



**INNOVATE**  
AWARDING

**Healthcare**

# Standard Assessment Specification

## Level 5 Healthcare Assistant Practitioner



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## Introduction

### Innovate Awarding

Innovate Awarding is an Apprentice Assessment Organisation (AAO) 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](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment).

## Apprenticeship overview

The Assistant Practitioner - Health apprenticeship is designed to provide the knowledge, skills and behaviours required by those working in and supporting individuals in healthcare.

Standard Name	Healthcare Assistant Practitioner
Level	5
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"> <li>Multiple Choice and Short Answer Test</li> <li>Observation</li> <li>Reflective Journal and Interview</li> </ul>
Outcomes	Fail, Pass, Merit, Distinction
External Quality Assuring Centre	Ofqual

### Who is the apprenticeship for?

Assistant Practitioners work as part of the wider health and social care team and have direct contact with patients, service users or clients providing high quality and compassionate care. Assistant Practitioners work at a level above that of Healthcare Support Workers and have a more in-depth understanding about factors that influence health and ill-health (e.g. anatomy and physiology). "Assistant Practitioner" is a job title applied to a very wide variety of roles that have been developed locally by employers to meet individual service needs. Upon successful completion of this standard, individuals will have obtained the core skills, knowledge and values/behaviours to become an Assistant Practitioner.

Examples of common work activities include assisting in total patient assessment, coordinating care (including referrals to other practitioners) and higher clinical skills such as catheterisation, wound care and discharge planning (this list is not exhaustive). Assistant Practitioners can be found working in a range of areas such as Cancer Services, Physiotherapy, Genito-Urinary Medicine, Orthopaedics, Hospice Care, Mental Health, Social Care, Community, Occupational Therapy, Learning Disabilities as well as hybrid roles that cross traditional occupational areas (this list is not exhaustive). Assistant Practitioners will therefore develop additional skills and knowledge based on their employer's requirements depending on the clinical or professional area within which they are working.



## Responsibilities and duties of the role

An Assistant Practitioner (AP) works under the supervision of a Registered Practitioner in accordance with employer policy, protocols and standard operating procedures. The Registered Practitioner remains accountable for the appropriate and effective delegation of activities and must ensure that the AP has the competence, confidence and expertise to carry out such activities. Having accepted the activity, the AP is accountable for their actions. In a situation where the AP feels they do not have the necessary skills or ability, they must alert the registered practitioner immediately.

(“Registered practitioner” may include registered nurses, AHP practitioners, medical, health care science and dental practitioners as well as registered social workers).

## 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 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 include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Module-based multiple-choice questions
- Practice papers
- Full mock papers
- Exemplar assessments
- Videos of assessments

## Progression

For those Assistant Practitioners who wish to progress into Registered Practice, the apprenticeship can provide credits into some Higher Education programmes aligned to professional registration.

## 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:

- completion of Level 2 English and Maths (Equivalent to GCSE grade C or above);
- induction which is specific to the apprentice's workplace and at a minimum meets the 15 standards required by the Care Quality Commission [as set out in the Care Certificate];
- work in line with The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England
- an accredited Level 5 occupational competence qualification such as a Foundation Degree, other Level 5 Diploma of higher education or the Level 5 Diploma for Assistant Practitioners in Healthcare.

We recommend the Innovate Awarding Level 5 Diploma for Assistant Practitioners in Healthcare.

For this standard, the following is also recommended:

- study days and training courses;
- formal programmes of lectures, seminars and workshops that are provided as part of the apprentice's regulated qualification;
- mentoring/buddy support;
- completion of portfolios, essays, reflective accounts and projects through which the apprentice gathers evidence of their progress;
- structured one-to-one reviews of their progress with the apprentice's employer and/or training provider.

## Gateway

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

- achievement of the Care Certificate;
- completion of Level 2 English and Maths (Equivalent to GCSE grade C or above);
- the accredited Level 5 occupational competence qualification.

The employer and training provider/employer training provider must confirm that all the requirements have been met and 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 titles of the knowledge and skills listed in the standard.

The End-point Assessment will draw on all knowledge and skills listed in the standard.

The multiple choice and short answer test will primarily be an assessment of knowledge. The observation will primarily be an assessment of all required skills. The reflective journal and interview will primarily be an assessment of Modules I and J. The interview enables the apprentice to further showcase their knowledge and skills.

Modules	Assessment Methods		
	Multiple Choice Test and short answer questions (knowledge as required in standard)	Observation (skills as required in standard)	Learner journal and interview (knowledge and skills)
<b>Module A</b> The principles and philosophy of health and social care	✓ MCQs & Short Answer Qs		
<b>Module B</b> The physiology, organisation and function of the human body	✓ MCQs & Short Answer Qs		
<b>Module C</b> Lifespan developments and healthcare needs from prenatal to end of life/bereavement	✓ MCQs & Short Answer Qs		
<b>Module D</b> Research and development in the health and social care sector to inform and improve quality of care	✓ MCQs & Short Answer Qs		
<b>Module E</b> Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals	✓ MCQs & Short Answer Qs		
<b>Module F</b> The importance of the strategic environment in health and social care and the implications for the individual	✓ MCQs & Short Answer Qs		
<b>Module G</b> The importance of current evidence-based practice within scope of the role	✓ MCQs & Short Answer Qs		
<b>Module H</b> Responsibilities and duty of the role		✓	
<b>Module I</b> Case Management			✓
<b>Module J</b> Supervision and teaching			✓
<b>Module K</b> Personal development		✓	
<b>Module L</b> Team working		✓	
<b>Module M</b> Assessment		✓	

Modules	Assessment Methods		
	Multiple Choice Test and short answer questions (knowledge as required in standard)	Observation (skills as required in standard)	Learner journal and interview (knowledge and skills)
<b>Module N</b> Communication		✓	
<b>Module O</b> Person centred care and wellbeing		✓	
<b>Module P</b> Physiological measurements		✓	
<b>Module Q</b> Risk management		✓	
<b>Module R</b> Equality and diversity		✓	
<b>Module S</b> Quality		✓	
<b>Values</b> Honest, caring, compassionate, conscientious and committed		✓	✓
<b>Behaviours</b> Promote dignity Respect diversity, beliefs, cultures, values, needs, privacy and preferences Show respect and empathy to colleagues and individuals Show courage to challenge areas of concern Be adaptable, reliable and consistent and demonstrate discretion		✓	✓





## 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 the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

### What are the assessment methods?

Achievement of this standard requires apprentices to be assessed using three assessment methods:

1. multiple-choice test and short answer questions;
2. observation of practice;
3. reflective journal and interview.

### Multiple-choice test

The multiple-choice and short answer questions assess the following knowledge components of the apprenticeship standard:

- A. the principles and philosophy of health and social care;
- B. the physiology, organisation and function of the human body;
- C. lifespan developments and healthcare needs from prenatal to end of life/bereavement;
- D. research and development in the health and social care sector to inform and improve quality of care;
- E. provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals;
- F. the importance of the strategic environment in health and social care and the implications for the individual;
- G. the importance of current evidence-based practice within scope of the role.

There are 40 multiple choice (1 mark each) and 4 short answer questions (5 marks each) (maximum 250 word answers). Grade boundaries are set to allow the apprentices to achieve Pass, Merit or Distinction according to the following table.

Combined multiple-choice and short answer score	Grade
40-59%	Pass
60-74%	Merit
75%	Distinction

The assessment will normally be undertaken online and in a 'controlled environment' i.e. a quiet room, away from normal place of work with an invigilator present. The test will last for 90 minutes.

## Observation of practice

The independent End-point Assessor spends a minimum of 90 minutes and a maximum of 120 minutes observing the apprentice during the course of their normal work in their normal place of work. This includes the independent assessor observing the apprentice supporting individuals in their care and other workers. To pass the observation of practice, the apprentice must be able to meet the following requirements in bold:

1. **communicate complex sensitive information through a variety of methods;**
2. **manage information, keeping accurate records and ensuring confidentiality;**
3. **use and promote a range of techniques to prevent the spread of infection** including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management;
4. promote and **maintain a safe and healthy working environment;**
5. **identify and manage risks;**
6. **demonstrate and promote what it means in practice to provide person centred care and support;**
7. **treat people with dignity**, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences;
8. **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;
9. **show discretion and self-awareness;**
10. **promote effective inter-professional and multi-disciplinary team working** with peers, colleagues and staff from other agencies;
11. **provide appropriate leadership within the scope of the role;**
12. **undertake defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner;**
13. holistic demonstration of values and behaviours.

Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview.

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.

The practical observation is ungraded above a Pass by the independent assessor.



## Reflective journal and interview

The reflective journal is 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 journal.

The reflective journal must include as a minimum either;

One written account of 2,000 words (+/-10%)

Two written accounts of 1,000 words each (+/-10%), reflecting on the following components from the apprenticeship standard:

### 1. Case Management

Manages own work and caseload and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.

### 2. Supervision and Teaching

Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.

The reflective account must also include evidence of the values and behaviours being applied in the context of case management and supervision and teaching.

The learner journal will be viewed remotely by the End-point Assessor prior to the final End-point Assessment method which is the interview. This is then used to inform the selection of the areas they wish to explore further with the apprentice during interview.

The interview takes the form of a question and answer session to enable the apprentice to showcase further their knowledge, skills, values and behaviours. The interview takes place between the assessor and the apprentice only at the end of the assessment and will last for a minimum of 30 minutes and a maximum of 60 minutes.

## Apprenticeship Standard Amplification (Knowledge)

### Module A – The principles and philosophy of health and social care

Assessment criteria		
Ref	Knowledge Apprentices will need to:	Maps to standard
K1	Describe own and other workers' roles and responsibilities in relation to the implementation of agreed ways of working, codes of practice and standards	Module A
K2	Explain how to support others to work safely and in accordance with agreed ways of working, codes of practice and standards	Module A
K3	Evaluate the implementation of agreed ways of working, codes of practice and standards	Module A
K4	Analyse methods of implementing change following a review of systems and practice in relation to agreed ways of working, codes of practice and standards	Module A
K5	Evaluate models of practice that underpin equality, diversity and inclusion in own area of responsibility	Module A
K6	Describe the effects of practice which does not respect diversity and treating everyone equally in practice	Module A
K7	Analyse how to lead practice which promotes equality, diversity and inclusion	Module A
K8	Analyse how systems and processes can promote equality and inclusion and reinforce discrimination and exclusion	Module A
K9	Describe how to manage discrimination and exclusion in policy and practice	Module A
K10	Explain how to lead practice which challenges discrimination and exclusion	Module A
K11	Describe methods of evaluating the effectiveness of systems which promote equality and inclusion and reinforce discrimination and exclusion	Module A
K12	Analyse the legislative framework for safety, risk management and safeguarding in the work setting	Module A
K13	Describe national and local strategies that relate to safety, risk management and safeguarding requirements in the work setting	Module A
K14	Describe how to implement and monitor compliance with safety, risk management and safeguarding requirements	Module A
K15	Explain own role in managing incidents relating to evidence or concerns that an individual has been abused or harmed	Module A
K16	Explain the roles of different agencies in safeguarding and protecting individuals from abuse	Module A
K17	Evaluate the role of partnership working in maintaining and safe and secure environment	Module A
K18	Explain own role in contributing to the development of policies, procedures and practices to identify, assess and manage risk to individuals and others	Module A
K19	Describe factors that may affect a person's physical and mental health and wellbeing	Module A
K20	Explain the use of care planning to promote a person's physical health and wellbeing using a person-centred approach	Module A
K21	Describe how to manage partnership working with individuals and others to meet their physical health and wellbeing needs using a person-centred approach	Module A
K22	Explain how to lead others to follow person-centred practices to support individuals to make informed choices in relation to their beliefs and preferences	Module A
K23	Describe how mental capacity can affect the individual's ability to make informed choices	Module A
K24	Explain how to manage others to deliver person-centred care and support	Module A



### Assessment criteria

Ref	Knowledge Apprentices will need to:	Maps to standard
K25	Analyse how to lead practice which involves the individual and others in all areas of their care and support	Module A
K26	Explain legal and ethical tensions between maintaining confidentiality and sharing information	Module A
K27	Explain how to facilitate the delivery of services which respect privacy and confidentiality	Module A
K28	Describe the effect of practice which does not respect privacy and confidentiality	Module A

#### Values:

Honest, caring, compassionate, conscientious and committed

#### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module B – The physiology, organisation and function of the human body

Assessment criteria		
Ref	Knowledge Apprentices will need to:	Maps to standard
K1	Explain how the human body is structured and organised	Module B
K2	Explain the structure and function of human cells	Module B
K3	Describe the different types and functions of human tissue	Module B
K4	Describe the structure and functions of skin	Module B
K5	Explain the structure and functions of the skeletal system	Module B
K6	Explain the types of bones found in the human body	Module B
K7	Explain the stages of bone growth and repair	Module B
K8	Describe the types of joints found in the human body and the overall structure	Module B
K9	Describe the functions of; <ul style="list-style-type: none"> <li>• joints</li> <li>• ligaments</li> <li>• tendons</li> </ul>	Module B
K10	Explain the types of muscle tissue found in the human body	Module B
K11	Describe how the major muscles of the body are sited	Module B
K12	Describe the functions of the major anterior and posterior skeletal muscles	Module B
K13	Describe the function of muscles during movement	Module B
K14	Explain the process of muscle contraction	Module B
K15	Describe the structure and functions of the cardiovascular system	Module B
K16	Explain how blood flows around the circulatory system	Module B
K17	Describe the composition of blood	Module B
K18	Explain what blood pressure is	Module B
K19	Describe factors that may affect blood pressure	Module B
K20	Describe the structure and functions of the nervous system	Module B
K21	Explain features of the different types of nerve	Module B
K22	Describe the structure and functions of the endocrine system	Module B
K23	Describe the role of hormones	Module B
K24	Describe the structure and function of the lymphatic system	Module B
K25	Explain where the major lymph nodes are situated	Module B
K26	Describe the structure and functions of a lymph node	Module B
K27	Describe the structure and functions of the respiratory system	Module B
K28	Explain the muscles involved in breathing	Module B
K29	Describe the passage of air through the cardio-respiratory systems	Module B
K30	Describe the structure and functions of the digestive system	Module B
K31	Describe the structure and functions of the urinary system	Module B
K32	Explain positive and negative factors which affect each of the body systems	Module B
K33	Describe what is meant by a 'healthy lifestyle'	Module B



### Delivery content and guidance

Ref	Knowledge	Maps to standard
K32	Positive and negative factors which affect each of the body systems e.g. nature/nurture, genes, diet, the environment, levels of activity/exercise, illness/disease/disability/injury	Module B

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**Behaviours:**

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## Module C – Lifespan developments and healthcare needs from prenatal to end of life/bereavement

Assessment criteria		
Ref	Knowledge Apprentices will need to:	Maps to standard
K1	Describe each stage of human development	Module C
K2	Explain the areas of human development	Module C
K3	Describe theories of human development	Module C
K4	Explain the physical changes associated with different stages of life	Module C
K5	Describe the psychological changes at different stages of life	Module C
K6	Explain the nature-nurture debate	Module C
K7	Describe the factors that influence health and well-being for each stage of an individual's lifespan	Module C
K8	Explain the different morbidity and mortality rates at each stage of life	Module C
K9	Describe the types of healthcare provision available for each stage of life	Module C
K10	Explain the need for targeted health promotion for each stage of human development	Module C
K11	Describe the barriers to individuals accessing health care provision at each stage of development	Module C
Delivery content and guidance		
Ref	Knowledge	Maps to standard
K1	Stages of human development; in utero, infancy, childhood, adolescence, early adulthood, mid adulthood, late adulthood, end of life	Module C
K2	Areas of development e.g.; holistic development, physical, intellectual, language, emotional and social at each life stage, potential causes and effects of delayed and arrested development	Module C
K3	Theories of human development; Grand theories, mini theories, developmental theories, emergent theories	Module C
K4	Physical changes associated with different stages of life e.g.; puberty, hormones, pregnancy, menopause, cardiovascular system, respiratory system, nervous system, muscular-skeletal, changes to skin, impact on mobility, service provision	Module C
K5	Psychological changes at different stages of life e.g.; increase/decrease in confidence/self-esteem, effects of ageing, the impact of independence/dependence, employment/unemployment/retirement, role changes, bereavement, changes to income, social disengagement, activity theory, availability of healthcare provision	Module C
K7	Factors that influence health and well-being for each stage of an individual's lifespan; biological, social, psychological, lifestyle choices, ecological	Module C

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### Behaviours:

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## Module D – Research and development in the health and social care sector to inform and improve quality of care

Assessment criteria		
Ref	Knowledge Apprentices will need to:	Maps to standard
K1	Describe the importance of aims and objectives of a research project	Module D
K2	Explain the ethical considerations that apply to a research project in the health and social care sector	Module D
K3	Explain how a literature review informs the chosen area of research	Module D
K4	Describe the different types of research	Module D
K5	Explain the methods that can be used to collect data	Module D
K6	Explain the importance of validity and reliability of data used within research	Module D
K7	Explain the sources of support available whilst conducting a research project	Module D
K8	Describe the need for a detailed plan for a research project	Module D
K9	Explain how research questions are used within a research project	Module D
K10	Explain the methods used to analyse data	Module D
K11	Describe the process of drawing conclusions from research findings	Module D
K12	Explain the value of identifying potential uses for the research findings within practice	Module D
K13	Describe how research informs quality standards that apply to the work setting	Module D
K14	Explain how quality standards influence positive outcomes for individuals	Module D
Delivery content and guidance		
Ref	Knowledge	Maps to standard
K1	The reasons, understanding and methods for conducting the research project	Module D
K2	Ethical considerations; confidentiality, sensitivity of data, seeking agreements with participants	Module D

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### Behaviours:

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## Module E – Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals

Assessment criteria		
Ref	Knowledge Apprentices will need to:	Maps to standard
K1	Describe the importance of providing holistic, person-centred care and support	Module E
K2	Explain how providing and promoting a person-centred approach enables individuals to maintain health and well being	Module E
K3	Explain how to provide and promote holistic person-centred care and support	Module E
K4	Describe why person-centred values must influence all aspects of practice	Module E
K5	Explain the duty of care in own role	Module E
K6	Describe how to promote duty of care in the practice of others	Module E
K7	Explain how duty of care contributes to the safeguarding or protection of individuals	Module E
K8	Explain how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care	Module E
K9	Describe the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults	Module E
K10	Explain the legislation, regulations and policies that underpin the protection of vulnerable adults	Module E
K11	Explain the impact of policy developments on approaches to safeguarding in own service setting	Module E
K12	Explain how to provide information to others on indicators of abuse and measures that can be taken to avoid abuse taking place	Module E
K13	Describe the protocols and referral procedures when harm or abuse is alleged or suspected	Module E
K14	Explain how to manage inter-agency, joint or integrated working in order to protect vulnerable adults	Module E
K15	Describe how to challenge ineffective practice in the promotion of the safeguarding of vulnerable adults	Module E
K16	Explain how to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults	Module E
K17	Explain how to facilitate the participation of vulnerable individuals in a review of systems and procedures	Module E
Delivery content and guidance		
Ref	Knowledge	Maps to standard
K1	Person-centred values include; individuality, rights, choice, privacy, independence, dignity, respect, partnership	Module E
K2	Duty of Care includes the concepts; to keep individuals safe, keep individuals free from harm, to give choice	Module E
K11	Policy developments may include; Our health, our care, our say, putting people first, Care Act, in safe hands, Disclosure and Barring Service, Local Safeguarding Adults Boards	Module E

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### Behaviours:

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## Module F – The importance of the strategic environment in health and social care and the implications for the individual

Assessment criteria		
Ref	Knowledge	Maps to standard
	Apprentices will need to:	
K1	Describe the strategic environment in relation to own role and setting	Module F
K2	Explain the strategic direction of the organisation	Module F
K3	Explain the inter-relationship between existing, required and future skills to achieve the organisation’s strategic aims	Module F
K4	Explain the theories and tools supporting change management	Module F
K5	Describe the importance of effective change management on the service provision for individuals	Module F
K6	Explain the importance of promoting the benefits of change	Module F
K7	Explain how to prepare a change management plan that takes account of the impact of change	Module F
K8	Describe the systems that monitor the effectiveness of the change management plan	Module F
K9	Describe the relationship between the current market and service provision within own setting	Module F
K10	Explain the existing gaps in current market provision in relation to the health and social care services provided for individuals	Module F
K11	Describe the impact of ineffective aspects of the organisation that no longer provide a person-centred service	Module F
K12	Explain how to work with others to identify opportunities for growth as a business	Module F
Delivery content and guidance		
Ref	Knowledge	Maps to standard
K4	Theories include; Nudge, John K Potter	Module F
K12	Others may include; investors, Local Authority, regulatory bodies, individuals, staff, carers, family and friends, other professionals	Module F

**Values:**

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**Behaviours:**

Treat individuals with dignity, respecting individual’s beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module G – The importance of current evidence-based practice within scope of the role

Assessment criteria		
Ref	Knowledge Apprentices will need to:	Maps to standard
K1	Describe how evidence-based practice influences service delivery	Module G
K2	Explain valid and reliable sources of current evidence-based practice	Module G
K3	Explain how to lead the implementation of evidence-based practice in own setting	Module G
K4	Describe how to evaluate the use of evidence-based practice in own setting	Module G
K5	Explain how evidence-based practice can be used to facilitate person-centred service delivery	Module G
K6	Explain the application of evidence-based practice in relation to own role	Module G
K7	Explain methods of supporting others to engage in reflective practice	Module G

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.



## Apprenticeship Standard Amplification (Skills)

### Module H – Responsibilities and duty of the role

Assessment criteria		
Ref	Skill	Maps to standard
	Apprentices will need to:	
S1	Complete relevant and up-to-date training in order to undertake delegated and defined clinical or therapeutic interventions	Module H
S2	Undertake defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner in line with agreed ways of working	Module H
S3	Work within boundaries and responsibilities of role when undertaking delegated responsibilities	Module H
Delivery content and guidance		
Ref	Knowledge	Maps to standard
S1	Relevant and up-to-date training defined by employer in order to undertake delegated and defined clinical or therapeutic interventions	Module H
S2	Agreed ways of working when undertaking defined clinical or therapeutic interventions as defined by employer	Module H
S3	Within boundaries and responsibilities of role when undertaking delegated responsibilities defined by employer	Module H

#### Values:

Honest, caring, compassionate, conscientious and committed

#### Behaviours:

Treat individuals with dignity, respecting individual’s beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module I – Case Management

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Manage own work and case load in line with agreed ways of working	Module I
S2	Use current evidence to implement programmes of care in line with agreed ways of working	Module I
S3	Implement programmes of care in line with current evidence, taking action relative to an individual's health and care needs	Module I
Delivery content and guidance		
Ref	Knowledge	Maps to standard
S3	Individuals; those requiring care or support, may include patients, service users or clients	Module I

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module J – Supervision and teaching

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Allocate work to and support the development of others and may supervise, teach, mentor and assess other staff as required	Module J
S2	Support the development of other staff using; <ul style="list-style-type: none"> <li>• supervision</li> <li>• teaching</li> <li>• mentoring</li> <li>• assessment as required</li> </ul>	Module J
S3	Record work allocation and developmental support	Module J

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.



## Module K – Personal development

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Maintain and develop further own skills and knowledge and that of others through recognised Continuous Professional Development (CPD) activities, enabling flexibility in practice and responsiveness to changing service needs	Module K
S2	Support others to maintain and develop their own skills through recognised CPD activities	Module K
S3	Respond to changing service needs as a result of CPD activities in a way that optimises the situation in line with agreed ways of working	Module K

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module L – Team working

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Promote inter-professional team working	Module L
S2	Promote multi-disciplinary team working	Module L
S3	Work with peers, colleagues and staff from other agencies to promote team working in line with agreed ways of working	Module L
S4	Provide appropriate leadership within the scope of the role in line with agreed ways of working	Module L

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module M – Assessment

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Carry out holistic assessment of individuals in line with agreed ways of working	Module M
S2	Implement programmes of care in line with agreed ways of working	Module M
S3	Modify individualised care plans in line with agreed ways of working	Module M

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module N – Communication

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Communicate complex sensitive information to a wide variety of professionals in line with agreed ways of working	Module N
S2	Use a variety of methods when communicating in line with agreed ways of working including; <ul style="list-style-type: none"> <li>• interpersonal skills</li> <li>• written and verbal effectiveness</li> <li>• accurate record keeping</li> <li>• use of equipment and technology</li> </ul>	Module N
S3	Carry out data entry in line with agreed ways of working	Module N
S4	Maintain confidentiality of information in accordance with organisational policies and procedures	Module N

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.





## Module O – Person-centred care and wellbeing

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Promote the impact of effective health promotion	Module O
S2	Encourage and empower healthy lifestyles such as movement and nutrition and fluid balance	Module O

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module P – Physiological measurements

Assessment criteria		
Ref	Skill Apprentices will need to:	Maps to standard
S1	Carry out a range of physiological measurements using relevant equipment in line with agreed ways of working	Module P
S2	Report changes in measurements to the Registered Practitioner in line with agreed ways of working	Module P
S3	Make appropriate changes or recommendations to the individuals care plan in line with agreed ways of working	Module P

### Delivery content and guidance

Ref	Knowledge	Maps to standard
S1	Physiological measurements include; tests or procedures that focus on assessing how well the body is functioning	Module P

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module Q – Risk Management

Assessment criteria		
Ref	Skill	Maps to standard
Apprentices will need to:		
S1	Maintain a safe and healthy working environment in line with agreed ways of working	Module Q
S2	Use techniques to prevent the spread of infection in line with agreed ways of working including; <ul style="list-style-type: none"> <li>hand washing procedures</li> <li>use of personal protective equipment</li> <li>waste management</li> </ul>	Module Q
S3	Promote safe working practices to others in line with agreed ways of working including; <ul style="list-style-type: none"> <li>maintaining a safe and healthy working environment</li> <li>hand washing procedures</li> <li>use of personal protective equipment</li> <li>waste management</li> </ul>	Module Q
S4	Identify and manage risks in the workplace	Module Q
S5	Undertake a manual handling risk assessment	Module Q

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## Module R – Equality and Diversity

Assessment criteria		
Ref	Skill	Maps to standard
Apprentices will need to:		
S1	Promote equality, diversity and inclusion in line with agreed ways of working	Module R
S2	Advocate equality, diversity and inclusion in line with agreed ways of working	Module R

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.



## Module S – Quality

Assessment criteria		
Ref	Skill	Maps to standard
	Apprentices will need to:	
S1	Make recommendations to improve service delivery that meet organisational objectives	Module S
S2	Use appropriate and relevant channels through which to make those recommendations	Module S

### Values:

Honest, caring, compassionate, conscientious and committed

### Behaviours:

Treat individuals with dignity, respecting individual’s beliefs, culture, values and preferences. Respect and adopt an empathetic approach. Demonstrate courage to challenge areas of concern and work to best practice. Be adaptable and demonstrate discretion.

## End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard. This coverage is as follows. The coverage is taken from the amplification that is listed on the preceding pages.

The multiple-choice and short answer question test will cover the following modules and criteria of the standard:

Module	Coverage
<b>Module A</b> The principles and philosophy of health and social care	K1 to K28
<b>Module B</b> The physiology, organisation and function of the human body	K1 to K33
<b>Module C</b> Lifespan developments and healthcare needs from prenatal to end of life/bereavement	K1 to K11
<b>Module D</b> Research and development in the health and social care sector to inform and improve quality of care	K1 to K14
<b>Module E</b> Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals	K1 to K17
<b>Module F</b> The importance of the strategic environment in health and social care and the implications for the individual	K1 to K12
<b>Module G</b> The importance of current evidence based practice within scope of the role	K1 to K7



The observation will cover the following modules and criteria of the standard:

Module	Coverage
<b>Module H</b> Responsibilities and duty of the role	S1, S2 and S3
<b>Module I</b> Case management	S1, S2 and S3
<b>Module J</b> Supervision and teaching	S1, S2 and S3
<b>Module K</b> Personal development	S1, S2 and S3
<b>Module L</b> Team working	S1, S2, S3 and S4
<b>Module M</b> Assessment	S1, S2 and S3
<b>Module N</b> Communication	S1, S2, S3 and S4
<b>Module O</b> Person centred care and wellbeing	S1 and S2
<b>Module P</b> Physiological measurements	S1, S2 and S3
<b>Module Q</b> Risk management	S1, S2, S3, S4, S5 and S6
<b>Module R</b> Equality and diversity	S1 and S2
<b>Module S</b> Quality	S1 and S2

<b>Values</b>	Assistant Practitioners must be: honest, caring, compassionate, conscientious and committed
<b>Behaviours</b>	Assistant Practitioners must always: Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences Respect and adopt an empathetic approach Demonstrate courage to challenge areas of concern and work to best practice Be adaptable Demonstrate discretion

The learner journal will cover the following modules and criteria of the standard:

Module	Coverage
<b>Module I</b> Case Management	S1, S2 and S3
<b>Module J</b> Supervision and teaching	S1, S2 and S3

The learner journal must include either one written account of 2,000 words (+/-10%), or two written accounts each of 1,000 words (+/-10%), reflecting on the development of case management and supervision and teaching.

Case Management: Manages own work and case load and implements programmes of care in line with current evidence, taking actions relative to an individual's health and care needs.

Supervision and teaching: Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.

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

How Planned	Coverage/Module
<p>The multiple-choice and short answer test results are reviewed by the End-point Assessor.</p> <p>The End-point Assessor checks and clarifies any matters arising from the multiple-choice and short answer test results.</p> <p>The interview will include re-visiting areas where score could have been improved.</p>	<p><b>Module A</b> The principles and philosophy of health and social care</p> <p><b>Module B</b> The physiology, organisation and function of the human body</p> <p><b>Module C</b> Lifespan developments and healthcare needs from prenatal to end of life/bereavement</p> <p><b>Module D</b> Research and development in the health and social care sector to inform and improve quality of care</p> <p><b>Module E</b> Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals</p> <p><b>Module F</b> The importance of the strategic environment in health and social care and the implications for the individual</p> <p><b>Module G</b> The importance of current evidence-based practice within scope of the role</p>



How Planned	Coverage/Module
<p>The observation evidence is reviewed by the end-point assessor. The End-point Assessor checks and clarifies any matters arising from the observation.</p> <p>The interview may include revisiting practices where further evidence of competence is required.</p> <p>This could also include discussing practices where it was not possible to gain evidence of competence.</p>	<p><b>Module H</b> Responsibilities and duty of the role</p> <p><b>Module I</b> Case Management</p> <p><b>Module J</b> Supervision and teaching</p> <p><b>Module K</b> Personal development</p> <p><b>Module L</b> Team working</p> <p><b>Module M</b> Assessment</p> <p><b>Module N</b> Communication</p> <p><b>Module O</b> Person centred care and wellbeing</p> <p><b>Module P</b> Physiological measurements</p> <p><b>Module Q</b> Risk management</p> <p><b>Module R</b> Equality and diversity</p> <p><b>Module S</b> Quality</p>
<p>The journal is reviewed by the end-point assessor. The End-point Assessor checks and clarifies any matters arising from the learner journal.</p> <p>The interview may include discussion and validation around evidence presented.</p>	<p><b>Module I</b> Case Management</p> <p><b>Module J</b> Supervision and teaching</p>
<p>Further showcase of <b>knowledge and skills</b> from across the standard as appropriate, typically to include further enhancement of all modules</p>	<p>All modules – knowledge, skills and behaviours</p>

## Assessment Overview

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

All apprentices must take all elements of the End-point Assessment and achieve a minimum of pass.

Assessment method	Assessed by	Marks and grading
Multiple Choice Questions and Short Answer test	End-point Assessor	<p>40 Multiple Choice questions in total (1 mark each)</p> <p>4 short answer questions (5 marks each). Maximum of 250 word answers</p> <p>Combined multiple choice and short answer score:            Fail 39% or below            Pass 40-59%            Merit 60-74%            Distinction 75+%</p>
Observation	End-point Assessor	Ungraded above a pass
Learner journal and Interview	End-point Assessor	<p><b>Pass (Acceptable achievement)</b>            The reflective journal content is organised and uses recognised referencing system, uses appropriate language and sentence construction but with some inaccuracies in grammar and spelling, is able to relate some concepts and theories to practice, makes satisfactory connections between learning and future practice, does not go outside word limit, is able to engage in professional discussion and is able to provide evidence that supports practice. Combined evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.</p> <p><b>Merit (Good achievement)</b>            The reflective journal content is well organised and uses recognised referencing system, uses appropriate language and sentence construction with accurate in grammar and spelling, is able to relate a range of concepts and theories to their practice, makes good connections between learning and future practices, does not go outside word limit, is able to engage in and actively take forward professional discussion and provides evidence that demonstrates a good level of analysis and synthesis across the range of theories and concepts applied to their practice.</p> <p><b>Distinction (Outstanding achievement)</b>            The reflective journal content is highly structured and uses a recognised referencing system extensively, uses appropriate language and sophisticated sentence construction with accurate grammar and spelling, is able to relate a wide range of concepts and theories to their practice, draws conclusions and makes insightful connections between learning and future practices, does not go outside word limit, is able to engage in professional discussion in a way that demonstrates a very good or exceptional knowledge of the concepts and theories they apply to their practice including an awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge</p>





## Grading

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

Observation of practice	MCQ test	Portfolio & interview	Overall grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Pass	Merit	Pass	Pass
Pass	Merit	Merit	Merit
Pass	Merit	Distinction	Merit
Pass	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
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-sit costs, please see [www.innovateawarding.org](http://www.innovateawarding.org). It is the responsibility of the employer and the employer/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time. The apprentice must take all components of the End-point Assessment on their first attempt. Should the apprentice fail any component they are required to re-take only those components which they have previously failed. Re-takes are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to re-take the End-point Assessment within the permitted 12-month time frame is determined by the employer.

## 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 Healthcare Assistant Practitioner 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.



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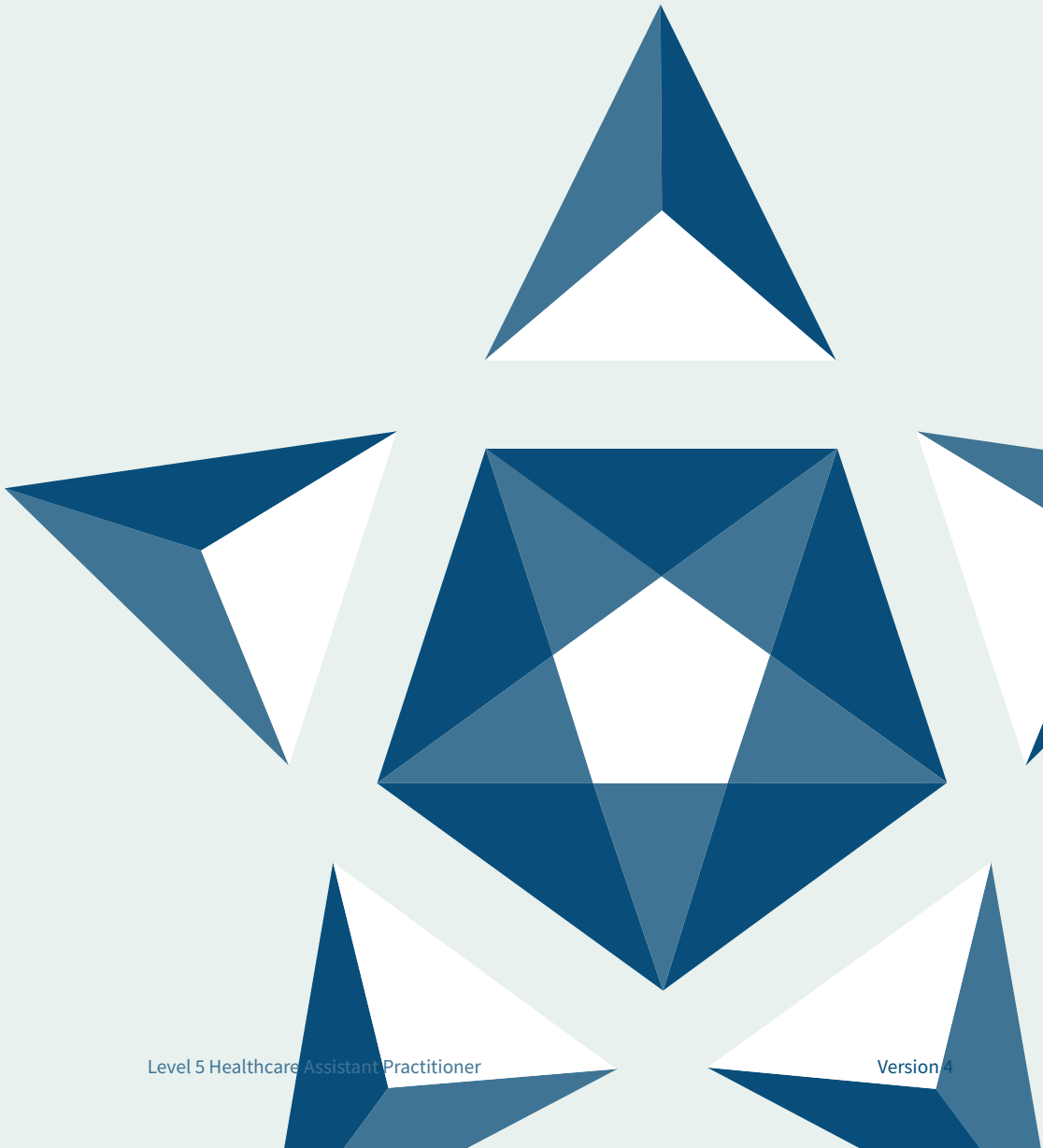
epa@innovateawarding.org



0117 314 2800

## Further Information

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



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

0117 314 2800

[innovateawarding.org](http://innovateawarding.org)

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Level 5 Healthcare Assistant Practitioner

Version 4