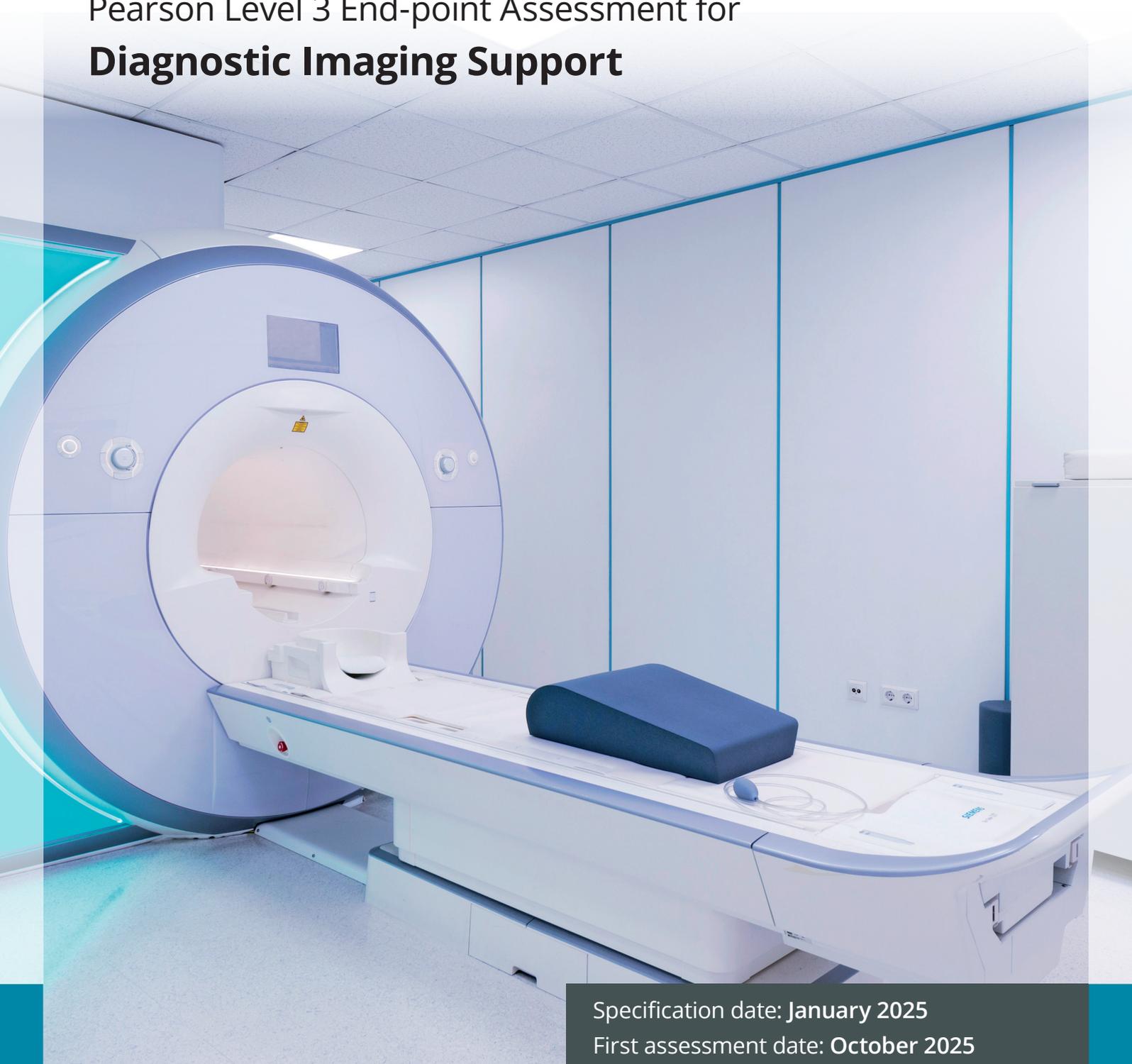


Apprenticeships in

Senior Healthcare Support Worker

Pearson Level 3 End-point Assessment for
Diagnostic Imaging Support



Specification date: January 2025

First assessment date: October 2025

Issue 1

Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker – Diagnostic Imaging Support

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Relationship with previous EPA Assessment Plan versions

This end-point assessment for Senior Healthcare Support Worker (ST0217 V1.5) and associated materials, has introduced a new pathway – Diagnostic Imaging Support. The core is shared with the other six existing pathways.

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1 The Senior Healthcare Support Worker Apprenticeship

What are Pearson End-point Assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a Senior Healthcare Support Worker – Diagnostic Imaging Support.

The broad purpose of the occupation is to support registered healthcare professionals in the delivery of high-quality and compassionate health and care services. A Senior Healthcare Support Worker provides clinical, therapeutic or diagnostic care under the direct or indirect supervision of a registered healthcare professional.

Diagnostic imaging support workers provide care and support for individuals through screening programmes, elective and emergency diagnostic imaging examinations including interventional procedures as part of a multi-disciplinary team within hospital and community sites. They will support individuals and help to manage the equipment used for imaging procedures. They support individuals and the team before and during the procedure, reassuring people if they are anxious and helping them with post-procedure care where necessary. Many individuals will have more than one condition, including serious traumatic injuries or life-changing diagnoses such as cancer. Diagnostic imaging support workers interact with patients, their carers and their families with various dependencies and ages. Diagnostic imaging support workers work within strict legislation and other guidelines designed to protect themselves and the individuals in their care.

An employee in this occupation is 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. They use their knowledge, experience and understanding to take decisions within

their area of responsibility and are accountable for their own work and for reviewing the effectiveness of their actions. They must communicate effectively and be able to adhere to standards, including legislation and 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. Senior Healthcare Support Workers may supervise or guide other staff in their team.

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

Employers, assessment organisations, professional bodies and further education providers that have worked with us include:

- Leeds NHS Trust
- Dynamic training.

2 Summary of End-point Assessment

EPA Detail	Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker – Diagnostic Imaging Support
Qualification number (QN)	610/5211/5
Regulation start date	01/02/2025
First Pearson assessment	01/10/2025
Assessment Methods	<p>Assessment Method 1: Observation of Practice with Questions</p> <p>Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence</p> <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	<p>Pass/Distinction</p> <p><i>Refer to Section 3 for detailed information.</i></p>
Duration of apprenticeship programme	<p>The typical duration for this apprenticeship is 24 months, but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competencies.</p>
Gateway requirements	<ul style="list-style-type: none"> ▪ Employer confident that the apprentice is working at or above the occupational standard as a Senior Healthcare Support Worker ▪ Maths and English requirements in line with the apprenticeship funding rules ▪ Level 3 Diploma in Healthcare Support ▪ A portfolio of evidence that underpins the Professional Discussion
Time period for completion of EPA	<p>The EPA is completed within the EPA period lasting typically for three months, starting when Pearson has confirmed that all gateway requirements have been met.</p> <p>The assessment methods can be taken in any order.</p>

EPA Detail	Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker – Diagnostic Imaging Support
Apprenticeship certification	<p>The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE) through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.</p>
Digital badging	<p>On successful completion of their EPA, apprentices are issued a securely verified Credly digital credential or 'badge.' The digital badge can be easily shared online via social networks allowing them to showcase their talent and grow their presence in a professional community.</p> <p>Further information about Credly digital credentials can be found at www.pearson.com/en-gb.html (Discover Pearson Businesses).</p>

3 EPA structure

Senior Healthcare Support Worker – Diagnostic Imaging Support

The EPA for the Senior Healthcare Support Worker – Diagnostic Imaging Support apprenticeship consists of the following two assessment methods:

- Observation of Practice with Questions
- Professional Discussion Underpinned by a Portfolio of Evidence.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment methods	Duration	Assessment method grading
Observation of Practice with Questions	120 minutes	Fail/Pass
Professional Discussion Underpinned by a Portfolio of Evidence	60 minutes	Fail/Pass/Distinction

EPA Grading

The EPA assessment methods contribute equally to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of:

- Fail
- Pass
- Distinction.

The individual assessment method grades are combined to determine the overall EPA grade.

Apprentices who fail one or more assessment methods will be awarded an overall EPA Fail.

Apprentices must achieve at least a Pass in both assessment methods to achieve an overall Pass. In order to achieve an overall Distinction, apprentices must achieve a Pass in the Observation of Practice with Questions and a Distinction in the Professional Discussion Underpinned by a Portfolio of Evidence.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

Observation of Practice with Questions	Professional Discussion Underpinned by a Portfolio of Evidence	End-point Assessment Grade
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe A*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe A*.

Employers must complete a *Gateway Declaration Form and Portfolio Authentication Form* (see *EPA Resource Pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

5 End-point Assessment Methods

Assessment Method 1: Observation of Practice with Questions

Structure

The Observation of Practice with Questions assesses apprentices' knowledge, skills and behaviours (KSB) from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Observation	
Summary	<p>The apprentice is observed working in their normal working environment carrying out their day-to-day duties under normal working conditions. There is a question-and-answer session at the end.</p> <p>The observation may be split into discrete sections held on the same working day.</p>
Duration	<p>Observation: 90 minutes</p> <p>Question-and-answer session: 30 minutes</p> <p>Total time: 120 minutes</p>
Grading	<p>Fail/Pass</p> <p>To achieve a Pass, apprentices must meet all the Pass grade criteria.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>The details of how the observation will be operated will be agreed at the EPA planning meeting.</p>
Delivery and conduct	<p>The observation will take place in the apprentice's normal working environment. Simulation is not permitted.</p> <p>The IEA will take notes.</p> <p>The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.</p>

Observation	
Assessment	The IEA observes and asks the apprentice questions and judges their performance against the grading criteria using the assessment guidance, published in the <i>EPA Resource Pack</i> .

Standards Assessed

The Observation of Practice with Questions assesses the following knowledge, skills and behaviour (KSB) outcomes from the apprenticeship standard.

KSB	Knowledge outcomes
Core	
K1	The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.
K2	The scope of practice, limitations of own competence, including limitations of own role in relation to medication and who to ask for support.
K3	The principles of person-centred care and support, including principles of equality, diversity and inclusion, active participation, consent and choice.
K4	The principles of a duty of care and safeguarding, the signs of abuse and ways to reduce the risk of abuse.
K7	The signs and symptoms that an individual's health and wellbeing is changing, including the role of prescribed medication.
K8	The signs and symptoms that an individual is in pain, distress or discomfort.
K9	The principles of hydration, nutrition and food safety.
K10	Communication techniques to maximise understanding, including for individuals with specific communication needs or wishes.
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.
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).
K13	Local systems and processes to manage the supply, storage, use and safe disposal of stocks and supplies.
K14	The principles of safe moving and assisting individuals and moving and handling equipment.
K21	Ways to record and store information securely, including the safe use of technology.
K22	The principles of confidentiality, duty of confidence and disclosure.
K28	The physiological states, their normal ranges and the correct tools or equipment to use to measure them.

KSB	Knowledge outcomes
Knowledge (Option 7: Diagnostic Imaging Support)	
K78	The procedures and protocols for undertaking quality checks on equipment, the procedures and protocols for working safely in the imaging environment.
K80	The correct clothing, hygiene, fluid, nutrition protocols, safety equipment requirements relevant to the imaging procedure and the condition of the individual, including the correct use of pre- and post-procedural checklists.
K81	Techniques and equipment used to position individuals in line with the safety requirements of the procedure, the physical and mental condition of the individual and how this may impact on the imaging procedure.
K85	The risks and mitigations of side effects, adverse responses or non-compliance associated with the imaging procedure, the correct use of post-procedural checklists, and the protocols and procedures for onward care relevant to the imaging procedure undertaken.
K86	The principles of asepsis and maintenance of the sterile field or clean area in relation to imaging equipment and materials.
K90	Local systems for undertaking clinical risk assessments and management plans relevant to own work setting.

KSB	Knowledge outcomes
Core	
S1	Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role.
S2	Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed.
S3	Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' established consent.
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.
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.
S9	Promote and monitor access to fluids and nutrition in line with an individual's care plan.
S10	Communicate with individuals, their families, carers and others in the workplace using techniques designed to facilitate understanding.
S11	Recognise and respond to limitations in an individual's mental capacity.
S12	Maintain a safe and healthy working environment, using infection prevention and control techniques, including hand washing, sanitisation, disinfection and personal protective equipment (PPE).
S13	Maintain the safe supply, storage, use and disposal of supplies and equipment.
S14	Move and handle equipment or other items safely and assist individuals.
S21	Record and store information related to individuals securely, including the safe use of technology.
S22	Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure.
S28	Undertake physiological measurements, selecting and using the correct tools or equipment.

KSB	Knowledge outcomes
Skills (Option 7: Diagnostic Imaging Support)	
S78	Assist and support the multi-disciplinary team in the safe and effective operation and maintenance of the imaging environment.
S80	Prepare individuals for imaging procedures, including those that may be pre-medicated, sedated or unconscious.
S81	Support and position individuals during imaging procedures, including those that may be pre-medicated, sedated or unconscious.
S85	Provide aftercare for individuals following imaging procedures.
S86	Assist practitioners in setting up and maintaining aseptic or clean area in the imaging environment.
S90	Assist with undertaking clinical risk assessments and management plans.

KSB	Behaviour outcomes
B1	Treat people with dignity.
B2	Show respect and empathy.

Assessment Method 2: Professional Discussion (Underpinned by a Portfolio of Evidence)

Structure

The Professional Discussion Underpinned by a Portfolio of Evidence assesses apprentices' KSBs from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Professional Discussion	
Summary	<p>The IEA and apprentice have a formal two-way conversation.</p> <p>The IEA will ask apprentices a minimum of 10 questions, one against each of the five core grading themes and five against the allied health profession therapy support grading themes.</p> <p>Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence.</p> <p>The portfolio itself is not assessed or graded; it is used to support the apprentice in their responses to meet the grade criteria and associated assessment guidance. The assessment guidance and guidance on suitable types of evidence can be found in the <i>Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker – EPA Resource Pack</i>.</p>
Duration	<p>60 minutes.</p> <p>IEA can increase by up to 10% to allow apprentice to answer a question.</p>
Portfolio	<p>Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the professional discussion.</p> <p>The portfolio of evidence will typically contain 10 discrete pieces of evidence (for example, one against each of the five core grading themes and five against the Diagnostic Imaging Support grading theme).</p> <p>This portfolio is submitted prior to the professional discussion.</p>

Professional Discussion	
Grading	<p>Fail/Pass/Distinction.</p> <p>To achieve a Pass, apprentices must meet all the Pass criteria.</p> <p>To achieve a Distinction, apprentices must meet all the Pass criteria and all the Distinction grade criteria.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p>
Delivery and conduct	<p>The professional discussion will be conducted face-to-face or remotely. This must take place in a quiet environment away from the apprentice's normal working environment.</p> <p>The IEA will ask the apprentice a range of broad questions and the apprentices will present their work-based evidence in response.</p> <p>The IEA will take notes and the professional discussion will be audio or video recorded.</p>
Assessment	<p>The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the assessment guidance in the <i>EPA Resource Pack</i> as guidance.</p>

Standards Assessed

The Professional Discussion (Underpinned by a Portfolio of Evidence) assesses the following knowledge, skills and behaviours (KSB) outcomes from the apprenticeship standard.

KSB	Knowledge outcomes
Core	
K5	National and local definitions of health and wellbeing and priorities for promoting public health and reducing inequalities.
K6	The availability of services to support individuals with lifestyle choices and how to make a referral if required.
K15	The meaning of 'risk' in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses.
K16	Techniques and principles to safely perform basic life support.
K17	The common causes of conflict and how to respond to them in the workplace.
K18	The importance of continuing personal and professional development.
K19	The local arrangements for appraisal of performance in the workplace.
K20	The principles of reflective practice.
K23	The principles of 'quality improvement' and ways to measure quality in the workplace.
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.
K25	The principles of critical thinking and methods of critical appraisal.
K26	The principles and styles of leadership in relation to own role and place of work.
K27	The relationship and differences between leadership, management, supervision and mentoring.

KSB	Knowledge outcomes
Knowledge (Option 7: Diagnostic Imaging Support)	
K79	An awareness of ionising and non-ionising radiation and how these are safely applied to imaging examinations across a patient pathway.
K82	The regulations, procedures and protocols for the safe preparation and administration of medicines and contrast agents.
K83*	Roles and responsibilities in the safe supply, management and administration of medicines, the range of procedures where these are used and the risks and mitigations of side effects, adverse response or non-compliance.
K84*	The risks and contra-indications of cannulation and the equipment and techniques used to cannulate/remove cannulas.
K87	The structure and function of the human body in health, disease and trauma, as well as common pathologies and mechanisms of disease and trauma, in relation to imaging examinations.
K88	The importance of recognising the signs and symptoms that indicate a deterioration in the health and wellbeing of self and others, including mental health.
K89*	Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing.
K91	The potential impact of mental and physical capacity, health condition, learning disability or overall wellbeing on therapeutic or clinical interventions.

KSB	Knowledge outcomes
Core	
S5	Support individuals to make informed and positive lifestyle choices.
S6	Actively seek out and act on opportunities to support individuals to maximise their health, wellbeing and positive lifestyle choices.
S15	Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace.
S16	Perform basic life support techniques.
S17	Recognise and respond to potential conflict, challenging behaviour or an escalating situation.
S18	Undertake own training and development activities and contribute to the training and development of others.
S19	Participate in appraisal to support professional development.
S20	Reflect on and develop your own practice.
S23	Participate in and support others with quality improvement activities in the workplace.
S24	Use investigatory techniques to source evidence to validate and improve the delivery of care and support within own scope of practice.
S25	Critically appraise sources of information and apply to practice.
S26	Provide leadership and act as a role model for others within the scope of own role.
S27	Contribute to mentoring and supervision of others in the workplace within the scope of own role.

KSB	Knowledge outcomes
Skills (Option 7: Diagnostic Imaging Support)	
S79	Support the multi-disciplinary team in the safe flow of individuals through the imaging environment, recognising and complying with current legislation and best practice.
S82	Support practitioners with the preparation and administration of medicines and contrast agents within the scope of own role.
S83*	Administer medicines supplied by a registered practitioner within the scope of own role.
S84*	Insert, flush and remove cannulas in line with local protocols and within the scope of own role.
S87	Support the multi-disciplinary team in the safe delivery of an imaging service.
S88	Review and promote the health and wellbeing of self and others, including mental health.
S89*	Participate in team briefing, patient sign in, timeout, sign out and debriefing.
S91	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.

* Where apprentices' work role restricts full coverage of any KSBs within this component of end-point assessment being undertaken, it is suggested that the employer, and/or learning provider, make arrangements for suitable learning opportunities to occur on similar wards, to enable apprentices to be confident in the role and so fulfil this assessment component without disadvantaging the apprentice.

KSB	Behaviour outcomes
B3	Be adaptable, reliable and consistent.

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree on a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe A*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge Base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic.
- all apprentices achieve the recognition they deserve from their EPA, and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment, then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

Further guidance: [Submitting Reasonable Adjustments Requests](#)

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by apprentices, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on apprentices, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by apprentices, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Apprentices must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of apprentices and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Apprentice malpractice

The head of centre is required to report incidents of suspected apprentice malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete the Joint Council for Qualifications (JCQ) Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the apprentice, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on apprentices lies with Pearson.

Apprentices must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Apprentices found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Onscreen testing – Rogo

Please note that should a Rogo test recording be flagged for further review, the malpractice team will investigate whether JCQ rules have been adhered to. This will extend the agreed timeframe from five working days, until the investigation has been concluded. Further information can be found here [End-point Assessment: Rogo - EPA Knowledge Test Results \(pearson.com\)](#).

Tutor/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right, in cases of suspected malpractice, to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of apprentices
- placing temporary suspensions on registration of apprentices
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of apprentices and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the JCQ Appeals booklet

(<https://www.jcq.org.uk/exams-office/appeals>).

9 Further information

Edexcel, BTEC and Pearson Work Based Learning (WBL) contact details:

- <https://qualifications.pearson.com/en/contact-us.html>

Books, software and online resources for UK schools and colleges:

- www.pearsonschoolsandcolleges.co.uk

Document that further supports the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10 Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment Methods	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway, and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.
Resit	Occurs when an apprentice feels comfortable to attempt their EPA again, with no additional training or learning, e.g. failing an assessment method on one or two criteria, due to test nerves.

Term	Description
Retake	Occurs when an apprentice needs a period of additional training or learning to support them to reattempt their EPA, e.g. failing an assessment method on multiple criteria, due to lack of preparation or not being able to articulate their response in line with the criteria.
Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Assessment Plan

End-point assessment plan for Senior Healthcare Support Worker apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0217	3	No

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the Senior Healthcare Support Worker apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Senior Healthcare Support Worker apprentices, their employers and training providers should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- Adult nursing support
- Maternity support
- Theatre support
- Mental health support
- Children and young people support
- Allied health profession therapy support
- Diagnostic imaging support

A full-time Senior Healthcare Support Worker apprentice typically spends 24 months on- programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 – observation of practice with questions:

- Fail
- Pass

Assessment method 2 – professional discussion underpinned by a portfolio of evidence:

- Fail
- Pass
- Distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 24 months)	The apprentice must: <ul style="list-style-type: none">• complete training to develop the knowledge, skills and behaviours (KSBs outlined in this apprenticeship's standard• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules• compile a portfolio of evidence• complete training towards the qualification listed in the Senior Healthcare Support Worker apprenticeship standard The qualification required is: <ul style="list-style-type: none">• Level 3 Diploma in Healthcare Support
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<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> ▪ confirm they are ready to take the EPA ▪ have achieved English and mathematics qualifications in line with the apprenticeship funding rules ▪ have passed Level 3 Diploma in Healthcare Support <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence. The apprentice must submit the gateway evidence to their EPAO, including any organisation-specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment (typically take 3 months)</p>	<p>The grades available for each assessment method are below</p> <p>Observation of practice with questions:</p> <ul style="list-style-type: none"> ▪ Fail ▪ Pass <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> ▪ Fail ▪ Pass ▪ Distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ▪ Fail ▪ Pass ▪ Distinction
<p>Re-sits and re-takes</p>	<p>Retake and resit grade cap: Pass</p> <p>Resit timeframe: typically 3 months</p> <p>Retake timeframe: typically 6 months</p>

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway. The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed Level 3 Diploma in Healthcare Support
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 10 discrete pieces of evidence (for example one against each of the 5 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 quantitative approach is suggested.

Evidence sources may include:

- witness testimonials
- written report of a case-based discussion
- written report of supporting an intervention
- clinical supervision reflection (relating to K20 and S20)
- work-based observation
- evidence of ongoing professional development
- mapping document showing how the evidence provided meets the KSBs.

This is not a definitive list; other evidence sources can be included. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the KSBs mapped to this method.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment except where evidencing K20 and S20. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

The apprentice must submit the gateway evidence to their EPAO, including any organisation-specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Observation of practice with questions

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This EPA method is being used because:

- this is a practical role, best demonstrated through completing activities in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors

- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

Delivery

The observation of practice with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation of practice with questions.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 2 weeks' notice of the observation with questions.

The observation must take 2 hours.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should 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

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

Option 7 – Diagnostic imaging support

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the follow-up questions is to allow the independent assessor to ask questions about KSBs that were not observed to gather assessment evidence. The independent assessor can also ask questions to clarify answers given by the apprentice.

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 90 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 4 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation of practice with questions:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This EPA method is being used because:

- it allows for assessment of knowledge, skills and behaviours that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers that cannot be tested through the observation
- it can be conducted remotely, potentially reducing cost
- a professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following core themes:

- promote health and wellbeing
- continuing professional development and reflective practice
- risk management
- quality improvement
- teamwork, role modelling and leadership

The independent assessor must ask at least 10 questions, one for each of the five core themes and five against the option the apprentice is assigned to.

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence; however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 10 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment.

They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO, for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Assessment method 1: Observation of practice with questions

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Core) Working to protocol</p>	<p>Does not meet the Pass criteria</p>	<p>Practices within the limits of the role of a senior healthcare support in line with legislation, policies, standards codes of conduct and local ways of working. (K1, S1)</p> <p>Demonstrates working within the scope of practice, the limits of their knowledge and skills, escalating and reporting to others when needed. (K2, S2)</p> <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)</p> <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)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Core) Supporting individuals</p>		<p>Recognises and responds to signs and symptoms that an individual's health is changing and if they are in pain, distress or discomfort makes them comfortable and supports their wellbeing and follows the correct procedure for reporting the changes or situation. (K7, K8, S7, S8)</p> <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> <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>
<p>(Core) Communication</p>		<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> <p>Responds to limits in mental capacity, taking into account the individual's condition and needs. (K11, S11)</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>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Core) Health and Safety</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. 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>Uses, stores and disposes of equipment and supplies safely following local processes. Ensures stocks are supplied and managed. (K13, S13)</p> <p>Moves and handles equipment or other items or assists an individual safely and in line with health and safety legislation. (K14, S14)</p>
<p>(Adult Nursing Support) Option 1 Delegated nursing care and support for adults</p>		<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)</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> <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)</p> <p>Demonstrates taking and testing specimens in line with the care plan. (K32, S32)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Maternity Support) Option 2</p> <p>Delegated maternity care and support for women, babies and their families</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> <p>Demonstrates taking and testing specimens in line with the care plan. (K32, S32)</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> <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> <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> <p>Cares for the physical needs of a baby, including the observations and routine checks, and reports any abnormalities. (K42, S42)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Theatre Support) Option 3</p> <p>Delegated perioperative care and support for individuals</p>		<p>Completes pre- and post-operative checklists in line with the local systems and protocols. (K46, S46)</p> <p>Supports the surgical team by maintaining the sterile field and asepsis by correctly providing surgical instruments and medical devices. (K47, S47)</p> <p>Supports and monitors a pre-medicated, sedated or unconscious individual. (K49, S49)</p> <p>Moves, positions or transports an individual or specialist equipment using the correct techniques within the perioperative environment before, during or after surgery. (K51, S51)</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>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Mental Health Support) Option 4</p> <p>Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</p>		<p>Applies strategies and tools to promote mental wellbeing and support individuals with mental ill health. (K55, S55)</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> <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> <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> <p>Demonstrates promoting a recovery-based approach which enables an individual to manage their condition. (K59, S59)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Children and Young People Support) Option 5</p> <p>Delegated clinical and therapeutic activities for children, young people and their families</p>		<p>Works according to the care plan and desired outcomes to support the child or young person with the activities of daily living in a way that develops, supports and maintains independence. (K29, S29)</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> <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)</p> <p>Demonstrates taking and testing specimens in line with the care plan. (K32, S32)</p> <p>Engages the child or young person in therapeutic play using the correct techniques to support their learning and development. (K64, S64)</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>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>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Allied Health Profession Therapy Support) Option 6</p> <p>Delegated therapeutic activities to support individuals in meeting their optimum potential</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, K71, S68, S71)</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>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>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>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>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>(Diagnostic Imaging Support) Option 7</p> <p>Delegated clinical activities to support service users and their carers before, during and after diagnostic imaging and/or intervention</p>		<p>Assists and supports the multi-disciplinary team in the safe and effective operation and maintenance of the imaging environment. (K78, S78)</p> <p>Prepares individuals for imaging procedures, including those that may be pre-medicated, sedated or unconscious in line with protocols, safety requirements and the condition of the individual. (K80, S80)</p> <p>Supports and positions individuals during imaging procedures, including those that may be pre-medicated, sedated or unconscious in line with safety requirements and the condition of the individual. (K81, S81)</p> <p>Provides after care for individuals following imaging procedures in line with the protocols and procedures for onward care incorporating side effects, adverse responses and post-procedural checklists for the relevant imaging procedure undertaken. (K85, S85)</p> <p>Assists practitioners in setting up and maintaining aseptic or clean area in the imaging environment. (K86, S86)</p> <p>Assists with undertaking a clinical risk assessment or management plan in line with the requirements of own work setting and local systems. (K90, S90)</p>

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Promote health and wellbeing</p>	<p>Does not meet the Pass criteria</p>	<p>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)</p> <p>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)</p>	<p>Compares and contrasts ways in which they have worked to reduce inequalities and support an individual to make informed, positive lifestyle choices. (K5, S5)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Continuing professional development and reflective practice</p>		<p>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)</p> <p>Outlines how they have participated in the local arrangements for appraisal of performance. (K19, S19)</p> <p>Applies the principles of reflective practice to reflect on and develop their own practice. (K20, S20)</p>	<p>Analyses the impact of training and development activities on themselves and others. (K18, S18)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Risk management</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>Describes how they meet the requirements for providing basic life support, showing an understanding of the techniques and principles required. (K16, S16)</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>Evaluates their organisation's approach to 'risk' in the workplace. (K15, S15)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Quality Improvement</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>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>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>Analyses how they have interpreted evidence and used their findings to inform suggestions for improving practice. (K24, S24)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Teamwork, role modelling and leadership</p>		<p>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)</p> <p>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)</p>	<p>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)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Adult Nursing Support) Option 1</p> <p>Delegated nursing care and support for adults</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> <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> <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>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		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)	
<p>(Maternity Support) Option 2</p> <p>Delegated maternity care and support for women, babies and their families</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> <p>Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting a woman or family 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>	Analyses the actions they took in response to the signs and symptoms that indicate deterioration in the physical, mental health and wellbeing of a woman and baby, explaining their responsibilities and limits of their competence. (K35, S35)

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		<p>Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of a woman or baby, sequencing the signs and symptoms that indicated the deterioration. (K35, S35)</p> <p>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)</p> <p>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)</p>	

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		<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> <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> <p>Describes a time when they have supported the midwife and others in the team during an emergency during the pregnancy, labour, birth or postnatal period explaining the situation and the scope of their own role. (K45, S45)</p>	

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Theatre Support) Option 3</p> <p>Delegated perioperative care and support for individuals</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>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> <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>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>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		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>(Mental Health Support) Option 4</p> <p>Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</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)	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)

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		<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>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> <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>	

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		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>(Children and Young People Support) Option 5</p> <p>Delegated clinical and therapeutic activities for children, young people and their families</p>		<p>Describes a time when they have provided care and support for a child, young person or their family during the end-of-life phase, exploring the factors which impacted on the care and support given. (K33, S33)</p> <p>Explains the local systems for discharge and transfer of individuals between services, giving an example of when they have contributed to signposting a child or young person 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>	<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 a child or young person, explaining their responsibilities and limits of their competence. (K35, S35)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		<p>Describes how they have recognised and responded to a deterioration in the physical, mental health and wellbeing of a child or young person, sequencing the signs and symptoms that indicated the deterioration. (K35, S35)</p> <p>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)</p>	

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Allied Health Profession Therapy Support) Option 6</p> <p>Delegated therapeutic activities to support individuals in meeting their optimum potential</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> <p>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 needed to make. (K70, S70)</p>	<p>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)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		<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> <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> <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>	

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Diagnostic Imaging Support) Option 7</p> <p>Delegated clinical activities to support service users and their carers before, during and after diagnostic imaging and/or intervention</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. (K89, S89)</p> <p>Explains how they recognise that mental or physical capacity, health condition, learning disability or overall wellbeing of an individual impacts on the therapeutic or clinical task, describing any adaptations that they need to make. (K91, S91)</p> <p>Describes how they support the multi-disciplinary team in the safe flow of individuals through the imaging environment, explaining the current legislation and best practice in relation to ionising and non-ionising radiation. (K79, S79)</p>	<p>Justifies 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. (K91, S91)</p>

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		<p>Describes how they support practitioners with the preparation and administration of medicines and contrast agents within the scope of their own role in relation to the regulations, procedures and protocols in the workplace. (K82, S82)</p> <p>Describes a time when they have administered medicines supplied by a registered practitioner within the scope of their own role and the roles of others in the team. Describes the risks and mitigations of side effects, adverse responses or non-compliance of these medicines. (K83, S83)</p> <p>Describes a time when they have inserted, flushed and removed a cannula within the scope of their own role and explains the risks and contra-indications of cannulation. (K84, S84)</p>	

THEME KSBS	FAIL DOES NOT MEET THE PASS CRITERIA	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
		<p>Describes the structure and function of the human body, common pathologies and mechanisms of disease and trauma in relation to imaging examinations. Reflects on how these impact their role in supporting the multi-disciplinary team in the safe delivery of an imaging service. (K87, S87)</p> <p>Explains the signs and symptoms that indicate a deterioration in health and wellbeing of self and others. Describes how they review and promote the health and wellbeing of self and others, including mental health in the workplace. (K88, S88)</p>	

Overall EPA grading

Performance in the EPA determines the overall grade of:

- Fail
- Pass
- Distinction

An independent assessor must individually grade the observation of practice with questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

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

To achieve an overall Pass, the apprentice must achieve at least a Pass in all the assessment methods. In order to achieve an overall EPA Distinction, apprentices must achieve a Pass in the observation of practice and a Distinction in the professional discussion.

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

ASSESSMENT METHOD 1: OBSERVATION OF PRACTICE WITH QUESTIONS	ASSESSMENT METHOD 2: PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. A resit does not need further learning, whereas a retake does. The apprentice should have a supportive action plan to prepare for a resit or a retake.

The employer and the EPAO should agree the timescale for a resit or retake. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-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 an apprentice wishing to move from Pass to a higher grade.

The apprentice will get a maximum EPA grade of Pass for a resit or retake, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLE	RESPONSIBILITY
Apprentice	As a minimum, the apprentice should: <ul style="list-style-type: none"><li data-bbox="534 1220 1374 1346">• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months<li data-bbox="534 1361 1342 1487">• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider<li data-bbox="534 1503 1273 1541">• understand the purpose and importance of EPA<li data-bbox="534 1556 1358 1639">• prepare for and undertake the EPA, including meeting all gateway requirements<li data-bbox="534 1655 1318 1738">• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan

ROLE	RESPONSIBILITY
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> ▪ select the EPAO and training provider ▪ work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs ▪ arrange and support off-the-job training to be undertaken by the apprentice ▪ decide when the apprentice is working at or above the occupational standard and is ready for EPA ▪ ensure the apprentice is prepared for the EPA ▪ ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan ▪ confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner ▪ provide access to any employer-specific documentation as required, for example, company policies ▪ ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs ▪ ensure the apprentice is given sufficient time away from regular duties to prepare for and complete the EPA ▪ ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place ▪ ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace-based assessments ▪ remain independent from the delivery of the EPA ▪ pass the certificate to the apprentice upon receipt from the EPAO

ROLE	RESPONSIBILITY
EPAO	<ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship, including the occupational standard, EPA plan and funding • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials, including specifications and marking materials (for example, mark schemes, practice materials, training materials) • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and ongoing training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required

ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"> • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation of all their independent assessors' decisions once EPAs have started • monitor the performance of all their independent assessors and provide re-training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • host and facilitate the EPA or make suitable alternative arrangements • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaises with the employer to agree this if necessary • confirm overall grade awarded • arrange the certification of the apprenticeship • maintain and apply a policy for conducting appeals

ROLE	RESPONSIBILITY
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider; specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IOA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IOA requirements of the EPAO • comply with EQA requirements

ROLE	RESPONSIBILITY
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> ▪ conform to the requirements of the apprenticeship provider and assessment register ▪ ensure procedures are in place to mitigate against any conflict of interest ▪ work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard ▪ deliver training to the apprentice as outlined in their apprenticeship agreement ▪ monitor the apprentice's progress during any training provider-led on-programme learning ▪ ensure the apprentice is prepared for the EPA ▪ advise the employer, upon request, on the apprentice's readiness for EPA ▪ ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan ▪ remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations:

The EPAO must have special consideration arrangements for the EPA. This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance (IQA) refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
- meet the following minimum requirements:
 - be occupationally competent against the standard
 - keep up to date with continuing professional development (CPD).

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises.

Professional recognition

This apprenticeship is not aligned with professional recognition.

Mapping KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Core</p> <p>Core: The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p>	<p>Observation with questions</p>
<p>K2 Core</p> <p>Core: 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>Observation with questions</p>
<p>K3 Core</p> <p>Core: The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice.</p>	<p>Observation of practice with questions</p>
<p>K4 Core</p> <p>Core: The principles of a 'duty of care' and 'safeguarding', the signs of abuse and ways to reduce the risk of abuse.</p>	<p>Observation of practice with questions</p>
<p>K5 Core</p> <p>Core: National and local definitions of health and wellbeing and priorities for promoting public health and reducing inequalities.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K6 Core</p> <p>Core: The availability of services to support individuals with lifestyle choices and how to make a referral if required.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K7 Core</p> <p>Core: The signs and symptoms that an individual's health and wellbeing is changing, including the role of prescribed medication.</p>	<p>Observation of practice with questions</p>
<p>K8 Core</p> <p>Core: The signs and symptoms that an individual is in pain, distress or discomfort.</p>	<p>Observation of practice with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K9 Core</p> <p>Core: The principles of hydration, nutrition and food safety.</p>	<p>Observation of practice with questions</p>
<p>K10 Core</p> <p>Core: Communication techniques to maximise understanding including for individuals with specific communication needs or wishes.</p>	<p>Observation of practice with questions</p>
<p>K11 Core</p> <p>Core: 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>Observation of practice with questions</p>
<p>K12 Core</p> <p>Core: The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of PPE.</p>	<p>Observation of practice with questions</p>
<p>K13 Core</p> <p>Core: Local systems and processes to manage the supply, storage, use and safe disposal of stocks and supplies.</p>	<p>Observation of practice with questions</p>
<p>K14 Core</p> <p>Core: The principles of safe moving and assisting individuals and moving and handling equipment.</p>	<p>Observation of practice with questions</p>
<p>K15 Core</p> <p>Core: The meaning of 'risk' in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K16 Core</p> <p>Core: Techniques and principles to safely perform basic life support.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K17 Core</p> <p>Core: The common causes of conflict and how to respond to them in the workplace.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K18 Core</p> <p>Core: The importance of continuing personal and professional development.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K19 Core</p> <p>Core: The local arrangements for appraisal of performance in the workplace.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K20: Core</p> <p>Core: The principles of reflective practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K21: Core</p> <p>Core: Ways to record and store information securely, including the safe use of technology.</p>	<p>Observation of practice with questions</p>
<p>K22: Core</p> <p>Core: The principles of confidentiality, duty of confidence and disclosure.</p>	<p>Observation of practice with questions</p>
<p>K23: Core</p> <p>Core: The principles of 'quality improvement' and ways to measure quality in the workplace.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K24: Core</p> <p>Core: 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>Professional discussion underpinned by a portfolio of evidence</p>
<p>K25: Core</p> <p>Core: The principles of critical thinking and methods of critical appraisal.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K26: Core</p> <p>Core: The principles and styles of leadership in relation to own role and place of work.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K27: Core</p> <p>Core: The relationship and differences between leadership, management, supervision and mentoring.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K28: Core</p> <p>Core: The physiological states, their normal ranges and the correct tools or equipment to use to measure them.</p>	<p>Observation of practice with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K29: Adult nursing support, Children and young people support</p> <p>Options 1 and 5: Adult nursing support and children and young people support: The activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities.</p>	<p>Observation of practice with questions</p>
<p>K30: Adult nursing support, Maternity support, Children and young people support</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised.</p>	<p>Observation of practice with questions</p>
<p>K31: Adult nursing support, Children and young people support</p> <p>Options 1 and 5: Adult nursing support and children and young people support: The principles of wound management and the equipment and materials that are used to treat wounds.</p>	<p>Observation of practice with questions</p>
<p>K32: Adult nursing support, Maternity support, Children and young people support</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Methods for taking and testing specimens.</p>	<p>Observation of practice with questions</p>
<p>K33: Adult nursing support, Maternity support, Children and young people support</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The end-of-life phase and the factors which impact care during the end-of-life phase.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K34: Adult nursing support, Maternity support, Children and young people support, Allied health profession therapy support</p> <p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K35: Adult nursing support, Maternity support, Mental health support, Children and young people support</p> <p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K36: Adult nursing support</p> <p>Option 1: Adult nursing support: How to support adults to take responsibility for their own health and wellbeing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K37: Maternity support</p> <p>Option 2: Maternity support: Strategies to engage women and carers in feeding, bathing, parenting and self-care such as antenatal and postnatal exercise.</p>	<p>Observation of practice with questions</p>
<p>K38: Maternity support</p> <p>Option 2: Maternity support: Local and national antenatal and newborn screening services and immunisation programmes.</p>	<p>Observation of practice with questions</p>
<p>K39: Maternity support</p> <p>Option 2: Maternity support: Local systems and protocols to maintain the maternity environment, including procedures to maintain the supply of resources, instruments and equipment.</p>	<p>Observation of practice with questions</p>
<p>K40: Maternity support</p> <p>Option 2: Maternity support: The purpose of a urethral catheter and the importance of regular monitoring.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K41: Maternity support</p> <p>Option 2: Maternity support: Local security procedures for women and babies, including systems for woman and baby identification.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K42: Maternity support</p> <p>Option 2: Maternity support: The routine checks and observations undertaken for a healthy baby, such as cord care, eye care, oral hygiene, stools and signs of neonatal jaundice.</p>	<p>Observation of practice with questions</p>
<p>K43: Maternity support</p> <p>Option 2: Maternity support: 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>Professional discussion underpinned by a portfolio of evidence</p>
<p>K44: Maternity support</p> <p>Option 2: Maternity support: The principles of supporting families at difficult times, bereavement and loss and the availability of other support services.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K45: Maternity support</p> <p>Option 2: Maternity support: The scope of their own role in an emergency situation during pregnancy, labour, birth or the postnatal period.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K46: Theatre support</p> <p>Option 3: Theatre support: Local systems and protocols for completing pre- and post-operative checklists.</p>	<p>Observation of practice with questions</p>
<p>K47: Theatre support</p> <p>Option 3: Theatre support: 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>Observation of practice with questions</p>
<p>K48: Theatre support</p> <p>Option 3: Theatre support: Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K49: Theatre support</p> <p>Option 3: Theatre support: The effects of pre-medication, sedation and anaesthesia on individuals.</p>	<p>Observation of practice with questions</p>
<p>K50: Theatre support</p> <p>Option 3: Theatre support: The purpose for recording an individual's body fluid and factors that affect input, output and wound drainage.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K51: Theatre support</p> <p>Option 3: Theatre support: Techniques used in the perioperative environment to position individuals and specialist equipment for before, during and after surgery.</p>	<p>Observation of practice with questions</p>
<p>K52: Theatre support</p> <p>Option 3: Theatre support: 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>Professional discussion underpinned by a portfolio of evidence</p>
<p>K53: Theatre support</p> <p>Option 3: Theatre support: 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>Observation of practice with questions</p>
<p>K54: Theatre support</p> <p>Option 3: Theatre support: Types and uses of containers for transport, procedures for labelling, handling, dispatching, recording and reporting for clinical specimens and blood products.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K55: Mental health support</p> <p>Option 4: Mental health support: 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>Observation of practice with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K56: Mental health support</p> <p>Option 4: Mental health support: The main interventions in mental health and wellbeing and the benefits of early intervention.</p>	<p>Observation of practice with questions</p>
<p>K57: Mental health support</p> <p>Option 4: Mental health support: The needs of individuals with mental ill health and those supporting them at key stages and through times of change or transition.</p>	<p>Observation of practice with questions</p>
<p>K58: Mental health support</p> <p>Option 4: Mental health support: Techniques used to build, monitor and sustain therapeutic relationships with individuals, carers and their families.</p>	<p>Observation of practice with questions</p>
<p>K59: Mental health support</p> <p>Option 4: Mental health support: The factors that facilitate an individual's recovery experience.</p>	<p>Observation of practice with questions</p>
<p>K60: Mental health support</p> <p>Option 4: Mental health support: The impact of the individual's mental ill health on their life, family, friendships and active participation in society.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K61: Mental health support</p> <p>Option 4: Mental health support: Risk factors of harm to self or others, a range of triggers and consideration of the impact of the environment.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K62: Mental health support</p> <p>Option 4: Mental health support: 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>Professional discussion underpinned by a portfolio of evidence</p>
<p>K63: Mental health support</p> <p>Option 4: Mental health support: The importance of own mental health and wellbeing when working in mental health services.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K64: Children and young people support</p> <p>Option 5: Children and young people support: Principles and techniques to engage children and young people in therapeutic play.</p>	<p>Observation of practice with questions</p>
<p>K65: Children and young people support</p> <p>Option 5: Children and young people support: 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.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K66: Children and young people support</p> <p>Option 5: Children and young people support: 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>Observation of practice with questions</p>
<p>K67: Children and young people support</p> <p>Option 5: Children and young people support: 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>Observation of practice with questions</p>
<p>K68: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: 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>Observation of practice with questions</p>
<p>K69: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Local systems for undertaking clinical risk assessments and management plans relevant to own work setting.</p>	<p>Observation of practice with questions</p>
<p>K70: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: The potential impact of mental and physical capacity, health condition, learning disability or overall wellbeing on therapeutic or clinical interventions.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K71: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Strategies and approaches to rehabilitate or maximise an individual's function.</p>	<p>Observation of practice with questions</p>
<p>K72: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Strategies and tools available to engage individuals or communities in group sessions.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K73: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Activities and resources available within the community and the means to access them.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K74: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Local systems for sourcing, ordering and fitting therapeutic equipment and resources and the criteria for provision.</p>	<p>Observation of practice with questions</p>
<p>K75: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: The purpose and function of the therapeutic equipment and resources available, including its limitations and contra-indications.</p>	<p>Observation of practice with questions</p>
<p>K76: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Strategies and tools available to engage individuals in learning how to use therapeutic equipment and resources.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K77: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Protocols for checking, reporting and adapting therapeutic equipment and resources.</p>	<p>Observation of practice with questions</p>
<p>K78: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The procedures and protocols for undertaking quality checks on equipment, the procedures and protocols for working safely in the imaging environment.</p>	<p>Observation of practice with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K79: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: An awareness of ionising and non-ionising radiation and how these are safely applied to imaging examinations across a patient pathway.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K80: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The correct clothing, hygiene, fluid, nutrition protocols, safety equipment requirements relevant to the imaging procedure and the condition of the individual, including the correct use of pre-and post-procedural checklists.</p>	<p>Observation of practice with questions</p>
<p>K81: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Techniques and equipment used to position individuals in line with the safety requirements of the procedure, the physical and mental condition of the individual and how this may impact on the imaging procedure.</p>	<p>Observation of practice with questions</p>
<p>K82: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The regulations procedures and protocols for the safe preparation and administration of medicines and contrast agents.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K83: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Roles and responsibilities in the safe supply, management and administration of medicines, the range of procedures where these are used and the risks and mitigations of side effects, adverse response or non-compliance.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K84: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The risks and contra-indications of cannulation and the equipment and techniques used to cannulate/remove cannulas.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K85: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The risks and mitigations of side effects, adverse responses or non-compliance associate with imaging procedure, the correct use of post-procedural checklists and the protocols and procedures for onward care relevant to the imaging procedure undertaken.</p>	<p>Observation of practice with questions</p>
<p>K86: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The principles of asepsis and maintenance of the sterile field or clean area in relation to imaging equipment and materials.</p>	<p>Observation of practice with questions</p>
<p>K87: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The structure and function of the human body in health, disease and trauma, as well as common pathologies and mechanisms of disease and trauma, in relation to imaging examinations.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K88: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The importance of recognising the signs and symptoms that indicate a deterioration in the health and wellbeing of self and others, including mental health.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K89: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K90: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Local systems for undertaking clinical risk assessments and management plans relevant to own work setting.</p>	<p>Observation of practice with questions</p>
<p>K91: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: The potential impact of mental and physical capacity, health condition, learning disability or overall wellbeing on therapeutic or clinical interventions.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p>S1: Core</p> <p>Core: Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p>	<p>Observation of practice with questions</p>
<p>S2: Core</p> <p>Core: Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed.</p>	<p>Observation of practice with questions</p>
<p>S3: Core</p> <p>Core: 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>Observation of practice with questions</p>
<p>S4: Core</p> <p>Core: 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>	<p>Observation of practice with questions</p>
<p>S5: Core</p> <p>Core: Support individuals to make informed and positive lifestyle choices.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S6: Core</p> <p>Core: Actively seek out and act on opportunities to support individuals to maximise their health, wellbeing and positive lifestyle choices.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S7: Core</p> <p>Core: Recognise and respond to changes in an individual's health and wellbeing.</p>	<p>Observation of practice with questions</p>
<p>S8: Core</p> <p>Core: Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing.</p>	<p>Observation of practice with questions</p>
<p>S9: Core</p> <p>Core: Promote and monitor access to fluids and nutrition in line with an individual's care plan.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
<p>S10: Core</p> <p>Core: Communicate with individuals, their families, carers and others in the workplace using techniques designed to facilitate understanding.</p>	<p>Observation of practice with questions</p>
<p>S11: Core</p> <p>Core: Recognise and respond to limitations in an individual's mental capacity.</p>	<p>Observation of practice with questions</p>
<p>S12: Core</p> <p>Core: Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and PPE.</p>	<p>Observation of practice with questions</p>
<p>S13: Core</p> <p>Core: Maintain the safe supply, storage, use and disposal of supplies and equipment.</p>	<p>Observation of practice with questions</p>
<p>S14: Core</p> <p>Core: Move and handle equipment or other items safely and assist individuals.</p>	<p>Observation of practice with questions</p>
<p>S15: Core</p> <p>Core: Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S16: Core</p> <p>Core: Perform basic life support techniques.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S17: Core</p> <p>Core: Recognise and respond to potential conflict, challenging behaviour or an escalating situation.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S18: Core</p> <p>Core: Undertake own training and development activities and contribute to the training and development of others.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S19: Core</p> <p>Core: Participate in appraisal to support professional development.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p>S20: Core</p> <p>Core: Reflect on and develop your own practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S21: Core</p> <p>Core: Record and store information related to individuals securely, including the safe use of technology.</p>	<p>Observation of practice with questions</p>
<p>S22: Core</p> <p>Core: Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure.</p>	<p>Observation of practice with questions</p>
<p>S23: Core</p> <p>Core: Participate in and support others with quality improvement activities in the workplace.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S24: Core</p> <p>Core: Use investigatory techniques to source evidence to validate and improve the delivery of care and support within own scope of practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S25: Core</p> <p>Core: Critically appraise sources of information and apply to practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S26: Core</p> <p>Core: Provide leadership and act as a role model for others within the scope of own role.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S27: Core</p> <p>Core: Contribute to mentoring and supervision of others in the workplace within the scope of own role.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S28: Core</p> <p>Core: Undertake physiological measurements, selecting and using the correct tools or equipment.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
<p>S29: Adult nursing support, Children and young people support</p> <p>Options 1 and 5: Adult nursing support and children and young people support: Support individuals with activities of daily living to develop and maintain their independence in line with their desired outcomes and plan of care.</p>	<p>Observation of practice with questions</p>
<p>S30: Adult nursing support, Maternity support, Children and young people support</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Assist with tissue viability risk assessments and manage pressure areas.</p>	<p>Observation of practice with questions</p>
<p>S31: Adult nursing support, Children and young people support</p> <p>Options 1 and 5: Adult nursing support and children and young people support: Assist with wound care in line with the care plan.</p>	<p>Observation of practice with questions</p>
<p>S32: Adult nursing support, Maternity support, Children and young people support</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Obtain and test specimens in line with the care plan.</p>	<p>Observation of practice with questions</p>
<p>S33: Adult nursing support, Maternity support, Children and young people support</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Provide care and support for individuals and their family during the end-of-life phase.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S34: Adult nursing support, Maternity support, Children and young people support, Allied health professional therapy support</p> <p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Contribute to signposting to relevant agencies and discharge or transfer of individuals between services, in line with their care plan.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p>S35: Adult nursing support, Maternity support, Mental health support, Children and young people support</p> <p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: Recognise and respond to deteriorations in physical health, mental health and wellbeing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S36: Adult nursing support</p> <p>Option 1: Adult nursing support: Support adults to take responsibility for their own health and wellbeing and for managing their own condition.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S37: Maternity support</p> <p>Option 2: Maternity support: Assist the midwife with teaching, feeding and hygiene needs of babies-parenting skills and antenatal and postnatal exercise.</p>	<p>Observation of practice with questions</p>
<p>S38: Maternity support</p> <p>Option 2: Maternity support: Assist health care professionals with antenatal and newborn screening and provide information to parents about immunisation activities.</p>	<p>Observation of practice with questions</p>
<p>S39: Maternity support</p> <p>Option 2: Maternity support: Provide support to the maternity team by maintaining the supply of resources, instruments and equipment.</p>	<p>Observation of practice with questions</p>
<p>S40: Maternity support</p> <p>Option 2: Maternity support: Support personal care, such as providing care for women with urethral catheters.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S41: Maternity support</p> <p>Option 2: Maternity support: Identify the baby and provide wristband or label in line with local security procedures.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S42: Maternity support</p> <p>Option 2: Maternity support: Care for the physical needs of babies by undertaking routine healthy baby observations and reporting any abnormalities.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
<p>S43: Maternity support</p> <p>Option 2: Maternity support: Support parents and carers to meet the developmental, nutritional and hygiene needs of babies.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S44: Maternity support</p> <p>Option 2: Maternity support: Work in partnership with families and other support services to support individuals in difficult circumstances, bereavement and loss.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S45: Maternity support</p> <p>Option 2: Maternity support: Provide support to the midwife and others in the multidisciplinary team in an emergency situation during pregnancy, labour, birth or the postnatal period.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S46: Theatre support</p> <p>Option 3: Theatre support: Complete pre- and post-operative checklists.</p>	<p>Observation of practice with questions</p>
<p>S47: Theatre support</p> <p>Option 3: Theatre support: Support the surgical team to maintain the sterile field.</p>	<p>Observation of practice with questions</p>
<p>S48: Theatre support</p> <p>Option 3: Theatre support: Participate in team briefing, patient sign in, timeout, sign out and debriefing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S49: Theatre support</p> <p>Option 3: Theatre support: Support and monitor the pre-medicated, sedated and unconscious individual.</p>	<p>Observation of practice with questions</p>
<p>S50: Theatre support</p> <p>Option 3: Theatre support: Measure and record an individual's body fluid balance.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S51: Theatre support</p> <p>Option 3: Theatre support: Move, position and transport individuals and specialist equipment before, during and after surgery.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
<p>S52: Theatre support</p> <p>Option 3: Theatre support: Prepare the clinical environment and provide surgical instrumentation and supplementary items for the surgical team.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S53: Theatre support</p> <p>Option 3: Theatre support: Carry out counts for swabs, sharps, instruments and disposable items and take action if something is missing.</p>	<p>Observation of practice with questions</p>
<p>S54: Theatre support</p> <p>Option 3: Theatre support: Assist in receiving, handling and dispatching clinical specimens or blood products.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S55: Mental health support</p> <p>Option 4: Mental health support: Use strategies and tools to promote mental wellbeing and to support individuals with mental ill health.</p>	<p>Observation of practice with questions</p>
<p>S56: Mental health support</p> <p>Option 4: Mental health support: Observe, record and report changes and barriers, using proactive approaches to manage behaviour which challenges.</p>	<p>Observation of practice with questions</p>
<p>S57: Mental health support</p> <p>Option 4: Mental health support: Take an active approach in supporting individuals to manage their condition.</p>	<p>Observation of practice with questions</p>
<p>S58: Mental health support</p> <p>Option 4: Mental health support: Build, monitor and sustain therapeutic relationships with individuals, carers and their families.</p>	<p>Observation of practice with questions</p>
<p>S59: Mental health support</p> <p>Option 4: Mental health support: Promote a recovery-based approach that enables the individual to manage their condition.</p>	<p>Observation of practice with questions</p>
<p>S60: Mental health support</p> <p>Option 4: Mental health support: Enable and empower individuals to actively participate in society and recognise the impact of mental health on them and others.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p>S61: Mental health support</p> <p>Option 4: Mental health support: Identify situations of risk to yourself or others and take action, including seeking support.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S62: Mental health support</p> <p>Option 4: Mental health support: Involve the individual, carers and family members in risk management processes.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S63: Mental health support</p> <p>Option 4: Mental health support: Review and promote your own mental health and wellbeing.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S64: Children and young people support</p> <p>Option 5: Children and young people support: Support the development of children and young people through therapeutic play and learning.</p>	<p>Observation of practice with questions</p>
<p>S65: Children and young people support</p> <p>Option 5: Children and young people support: Support children and young people through transitions by enabling shared or independent decision-making.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S66: Children and young people support</p> <p>Option 5: Children and young people support: Support parents, families and carers to meet the needs of children and young people.</p>	<p>Observation of practice with questions</p>
<p>S67: Children and young people support</p> <p>Option 5: Children and young people support: Support children and young people before, during or after diagnostic, clinical or therapeutic procedures.</p>	<p>Observation of practice with questions</p>
<p>S68: Allied health professional therapy support</p> <p>Option 6: Allied health professional therapy support: Provide therapeutic support in line with care plans to encourage independence, self-management and skills for everyday life.</p>	<p>Observation of practice with questions</p>
<p>S69: Allied health professional therapy support</p> <p>Option 6: Allied health professional therapy support: Assist with undertaking clinical risk assessments and management plans.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
<p>S70: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: 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>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S71: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Enable individuals to meet optimum potential.</p>	<p>Observation of practice with questions</p>
<p>S72: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Facilitate group sessions to support health and wellbeing of individuals or communities.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S73: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Support people to engage in the community and access activities or resources in line with their treatment goals.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S74: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Identify, order or fit therapeutic equipment and resources in line with the individual's care plan.</p>	<p>Observation of practice with questions</p>
<p>S75: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Use equipment and resources therapeutically in a safe way in line with local policy and procedure.</p>	<p>Observation of practice with questions</p>
<p>S76: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Demonstrate and teach the safe and appropriate use of therapeutic equipment and resources.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S77: Allied health profession therapy support</p> <p>Option 6: Allied health professional therapy support: Complete safety checks for therapeutic equipment and resources, following protocols to report issues or make adaptations if appropriate.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
<p>S78: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Assist and support the multi-disciplinary team in the safe and effective operation and maintenance of the imaging environment.</p>	<p>Observation of practice with questions</p>
<p>S79: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Support the multi-disciplinary team in the safe flow of individuals through the imaging environment, recognising and complying with current legislation and best practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S80: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Prepare individuals for imaging procedures, including those that may be pre-medicated, sedated or unconscious.</p>	<p>Observation of practice with questions</p>
<p>S81: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Support and position individuals during imaging procedures, including those that may be pre-medicated, sedated or unconscious.</p>	<p>Observation of practice with questions</p>
<p>S82: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Support practitioners with the preparation and administration of medicines and contrast agents within the scope of own role.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S83: Diagnostic imaging support</p> <p>Option 7: Diagnostic Imaging Support: Administer medicines supplied by a registered practitioner within the scope of own role.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S84: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Insert, flush and remove cannulas in line with local protocols and within the scope of own role.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S85: Diagnostic imaging support</p> <p>Option 7: Diagnostic imaging support: Provide after care for individuals following imaging procedures.</p>	<p>Observation of practice with questions</p>

SKILL	ASSESSMENT METHODS
S86: Diagnostic imaging support Option 7: Diagnostic imaging support: Assist practitioners in setting up and maintaining aseptic or clean area in the imaging environment.	Observation of practice with questions
S87: Diagnostic imaging support Option 7: Diagnostic imaging support: Support the multi- disciplinary team in the safe delivery of an imaging service.	Professional discussion underpinned by a portfolio of evidence
S88: Diagnostic imaging support Option 7: Diagnostic imaging support: Review and promote the health and wellbeing of self and others, including mental health.	Professional discussion underpinned by a portfolio of evidence
S89: Diagnostic imaging support Option 7: Diagnostic imaging support: Participate in team briefing, patient sign in, timeout, sign out and debriefing.	Professional discussion underpinned by a portfolio of evidence
S90: Diagnostic imaging support Option 7: Diagnostic imaging support: Assist with undertaking clinical risk assessments and management plans.	Observation of practice with questions
S91: Diagnostic imaging support Option 7: Diagnostic imaging support: 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.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1: Core Core: Treat people with dignity.	Observation of practice with questions
B2: Core Core: Show respect and empathy.	Observation of practice with questions
B3: Core Core: Be adaptable, reliable and consistent.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBS to grade themes

Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core) Working to protocol</p>	<p>Core: The legislation, policies, standards, local ways of working and codes of conduct that apply to own role. (K1)</p> <p>Core: The scope of practice, limitations of own competence, including limitations of own role in relation to medication and who to ask for support. (K2)</p> <p>Core: The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice. (K3)</p> <p>Core: The principles of a 'duty of care' and 'safeguarding', the signs of abuse and ways to reduce the risk of abuse. (K4)</p>	<p>Core: Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role. (S1)</p> <p>Core: Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed. (S2)</p> <p>Core: Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' established consent. (S3)</p> <p>Core: 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. (S4)</p>	<p>Core: Treat people with dignity. (B1)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core)</p> <p>Supporting individuals</p>	<p>Core: The signs and symptoms that an individual's health and wellbeing is changing, including the role of prescribed medication. (K7)</p> <p>Core: The signs and symptoms that an individual is in pain, distress or discomfort. (K8)</p> <p>Core: The principles of hydration, nutrition and food safety. (K9)</p> <p>Core: The physiological states, their normal ranges and the correct tools or equipment to use to measure them. (K28)</p>	<p>Core: Recognise and respond to changes in an individual's health and wellbeing. (S7)</p> <p>Core: Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing. (S8)</p> <p>Core: Promote and monitor access to fluids and nutrition in line with an individual's care plan. (S9)</p> <p>Core: Undertake physiological measurements, selecting and using the correct tools or equipment. (S28)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core) Communication</p>	<p>Core: Communication techniques to maximise understanding including for individuals with specific communication needs or wishes. (K10)</p> <p>Core: The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs. (K11)</p> <p>Core: Ways to record and store information securely, including the safe use of technology. (K21)</p> <p>Core: The principles of confidentiality, duty of confidence and disclosure. (K22)</p>	<p>Core: Communicate with individuals, their families, carers and others in the workplace using techniques designed to facilitate understanding. (S10)</p> <p>Core: Recognise and respond to limitations in an individual's mental capacity. (S11)</p> <p>Core: Record and store information related to individuals securely, including the safe use of technology. (S21)</p> <p>Core: Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure. (S22)</p>	<p>Core: Show respect and empathy. (B2)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core) Health and safety</p>	<p>Core: The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE). (K12)</p> <p>Core: Local systems and processes to manage the supply, storage, use and safe disposal of stocks and supplies. (K13)</p> <p>Core: The principles of safe moving and assisting individuals and moving and handling equipment. (K14)</p>	<p>Core: Maintain a safe and healthy working environment, using infection prevention and control techniques, including hand washing, sanitisation, disinfection and personal protective equipment (PPE). (S12)</p> <p>Core: Maintain the safe supply, storage, use and disposal of supplies and equipment. (S13)</p> <p>Core: Move and handle equipment or other items safely and assist individuals. (S14)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Adult Nursing Support) Option 1</p> <p>Delegated nursing care and support for adults</p>	<p>Options 1 and 5: Adult nursing support and children and young people support: The activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities. (K29)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised. (K30)</p> <p>Options 1 and 5: Adult nursing support and children and young people support: The principles of wound management and the equipment and materials that are used to treat wounds. (K31)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Methods for taking and testing specimens. (K32)</p>	<p>Options 1 and 5: Adult nursing support and children and young people support: Support individuals with activities of daily living to develop and maintain their independence in line with their desired outcomes and plan of care. (S29)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Assist with tissue viability risk assessments and manage pressure areas. (S30)</p> <p>Options 1 and 5: Adult nursing support and children and young people support: Assist with wound care in line with the care plan. (S31)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Obtain and test specimens in line with the care plan. (S32)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Maternity Support) Option 2</p> <p>Delegated maternity care and support for women, babies and their families</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The structure and function of the skin and underlying tissues and actors that lead to tissues being compromised. (K30)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Methods for taking and testing specimens. (K32)</p> <p>Option 2: Maternity support: Strategies to engage women and carers in feeding, bathing, parenting and self-care such as antenatal and postnatal exercise. (K37)</p> <p>Option 2: Maternity support: Local and national antenatal and newborn screening services and immunisation programmes. (K38)</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Assist with tissue viability risk assessments and manage pressure areas. (S30)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Obtain and test specimens in line with the care plan. (S32)</p> <p>Option 2: Maternity support: Assist the midwife with teaching, feeding and hygiene needs of babies-parenting skills and antenatal and postnatal exercise. (S37)</p> <p>Option 2: Maternity support: Assist health care professionals with antenatal and newborn screening and provide information to parents about immunisation activities. (S38)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 2: Maternity support: Local systems and protocols to maintain the maternity environment, including procedures to maintain the supply of resources, instruments and equipment. (K39)</p> <p>Option 2: Maternity support: The routine checks and observations undertaken for a healthy baby, such as cord care, eye care, oral hygiene, stools and signs of neonatal jaundice. (K42)</p>	<p>Option 2: Maternity support: Provide support to the maternity team by maintaining the supply of resources, instruments and equipment. (S39)</p> <p>Option 2: Maternity support: Care for the physical needs of babies by undertaking routine healthy baby observations and reporting any abnormalities. (S42)</p>	
<p>(Theatre Support) Option 3</p> <p>Delegated peri-operative care and support for individuals</p>	<p>Option 3: Theatre support: Local systems and protocols for completing pre- and post-operative checklists. (K46)</p> <p>Option 3: Theatre support: 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. (K47)</p>	<p>Option 3: Theatre support: Complete pre- and post-operative checklists. (S46)</p> <p>Option 3: Theatre support: Support the surgical team to maintain the sterile field. (S47)</p> <p>Option 3: Theatre support: Support and monitor the pre-medicated, sedated and unconscious individual. (S49)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 3: Theatre support: The effects of pre-medication, sedation and anaesthesia on individuals. (K49)</p> <p>Option 3: Theatre support: Techniques used in the perioperative environment to position individuals and specialist equipment for before, during and after surgery. (K51)</p> <p>Option 3: Theatre support: 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. (K53)</p>	<p>Option 3: Theatre support: Move, position and transport individuals and specialist equipment before, during and after surgery. (S51)</p> <p>Option 3: Theatre support: Carry out counts for swabs, sharps, instruments and disposable items and take action if something is missing. (S53)</p>	

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Mental Health Support) Option 4</p> <p>Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</p>	<p>Option 4: Mental health support: The nature of mental health and well-being 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. (K55)</p> <p>Option 4: Mental health support: The main interventions in mental health and wellbeing and the benefits of early intervention. (K56)</p> <p>Option 4: Mental health support: The needs of individuals with mental ill health and those supporting them at key stages and through times of change or transition. (K57)</p>	<p>Option 4: Mental health support: Use strategies and tools to promote mental wellbeing and to support individuals with mental ill health. (S55)</p> <p>Option 4: Mental health support: Observe, record and report changes and barriers, using proactive approaches to manage behaviour which challenges. (S56)</p> <p>Option 4: Mental health support: Take an active approach in supporting individuals to manage their condition. (S57)</p> <p>Option 4: Mental health support: Build, monitor and sustain therapeutic relationships with individuals, carers and their families. (S58)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 4: Mental health support: Techniques used to build, monitor and sustain therapeutic relationships with individuals, carers and their families. (K58)</p> <p>Option 4: Mental health support: The factors that facilitate an individual's recovery experience. (K59)</p>	<p>Option 4: Mental health support: Promote a recovery-based approach that enables the individual to manage their condition. (S59)</p>	
<p>(Children and Young People Support) Option 5 Delegated clinical and therapeutic activities for children, young people and their families</p>	<p>Options 1 and 5: Adult nursing support and children and young people support: The activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities. (K29)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised. (K30)</p>	<p>Options 1 and 5: Adult nursing support and children and young people support: Support individuals with activities of daily living to develop and maintain their independence in line with their desired outcomes and plan of care. (S29)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Assist with tissue viability risk assessments and manage pressure areas. (S30)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Options 1 and 5: Adult nursing support and children and young people support: The principles of wound management and the equipment and materials that are used to treat wounds. (K31)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Methods for taking and testing specimens. (K32)</p> <p>Option 5: Children and young people support: Principles and techniques to engage children and young people in therapeutic play. (K64)</p> <p>Option 5: Children and young people support: 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. (K66)</p>	<p>Options 1 and 5: Adult nursing support and children and young people support: Assist with wound care in line with the care plan. (S31)</p> <p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Obtain and test specimens in line with the care plan. (S32)</p> <p>Option 5: Children and young people support: Support the development of children and young people through therapeutic play and learning. (S64)</p> <p>Option 5: Children and young people support: Support parents, families and carers to meet the needs of children and young people. (S66)</p>	

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 5: Children and young people support: 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. (K67)</p>	<p>Option 5: Children and young people support: Support children and young people before, during or after diagnostic, clinical or therapeutic procedures. (S67)</p>	
<p>(Allied Health Professional Therapy Support) Option 6</p> <p>Delegated therapeutic activities to support individuals in meeting their optimum potential</p>	<p>Option 6: Allied health professional therapy support: 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. (K68)</p> <p>Option 6: Allied health professional therapy support: Local systems for undertaking clinical risk assessments and management plans relevant to own work setting. (K69)</p> <p>Option 6: Allied health professional therapy support: Strategies and approaches to rehabilitate or maximise an individual's function. (K71)</p>	<p>Option 6: Allied health professional therapy support: Provide therapeutic support in line with care plans to encourage independence, self-management and skills for everyday life. (S68)</p> <p>Option 6: Allied health professional therapy support: Assist with undertaking clinical risk assessments and management plans. (S69)</p> <p>Option 6: Allied health professional therapy support: Enable individuals to meet optimum potential. (S71)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 6: Allied health professional therapy support: Local systems for sourcing, ordering and fitting therapeutic equipment and resources and the criteria for provision. (K74)</p> <p>Option 6: Allied health professional therapy support: The purpose and function of the therapeutic equipment and resources available, including its limitations and contra-indications. (K75)</p> <p>Option 6: Allied health professional therapy support: Protocols for checking, reporting and adapting therapeutic equipment and resources. (K77)</p>	<p>Option 6: Allied health professional therapy support: Identify, order or fit therapeutic equipment and resources in line with the individual's care plan. (S74)</p> <p>Option 6: Allied health professional therapy support: Use equipment and resources therapeutically in a safe way in line with local policy and procedure. (S75)</p> <p>Option 6: Allied health professional therapy support: Complete safety checks for therapeutic equipment and resources, following protocols to report issues or make adaptations if appropriate. (S77)</p>	

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Diagnostic Imaging Support) Option 7</p> <p>Delegated clinical activities to support service users and their carers before, during and after diagnostic imaging and or intervention</p>	<p>Option 7: Diagnostic imaging support: The procedures and protocols for undertaking quality checks on equipment, the procedures and protocols for working safely in the imaging environment. (K78)</p> <p>Option 7: Diagnostic imaging support: The correct clothing, hygiene, fluid, nutrition protocols, safety equipment requirements relevant to the imaging procedure and the condition of the individual, including the correct use of pre- and post-procedural checklists. (K80)</p> <p>Option 7: Diagnostic imaging support: Techniques and equipment used to position individuals in line with the safety requirements of the procedure, the physical and mental condition of the individual and how this may impact on the imaging procedure. (K81)</p>	<p>Option 7: Diagnostic imaging support: Assist and support the multi-disciplinary team in the safe and effective operation and maintenance of the imaging environment. (S78)</p> <p>Option 7: Diagnostic imaging support: Prepare individuals for imaging procedures, including those that may be pre-medicated, sedated or unconscious. (S80)</p> <p>Option 7: Diagnostic imaging support: Support and position individuals during imaging procedures, including those that may be pre-medicated, sedated or unconscious. (S81)</p> <p>Option 7: Diagnostic imaging support: Provide aftercare for individuals following imaging procedures. (S85)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 7: Diagnostic imaging support: The risks and mitigations of side effects, adverse responses or non-compliance associated with imaging procedure, the correct use of post-procedural checklists and the protocols and procedures for onward care relevant to the imaging procedure undertaken. (K85)</p> <p>Option 7: Diagnostic imaging support: The principles of asepsis and maintenance of the sterile field or clean area in relation to imaging equipment and materials. (K86)</p> <p>Option 7: Diagnostic imaging support: Local systems for undertaking clinical risk assessments and management plans relevant to own work setting. (K90)</p>	<p>Option 7: Diagnostic imaging support: Assist practitioners in setting up and maintaining aseptic or clean area in the imaging environment. (S86)</p> <p>Option 7: Diagnostic imaging support: Assist with undertaking clinical risk assessments and management plans. (S90)</p>	

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core) Promote health and wellbeing</p>	<p>Core: National and local definitions of health and wellbeing and priorities for promoting public health and reducing inequalities. (K5)</p> <p>Core: The availability of services to support individuals with lifestyle choices and how to make a referral if required. (K6)</p>	<p>Core: Support individuals to make informed and positive lifestyle choices. (S5)</p> <p>Core: Actively seek out and act on opportunities to support individuals to maximise their health, wellbeing and positive lifestyle choices. (S6)</p>	<p>None</p>
<p>(Core) Continuing professional development and reflective practice</p>	<p>Core: The importance of continuing personal and professional development. (K18)</p> <p>Core: The local arrangements for appraisal of performance in the workplace. (K19)</p> <p>Core: The principles of reflective practice. (K20)</p>	<p>Core: Undertake own training and development activities and contribute to the training and development of others. (S18)</p> <p>Core: Participate in appraisal to support professional development. (S19)</p> <p>Core: Reflect on and develop your own practice. (S20)</p>	<p>Core: Be adaptable, reliable and consistent. (B3)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core) Risk management</p>	<p>Core: The meaning of 'risk' in the workplace, ways to raise concerns and own responsibilities in relation to incidents, errors and near misses. (K15)</p> <p>Core: Techniques and principles to safely perform basic life support. (K16)</p> <p>Core: The common causes of conflict and how to respond to them in the workplace. (K17)</p>	<p>Core: Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace. (S15)</p> <p>Core: Perform basic life support techniques. (S16)</p> <p>Core: Recognise and respond to potential conflict, challenging behaviour or an escalating situation. (S17)</p>	None
<p>(Core) Quality Improvement</p>	<p>Core: The principles of 'quality improvement' and ways to measure quality in the workplace. (K23)</p> <p>Core: The principles of investigatory techniques, research and evidence-based practice, and how to access existing evidence and use it to validate and improve practice (K24)</p> <p>Core: The principles of critical thinking and methods of critical appraisal. (K25)</p>	<p>Core: Participate in and support others with quality improvement activities in the workplace. (S23)</p> <p>Core: Use investigatory techniques to source evidence to validate and improve the delivery of care and support within own scope of practice. (S24)</p> <p>Core: Critically appraise sources of information and apply to practice. (S25)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Core)</p> <p>Teamwork, role modelling and leadership</p>	<p>Core: The principles and styles of leadership in relation to own role and place of work. (K26)</p> <p>Core: The relationship and differences between leadership, management, supervision and mentoring. (K27)</p>	<p>Core: Provide leadership and act as a role model for others within the scope of own role. (S26)</p> <p>Core: Contribute to mentoring and supervision of others in the workplace within the scope of own role. (S27)</p>	<p>None</p>
<p>(Adult Nursing Support)</p> <p>Option 1</p> <p>Delegated nursing care and support for adults</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The end-of-life phase and the factors which impact care during the end-of-life phase. (K33)</p> <p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system. (K34)</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Provide care and support for individuals and their family during the end-of-life phase. (S33)</p> <p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Contribute to signposting to relevant agencies and discharge or transfer of individuals between services, in line with their care plan. (S34)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating. (K35)</p> <p>Option 1: Adult nursing support: How to support adults to take responsibility for their own health and wellbeing. (K36)</p>	<p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: Recognise and respond to deteriorations in physical health, mental health and wellbeing. (S35)</p> <p>Option 1: Adult nursing support: Support adults to take responsibility for their own health and wellbeing and for managing their own condition. (S36)</p>	
<p>(Maternity Support) Option 2</p> <p>Delegated maternity care and support for women, babies and their families</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The end-of-life phase and the factors which impact care during the end-of-life phase. (K33)</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Provide care and support for individuals and their family during the end-of-life phase. (S33)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Local systems for discharge and transfer and the availability of service and agencies offered by the wider health and social care system. (K34)</p> <p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating. (K35)</p> <p>Option 2: Maternity support: The purpose of a urethral catheter and the importance of regular monitoring. (K40)</p>	<p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Contribute to signposting to relevant agencies and discharge or transfer of individuals between services, in line with their care plan. (S34)</p> <p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: Recognise and respond to deteriorations in physical health, mental health and wellbeing. (S35)</p> <p>Option 2: Maternity support: Support personal care, such as providing care for women with urethral catheters. (S40)</p>	

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	<p>Option 2: Maternity support: Local security procedures for women and babies, including systems for woman and baby identification. (K41)</p> <p>Option 2: Maternity support: The nutritional and hygiene needs of babies, the benefits of different feeding methods and the importance of skin-to-skin contact in bonding. (K43)</p> <p>Option 2: Maternity support: The principles of supporting families at difficult times, bereavement and loss and the availability of other support services. (K44)</p> <p>Option 2: Maternity support: The scope of their own role in an emergency situation during pregnancy, labour, birth or the postnatal period. (K45)</p>	<p>Option 2: Maternity support: Identify the baby and provide wristband or label in line with local security procedures. (S41)</p> <p>Option 2: Maternity support: Support parents and carers to meet the developmental, nutritional and hygiene needs of babies. (S43)</p> <p>Option 2: Maternity support: Work in partnership with families and other support services to support individuals in difficult circumstances, bereavement and loss. (S44)</p> <p>Option 2: Maternity support: Provide support to the midwife and others in the multidisciplinary team in an emergency situation during pregnancy, labour, birth or the postnatal period. (S45)</p>	

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Theatre Support) Option 3</p> <p>Delegated peri-operative care and support for individuals</p>	<p>Option 3: Theatre support: Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing. (K48)</p> <p>Option 3: Theatre support: The purpose for recording an individual's body fluid and factors that affect input, output and wound drainage. (K50)</p> <p>Option 3: Theatre support: 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. (K52)</p> <p>Option 3: Theatre support: Types and uses of containers for transport, procedures for labelling, handling, dispatching, recording and reporting for clinical specimens and blood products. (K54)</p>	<p>Option 3: Theatre support: Participate in team briefing, patient sign in, timeout, sign out and debriefing. (S48)</p> <p>Option 3: Theatre support: Measure and record an individual's body fluid balance. (S50)</p> <p>Option 3: Theatre support: Prepare the clinical environment and provide surgical instrumentation and supplementary items for the surgical team. (S52)</p> <p>Option 3: Theatre support: Assist in receiving, handling and dispatching clinical specimens or blood products. (S54)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
<p>(Mental Health Support) Option 4</p> <p>Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</p>	<p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating. (K35)</p> <p>Option 4: Mental health support: The impact of the individual's mental ill health on their life, family, friendships and active participation in society. (K60)</p> <p>Option 4: Mental health support: Risk factors of harm to self or others, a range of triggers and consideration of the impact of the environment. (K61)</p>	<p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: Recognise and respond to deteriorations in physical health, mental health and wellbeing. (S35)</p> <p>Option 4: Mental health support: Enable and empower individuals to actively participate in society and recognise the impact of mental health on them and others. (S60)</p> <p>Option 4: Mental health support: Identify situations of risk to yourself or others and take action, including seeking support. (S61)</p> <p>Option 4: Mental health support: Involve the individual, carers and family members in risk management processes. (S62)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 4: Mental health support: 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. (K62)</p> <p>Option 4: Mental health support: The importance of own mental health and wellbeing when working in mental health services. (K63)</p>	<p>Option 4: Mental health support: Review and promote your own mental health and wellbeing. (S63)</p>	
<p>(Children and Young People Support) Option 5</p> <p>Delegated clinical and therapeutic activities for children, young people and their families</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: The end-of-life phase and the factors which impact care during the end-of-life phase. (K33)</p>	<p>Options 1, 2 and 5: Adult nursing support, maternity support and children and young people support: Provide care and support for individuals and their family during the end-of-life phase. (S33)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system. (K34)</p> <p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating. (K35)</p>	<p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Contribute to signposting to relevant agencies and, discharge or transfer of individuals between services, in line with their care plan. (S34)</p> <p>Options 1, 2, 4 and 5: Adult nursing support, maternity support, mental health support and children and young people support: Recognise and respond to deteriorations in physical health, mental health and wellbeing. (S35)</p> <p>Option 5: Children and young people support: Support children and young people through transitions by enabling shared or independent decision-making. (S65)</p>	

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	<p>Option 5: Children and young people support: 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. (K65)</p>		
<p>(Allied Health Profession Therapy Support) Option 6</p> <p>Delegated therapeutic activities to support individuals in meeting their optimum potential</p>	<p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system. (K34)</p> <p>Option 6: Allied health professional therapy support: The potential impact of mental and physical capacity, health condition, learning disability or overall wellbeing on therapeutic or clinical interventions. (K70)</p>	<p>Options 1, 2, 5 and 6: Adult nursing support, maternity support, children and young people support and allied health professional therapy support: Contribute to signposting to relevant agencies and, discharge or transfer of individuals between services, in line with their care plan. (S34)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 6: Allied health professional therapy support: Strategies and tools available to engage individuals or communities in group sessions. (K72)</p> <p>Option 6: Allied health professional therapy support: Activities and resources available within the community and the means to access them. (K73)</p> <p>Option 6: Allied health professional therapy support: Strategies and tools available to engage individuals in learning how to use therapeutic equipment and resources. (K76)</p>	<p>Option 6: Allied health professional therapy support: 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. (S70)</p> <p>Option 6: Allied health professional therapy support: Facilitate group sessions to support health and wellbeing of individuals or communities. (S72)</p> <p>Option 6: Allied health professional therapy support: Support people to engage in the community and members in risk access activities or resources in line with their treatment goals. (S73)</p>	

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		Option 6: Allied health professional therapy support: Demonstrate and teach the safe and appropriate use of therapeutic equipment and resources. (S76)	
<p>(Diagnostic imaging support) Option 7</p> <p>Delegated clinical activities to support service users and their carers before, during and after diagnostic imaging and/or intervention</p>	<p>Option 7: Diagnostic imaging support: An awareness of ionising and non-ionising radiation and how these are safely applied to imaging examinations across a patient pathway. (K79)</p> <p>Option 7: Diagnostic imaging support: The regulations procedures and protocols for the safe preparation and administration of medicines and contrast agents. (K82)</p>	<p>Option 7: Diagnostic imaging support: Support the multi-disciplinary team in the safe flow of individuals through the imaging environment, recognising and complying with current legislation and best practice. (S79)</p> <p>Option 7: Diagnostic imaging support: Support practitioners with the preparation and administration of medicines and contrast agents within the scope of own role. (S82)</p> <p>Option 7: Diagnostic Imaging Support: Administer medicines supplied by a registered practitioner within the scope of own role. (S83)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILL	BEHAVIOUR
	<p>Option 7: Diagnostic imaging support: Roles and responsibilities in the safe supply, management and administration of medicines, the range of procedures where these are used and the risks and mitigations of side effects, adverse response or non-compliance. (K83)</p> <p>Option 7: Diagnostic imaging support: The risks and contra-indications of cannulation and the equipment and techniques used to cannulate/remove cannulas. (K84)</p> <p>Option 7: Diagnostic imaging support: The structure and function of the human body in health, disease and trauma, as well as common pathologies and mechanisms of disease and trauma, in relation to imaging examinations. (K87)</p>	<p>Option 7: Diagnostic imaging support: Insert, flush and remove cannulas in line with local protocols and within the scope of own role. (S84)</p> <p>Option 7: Diagnostic imaging support: Support the multi- disciplinary team in the safe delivery of an imaging service. (S87)</p> <p>Option 7: Diagnostic imaging support: Review and promote the health and wellbeing of self and others, including mental health. (S88)</p> <p>Option 7: Diagnostic imaging support: Participate in team briefing, patient sign in, timeout, sign out and debriefing. (S89)</p>	

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	<p>Option 7: Diagnostic imaging support: The importance of recognising the signs and symptoms that indicate a deterioration in the health and wellbeing of self and others, including mental health. (K88)</p> <p>Option 7: Diagnostic imaging support: Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing. (K89)</p> <p>Option 7: Diagnostic imaging support: The potential impact of mental and physical capacity, health condition, learning disability or overall wellbeing on therapeutic or clinical interventions. (K91)</p>	<p>Option 7: Diagnostic imaging support: 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. (S91)</p>	

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