



INNOVATE
AWARDING

Healthcare

Sector Specification

Level 3 Senior Healthcare Support Worker



Assessment Plan v1.1 v1.2

This assessment plan should be used for all on programme apprentices who signed onto or started their on-programme apprenticeship training from 3 October 2018 onwards

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Introduction

Innovate Awarding

Innovate Awarding is an End Point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors.

For further information, please see our website: www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship overview

The Senior Healthcare Support Worker apprenticeship is designed to provide the knowledge, skills and behaviours required by those working in and supporting individuals and others in Healthcare. This assessment plan should only be used for apprentice's who started their on-programme training on or after the 3rd October 2018.

| Standard Name | Senior Healthcare Support Worker |
|----------------------------------|--|
| Level | 3 |
| Sector | Health |
| Programme duration | Typically 18-24 months |
| Minimum time on programme | 18 months |
| EPA Duration | Up to 3 months |
| EPA Methods | <ul style="list-style-type: none"> Multiple Choice Questions Observation of Practice with a Question and Answer session Professional Discussion |
| Outcomes | Fail, Pass, Distinction |
| External Quality Assuring Centre | Ofqual |

Who is the apprenticeship for?

Senior Healthcare Support Workers (SHCSW) help registered practitioners deliver healthcare services to people. Usually an experienced support worker, they carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under the direct or indirect supervision of the registered healthcare practitioner. They provide high quality, compassionate healthcare, following standards, policies or protocols and should always act within the limits of competence. A SHCSW may work in a range of services e.g. hospital, community, health or day care unit, birth centre or midwifery led unit, someone's home, operating theatre, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation. SHCSWs work in partnership with individuals, families, carers and other service providers. A SHCSW is expected to use their existing knowledge, experience and understanding to make decisions in their area of responsibility. They are accountable for their work and for reviewing the effectiveness of actions. The role is undertaken following a period of experience in healthcare so that best practice and role modelling can be implemented.



There are required core modules within the apprenticeship and then an optional pathway is chosen from:

- adult nursing support
- maternity support
- theatre support
- mental health support
- children and young people support
- allied health profession-therapy support

Entry Requirements

When recruiting, employers may select apprentices with prior experience as a support worker.

Progression Routes

After a period of working and gaining experience, the apprentice may be able to work towards a Healthcare Assistant Practitioner or Nursing Associate post or, providing they meet the entry requirements, apply to university to become a registered healthcare practitioner.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials provided may include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Practice multiple choice questions and tests
- Exemplar assessments
- Videos of assessments
- Portfolio guidance
- Planning for observation guidance
- Planning for Professional Discussion guidance

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer or internally if training is delivered by an employer-training provider.

For this standard, the following are mandated:

- achievement of all core modules and one chosen optional pathway
- the Care Certificate; this is the recommended sector workplace induction facilitated by the employer
- Level 2 English and maths
- Level 3 RQF Diploma in Healthcare Support
- **completion of a separate portfolio for End-point Assessment through which apprentices gather evidence which is used towards the Professional Discussion**

For this standard, the following is also recommended:

- induction which is specific to the workplace (achieved through the Care Certificate)
- study days and training courses
- mentoring/buddy support
- review and feedback on progress to ensure that apprentices' performance is on track (structured one-to-one reviews of progress with the employer and/or training provider)
- evidence of certified/accredited training for basic life support (as achieved through the Care Certificate requirement)

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to be able to evidence:

- the Care Certificate; this is the recommended sector workplace induction facilitated by the employer
- Level 2 English and maths
- Level 3 RQF Diploma in Healthcare Support
- **completion of a separate portfolio for End-point Assessment through which apprentices gather evidence which is used towards the Professional Discussion**

The employer and training provider/employer training provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be confirmed at the gateway sign off and documented on 'EPA Pro'. This notifies Innovate Awarding that the apprentice is ready for End-point Assessment and the End-point Assessment planning will be organised.



Module Overview

The modules are the required titles of the knowledge and skills listed in the standard.

The End-point Assessment will draw on knowledge and skills identified in the assessment plan. The multiple-choice question test will be an assessment of knowledge components across the core and chosen optional specialism. The observation of practice and question and answer session is undertaken in the workplace to assess skills and behaviours. The portfolio and professional discussion will assess the apprentice's knowledge, skills, values and behaviours in practice.

| Modules | Assessment Methods | | |
|---|---|---|---|
| | Multiple Choice Test (knowledge as required in standard) | Observation with Question & Answer session (skills and behaviours as required in standard) | Professional Discussion (knowledge, skills, values and behaviours) |
| Module A (C1) Health and wellbeing | ✓ | ✓ | ✓ |
| Module B (C2) Duty of care and candour, safeguarding, equality and diversity | ✓ | ✓ | ✓ |
| Module C (C3) Person centred care, treatment and support | ✓ | ✓ | ✓ |
| Module D (C4) Communication | ✓ | ✓ | ✓ |
| Module E (C5) Personal, people and quality improvement | ✓ | ✓ | ✓ |
| Module F (C6) Health, safety and security | ✓ | ✓ | ✓ |
| Option 1 Adult Nursing Support | ✓ | ✓ | ✓ |
| Option 2 Maternity Support | ✓ | ✓ | ✓ |
| Option 3 Theatre Support | ✓ | ✓ | ✓ |
| Option 4 Mental Health Support | ✓ | ✓ | ✓ |
| Option 5 Children and Young People | ✓ | ✓ | ✓ |
| Option 6 Allied Health Profession-Therapy Support | ✓ | ✓ | ✓ |
| Values Honest, caring, compassionate, conscientious and committed | | | ✓ |
| Behaviours Treat people with dignity Respect diversity, beliefs, cultures, values, needs, privacy and preferences Show respect and empathy to colleagues. 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 | | ✓ | ✓ |



End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved all requirements of the apprenticeship standard.

What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify what the requirements are for each assessment method
- answer any questions/concerns the apprentice may have about the assessment process
- aid in the preparation requirements (e.g. arranging access, facilities and resources)

To streamline this process to meet the needs of the apprentice and employer, it is expected that this meeting will be conducted remotely. However, meetings may take place when necessary.

What are the assessment methods?

The End-point Assessment will use three main assessment methodologies:

1. multiple choice question test
2. observation of practice with question and answer session
3. professional discussion

Multiple-choice test

The multiple-choice test assesses the core knowledge components of the apprenticeship standard:

- health and well being
- duty of care and candour, safeguarding, equality and diversity
- person-centred care, treatment and support
- communication
- personal, people and quality improvement
- health, safety and security

The multiple-choice test also assesses knowledge components from the chosen optional specialism:

- adult nursing support
- maternity support
- theatre support
- mental health support
- children and young people
- allied health profession-therapy support

There are 60 questions of equal weighting in this test and the grade boundaries are set to allow the apprentices to achieve Fail, Pass or Distinction.

There will be 40 questions from the core knowledge components (Part A) and 20 from the chosen optional specialism (Part B) in the test. The test will last for 90-minutes.

For all grades above a fail, apprentices must achieve at least 16 marks for Part A and 8 marks for Part B. Above a pass, marks are permitted from Part A or Part B to determine the overall grade.

The assessment will normally be undertaken online and in a 'controlled environment' i.e. a quiet room, away from the normal place of work with an invigilator present.

Observation of Practice with Question and Answer assessment

The independent End-point Assessor spends 120 minutes (+/- 10%) observing the apprentice during the course of their normal work, in their place of work. Skills and behaviours not fully observed during the 120 minutes may be tested during the questions and answer session, which must follow immediately after the observed period. The question and answer session will take 10 minutes (+/-10%). The observation encompasses the assessor observing the apprentice supporting individuals in their care. The observation of practice is undertaken to assess skills and behaviours. **The question and answer session is used to evidence skills and behaviours not seen during the observation period.** The observation will be planned to allow opportunities for the apprentice to demonstrate their range of skills, values and behaviours holistically within the work setting.

During the observation of practice, the apprentice is required to demonstrate the following skills and behaviours from the individual chosen optional specialism requirements of the standards:



| | |
|--|---|
| <p>Option 1 Adult Nursing Support</p> | <ul style="list-style-type: none"> • assist nurses with delegated clinical tasks • undertake a range of physiological measurements on adults • contribute to discharge from services • monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control • support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition • support or enable adults to eat, drink • support or enable adults to wash and dress and use the toilet • support adults to be mobile, rest, sleep, keep safe or express their sexuality |
| <p>Option 2 Maternity Support</p> | <ul style="list-style-type: none"> • assist the maternity team with delegated clinical tasks • undertake a range of physiological measurements using the appropriate equipment • obtain and test clinical samples, including venous and capillary blood samples • carry out Emergency First Aid and assist midwife with neonatal resuscitation • support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters • identify baby and provide wristband or label in line with local security procedures • undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation • care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities • support parents to meet the hygiene and nutritional needs of baby • provide reassurance to mothers and birthing partners, working in partnership with families to support individuals |

| | |
|--|--|
| <p>Option 3 Theatre Support</p> | <ul style="list-style-type: none"> • provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non- scrubbed circulating role; position individuals • complete pre and post-operative checklists • take part in team briefing, patient sign in, timeout, sign out and debriefing • undertake a range of physiological measurements on adults, babies or children using the appropriate equipment • measure and record an individual's body fluid balance • prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery • assist in receiving, handling and dispatching clinical specimens or blood products • transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned • prepare and provide surgical instrumentation and supplementary items for the surgical team • carry out counts for swabs, sharps, instrument and disposable items |
| <p>Option 4 Mental Health Support</p> | <ul style="list-style-type: none"> • assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy • undertake a range of physiological measurements on adults • apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition • observe, record and report changes; use proactive approaches to manage behaviour which challenges • take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society |
| <p>Option 5 Children and Young People</p> | <ul style="list-style-type: none"> • assist nurses with delegated clinical tasks in line with current legislation and policy • support the CYP before, during and after clinical or therapeutic procedures • communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer • recognise limitations in mental capacity and respond appropriately • monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control • contribute to discharge from services • support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax • develop positive relationships with CYP • support parents, families and carers to meet the needs of the CYP • support nutrition and hydration • support continence, washing and dressing • support mobility, rest, sleep, keeping safe or expressing sexuality • support the development of CYP through therapeutic play and learning |



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| <p>Option 6 Allied Health Profession - Therapy Support</p> | <ul style="list-style-type: none"> • assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy • contribute to referrals to or discharge from services • monitor and maintain the environment • record interventions and progress against defined outcome measures • provide support in line with care plans • enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life • identify, order or fit a defined range of equipment or resources • demonstrate or teach safe and appropriate use of equipment • identify when equipment, or its use, is unsafe, adapting within a given range or escalating • use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure |
|---|--|

During the observation the apprentice also needs to demonstrate skills and behaviours in the following areas from the core skills requirements of the standard. These skills may be demonstrated holistically during demonstration of the chosen optional requirements and it does not require duplicate tasks to be performed:

- assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes
- gather evidence to assist in obtaining a client history, review health-related data and information
- assist with an individual's overall comfort, identify and respond to signs of pain or discomfort
- recognise limitations in mental capacity and respond appropriately
- perform basic life support for individuals
- follow the principles for equality, diversity and inclusion
- demonstrate what it means in practice to promote and provide person centred care, treatment and support by obtaining valid consent, and carrying out risk assessments
- work in partnership with the individual, their carer, families and the wider healthcare team
- demonstrate and promote effective communication using a range of techniques
- observe and record verbal and non-verbal communication
- handle information (record, report and store information) in line with local and national policies,
- keep information confidential and support others to do so; take part in audits
- act within the limits of your competence and authority; ensure that anyone you supervise acts within their's
- work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well- defined tasks appropriately
- maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines
- move and position individuals, equipment and other items safely
- use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)
- treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences, show respect and empathy for those you work with
- show discretion

Professional Discussion

The Professional Discussion is carried out with access to the required supporting portfolio specifically prepared for End-point Assessment.

The portfolio for End-point Assessment is organised prior to the gateway, it is likely this will be completed in the 3 months leading up to the End-point Assessment. It is therefore expected that the employer and/or training provider will support the apprentice to prepare the portfolio. The portfolio provides evidence to support the professional discussion and the apprentice should present the portfolio on the agreed professional discussion assessment day.

The portfolio for End-point Assessment should be arranged in 7 sections to align with the domains of the standard as follows:

- Section 1: Health and wellbeing
- Section 2: Duty of care and candour, safeguarding, equality and diversity
- Section 3: Person-centred care treatment and support
- Section 4: Communication
- Section 5: Personal, people and quality improvement
- Section 6: Health, safety and security
- Section 7: Selected chosen optional specialism

The content of the portfolio should be sufficient in volume and breadth to support assessment of the apprentice's knowledge skills and behaviours during the professional discussion.

The portfolio will typically contain, for example, accounts of activities to support demonstration of behaviours, records of observations and work-related products like documentation and reports completed by the apprentice.

Appropriate consideration should be given to patient confidentiality, when constructing the portfolio.

We also recommend that the apprentice includes evidence of certified/accredited training for basic life support (as achieved for example through the Care Certificate requirement).

The apprentice will draw on the contents of their portfolio to underpin the discussion, selecting items on the day of assessment to inform and enhance the discussion. The assessor will not otherwise assess the portfolio.

The professional discussion takes place between the independent End-point Assessor and the apprentices for 60 minutes (+/- 10% at the discretion of the assessor).

The portfolio presentation and the professional discussion is synoptic and assesses the following knowledge, skills and behaviours from the core standard:

- 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 resilience and self-awareness and show supervisory leadership
- promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing
- the indicators for good physical and mental health in relation to the demographic of individuals you are working with; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions or other services if appropriate
- recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so
- how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration
- implement a duty of care and candour
- safeguard and protect adults and children; promote the principles to others
- how discrimination can happen; how to deal with conflicts between a person's rights and a duty of care
- the signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible
- promote clinical effectiveness, safety and a good experience for the individual



- how to undertake risk assessment in enabling a person-centred approach; why it is important to promote ‘person centred care, treatment and support
- why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique
- why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users
- how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour
- take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisal
- act as a role model; mentor peers; deliver training through demonstration and instruction
- how to seek feedback, reflect on your actions, how to evaluate your work and create a personal development plan
- the importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service
- undertake risk assessments
- how to promote health and safety at work; what to do in situations that could cause harm
- the meaning of risk /risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work

The following additional areas of knowledge, skills and behaviours are to be also evidenced to gain Distinction in the assessment methodology:

- how they are 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

The following additional skills and knowledge requirements from the apprentices chosen optional specialism will also be tested during this assessment methodology:

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| <p>Option 1 Adult Nursing Support</p> | <ul style="list-style-type: none"> • assist with tissue viability risk assessments • assist with caring for wounds • obtain and test samples and other specimens • support frailty, end of life care • recognise limitations in mental capacity and respond appropriately • the importance of skin integrity and how to check it • how to care for wounds • how to take and test venous and capillary blood and other specimens • what is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased • the importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia |
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| | |
|--|--|
| <p>Option 2 Maternity Support</p> | <ul style="list-style-type: none"> • recognise any deterioration in mental and emotional wellbeing and respond appropriately • assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises • assist other practitioners with performing ultrasound scans • provide support to other practitioners with instrumental deliveries • possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood • your role in antenatal and postnatal health education • how to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; • how to support the midwife to prepare women for caesarean section and care for them post-operatively, including measuring for TED stockings, providing a gown, positioning them and undertaking physiological measurements • ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding; the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary • support parents/carers to interact with and care for their new born baby • how to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies • ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required |
| <p>Option 3 Theatre Support</p> | <ul style="list-style-type: none"> • advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity • support end of life care and care of the deceased • 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 • 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 • 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 |
| <p>Option 4 Mental Health Support</p> | <ul style="list-style-type: none"> • implement strategies to promote mental well-being; implement strategies to support individuals with mental ill health • identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly • 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 • promote a recovery-based approach enabling the individual to manage their condition • a range of coping strategies and skills; sources of specialist support including: other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids • identify situations when you need additional support to communicate and build relationships • involve carers and family members in risk management processes |



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|---|--|
| <p>Option 5 Children and Young People</p> | <ul style="list-style-type: none"> • support life-limiting conditions and contribute to end of life care • 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 • 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 • 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 • 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 • 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 • support CYP through transitions • 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 |
| <p>Option 6 Allied Health Profession - Therapy Support</p> | <ul style="list-style-type: none"> • assist with clinical risk assessments • 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 • enable individuals to meet optimum potential • local clinical risk assessments and management plans relevant to the setting • 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 • 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 • enable health and wellbeing by supporting or facilitating individual or group sessions • support people to engage in the community and access activities or resources in line with their treatment goals • 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 • local activities and resources and how to signpost people to them e.g. social, education, work etc |

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"> the individual's health and wellbeing is deteriorating the individual is experiencing pain or discomfort | 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"> external adapting from childhood to adulthood depression delirium the normal ageing process | 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"> When and how to establish basic life support is required How to position and individual requiring basic life support How to carry out chest compressions (guidelines from Resuscitation Council UK) Performing artificial respiration How to use Adjuncts required to support resuscitation | 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"> duty of care duty of candour raising concerns safeguarding and protection from abuse diversity, equality and inclusion | 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"> duty of care duty of candour raising concerns safeguarding and protection from abuse diversity, equality and inclusion | 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 | | | |

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 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"> the individual their carer families the wider healthcare team | 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"> Risk assessment process-HSE 5 steps to risk assessment Person-centred approaches throughout content, well-being and feeling valued | 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 | | | |
| 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 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"> Communication barriers; language, sensory deprivation, environmental, lack of capacity, use of jargon Ability and ways to minimise barriers in own role | 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"> Condition; Dementia, learning disability, mental health, sensory needs Inability to articulate verbally due to treatment Dysphasia - lack of capacity | 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 | | | |

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 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"> Formal and informal ways in line with agreed responsibilities and supervision policies and processes Theories of leadership and management | C5 | | | |
| K16 | Individuals; Those requiring care and support, may include patients, service users or clients | C5 | | | |
| 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 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"> • clean • disinfect • sterilise | C6 | | | |

Delivery content and guidance

| Ref | Knowledge | Maps to standard | Ref | Skill | Maps to standard |
|-----------|--|------------------|-----------|---|------------------|
| K1 | <ul style="list-style-type: none"> Current legislations need to include; Health and Safety, COSHH, Infection Control, Manual Handling Workplace policies include; infection control, handling hazardous substances, moving and handling, risk assessment and security procedures | 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"> Waste management Spillages Handwashing Use of personal protective equipment (PPE) | 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 |
|---|---|
| Module A (C1) Health and well being | Knowledge K1, K2, K3, K4, K5, K6 K12, K13 K14, K15, K16, K17, K18, K19, K20, K21, K25 |
| Module B (C2) Duty of care, candour, safeguarding, equality and diversity | Knowledge K1, K2, K3 |
| Module C (C3) Person-centred care, treatment and support | Knowledge K1, K2 |
| Module D (C4) Communication | Knowledge K1, K2, K7, K8, K9, K10, K11, K12 |
| Module E (C5) Personal, people and quality improvement | Knowledge K1, K2, K3, K4, K5, K10, K11, K12, K13, K14, K15 |
| Module F (C6) 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) |
| Option 1 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 |
| Option 2 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 |
| Option 3 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) |
|---|--|
| Option 4 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 |
| Option 5 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 |
| Option 6 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 |
|---|---|
| Module A (C1) Health and well being | Skills: S1, S2, S3, S4, S5 S8, S9 S13, S14 |
| Module B (C2) Duty of care, candour, safeguarding, equality and diversity | Skills: S1 |
| Module C (C3) Person-centred care, treatment and support | Skills: S1, S2, S3, S4, S5 |
| Module D (C4) Communication | Skills: S1, S2, S3, S4, S5, S6 |
| Module E (C5) Personal, people and quality improvement | Skills: S1, S2 S7, S8, S9, S10, S11 |
| Module F (C6) Health, safety and security | Skills: S1, S2, S3, S4, S6 |
| Chosen optional specialism Module | Coverage (as taken from Optional Unit Specification pack) |
| Option 1 Adult Nursing Support | Skills Module 1.1: S1, S2 S7, S8, S9, S10 Module 1.2: S1, S2, S3, S4, S5, S6, S7 |
| Option 2 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 |
| Option 3 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 |
| Option 4 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) |
|--|---|
| Option 5 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 |
| Option 6 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 |
| The observation will also include a holistic approach to assessment of the following: | |
| 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. |

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 |
|---|--|
| Module A (C1) Health and well being | Knowledge Module: K7, K8, K9, K10, K11, K22 K23, K24 Skills Module: S6, S7, S10, S11, S12 |
| Module B (C2) Duty of care, candour, safeguarding, equality and diversity | Knowledge Module: K4, K5, K6, K7, K8 Skills Module: S2, S3, S4, S5 |
| Module C (C3) Person-centred care, treatment and support | Knowledge Module: K3, K4, K5, K6, K7, K8 Skills Module: S6, S7 |
| Module D (C4) Communication | Knowledge Module: K3, K4, K5, K6 |
| Module E (C5) Personal, people and quality improvement | Knowledge Module: K6, K7, K8, K9, K16, K17 Skills Module: S3, S4, S5, S6, S12, S13, S14 |
| Module F (C6) 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) |
| Option 1 Adult Nursing Support | Knowledge Module 1.1: K4, K5, K6, K7, K8, K9, K14, K15 Skills Module: S3, S4, S5, S6, S11 |
| Option 2 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) |
|--|--|
| Option 3 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 |
| Option 4 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 |
| Option 5 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 |
| Option 6 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 |
| The portfolio and professional discussion will also include a holistic approach to assessment of the following: | |
| 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 | Fail 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 Pass The apprentice meets all the core skills and behaviour requirements. They must also meet the skills requirements from their chosen optional pathway. Ungraded above a pass |
| Professional Discussion | End-point Assessor | Fail The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria Pass The apprentice meets all the core knowledge, skills, values and behaviour requirements and all the knowledge and skill requirements from their chosen optional specialism Distinction 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. 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



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Innovate Awarding
Block F
291 Paintworks Arnos
Vale
Bristol, BS4 3AW

0117 314 2800

innovateawarding.org

Version 3 | July 2024

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Level 3 Senior Healthcare Support Worker

Version 3