



Specification

Level 3 Senior Healthcare Support Worker

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Innovate Awarding

Meet our Managing Director

Welcome to the Level 3 Senior Healthcare Support Worker Apprenticeship. Our Innovate Awarding EPA Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

Charlotte Bosworth

About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 3 Senior Healthcare Support Worker apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 12 to 24 months on-programme, working towards the Level 3 Senior Healthcare Support Worker Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation of practice with questions
- Professional discussion underpinned by a portfolio of evidence

The Apprentice

A Senior Healthcare Support Worker is found in the health and care sector. Senior Healthcare Support Workers work in a range of settings, for example in a hospital, as part of a community team, in a day-case unit, birthing centre, individuals' homes, operating theatres, nursing or care homes, hospices and in general practice.

A Senior Healthcare Worker supports registered healthcare professionals in the delivery of high quality and compassionate health and care services. They will provide clinical, therapeutic or diagnostic care under the direct or indirect supervision of a registered healthcare professional.

For this standard, one of the following occupational options will be completed:

- 1. Adult Nursing Support:** Providing care and support for adults as part of the nursing team. Some of the individuals the adult nursing support worker cares for will have short-term needs, for example, if they have a wound which requires dressing. Others may have long-term conditions which affect them every day, all their lives. Many individuals will have more than one condition, and some will need round the clock care
- 2. Maternity Support:** Providing care and support for women, babies and their families as part of the maternity team. The maternity support worker will contribute to the care of women antenatally and during birth, and care for women and babies postnatally. They support new parents to care for their baby and to develop confidence and bonding.
- 3. Theatre Support:** Providing care and support for individuals before, during and after operations as part of the multi-disciplinary theatre team. They will support individuals as they are preparing to go into theatre, reassuring them if they are anxious, and helping move them back to recovery following their procedure. The theatre support worker will support the operating team by checking individuals into the theatre department, preparing equipment, counting swabs or other instruments and measuring fluids. They may be involved in routine, traumatic and emergency surgery.
- 4. Mental Health Support:** Providing care and support for individuals with mental ill health as part of the multi-disciplinary mental health team. They will support individuals, and their families, at different stages of their recovery by listening, providing emotional support, collaboratively developing care plans, implementing them creatively and reviewing them to meet the needs of the individual. The mental health support worker observes and reports changes in mental and physical well-being, encouraging independence and enabling individuals to live their life and achieve their goals. Usually, they will have to work closely with carers and with other organisations for example in housing and social care.

- 5. Children and Young People Support:** Providing care and support for babies, infants, children and young people as part of the children's team. They work within guidelines and legislation designed to protect and support children and young people, recognising the different needs and rights they have at different ages and stages of their development. The children and young people support worker promotes person and family-centred care, including looked-after children, and working in partnership with parents, carers, families and other services and agencies.

- 6. Allied Health Profession Therapy Support:** Providing care and support for individuals through therapeutic activities as part of a multi-disciplinary team. Illness, disability or a change in life circumstances often means that individuals have to learn or be supported to do things in new and different ways. This can change the pattern of a life-course, but individuals can often expect to regain and enjoy a quality of life with support and rehabilitation. Some individuals may have short-term needs, others may have long-term physical and/or mental ill health or a learning disability that affects their independence, function or way of living. The therapy support worker will be required to work with the individual either on their own or within a group setting. They may also work with others to support the individual e.g. training carers or working with families.

In their daily work, an employee in this occupation interacts with

- Patients, service users and carers
- Registered healthcare professionals, for example doctors, nurses, midwives and allied health professionals
- Social care staff including registered managers, care workers and social workers
- Administration, management and other non-clinical staff like porters, cleaners and receptionists

A Senior Healthcare Support Worker will be responsible for working within the limits of their competence, following standards, policies or protocols and agreed ways of working to provide a range of clinical, diagnostic or therapeutic interventions as part of the wider health and care team.

Senior Healthcare Support Workers report to a registered healthcare professional and undertake delegated activities in line with an individual's care plan. Senior Healthcare Support Workers use their knowledge, experience and understanding to take decisions within their area of responsibility. They are accountable for their own work and for reviewing the effectiveness of their actions. Senior Healthcare Support Workers may

supervise or guide other staff in their team. They must communicate effectively and be able to adhere to standards, including legislation, employer policies and procedures when handling sensitive information. They must maintain a safe and healthy working environment and keep their knowledge and skills up to date.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 3 Senior Healthcare Support Worker Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Level 3 Senior Healthcare Support Worker and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 3 Senior Healthcare Support Worker Standard. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Completed a Level 3 Diploma in Healthcare Support
- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 3 Senior Healthcare Support Worker
- Compiled, and be ready to submit, a portfolio of 10 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 3 Senior Healthcare Support Worker Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The Innovate Awarding Assessor will book a planning meeting on epaPRO once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 3 Senior Healthcare Support Worker 30 minute planning meeting will book assessment timeslots for the:

- Observation of practice with questions
- Professional discussion underpinned by a portfolio of evidence

The provider may incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.

Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. You will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will contain 10 discrete pieces of evidence (for example one against each of the five core grading themes and five against the grading theme of the option they are assigned to)
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested.

Evidence sources may include:

- Mapping document showing how the evidence provided meets the KSBs
- Witness testimonials
- Written report of case-based discussion
- Written report of supporting an intervention
- Evidence of ongoing professional development
- Work-based observation
- Clinical supervision reflection (relating to K20 and S20)

End-Point Assessment

Assessment Methods

Assessment Method 1: Observation of practice with questions

For the observation of practice with questions, an Innovate Awarding Assessor will observe one apprentice at a time for 90 minutes within their workplace, completing their day-to-day duties under their normal working conditions. This will then be followed by 30 minutes of questioning from the Innovate Awarding Assessor. The Innovate Awarding Assessor will ask at least four questions, follow-up questions may be asked. Innovate Awarding will give the apprentice two weeks' notice of when the observation will take place.

The Innovate Awarding Assessor will observe the following during the observation:

Core:

- Providing care and support to individuals as part of the multi-disciplinary team
- Communicating in a way that facilitates understanding
- Maintaining the health and safety of the workplace, individuals, colleagues and themselves through safe work practices
- Adhering to protocols relevant to their role, the service or intervention they are providing and the organisation they are working in

Options:

- Option 1 Adult Nursing Support
- Option 2 Maternity Support
- Option 3 Theatre Support
- Option 4 Mental Health Support
- Option 5 Children and Young People Support
- Option 6 Allied Health Profession Therapy Support

The observation of practice with questions must take place in the apprentice's normal place of work. Equipment and resources needed for the observation must be provided by the employer and be in good working condition. The questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

Assessment Method 2: Professional discussion, underpinned by a portfolio

For the professional discussion, the apprentice and the Innovate Awarding Assessor will have a 60 minute two-way conversation. The professional discussion is structured to give

the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest grade available.

For the professional discussion, the Innovate Awarding Assessor will ask at least 10 questions, one against each of the five core grading themes and five against the option the apprentice is assigned to:

Options:

- Option 1 Adult Nursing Support
- Option 2 Maternity Support
- Option 3 Theatre Support
- Option 4 Mental Health Support
- Option 5 Children and Young People Support
- Option 6 Allied Health Profession Therapy Support

Apprentices will have access to their portfolio of evidence during the professional discussion. The portfolio of evidence is not directly assessed.

The professional discussion will take place in a quiet room, free from distractions and influence. The professional discussion will take place in a suitable venue selected by Innovate Awarding, e.g. employer’s premises. The professional discussion can be conducted via video conferencing.

Innovate Awarding will provide the apprentice with two weeks’ notice of the professional discussion.

Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor will grade the observation of practice with questions and the professional discussion underpinned by a portfolio of evidence.

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve a pass in the observation of practice with questions and a distinction in the professional discussion.

To achieve an overall pass, the apprentice must achieve at least a pass in both assessment methods.

If the apprentice fails one or more assessment method, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Observation of Practice with Questions	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Pass	Distinction	Distinction
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

Grading Descriptors

Assessment Method 1: Observation of practice with questions

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
CORE: Working to Protocol		
<p>K1 The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p> <p>S1 Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p>	Practices within the limits of the role of a senior healthcare support worker in line with legislation, policies, standards codes of conduct and local ways of working. (K1 S1)	N/A
<p>K2 The scope of practice, limitations of own competence, including limitations of own role in relation to medication and who to ask for support.</p> <p>S2 Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed.</p>	Demonstrates working within the scope of practice, the limits of their knowledge and skills, escalating and reporting to others when needed. (K2 S2)	N/A
<p>K3 The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice.</p> <p>S3 Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' established consent.</p> <p>B1 Treat people with dignity.</p>	Establishes consent, or checks that consent has been established, from the individual and together with others from the multi-disciplinary team provides safe, dignified and non-discriminatory care and support that is informed by the principles of 'person-centred care and support' including the active participation and choices of the individual. (K3 S3 B1)	N/A
<p>K4 The principles of a 'duty of care' and 'safeguarding', the signs of abuse and ways to reduce the risk of abuse.</p> <p>S4 Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm.</p>	Implements a duty of care, safeguarding and protection and acts in the best interest of the individual, recognising and reducing the risks of abuse and raising safeguarding and protection concerns in line with organisational procedures. (K4 S4)	N/A

CORE: Supporting Individuals

K7 The signs and symptoms that an individual's health and wellbeing is changing, including the role of prescribed medication.	<p>Recognises and responds to signs and symptoms that an individual's health is changing and if they are in pain, distress or discomfort and makes them comfortable.</p> <p>Supports their wellbeing and follows the correct procedure for reporting the changes or situation. (K7 K8 S7 S8)</p>	N/A
K8 The signs and symptoms that an individual is in pain, distress or discomfort.		
S7 Recognise and respond to changes in an individual's health and wellbeing.		
S8 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing.		
K9 The principles of hydration, nutrition and food safety.	<p>Adheres to an individual's care plan and promotes and monitors the correct, safe access to fluids and nutrition in line with the principles of hydration, nutrition and food safety. (K9 S9)</p>	N/A
S9 Promote and monitor access to fluids and nutrition in line with an individual's care plan.		
K28 The physiological states, their normal ranges and the correct tools or equipment to use to measure them.	<p>Undertakes physiological measurements on an individual, selecting and using the correct tools or equipment and explains the normal ranges and results. (K28 S28)</p>	N/A
S28 Undertake physiological measurements, selecting and using the correct tools or equipment.		
CORE: Communication		
K10 Communication techniques to maximise understanding including for individuals with specific communication needs or wishes.	<p>Communicates with individuals, their families, carers and others in the workplace to facilitate understanding, reflecting their specific needs and the organisational values of respect and empathy. (K10 S10 B2)</p>	N/A
S10 Communicate with individuals, their families, carers and others in the workplace using techniques designed to facilitate understanding.		
B2 Show respect and empathy.		

<p>K11 The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs.</p>	<p>Responds to limits in mental capacity, taking into account the individual's condition and needs. (K11 S11)</p>	<p>N/A</p>
<p>S11 Recognise and respond to limitations in an individual's mental capacity.</p>		
<p>K21 Ways to record and store information securely, including the safe use of technology.</p>	<p>Records, stores, reports, shares or discloses information correctly and in line with policy and legislation, using technology safely and securely and maintaining confidentiality at all times. (K21 K22 S21 S22)</p>	<p>N/A</p>
<p>K22 The principles of confidentiality, duty of confidence and disclosure.</p>		
<p>S21 Record and store information related to individuals securely, including the safe use of technology.</p>		
<p>S22 Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure.</p>		
CORE: Health and Safety		
<p>K12 The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE).</p>	<p>Uses the correct infection prevention and control techniques to maintain a safe and healthy working environment to the tasks they are carrying out.</p> <p>Ensures the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE) to the tasks they carry out. (K12 S12)</p>	<p>N/A</p>
<p>S12 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE).</p>		
<p>K13 Local systems and processes to manage the supply, storage, use and safe disposal of stocks and supplies.</p>	<p>Uses, stores and disposes of equipment and supplies safely following local processes. Ensures stocks are supplied and managed. (K13 S13)</p>	<p>N/A</p>
<p>S13 Maintain the safe supply, storage, use and disposal of supplies and equipment.</p>		
<p>K14 The principles of safe moving and assisting individuals and moving and handling equipment.</p>	<p>Moves and handles equipment or other items or assists an</p>	<p>N/A</p>

S14 Move and handle equipment or other items safely and assist individuals.	individual safely and in line with health and safety legislation (K14, S14)	
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Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 1: Adult Nursing Support		
K29 The activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities.	Works according to the care plan and desired outcomes to support the individual with the activities of daily living in a way that develops, supports and maintains independence. (K29 S29)	N/A
S29 Support individuals with activities of daily living to develop and maintain their independence in line with their desired outcomes and plan of care.		
K30 The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised.	Assists with a tissue viability risk assessment, identifying the factors that lead to tissues being compromised and manages pressure areas to support the structure and function of the skin and underlying tissues. (K30 S30)	N/A
S30 Assist with tissue viability risk assessments and manage pressure areas.		
K31 The principles of wound management and the equipment and materials that are used to treat wounds.	Works according to the care plan to assist with wound care for an individual, selecting and using the correct materials and equipment to manage and treat the wound. (K31 S31)	N/A
S31 Assist with wound care in line with the care plan.		
K32 Methods for taking and testing specimens.	Demonstrates taking and testing specimens in line with the care plan. (K32 S32)	N/A
S32 Obtain and test specimens in line with the care plan.		

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 2: Maternity Support		
<p>K30 The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised.</p> <p>S30 Assist with tissue viability risk assessments and manage pressure areas.</p>	<p>Assists with a tissue viability risk assessment, identifying the factors that lead to tissues being compromised and manages pressure areas to support the structure and function of the skin and underlying tissues. (K30 S30)</p>	N/A
<p>K32 Methods for taking and testing specimens.</p> <p>S32 Obtain and test specimens in line with the care plan.</p>	<p>Demonstrates taking and testing specimens in line with the care plan. (K32 S32)</p>	N/A
<p>K37 Strategies to engage women and carers in feeding, bathing, parenting and self-care such as antenatal and postnatal exercise.</p> <p>S37 Assist the midwife with teaching, feeding and hygiene needs of babies, parenting skills and antenatal and postnatal exercise.</p>	<p>Assists the midwife with engaging and teaching a woman or carer feeding and hygiene needs of babies, parenting skills and/or antenatal and postnatal exercise. (K37 S37)</p>	N/A
<p>K38 Local and national antenatal and newborn screening services and immunisation programmes.</p> <p>S38 Assist health care professionals with antenatal and newborn screening and provide information to parents about immunisation activities.</p>	<p>Assists healthcare professionals with an antenatal, newborn screening and providing information about immunisation to parents in line with local and national services and programmes. (K38 S38)</p>	N/A
<p>K39 Local systems and protocols to maintain the maternity environment including procedures to maintain the supply of resources, instruments and equipment.</p> <p>S39 Provide support to the maternity team by maintaining the supply of resources, instruments and equipment.</p>	<p>Supports the maternity team in the maternity environment by maintaining the correct supply of resources, instruments and equipment in line with the local systems and protocols. (K39 S39)</p>	N/A
<p>K42 The routine checks and observations undertaken for a healthy baby such as cord care, eye care, oral hygiene, stools and signs of neo-natal jaundice.</p> <p>S42 Care for the physical needs of babies by undertaking routine healthy baby observations and reporting any abnormalities.</p>	<p>Cares for the physical needs of a baby including the observations and routine checks and reports any abnormalities. (K42 S42)</p>	N/A

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 3: Theatre Support		
Delegated Peri-Operative Care and Support for Individuals		
<p>K46 Local systems and protocols for completing pre and post-operative checklists.</p> <p>S46 Complete pre and post-operative checklists.</p>	<p>Completes pre and post-operative checklists in line with the local systems and protocols. (K46 S46)</p>	N/A
<p>K47 The principles of asepsis and maintenance of the sterile field in relation to the provision of surgical instrumentation and medical devices to the surgical team.</p> <p>S47 Support the surgical team to maintain the sterile field.</p>	<p>Supports the surgical team by maintaining the sterile field and asepsis by correctly providing surgical instruments and medical devices. (K47 S47)</p>	N/A
<p>K49 The effects of pre-medication, sedation and anaesthesia on individuals.</p> <p>S49 Support and monitor the premedicated, sedated and unconscious individual.</p>	<p>Supports and monitors a pre-medicated, sedated or unconscious individual. (K49 S49)</p>	N/A
<p>K51 Techniques used in the perioperative environment to position individuals and specialist equipment for before, during and after surgery.</p> <p>S51 Move, position and transport individuals and specialist equipment before, during and after surgery.</p>	<p>Moves, positions or transports an individual or specialist equipment, using the correct techniques within the peri-operative environment, before, during or after surgery. (K51 S51)</p>	N/A
<p>K53 The importance of identification, measurement, accounting for and recording swabs, sharps, instruments or other disposable items used and the actions to take if one is missing.</p> <p>S53 Carry out counts for swabs, sharps, instruments and disposable items and take action if something is missing.</p>	<p>Demonstrates carrying out and recording counts for swabs, sharps, instruments and disposable items, following correct organisational procedures if any items are unaccounted for. (K53 S53)</p>	N/A

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 4: Mental Health Support		
Delegated Therapeutic Techniques and Interventions for Individuals to Promote Mental Health Recovery		
<p>K55 The nature of mental health and wellbeing and the main forms of mental ill health according to the psychiatric International Classification of Diseases and Diagnostic and Statistical Manual of Mental Disorders (DSM/ICD) classification system.</p> <p>S55 Use strategies and tools to promote mental wellbeing and to support individuals with mental ill health.</p>	<p>Applies strategies and tools to promote mental wellbeing and support individuals with mental ill health. (K55 S55)</p>	N/A
<p>K56 The main interventions in mental health and wellbeing and the benefits of early intervention.</p> <p>S56 Observe, record and report changes and barriers, using proactive approaches to manage behaviour which challenges.</p>	<p>Observes, records and reports changes or barriers in an individual's mental health using proactive approaches to identify the benefits of early intervention and to manage any behaviour which challenges. (K56 S56)</p>	N/A
<p>K57 The needs of individuals with mental ill health and those supporting them at key stages and through times of change or transition.</p> <p>S57 Take an active approach in supporting individuals to manage their condition.</p>	<p>Actively supports an individual with mental ill health and those supporting them to manage their condition at a key stage or time of transition. (K57 S57)</p>	N/A
<p>K58 Techniques used to build, monitor and sustain therapeutic relationships with individuals, carers and their families.</p> <p>S58 Build, monitor and sustain therapeutic relationships with individuals, carers and their families.</p>	<p>Maintains the therapeutic relationship with an individual and their carers or family if appropriate, by using the correct techniques to build, monitor and sustain the relationship. (K58 S58)</p>	N/A
<p>K59 The factors that facilitate an individual's recovery experience.</p> <p>S59 Promote a recovery-based approach that enables the individual to manage their condition.</p>	<p>Demonstrates promoting a recovery-based approach which enables an individual to manage their condition. (K59 S59)</p>	N/A

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 5: Children and Young People Support		
Delegated Clinical and Therapeutic Activities for Children, Young People and their Families		
<p>K29 The activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities.</p> <p>S29 Support individuals with activities of daily living to develop and maintain their independence in line with their desired outcomes and plan of care.</p>	Works according to the care plan and desired outcomes to support the individual with the activities of daily living in a way that develops, supports and maintains independence. (K29 S29)	N/A
<p>K30 The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised.</p> <p>S30 Assist with tissue viability risk assessments and manage pressure areas.</p>	Assists with a tissue viability risk assessment, identifying the factors that lead to tissues being compromised and manages pressure areas to support the structure and function of the skin and underlying tissues. (K30 S30)	N/A
<p>K31 The principles of wound management and the equipment and materials that are used to treat wounds.</p> <p>S31 Assist with wound care in line with the care plan.</p>	Works according to the care plan to assist with wound care for an individual, selecting and using the correct materials and equipment to manage and treat the wound. (K31 S31)	N/A
<p>K32 Methods for taking and testing specimens.</p> <p>S32 Obtain and test specimens in line with the care plan.</p>	Demonstrates taking and testing specimens in line with the care plan. (K32 S32)	N/A
<p>K64 Principles and techniques to engage children and young people in therapeutic play.</p> <p>S64 Support the development of children and young people through therapeutic play and learning.</p>	Engages the child or young person in therapeutic play using the correct techniques to support their learning and development. (K64 S64)	N/A

<p>K66 The importance of family-centred care and the role of the public health agenda in promoting and protecting the health and wellbeing of children and young people, to include looked after children and young carers.</p>	<p>Supports the parent, family or carer of a child or young person to meet the child or young person's needs, in line with the public health agenda for family centred care and promoting and protecting the health and wellbeing of children and young people, including looked after children and young carers. (K66 S66)</p>	<p>N/A</p>
<p>S66 Support parents, families and carers to meet the needs of children and young people.</p>		
<p>K67 The expected physical, cognitive, language, emotional, social and developmental milestones, the tools and equipment to measure and assess them and how to adapt practice to meet additional needs.</p>	<p>Applies recognised procedures, tools and equipment to support children or young people either before, during or after diagnostic, clinical or therapeutic procedures. (K67 S67)</p>	<p>N/A</p>
<p>S67 Support children and young people before, during or after diagnostic, clinical or therapeutic procedures.</p>		

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 6: Allied Health Profession Therapy Support		
Delegated Therapeutic Activities to Support Individuals in Meeting their Optimum Potential		
<p>K68 The care planning process and therapeutic strategies used within own role to promote and enable independence, self-management, social integration, recovery and skills for everyday life.</p>	<p>Works according to the care plan to provide therapeutic support to an individual that encourages, promotes and enables optimum potential, independence, self-management, social integration, recovery and skills for everyday life using the correct strategies and approaches to rehabilitate or maximise the individual's function. (K68 S68 K71 S71)</p>	<p>N/A</p>
<p>S68 Provide therapeutic support in line with care plans to encourage independence, self-management and skills for everyday life.</p>		
<p>K71 Strategies and approaches to rehabilitate or maximise an individual's function.</p>		
<p>S71 Enable individuals to meet optimum potential.</p>		

<p>K69 Local systems for undertaking clinical risk assessments and management plans relevant to own work setting.</p>	<p>Assists with undertaking a clinical risk assessment or management plan in line with the requirements of own work setting and local systems. (K69 S69)</p>	<p>N/A</p>
<p>S69 Assist with undertaking clinical risk assessments and management plans.</p>		
<p>K74 Local systems for sourcing, ordering and fitting therapeutic equipment and resources and the criteria for provision.</p>	<p>Works according to the care plan to identify, order or fit therapeutic equipment or resources for an individual adhering to the correct local systems and criteria for provision. (K74 S74)</p>	<p>N/A</p>
<p>S74 Identify, order or fit therapeutic equipment and resources in line with the individual's care plan.</p>		
<p>K75 The purpose and function of the therapeutic equipment and resources available, including its limitations and contra-indications.</p>	<p>Uses equipment or resources therapeutically and safely, identifying its correct purpose, function, limitations and contra-indications in line with local policy and procedure. (K75 S75)</p>	<p>N/A</p>
<p>S75 Use equipment and resources therapeutically in a safe way in line with local policy and procedure.</p>		
<p>K77 Protocols for checking, reporting and adapting therapeutic equipment and resources.</p>	<p>Carries out a safety check for therapeutic equipment or resources, following the correct protocols to report issues or make adaptations if appropriate. (K77 S77)</p>	<p>N/A</p>
<p>S77 Complete safety checks for therapeutic equipment and resources, following protocols to report issues or make adaptations if appropriate.</p>		

Assessment Method 2: Professional Discussion underpinned by a portfolio of evidence

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor		
CORE: Promote Health and Wellbeing				
K5 National and local definitions of health and wellbeing and priorities for promoting public health and reducing inequalities. S5 Support individuals to make informed and positive lifestyle choices.	Explains how they have supported an individual to make informed and positive lifestyle choices in line with national and local definitions of health and wellbeing and the public health priorities, including considering ways of reducing inequalities. (K5 S5)	Compares and contrasts ways in which they have worked to reduce inequalities and support an individual to make informed positive lifestyle choices. (K5 S5)		
K6 The availability of services to support individuals with lifestyle choices and how to make a referral if required. S6 Actively seek out and act on opportunities to support individuals to maximise their health, wellbeing and positive lifestyle choices.			Describes how they have actively sought an opportunity to support an individual to maximise their health, taking into account the availability of services and how to make a referral if required (K6 S6)	N/A
CORE: Continuing Professional Development and Reflective Practice				
K18 The importance of continuing personal and professional development. S18 Undertake own training and development activities and contribute to the training and development of others. B3 Be adaptable, reliable and consistent.	Undertakes continuing personal and professional development activities and contributes to the training and development of others showing they are adaptable, reliable and consistent. (K18 S18 B3)	Analyses the impact of training and development activities on themselves and others. (K18 S18)		
K19 The local arrangements for appraisal of performance in the workplace. S19 Participate in appraisal to support professional development.			Outlines how they have participated in the local arrangements for appraisal of performance. (K19 S19)	N/A
K20 The principles of reflective practice. S20 Reflect on and develop your own practice.				

CORE: Risk Management		
<p>K15 The meaning of 'risk' in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses.</p> <p>S15 Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace.</p>	<p>Summarises the meaning of 'risk' in the workplace giving evidence that they would take the correct action if they identified a 'risk'. (K15 S15)</p>	<p>Evaluates their organisation's approach to 'risk' in the workplace. (K15 S15)</p>
<p>K16 Techniques and principles to safely perform basic life support.</p> <p>S16 Perform basic life support techniques.</p>	<p>Describes how they meet the requirements for providing basic life support, showing an understanding of the techniques and principles required. (K16 S16)</p>	<p>N/A</p>
<p>K17 The common causes of conflict and how to respond to them in the workplace.</p> <p>S17 Recognise and respond to potential conflict, challenging behaviour or an escalating situation.</p>	<p>Explains a time when they have recognised and responded to a potential conflict, challenging behaviour or escalating situation giving context to the description by describing common causes of conflict and the correct ways to respond to them. (K17 S17)</p>	<p>N/A</p>
CORE: Quality Improvement		
<p>K23 The principles of 'quality improvement' and ways to measure quality in the workplace.</p> <p>S23 Participate in and support others with quality improvement activities in the workplace.</p>	<p>Describes the quality improvement principles, measures and activities used in their workplace, explaining how they have taken part in an activity and supported others to do the same. (K23 S23)</p>	<p>N/A</p>
<p>K24 The principles of investigatory techniques, research and evidence-based practice, and how to access existing evidence and use it to validate and improve practice.</p> <p>S24 Use investigatory techniques to source evidence to validate and improve the delivery of care and support within own scope of practice.</p>	<p>Explains how they have sourced and used a piece of evidence to validate and improve the delivery of care and support within their own scope of practice identifying the principles of investigatory techniques, research and evidence-based practice that they used. (K24 S24)</p>	<p>Analyses how they have interpreted evidence and used their findings to inform suggestions for improving practice. (K24 S24)</p>
<p>K25 The principles of critical thinking and methods of critical appraisal.</p> <p>S25 Critically appraise sources of information and apply to practice.</p>	<p>Explains how they have critically appraised a source of information and applied their findings to practice describing the principles of critical thinking and the methods of critical appraisal that they used. (K25 S25)</p>	<p>N/A</p>

CORE: Team Role Modelling and Leadership

K26 The principles and styles of leadership in relation to own role and place of work.	Describes the scope of their role in relation to leadership, examining their own leadership style and giving an example of when they have acted as a role model for someone else. (K26 S26)	N/A
S26 Provide leadership and act as a role model for others within the scope of own role.		
K27 The relationship and differences between leadership, management, supervision and mentoring.	Explains the scope of their own role in relation to mentoring and supervision, explaining the relationship and differences between leadership, management, supervision and mentoring and giving an example of when they have taken a leadership role. (K27 S27)	Compares and contrasts examples of when they have led, managed, supervised or mentored another person, explaining how their role is different in each example. (K27 S27)
S27 Contribute to mentoring and supervision of others in the workplace within the scope of own role.		

Assessed Criteria

Pass Grading Descriptor

Distinction Grading Descriptor

OPTION 1: Adult Nursing Support

K33 The end-of-life phase and the factors which impact care during the end-of-life phase.	Describes a time when they have provided care and support for an individual or their family during the end-of-life phase, exploring the factors which impacted on the care and support given. (K33 S33)	N/A
S33 Provide care and support for individuals and their family during the end-of-life phase.		
K34 Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system.	Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system. (K34 S34)	N/A
S34 Contribute to signposting to relevant agencies, and discharge or transfer of individuals between services, in line with their care plan.		
K35 The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating.	Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration. (K35 S35)	Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence. (K35 S35)
S35 Recognise and respond to deteriorations in physical health, mental health and wellbeing.		

K36 How to support adults to take responsibility for their own health and wellbeing.	Explains how they supported an individual to take responsibility for their own health and wellbeing and to manage their own condition and identifying the impact it had on the individual. (K36 S36)	N/A
S36 Support adults to take responsibility for their own health and wellbeing and for managing their own condition.		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 2: Maternity Support		
Delegated Maternity Care and Support for Women, Babies and their Families		
K33 The end-of-life phase and the factors which impact care during the end-of-life phase.	Describes a time when they have provided care and support for an individual or their family during the end-of-life phase, exploring the factors which impacted on the care and support given. (K33 S33)	N/A
S33 Provide care and support for individuals and their family during the end-of-life phase.		
K34 Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system.	Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system. (K34 S34)	N/A
S34 Contribute to signposting to relevant agencies, and discharge or transfer of individuals between services, in line with their care plan.		
K35 The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating.	Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration. (K35 S35)	Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence. (K35 S35)
S35 Recognise and respond to deteriorations in physical health, mental health and wellbeing.		
K40 The purpose of a urethral catheter and the importance of regular monitoring.	Explains how they have supported the personal care of a woman with a urethral catheter describing how they have monitored it regularly and correctly. (K40 S40)	N/A
S40 Support personal care such as providing care for women with urethral catheters.		
K41 Local security procedures for women and babies including systems for woman and baby identification.	Explains how they have identified the baby and the woman, explaining how and why they provided a wristband or label in line with local security procedures. (K41 S41)	N/A
S41 Identify the baby and provide wristband or label in line with local security procedures.		

<p>K43 The nutritional and hygiene needs of babies, the benefits of different feeding methods and the importance of skin-to-skin contact in bonding.</p> <p>S43 Support parents and carers to meet the developmental, nutritional and hygiene needs of babies.</p>	<p>Describes how they support parents and carers to meet the developmental, nutritional and hygiene needs of babies, explaining the benefits of different feeding methods and the importance of skin-to-skin contact in bonding. (K43 S43)</p>	N/A
<p>K44 The principles of supporting families at difficult times, bereavement and loss and the availability of other support services.</p> <p>S44 Work in partnership with families and other support services to support individuals in difficult circumstances, bereavement and loss.</p>	<p>Describes how they worked in partnership with a family or another support service to support individuals in difficult circumstances, bereavement or loss explaining the availability of services and how to access them. (K44 S44)</p>	N/A
<p>K45 The scope of their own role in an emergency situation during pregnancy, labour, birth or the postnatal period.</p> <p>S45 Provide support to the midwife and others in the multi-disciplinary team in an emergency situation during pregnancy, labour, birth or the postnatal period.</p>	<p>Describes a time when they have supported the midwife and others in the team during an emergency situation during the pregnancy, labour, birth or postnatal period explaining the situation and the scope of their own role. (K45 S45)</p>	N/A
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 3: Theatre Support		
Delegated Peri-Operative Care and Support for Individuals		
<p>K48 Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing.</p> <p>S48 Participate in team briefing, patient sign in, timeout, sign out and debriefing.</p>	<p>Describes a time they have participated in team briefing, patient sign in, timeout, sign out and debriefing explaining the local systems and protocols. (K48 S48)</p>	<p>Critically analyses the scope of their role and limits of their competence and that of others in the team in relation to the local systems and protocols used in the perioperative environment. (K48 S48)</p>
<p>K50 The purpose for recording an individual's body fluid and factors that affect input, output and wound drainage.</p> <p>S50 Measure and record an individual's body fluid balance.</p>	<p>Explains how they measure and record an individual's body fluid balance, describing the purpose of recording this and the factors that affect input, output and wound drainage. (K50 S50)</p>	N/A

<p>K52 The types, purpose and function of surgical instruments and supplementary items used in theatre such as the cost implications of items used and the impact on the commissioning of surgical procedures.</p>	<p>Describes how they prepare the clinical environment and provide surgical instrumentation for the surgical team, listing the types, purpose and function of surgical instruments and supplementary items used noting the cost implications such as on cost or commissioning of surgical procedures. (K52 S52)</p>	<p>N/A</p>
<p>S52 Prepare the clinical environment and provide surgical instrumentation and supplementary items for the surgical team.</p>		
<p>K54 Types and uses of containers for transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products.</p>	<p>Explains the sequence of activities they carried out on an occasion when they have received, handled or dispatched clinical specimens or blood products, listing the type and use of container used and identifying the procedures for labelling, handling, dispatching, recording and reporting used. (K54 S54)</p>	<p>N/A</p>
<p>S54 Assist in receiving, handling and dispatching clinical specimens or blood products.</p>		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor

OPTION 4: Mental Health Support

Delegated Therapeutic Techniques and Interventions for Individuals to Promote Mental Health Recovery

<p>K35 The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating.</p>	<p>Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration. (K35 S35)</p>	<p>Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence. (K35 S35)</p>
<p>S35 Recognise and respond to deteriorations in physical health, mental health and wellbeing.</p>		
<p>K60 The impact of the individual's mental ill-health on their life, family, friendships and active participation in society.</p>	<p>Describes how they enable or empower an individual to actively participate in society and how they help the individual to recognise the impact of mental health on themselves and on the family, friendships and life. (K60, S60)</p>	<p>N/A</p>
<p>S60 Enable and empower individuals to actively participate in society and recognise the impact of mental health on them and others.</p>		

<p>K61 Risk factors of harm to self or others, a range of triggers and consideration of the impact of the environment.</p> <p>S61 Identify situations of risk to yourself or others and take action including seeking support.</p>	<p>Describes a time when they have identified a situation of risk to self or others in the mental health setting and identifies the triggers and the impact of the environment on this occasion explaining the correct actions to take to seek support. (K61 S61)</p>	N/A
<p>K62 Prevention and risk reduction strategies which involve the individual and others, such as suicide mitigation, behaviours which challenge, substance misuse and self-neglect and reduction of restrictive practices.</p> <p>S62 Involve the individual, carers and family members in risk management processes.</p>	<p>Explains a time when they have involved an individual, their carers or family in the mental health risk management process, identifying and listing the types of risk reduction and prevention strategies they used and the impact of these on the individual. (K62 S62)</p>	N/A
<p>K63 The importance of own mental health and wellbeing when working in mental health services.</p> <p>S63 Review and promote your own mental health and wellbeing.</p>	<p>Reflects on how they have reviewed and promoted their own mental health and wellbeing at work, explaining the importance of it and the impact it has on their daily work. (K63 S63)</p>	N/A
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor

OPTION 5: Children and Young People Support

Delegated Clinical and Therapeutic Activities for Children, Young People and their Families

<p>K33 The end-of-life phase and the factors which impact care during the end-of-life phase.</p> <p>S33 Provide care and support for individuals and their family during the end-of-life phase.</p>	<p>Describes a time when they have provided care and support for an individual or their family during the end-of-life phase, exploring the factors which impacted on the care and support given. (K33 S33)</p>	N/A
<p>K34 Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system.</p> <p>S34 Contribute to signposting to relevant agencies, and discharge or transfer of individuals between services, in line with their care plan.</p>	<p>Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system. (K34 S34)</p>	N/A

K35 The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating.	Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of an individual, sequencing the signs and symptoms that indicated the deterioration. (K35 S35)	Analyses the actions they took in response to the signs and symptoms that indicate a deterioration in the physical, mental health and wellbeing of an individual, explaining their responsibilities and limits of their competence. (K35 S35)
S35 Recognise and respond to deteriorations in physical health, mental health and wellbeing.		
K65 The main life transitions for children and young people and the importance of involving the child or young person in their own care in line with legal policy and service frameworks for children and young people.	Describes how they have supported a child or young person through transitions, showing how they have enabled them to take part in shared or independent decision making. Explains the main life transitions for children and young people and the scope of their own role in relation to the associated legal policy and service frameworks. (K65 S65)	N/A
S65 Support children and young people through transitions by enabling shared or independent decision making.		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
OPTION 6: Allied Health Profession Therapy Support		
Delegated Therapeutic Activities to Support Individuals in Meeting their Optimum Potential		
K34 Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system.	Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting an individual to a relevant agency or service and explaining the availability of services and agencies offered by the wider health and social care system. (K34 S34)	N/A
S34 Contribute to signposting to relevant agencies, and discharge or transfer of individuals between services, in line with their care plan.		
K70 The potential impact of mental and physical capacity, health condition, learning disability or overall wellbeing on therapeutic or clinical interventions.	Explains how they recognise that mental or physical capacity, health condition, learning disability or overall wellbeing of an individual has impacted on the therapeutic or clinical task, describing any adaptations that they need to make. (K70 S70)	Analyses the actions they took in response to different conditions, mental or physical states, explaining the adaptations made to the therapeutic or clinical task and the responsibilities and limits of their competence. (K70 S70)
S70 Recognise the impact of mental or physical capacity, health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and when to adapt.		

<p>K72 Strategies and tools available to engage individuals or communities in group sessions.</p> <p>S72 Facilitate group sessions to support health and wellbeing of individuals or communities.</p>	<p>Describes how they facilitate group sessions to support the health and wellbeing of individuals or communities, explaining the strategies and tools they use to engage them. (K72 S72)</p>	N/A
<p>K73 Activities and resources available within the community and the means to access them.</p> <p>S73 Support people to engage in the community and access activities or resources in line with their treatment goals.</p>	<p>Explains how they have supported an individual to engage in the community and access activities or resources in line with their treatment, describing which activities and resources are available and how to access them. (K73 S73)</p>	N/A
<p>K76 Strategies and tools available to engage individuals in learning how to use therapeutic equipment and resources.</p> <p>S76 Demonstrate and teach the safe and appropriate use of therapeutic equipment and resources.</p>	<p>Describes how they demonstrated and taught the safe and appropriate use of therapeutic equipment or resources to an individual, explaining the strategies and tools they used to engage them. (K76 S76)</p>	N/A

Annex 1: Assessment Plan and Occupational Standard

The Level 3 Senior Healthcare Support Worker Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st0217-v1-6>

Level 3 Senior Healthcare Support Worker **ST0217**

Versions **1.3, 1.4, 1.5 and 1.6**

Sector: **Health and Science**

EQA Organisation: **Ofqual**

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. In the event of a re-sit/re-take the apprentice can use the same portfolio.

The employer and Innovate Awarding will agree the timescale for a re-sit or re-take. A re-sit is typically taken within three months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within six months of the EPA outcome notification. Failed EPA methods must be re-sat or re-taken within a six month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location
2	January 2025	Specification reformatted on new template including removal of outdated sections about the journeys and epaPRO (Page 8 on Version 1)	Throughout
2	January 2025	Added Grading Descriptors to align with updated template	Page 13

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org



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