style="list-style-type: none"> <li>Risk assessment process-HSE 5 steps to risk assessment</li> <li>Person-centred approaches throughout content, well-being and feeling valued</li> </ul>	C3	S2	Person-centred approaches and engagement	
K7	Legal requirements; duty of care, duty of candour	C3	S6	Infection control, prevention and against evidence based practice, safe practices and health & safety, in line with workplace policies and procedures	
K8	Professionalism, accountability, confidentiality, appropriate boundaries	C3	S7	The overall patient experience: care received, interactions, timely appointments, access to information, good communication, safety and involvement in care and support, person centred approaches	
K5/ K8	Individuals; Those requiring care and support, may include patients, service users or clients	C3			
<b>Values:</b> Honest, caring, compassionate, conscientious and committed					
<b>Behaviours:</b> Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.					





## Module D (C4) – Communication

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Evaluate the importance of effective communication at work	C4	S1	Use effective techniques when communicating	C4
K2	Describe ways of communicating with people who have specific language needs or wishes	C4	S2	Observe an individual's communication and record findings	C4
K3	Explain how to reduce communication problems	C4	S3	Record, report and store information in line with local and national policies	C4
K4	Describe the process for responding to complaints	C4	S4	Maintain the confidentiality of information in line with organisational procedures and protocols	C4
K5	Explain different communication approaches which can be used in difficult situations in the workplace	C4	S5	Support others to handle information securely and confidentially in line with organisational procedures and protocols	C4
K6	Describe local guidelines and policies for dealing with abusive behaviour	C4	S6	Contribute to the audit process as directed	C4
K7	Describe the impact of an individual's condition or treatment on their ability to communicate verbally and non-verbally	C4			
K8	Identify the legislation, policies and local ways of working in the setting which affect the handling of information	C4			
K9	Explain why it is important to record and store information securely and correctly	C4			
K10	Explain how to support others in recording and storing information securely and confidentially	C4			
K11	Describe e-safety protocols within the organisation	C4			
K12	Explain the internal audit processes and how it relates to own role	C4			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	The different methods of communication which are used in practice and with individuals and their suitability for different situations	C4	S1	When communicating with individuals, families, relatives, carers, healthcare practitioners and other professionals, using the most appropriate way	C4
K2	Different methods of communication which can be used; non-verbal, written, email, text, sign language, Makaton, aids, braille Approaches; translation services, interpretation, use of advocacy	C4	S2/ S3	Using agreed formats and local ways of working	C4
K3	<ul style="list-style-type: none"> <li>Communication barriers; language, sensory deprivation, environmental, lack of capacity, use of jargon</li> <li>Ability and ways to minimise barriers in own role</li> </ul>	C4	S6	Internal audits; clinical, medication, infection control, standards-based, patient surveys, records	C4
K4	Organisational policy and procedure for complaints	C4			
K5	Approaches to adapt communication methods and skills when required, use of resources and approaches such as mediation and different ways of presenting information and the use of others	C4			
K7	<ul style="list-style-type: none"> <li>Condition; Dementia, learning disability, mental health, sensory needs</li> <li>Inability to articulate verbally due to treatment</li> <li>Dysphasia - lack of capacity</li> </ul>	C4			
K8	Current legislations, information governance, policies and procedures, local ways of working	C4			
K9	e-safety; use of internet and electronic media	C4			
K10	Links to regulatory requirements; measurement of standards, improvement of outcomes and provision, policy and practice development	C4			

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**Behaviours:**

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## Module E (C5) – Personal and people development & quality improvement

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain responsibilities and duties in the job role	C5	S1	Act within limits of own competence and authority	C5
K2	Differentiate between the limits of own competence and authority in own role and of those supervised	C5	S2	Ensure those supervised acts within limits of competence and authority	C5
K3	Describe the values of the organisation	C5	S3	Take responsibility for own actions, work and performance in line with organisational policies and values	C5
K4	Summarise the legislation/standards, policies and protocols which should be adhered to in the workplace	C5	S4	Reflect on own actions, work and performance in line with organisational policies and values	C5
K5	Explain the importance of working in ways agreed with the employer	C5	S5	Maintain and develop own skills and knowledge in line with organisational policies and values	C5
K6	Compare different ways of seeking feedback on own work	C5	S6	Plan for and participate in own appraisal process in line with organisational policies and values	C5
K7	Explain how to reflect on own work and the benefits of this	C5	S7	Work as part of a team in line with organisational policies and values	C5
K8	Explain how to evaluate own work	C5	S8	Obtain help and guidance when needed in the role	C5
K9	Describe how to create own personal development plan	C5	S9	Escalate concerns in a timely manner to the correct person, following the correct process	C5
K10	Explain why it is important to work well with others	C5	S10	Support and supervise colleagues as required in line with organisational policies and values	C5
K11	Describe the importance of own and others' good health, wellbeing and resilience	C5	S11	Delegate tasks to others in a clear and instructed manner	C5
K12	Describe where to go for help and advice in relation to own role and responsibilities	C5	S12	Act as role model in the work setting in line with organisational policies and values	C5
K13	Evaluate different approaches when supervising others	C5	S13	Provide mentoring to colleagues in line with organisational requirements	C5
K14	Describe the behaviours expected from a good role model	C5	S14	Deliver training to others through demonstration and instructions in line with organisational requirements	C5
K15	Explain the principles of training and mentoring others	C5			
K16	Explain the importance of gathering individuals' views	C5			
K17	Explain ways of identifying and escalating opportunities to provide a better service	C5			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Job spec; grading, experience and skills	C5	S1/ S2	Job description, contract, policies and procedures	C5
K3	6C's, mission statement, nature of the organisation	C5	S14	Others; those responsible for in own role	C5
K4	Aligns with module C2/K2	C5			
K5	Job description, contract requirements, professional boundaries, legislation, quality and best practice	C5			
K6	Appraisal, informal, formal, peer, 360	C5			
K7	Models of reflection; Rolfe and Gibbs	C5			
K9	Review of developments undertaken, target/goal setting, planning for development	C5			
K10	All others in environment, colleagues and professionals	C5			
K11	Others; colleagues	C5			
K13	<ul style="list-style-type: none"> <li>Formal and informal ways in line with agreed responsibilities and supervision policies and processes</li> <li>Theories of leadership and management</li> </ul>	C5			
K16	Individuals; Those requiring care and support, may include patients, service users or clients	C5			
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<b>Behaviours:</b> Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.					



## Module F (C6) – Health, safety and security

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Summarise the main legislations, policies and procedures which underpin health and safety in own role	C6	S1	Maintain a safe, secure and healthy work environment, in line with local guidelines	C6
K2	Explain how to operate safe systems of work in own role	C6	S2	Take appropriate action in response to incidents or emergencies	C6
K3	Explain the actions to be taken in situations that could cause harm to self or others	C6	S3	Move and position individuals safely in line with their plan of care	C6
K4	Describe how to handle hazardous substances and materials	C6	S4	Move and position equipment and other items safely	C6
K5	Explain how to move and position individuals safely	C6	S5	Carry out risk assessments in line with organisational policies and procedures	C6
K6	Explain how to move equipment and other objects safely	C6	S6	Use techniques for infection prevention and control	C6
K7	Define the meaning of the term 'risk'	C6			
K8	Explain the meaning of 'risk assessment'	C6			
K9	Describe approaches to recognising risks and hazards in the workplace	C6			
K10	Explain how to carry out a risk assessment	C6			
K11	Explain how to escalate risk assessment outcomes	C6			
K12	Describe the importance of a clean workplace in healthcare	C6			
K13	Describe legislation, policies and local ways of working for the prevention of infection	C6			
K14	Explain the importance of own and others good personal hygiene and handwashing technique when providing healthcare	C6			
K15	Explain how and when to use different types of personal protective equipment (PPE)	C6			
K16	Define how infections start and spread	C6			
K17	Explain the methods used to; <ul style="list-style-type: none"> <li>• clean</li> <li>• disinfect</li> <li>• sterilise</li> </ul>	C6			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	<ul style="list-style-type: none"> <li>Current legislations need to include; Health and Safety, COSHH, Infection Control, Manual Handling</li> <li>Workplace policies include; infection control, handling hazardous substances, moving and handling, risk assessment and security procedures</li> </ul>	C6	S2	Emergency situation; This could be if someone suffers from a sudden illness or if a fire breaks out in the workplace	C6
K2	Others - colleagues and individuals	C6	S3/ S4	In line with risk assessments and guidance	C6
K4	Substances and materials which are hazardous to health in the environment; chemicals, gases, germs that cause diseases, vapours, clinical waste, bodily fluids, cleaning products, medications	C6	S6	Should include as a minimum; <ul style="list-style-type: none"> <li>Waste management</li> <li>Spillages</li> <li>Handwashing</li> <li>Use of personal protective equipment (PPE)</li> </ul>	C6
K5/ K6	The risk assessment process, communication and care plans (for individuals)	C6			
K7/ K8	The likelihood of an untoward event occurring, assessing the likelihood of the risk occurring, 5 steps to risk assessment	C6			
K11	High level of risk or hazard	C6			
K14	Effective methods used to promote good personal hygiene and handwashing	C6			
K15	Uniforms, gowns, gloves, aprons, visors, masks, arm and feet coverings	C6			
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## End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard. The coverage (example K1, S1) is taken from the amplification prior in this document and the separate optional unit specification pack.

### Multiple choice test

There are 60 multiple-choice questions (40 based on core units – Part A, 20 based on optional specialism – Part B) in the test which will cover the following modules and criteria of the specification.

Module	Coverage
<b>Module A (C1)</b> Health and well being	Knowledge K1, K2, K3, K4, K5, K6 K12, K13 K14, K15, K16, K17, K18, K19, K20, K21, K25
<b>Module B (C2)</b> Duty of care, candour, safeguarding, equality and diversity	Knowledge K1, K2, K3
<b>Module C (C3)</b> Person-centred care, treatment and support	Knowledge K1, K2
<b>Module D (C4)</b> Communication	Knowledge K1, K2, K7, K8, K9, K10, K11, K12
<b>Module E (C5)</b> Personal, people and quality improvement	Knowledge K1, K2, K3, K4, K5, K10, K11, K12, K13, K14, K15
<b>Module F (C6)</b> Health, safety and security	Knowledge K4, K5, K6, K12, K13, K14, K15, K16, K17
Chosen optional specialism Module	Coverage (as taken from Optional Unit Specification pack)
<b>Option 1</b> Adult Nursing Support	Knowledge Module 1.1: K1, K2, K3, K10, K11, K12, K13 Module 1.2 K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11
<b>Option 2</b> Maternity Support	Knowledge Module 2.1: K1, K5, K6, K7, K8, K9 K14, K15, K16, K17, K18, K19, K20 Module 2.2: K1, K2, K3, K4, K5, K6, K7 Module 2.3: K1
<b>Option 3</b> Theatre Support	Knowledge Module 3.1: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 K13, K14, K15, K16, K17, K18, K19, K20, K21, K22, K23 Module 3.2: K4 Module 3.3: K1, K2, K3, K4, K5

Chosen optional specialism Module	Coverage (as taken from Optional Unit Specification pack)
<b>Option 4</b> Mental Health Support	Knowledge Module 4.1: K1, K2, K3, K4 K8, K9, K10 Module 4.2: K1, K2, K3 Module 4.3: K1, K2, K3, K4
<b>Option 5</b> Children and Young People	Knowledge Module 5.1: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12 K15, K16, K17, K18, K19, K20, K21, K22, K23, K24, K25 Module 5.2: K1, K2 K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15 Module 5.3: K1, K2, K3, K4, K5, K6, K7, K8, K9
<b>Option 6</b> Allied Health Professional-Therapy Support	Knowledge Module 6.1: K1, K2, K3, K4 K11, K12, K13, K14 K20, K21 22 Module 6.2: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12 Module 6.3: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13





## Observation

The Observation will cover the following modules and criteria of the specification:

Module	Coverage
<b>Module A (C1)</b> Health and well being	Skills: S1, S2, S3, S4, S5 S8, S9 S13, S14
<b>Module B (C2)</b> Duty of care, candour, safeguarding, equality and diversity	Skills: S1
<b>Module C (C3)</b> Person-centred care, treatment and support	Skills: S1, S2, S3, S4, S5
<b>Module D (C4)</b> Communication	Skills: S1, S2, S3, S4, S5, S6
<b>Module E (C5)</b> Personal, people and quality improvement	Skills: S1, S2 S7, S8, S9, S10, S11
<b>Module F (C6)</b> Health, safety and security	Skills: S1, S2, S3, S4, S6
Chosen optional specialism Module	Coverage (as taken from Optional Unit Specification pack)
<b>Option 1</b> Adult Nursing Support	Skills Module 1.1: S1, S2 S7, S8, S9, S10 Module 1.2: S1, S2, S3, S4, S5, S6, S7
<b>Option 2</b> Maternity Support	Skills Module 2.1: S1, S4, S5, S8, S9, S10, S11 Module 2.2: S1, S2, S3, S4, S5 Module 2.3: S2
<b>Option 3</b> Theatre Support	Skills Module 3.1: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12 Module 3.2: S4, S5, S6 Module 3.3: S1, S2, S3
<b>Option 4</b> Mental Health Support	Skills Module 4.1: S1, S2, S3, S4, S5 S8, S9 Module 4.2 S1, S2, S3

Chosen optional specialism Module	Coverage (as taken from Optional Unit Specification pack)
<b>Option 5</b> Children and Young People	Skills Module 5.1: S1, S2, S3, S4, S5, S6 S9, S10, S11, S12, S13, S14 Module 5.2: S1, S2, S6, S7, S8, S9 Module 5.3: S1
<b>Option 6</b> Allied Health Professional-Therapy Support	Skills Module 6.1: S1, S3, S4, S5, S9 Module 6.2: S1, S2, S3, S4 Module 6.3: S1, S2, S3, S4, S5
<b>The observation will also include a holistic approach to assessment of the following:</b>	
<b>Behaviours</b>	Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences, show respect and empathy for those you work with.

If there is not opportunity for the apprentice to demonstrate practices during the observation, then the End-point Assessor will use the question and answer session to confirm achievement.



## Professional Discussion

The Professional Discussion will cover the following modules and criteria of the specification:

Module	Coverage
<b>Module A (C1)</b> Health and well being	Knowledge Module: K7, K8, K9, K10, K11, K22 K23, K24 Skills Module: S6, S7, S10, S11, S12
<b>Module B (C2)</b> Duty of care, candour, safeguarding, equality and diversity	Knowledge Module: K4, K5, K6, K7, K8 Skills Module: S2, S3, S4, S5
<b>Module C (C3)</b> Person-centred care, treatment and support	Knowledge Module: K3, K4, K5, K6, K7, K8 Skills Module: S6, S7
<b>Module D (C4)</b> Communication	Knowledge Module: K3, K4, K5, K6
<b>Module E (C5)</b> Personal, people and quality improvement	Knowledge Module: K6, K7, K8, K9, K16, K17 Skills Module: S3, S4, S5, S6, S12, S13, S14
<b>Module F (C6)</b> Health, safety and security	Knowledge Module: K1, K2, K3, K7, K8, K9, K10, K11 Skills Module S5
Chosen optional specialism Module	Coverage (as taken from Optional Unit Specification pack)
<b>Option 1</b> Adult Nursing Support	Knowledge Module 1.1: K4, K5, K6, K7, K8, K9, K14, K15 Skills Module: S3, S4, S5, S6, S11
<b>Option 2</b> Maternity Support	Knowledge Module 2.1: K2, K3, K4, K10, K11, K12, K13 Module 2.2: K8 Module 2.3: K2, K3, K4, K5 Skills Module 2.1: S2, S3, S6, S7 Skills Module 2.3 S1

Chosen optional specialism Module	Coverage (as taken from Optional Unit Specification pack)
<b>Option 3</b> Theatre Support	Knowledge Module 3.1: K11, K12, K24, K25, K26 Module 3.2: K1, K2, K3 Skills Module 3.1: S13, S14 Skills Module 3.2: S1, S2, S3
<b>Option 4</b> Mental Health Support	Knowledge Module 4.1: K5, K6, K7 Module 4.2: K4, K5 Skills Module 4.1: S6, S7 Module 4.2: S4 Module 4.3: S1, S2
<b>Option 5</b> Children and Young People	Knowledge Module 5.1: K13, K14 Module 5.2: K3, K4, K16, K17, K18, K19 Module 5.3: K10, K11, K12 Skills Module:5.1: S7, S8 Module 5.2: S3, S5, S10, S11 Module 5.3: S2
<b>Option 6</b> Allied Health Professional-Therapy Support	Knowledge Module 6.1: K5, K6, K7, K8, K9, K10 K15, K16, K17, K18, K19 Module 6.2: K13, K14, K15, K16, K17 Skills Module 6.1: S2, S6, S7, S8 Module 6.2: S5, S6
<b>The portfolio and professional discussion will also include a holistic approach to assessment of the following:</b>	
Values  Behaviours	You will be caring and compassionate, honest, conscientious and committed. Have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent; show discretion, show resilience and self-awareness



## Assessment Overview

The assessment takes the following format: Multiple-choice question test, observation & question and answer session and then the portfolio review during the professional discussion. The sequencing of the End-point Assessment components can be determined by the employer and independent assessor to ensure best fit with local needs.

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/Pass/Distinction. The End-Point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must participate in all elements of the End-Point Assessment and achieve a minimum of pass for each

Assessment method	Assessed by	Marks and grading
Multiple Choice Questions	End-point Assessor	60 Multiple Choice questions (40 questions Part A Core Units, 20 questions Part B Optional Specialism) in total each question being 1 mark each: 0-23; Fail 24- 44; Pass 45-60; Distinction To achieve a pass, apprentices must achieve at least 16 marks for Part A and 8 marks for Part B. Above a pass, marks are permitted from both Part A and Part B to determine the overall test grade.
Observation with Question and Answer session	End-point Assessor	<b>Fail</b> The apprentice does not meet all the requirements. They fail to meet the pass criteria outlined or the independent assessor has to stop the observation because they have observed unsafe practice <b>Pass</b> The apprentice meets all the core skills and behaviour requirements. They must also meet the skills requirements from their chosen optional pathway. <b>Ungraded above a pass</b>
Professional Discussion	End-point Assessor	<b>Fail</b> The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria <b>Pass</b> The apprentice meets all the core knowledge, skills, values and behaviour requirements and all the knowledge and skill requirements from their chosen optional specialism <b>Distinction</b> The apprentice meets all the core knowledge, skills, values and behaviour requirements and all the knowledge and skill requirements from their chosen optional specialism. In addition, they can provide enhanced examples of practice in the following areas:  Being proactive in own development and can give two examples of how they have used reflection which has had a positive impact on their work  How they act as a role model to others and can discuss two examples where they have mentored others  Interactions with other professionals including how they work to best practice  How they demonstrate supervisory leadership

## Grading

The marks will be combined to provide an overall grade. The gradings are allocated on the following marks being achieved:

Observation of practice	Multiple Choice test	Professional Discussion	Overall grade
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Pass	Distinction	Distinction	Distinction

A final grade result is provided following overall review of the apprentice's performance across the two graded assessment methods. A final grade result cannot be provided until both assessments have been completed.



## Re-Assessment

If the apprentice fails an assessment, this will need to be completed again. For a list of the re- take costs, please see [www.innovateawarding.org](http://www.innovateawarding.org). It is the responsibility of the employer and the employer/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time.

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

Apprentices can only achieve a pass grade on re-taking any assessment component.

## Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policies.

## External Quality Assurance

The external quality assurance organisation for the Senior Healthcare Support Worker standard is 'Ofqual'. The external quality assurance organisation may require access to an apprentice's assessments and they may need access to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

## Further Information

*[www.innovateawarding.org/apprenticeshipstandards](http://www.innovateawarding.org/apprenticeshipstandards)*





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Level 3 Senior Healthcare Support Worker

Version 3

