

Apprenticeships in

# Senior Healthcare Support Worker (2022)

Pearson Level 3 End-point Assessment for  
**Theatre Support**



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Issue 1

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## Relationship with previous end-point assessment versions

This end-point assessment for Senior Healthcare Support Worker (ST0217 V1.4), and associated materials, replaces the previous Pearson End-point Assessment for Senior Healthcare Support Worker (ST0217 V1.2).

Apprentices that started on-programme up to and including 31st October 2022 will be assessed against the legacy Assessment Plan ST0217 V1.2. Any new starts from 1st November 2022 will be assessed against the updated Assessment Plan ST0217 V1.4. Where a new assessment plan has been released, centres should ensure that any change does not disadvantage (or advantage) an apprentice.

The table below gives a summary of the main changes between the legacy and new Standard and Assessment Plan.

Assessment Plan ST0217 V1.2 – starts up to and including 31/10/2022	Assessment Plan ST0217 V1.4 – new starts post 1/11/2022
Apprenticeship duration 18 months	Apprenticeship duration 24 months
On programme qualification- Pearson Level 3 Diploma in Healthcare Support QN 603/2462/4 (65 credits)	On programme qualification updated - Pearson Level 3 Diploma in Healthcare Support QN 610/2253/6 (83 credits)
Assessment methods: <ol style="list-style-type: none"> <li>1. A multiple choice test</li> <li>2. An observation of practice undertaken in the apprentice's workplace</li> <li>3. A professional discussion</li> </ol>	Test removed. Assessment methods are: <ol style="list-style-type: none"> <li>1. Observation of practice with questions</li> <li>2. Professional discussion underpinned by a portfolio of evidence:</li> </ol>

# 1 The Senior Healthcare Support Worker Apprenticeship

## What are Pearson End-point Assessments?

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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

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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 – Theatre 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.

Theatre support workers provide care and support for individuals before, during and after operations as part of the multi-disciplinary theatre team. They will support individuals as they are preparing to go into theatre, reassuring them if they are anxious, and helping them move them back to recovery following their procedure. The theatre support worker will support the operating team by checking individuals into the theatre department, preparing equipment, counting swabs or other instruments and measuring fluids. They may be involved in routine, traumatic and emergency surgery.

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.

## 2 Summary of End-point Assessment

EPA Detail	Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker – Theatre Support
Qualification number (QN)	610/3107/0
Regulation start date	14/08/2023
First Pearson assessment	1/11/2023
Assessment Methods	<ul style="list-style-type: none"> <li>▪ Assessment Method 1: Observation of Practice with Questions</li> <li>▪ Assessment Method 2: Professional Discussion Underpinned by a Portfolio of Evidence</li> </ul> <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	Pass/Distinction  <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	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 competences.
Gateway requirements	<ul style="list-style-type: none"> <li>▪ Employer confident that the apprentice is working at or above the occupational standard as a Senior Healthcare Support Worker</li> <li>▪ Maths and English requirements in line with the apprenticeship funding rules</li> <li>▪ Level 3 Diploma in Healthcare Support</li> <li>▪ A portfolio of evidence that underpins the Professional Discussion</li> </ul>
Time period for completion of EPA	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.  The assessment methods can be taken in any order.

EPA Detail	Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker – Theatre Support
Apprenticeship certification	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.

# 3 EPA structure

## Senior Healthcare Support Worker – Theatre Support

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The EPA for the Senior Healthcare Support Worker – Theatre 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

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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 method 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.

<b>Observation of Practice with Questions</b>	<b>Professional Discussion Underpinned by a Portfolio of Evidence</b>	<b>End-point assessment grade</b>
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

# 4 Assessment

## Assessment plan

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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

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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

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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 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 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>
Assessment	<p>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>.</p>

## Standards Assessed

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

KSB	Knowledge outcomes
<b>Core</b>	
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 ( <i>continued</i> )
<b>Knowledge (Option 3: Theatre Support)</b>	
K46	Local systems and protocols for completing pre- and post-operative checklists
K47	The principles of asepsis and maintenance of the sterile field in relation to the provision of surgical instrumentation and medical devices to the surgical team
K49	The effects of pre-medication, sedation and anaesthesia on individuals
K51	Techniques used in the peri-operative environment to position individuals and specialist equipment for before, during and after surgery
K53	The importance of identification, measurement, accounting for and recording swabs, sharps, instruments or other disposable items used and the actions to take if one is missing

KSB	Skills outcomes
<b>Core</b>	
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

<b>KSB</b>	<b>Skills outcomes (<i>continued</i>)</b>
<b>Skills (Option 3: Theatre Support)</b>	
S46	Complete pre-and post-operative checklists
S47	Support the surgical team to maintain the sterile field
S49	Support and monitor the pre-medicated, sedated and unconscious individual
S51	Move, position and transport individuals and specialist equipment before, during and after surgery
S53	Carry out counts for swabs, sharps, instruments and disposable items and take action if something is missing

<b>KSB</b>	<b>Behaviour outcomes</b>
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' knowledge, skills and behaviours 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 theatre 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 in meeting 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	60 minutes
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 theatre support grading theme).</p> <p>This portfolio is submitted prior to the professional discussion.</p>
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>

Professional Discussion	
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.
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 apprentices 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	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.

## 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
<b>Core</b>	
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 ( <i>continued</i> )
<b>Option 3: Theatre Support</b>	
K48	Local systems and protocols for team briefing, patient sign in, timeout, sign out and debriefing
K50	The purpose for recording an individual's body fluid and factors that affect input, output and wound drainage
K52	The types, purpose and function of surgical instruments and supplementary items used in theatre such as the cost implications of items used and the impact on the commissioning of surgical procedures
K54	Types and uses of containers for transport, procedures for labelling, handling, dispatching, recording and reporting for clinical specimens and blood products

<b>KSB</b>	<b>Skills outcomes</b>
<b>Core</b>	
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

<b>KSB</b>	<b>Skills outcomes (<i>continued</i>)</b>
<b>Option 3: Theatre Support</b>	
S48	Participate in team briefing, patient sign in, time out, sign out and debriefing
S50	Measure and record an individual's body fluid balance
S52	Prepare the clinical environment and provide surgical instrumentation and supplementary items for the surgical team
S54	Assist in receiving, handling and dispatching clinical specimens or blood products

<b>KSB</b>	<b>Behaviour outcomes</b>
B3	Be adaptable, reliable and consistent

# 6 Delivery of End-point Assessment

## End-point assessment planning and scheduling

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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 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

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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

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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

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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

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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

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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).

# 8 Malpractice

## Dealing with malpractice in assessment

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'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 learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, 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 learners, 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. Learners 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 learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Learner malpractice

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

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners 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.

## Teacher/centre malpractice

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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](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto: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 learners
- placing temporary suspensions on registration of learners
- 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 learners 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 contact details:

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

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

- [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Document that further supports the information in this specification:

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

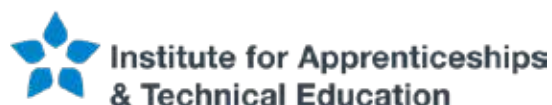
## 10 Glossary

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 <a href="http://www.gov.uk">www.gov.uk</a> .
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 number	Apprenticeship standard level	Integrated end-point assessment
ST0217	3	No

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## Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the senior healthcare support worker apprentices. End-point assessment organisations (EPAOs) must follow this when designing and delivering their EPA.

Senior healthcare support worker apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 24 months on-programme (this means in training before the gateway) working towards competence as a senior healthcare support worker. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The occupational standard for senior healthcare support worker contains 6 options:

Option 1 – Adult nursing support

Option 2 – Maternity support

Option 3 – Theatre support

Option 4 – Mental health support

Option 5 – Children and young people support

Option 6 – Allied health profession therapy support

An apprentice must be assessed against all of the Core KSBs plus all of the KSBs in the option which they are assigned to. An apprentice can only be assigned to and assessed on one of the six options.

This EPA has 2 assessment methods.

The grades available for each EPA method are:

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 EPA method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

## EPA summary table

<p><b>On-programme (typically 24 months)</b></p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must complete training towards any other qualifications listed in the occupational standard.</p> <p>The qualification required is a:</p> <ul style="list-style-type: none"> <li>· Level 3 Diploma in Healthcare Support</li> </ul> <p>Compiling a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>· is working at or above the occupational standard as a senior healthcare support worker</li> <li>· has the evidence required to pass the gateway and is ready to take the EPA</li> </ul> <p>Apprentices must achieve all of the qualifications listed in the senior healthcare support worker occupational standard ST0217 relevant to the core and their chosen option.</p> <p>The qualification required is a:</p> <ul style="list-style-type: none"> <li>· Level 3 Diploma in Healthcare Support</li> </ul> <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p>

<p><b>End-point assessment</b> (typically 3 months)</p>	<p><b>Grades available for each assessment method:</b></p> <p>Observation of practice with questions</p> <ul style="list-style-type: none"> <li>· fail</li> <li>· pass</li> </ul> <p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> <li>· fail</li> <li>· pass</li> <li>· distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>· fail</li> <li>· pass</li> <li>· distinction</li> </ul>
<p><b>Re-sits and re-takes</b></p>	<ul style="list-style-type: none"> <li>· Re-take and re-sit grade cap: pass</li> <li>· Re-sit timeframe: typically 3 months</li> <li>· Re-take timeframe: typically 6 months</li> </ul>

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

The expectation is that the EPAO will confirm the gateway requirements have been met and the EPA starts as quickly as possible.

## EPA gateway

The apprentice's employer must confirm that they think the apprentice is working at or above the occupational standard as a senior healthcare support worker. They will then enter the gateway.

The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

Apprentices must meet the following gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules
- achieved a Level 3 Diploma in Healthcare Support

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.

### **The Portfolio of evidence requirements are as follows:**

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will typically contain 10 discrete pieces of evidence (for example one against each of the five core grading themes and five against the grading theme of the option they are assigned to)
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:
  1. Witness testimonials
  2. Written report of a case-based discussion
  3. Written report of supporting an intervention
  4. Clinical supervision reflection (relating to K20 and S20)
  5. Work-based observation
  6. Evidence of ongoing professional development
  7. Mapping document showing how the evidence provided meets the KSBs

- This is not a definitive list; other evidence sources are possible. 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 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 must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- The portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion assessment method and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Apprentices must submit any policies and procedures as requested by the EPAO.

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

## 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 an observation with questions, an independent assessor observes an apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation.

The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the observation of practice.

#### 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 EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

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

The observation must take 2 hours.

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

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

EPAOs must manage invigilation of apprentices at all times 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 before it begins. 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

### **Options:**

Option 1 – Adult nursing support

Option 2 – Maternity support

Option 3 – Theatre support

Option 4 – Mental health support

Option 5 – Children and young people support

Option 6 – Allied health profession therapy support

These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours, and the time for questioning included in the overall assessment time is 30 minutes. The total time for the observation element is 90 minutes.

The independent assessor must ask at least 4 questions. Follow-up questions are allowed. 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. The independent assessor can also ask questions to clarify answers given by the apprentice.

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

The independent assessor conducts and assesses the observation of practice with questions. They must record the KSBs observed, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor makes all grading decisions.

### **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 working condition.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

### **Question and resource development**

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

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

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

## 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 their competency across the KSBs as shown in the mapping.

### 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 EPA method to the highest available grade.

The purpose of the independent assessor's questions will be to assess the depth of the apprentice's understanding of the KSBs.

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

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

Apprentices 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 professional discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the professional discussion.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

### **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**

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place. For example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

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

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

## Map KSBS to grade themes

### Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>(Core) Working to protocol</p> <p>K1 K2 K3 K4 S1 S2 S3 S4 B1</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-centered 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-centered 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>

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Supporting Individuals K7 K8 K9 K28 S7 S8 S9 S28	<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 well-being (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>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Communication K10 K11 K21 K22 S10 S11 S21 S22 B2	<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>

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Health and Safety K12 K13 K14 S12 S13 S14	<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>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Options 1, 2 and 5 (Adult Nursing Support, Maternity Support and Children and Young People Support)</p> <p>K29 K30 K31 K32 S29 S30 S31 S32</p>	<p>Options 1 and 5: Adult Nursing Support, Children and Young People Support:</p> <p>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, Children and Young People Support:</p> <p>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, Children and Young People Support:</p> <p>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, Children and Young People Support: Methods for taking and testing specimens (K32)</p>	<p>Options 1 and 5: Adult Nursing Support, Children and Young People Support:</p> <p>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, Children and Young People Support:</p> <p>Assist with tissue viability risk assessments and manage pressure areas (S30)</p> <p>Options 1 and 5: Adult Nursing Support, Children and Young People Support:</p> <p>Assist with wound care in line with the care plan (S31)</p> <p>Options 1, 2 and 5: Adult Nursing Support, Maternity Support, Children and Young People Support:</p> <p>Obtain and test specimens in line with the care plan (S32)</p>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 2 (Maternity Support) Delegated maternity care and support for women, babies, and their families</p> <p>K37 K38 K39 K42 S37 S38 S39 S42</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>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: 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>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>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 3 (Theatre Support) Delegated peri-operative care and support for individuals</p> <p>K46 K47 K49 K51 K53 S46 S47 S49 S51 S53</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: The effects of pre-medication, sedation and anaesthesia on individuals (K49)</p> <p>Option 3: Theatre Support: Techniques used in the peri-operative 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: 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> <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>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 4 (Mental Health Support) Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</p> <p>K55 K56 K57 K58 K59 S55 S56 S57 S58 S59</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 well-being 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: 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: 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>Option 4: Mental Health Support: Promote a recovery- based approach that enables the individual to manage their condition (S59)</p>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 5 (Children and Young People Support) Delegated clinical and therapeutic activities for children, young people and their families</p> <p>K64 K66 K67 S64 S66 S67</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>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 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> <p>Option 5: Children and Young People Support: Support children and young people before, during or after diagnostic, clinical or therapeutic procedures (S67)</p>	N/A

## Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 6 (Allied Health Profession Therapy Support) - Delegated therapeutic activities to support individuals in meeting their optimum potential</p> <p>K68 K69 K71 K74 K75 K77 S68 S69 S71 S74 S75 S77</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: 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: 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>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>	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<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: Use equipment and resources therapeutically in 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>	

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Promote health and wellbeing K5 K6 S5 S6	Core: National and local definitions of health and well-being and priorities for promoting public health and reducing inequalities (K5)  Core: The availability of services to support individuals with lifestyle choices and how to make a referral if required (K6)	Core: Support individuals to make informed and positive lifestyle choices (S5)  Core: Actively seek out and act on opportunities to support individuals to maximise their health, well-being and positive lifestyle choices (S6)	N/A
(Core) Continuing professional development and reflective practice K18 K19 K20 S18 S19 S20 B3	Core: The importance of continuing personal and professional development (K18)  Core: The local arrangements for appraisal of performance in the workplace (K19)  Core: The principles of reflective practice (K20)	Core: Undertake own training and development activities and contribute to the training and development of others (S18)  Core: Participate in appraisal to support professional development (S19)  Core: Reflect on and develop your own practice (S20)	Core: Be adaptable, reliable and consistent (B3)

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Risk Management K15 K16 K17 S15 S16 S17	<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>	N/A
(Core) Quality Improvement K23 K24 K25 S23 S24 S25	<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>	N/A

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Teamwork, role modelling and leadership K26 K27 S26 S27	Core: The principles and styles of leadership in relation to own role and place of work (K26)  Core: The relationship and differences between leadership, management, supervision and mentoring (K27)	Core: Provide leadership and act as a role model for others within the scope of own role (S26)  Core: Contribute to mentoring and supervision of others in the workplace within the scope of own role (S27)	N/A

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Options 1, 2, 4, 5 and 6 (Adult Nursing Support, Maternity Support, Mental Health Support, Children and Young People Support and Allied Health Profession Therapy Support)</p> <p>K33 K34 K35 K36 S33 S34 S35 S36</p>	<p>Options 1, 2 and 5: Adult Nursing Support, Maternity Support, 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, Allied Health Profession 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, 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 and 5: Adult Nursing Support, Maternity Support, 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, Allied Health Profession 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, 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 for managing their own condition (S36)</p>	N/A

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 2 (Maternity Support) - Delegated maternity care and support for women, babies and their families</p> <p>K40 K41 K43 K44 K45 S40 S41 S43 S44 S45</p>	<p>Option 2: Maternity Support: The purpose of a urethral catheter and the importance of regular monitoring (K40)</p> <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: Support personal care such as providing care for women with urethral catheters (S40)</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>	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<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: Provide support to the midwife and others in the multi-disciplinary team in an emergency situation during pregnancy, labour, birth or the postnatal period (S45)</p>	

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 3 (Theatre Support) - Delegated peri-operative care and support for individuals</p> <p>K48 K50 K52 K54 S48 S50 S52 S54</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>	N/A

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 4 (Mental Health Support) - Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</p> <p>K60 K61 K62 K63 S60 S61 S62 S63</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>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: 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>Option 4: Mental Health Support: Review and promote your own mental health and wellbeing (S63)</p>	N/A

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Option 5 (Children and Young People Support) - Delegated clinical and therapeutic activities for children, young people and their families</p> <p>K65 S65</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 (K65)</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>	N/A
<p>Option 6 (Allied Health Profession Therapy Support) - Delegated therapeutic activities to support individuals in meeting their optimum potential</p> <p>K70 K72 K73 K76 S70 S72 S73 S76</p>	<p>Option 6: Allied Health Profession 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>Option 6: Allied Health Profession 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>	

## Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>Option 6: Allied Health Profession Therapy Support: Strategies and tools available to engage individuals or communities in group sessions (K72)</p> <p>Option 6: Allied Health Profession Therapy Support: Activities and resources available within the community and the means to access them (K73)</p> <p>Option 6: Allied Health Profession 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 Profession Therapy Support: Facilitate group sessions to support health and well-being of individuals or communities (S72)</p> <p>Option 6: Allied Health Profession Therapy Support: Support people to engage in the community and access activities or resources in line with their treatment goals (S73)</p> <p>Option 6: Allied Health Profession Therapy Support: Demonstrate and teach the safe and appropriate use of therapeutic equipment and resources (S76)</p>	N/A

## Grading

### Observation of practice with questions

Fail – does not meet pass criteria

THEME	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
<p>(Core) Working to protocol</p> <p>K1 K2 K3 K4 S1 S2 S3 S4 B1</p>	<p>Practices within the limits of the role of a senior healthcare support worker in line with legislation, policies, standards codes of conduct and local ways of working (K1, S1)</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>
<p>(Core) Supporting individuals</p> <p>K7 K8 K9 K28 S7 S8 S9 S28</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 and makes them comfortable. 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>

THEME	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
(Core) Communication K10 K11 K21 K22 S10 S11 S21 S22 B2	<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>
(Core) Health and safety K12 K13 K14 S12 S13 S14	<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>
Options 1, 2 and 5 (Adult Nursing Support, Maternity Support and Young People Support) K29 K30 K31 K32 S29 S30 S31 S32	<p>Options 1 and 5: 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>Options 1, 2 and 5: 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>Options 1 and 5: 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>Options 1, 2 and 5: Demonstrates taking and testing specimens in line with the care plan (K32, S32)</p>

THEME	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
<p>Option 2 (Maternity Support)</p> <p>K37 K38 K39 K42 S37 S38 S39 S42</p>	<p>Option 2: 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>Option 2: 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>Option 2: 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>Option 2: Cares for the physical needs of a baby including the observations and routine checks and reports any abnormalities (K42, S42)</p>
<p>Option 3 (Theatre Support) Delegated peri- operative care and support for individuals</p> <p>K46 K47 K49 K51 K53 S46 S47 S49 S51 S53</p>	<p>Option 3: Completes pre- and post-operative checklists in line with the local systems and protocols (K46, S46)</p> <p>Option 3: Supports the surgical team by maintaining the sterile field and asepsis by correctly providing surgical instruments and medical devices (K47, S47)</p> <p>Option 3: Supports and monitors a pre-medicated, sedated or unconscious individual (K49, S49)</p> <p>Option 3: Moves, positions or transports an individual or specialist equipment, using the correct techniques within the peri-operative environment, before, during or after surgery (K51, S51)</p> <p>Option 3: 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	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
<p>Option 4 (Mental Health Support) Delegated therapeutic techniques and Interventions for individuals to promote mental health recovery</p> <p>K55 K56 K57 K58 K59 S55 S56 S57 S58 S59</p>	<p>Option 4: Applies strategies and tools to promote mental wellbeing and support individuals with mental ill health (K55, S55)</p> <p>Option 4: 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>Option 4: 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>Option 4: 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>Option 4: Demonstrates promoting a recovery based approach which enables an individual to manage their condition (K59, S59)</p>
<p>Option 5 (Children and Young People Support) Delegated clinical and therapeutic activities for children, young people and their families</p> <p>K64 K66 K67 S64 S66 S67</p>	<p>Option 5: Engages the child or young person in therapeutic play using the correct techniques to support their learning and development (K64, S64)</p> <p>Option 5: 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>Option 5: 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	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
<p>Option 6 (Allied Health Profession Therapy Support) Delegated therapeutic activities to support individuals in meeting their optimum potential</p> <p>K68 K69 K71 K74 K75 K77 S68 S69 S71 S74 S75 S77</p>	<p>Option 6: 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>Option 6: 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>Option 6: 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>Option 6: 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>Option 6: 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>

## Professional discussion underpinned by a portfolio of evidence

Fail – does not meet pass criteria

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>(Core) Promote health and wellbeing</p> <p>K5 K6 S5 S6</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>
<p>(Core) Continuing professional development and reflective practice</p> <p>K18 K19 K20 S18 S19 S20 B3</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	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
(Core) Risk management K15 K16 K17 S15 S16 S17	<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>	Evaluates their organisation's approach to 'risk' in the workplace. (K15, S15)
(Core) Quality Improvement K23 K24 K25 S23 S24 S25	<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>	Analyses how they have interpreted evidence and used their findings to inform suggestions for improving practice (K24, S24)

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>(Core) Teamwork, role modelling and leadership K26 K27 S26 S27</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	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>Options 1, 2, 4, 5 and 6 (Adult Nursing Support, Maternity Support, Mental Health Support, Children and Young People Support and Allied Health Profession Therapy Support)</p> <p>K33 K34 K35 K36 S33 S34 S35 S36</p>	<p>Options 1,2 and 5: 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>Options 1, 2, 5 and 6: 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>Options 1, 2, 4 and 5: 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>Option 1: 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>	<p>Options 1, 2, 4 and 5: 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	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>Option 2 (Maternity Support) Delegated maternity care and support for women, babies and their families</p> <p>K40 K41 K43 K44 K45 S40 S41 S43 S44 S45</p>	<p>Option 2: 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>Option 2: 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> <p>Option 2: 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>Option 2: 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>Option 2: Describes a time when they have supported the midwife and others in the team during an emergency situation during the pregnancy, labour, birth or postnatal period explaining the situation and the scope of their own role (K45, S45)</p>	

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>Option 3 (Theatre Support) Delegated peri-operative care and support for individuals</p> <p>K48 K50 K52 K54 S48 S50 S52 S54</p>	<p>Option 3: 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>Option 3: 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>Option 3: 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>Option 3: Explains the sequence of activities they carried out on an occasion when they have received, handled or dispatched clinical specimens or blood products, listing the type and use of container used and identifying the procedures for labelling, handling, dispatching, recording and reporting used (K54, S54)</p>	<p>Option 3: 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 peri- operative environment (K48, S48)</p>

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>Option 4 (Mental Health Support) - Delegated therapeutic techniques and interventions for individuals to promote mental health recovery</p> <p>K60 K61 K62 K63 S60 S61 S62 S63</p>	<p>Option 4: 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>Option 4: 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>Option 4: 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> <p>Option 4: 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>	

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>Option 5 (Children and Young People Support) - Delegated clinical and therapeutic activities for children, young people and their Families</p> <p>K65 S65</p>	<p>Option 5: 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	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
<p>Option 6 (Allied Health Profession Therapy Support) - Delegated therapeutic activities to support individuals in meeting their optimum Potential</p> <p>K70 K72 K73 K76 S70 S72 S73 S76</p>	<p>Option 6: 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>Option 6: Describes how they facilitate group sessions to support the health and well-being of individuals or communities, explaining the strategies and tools they use to engage them (K72, S72)</p> <p>Option 6: 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>Option 6: 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>	<p>Option 6: 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>

## Overall EPA grading

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

- fail
- pass
- distinction

Independent assessors must individually grade the: observation of practice and professional discussion underpinned by a portfolio of evidence according to the requirements set out in this EPA plan.

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

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

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. 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 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	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

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

Failed EPA 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 apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLES	RESPONSIBILITY
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>· participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>· 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> <li>· understand the purpose and importance of EPA</li> <li>· undertake the EPA including meeting all gateway requirements.</li> </ul>
Employer	<p>As a minimum, employers must:</p> <ul style="list-style-type: none"> <li>· select the EPAO and training provider</li> <li>· 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</li> <li>· arrange and support off-the-job training to be undertaken by the apprentice</li> <li>· decide when the apprentice is working at or above the level required by the occupational standard and so is ready for EPA</li> <li>· ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>· remain independent from the delivery of the EPA</li> <li>· confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>· 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</li> <li>· ensure the apprentice is well prepared for the EPA</li> <li>· require the training provider and EPAO to ensure the EPA is booked in a timely manner</li> </ul>

ROLES	RESPONSIBILITY
	<p>Post-gateway, employers must:</p> <ul style="list-style-type: none"> <li>· confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>· ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met</li> <li>· remain independent from the delivery of the EPA</li> <li>· ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>· where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>· pass the certificate to the apprentice upon receipt from the EPAO.</li> </ul>
EPAO	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> <li>· conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>· conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>· conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>· understand the occupational standard</li> <li>· make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>· develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>· appoint suitably qualified and competent independent assessors and oversee their work</li> <li>· appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>· provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> </ul>

ROLES	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>· provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>· arrange for the EPA to take place, in consultation with the employer</li> <li>· where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>· develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>· have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> <li>· have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>· deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>· undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>· manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>· verify the identity of the apprentice being assessed</li> <li>· use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul> <p>Pre-gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>· make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>· provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>· arrange for the EPA to take place, in consultation with the employer.</li> </ul>

ROLES	RESPONSIBILITY
	<p>At the Gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>· confirm all gateway requirements have been met as quickly as possible.</li> </ul> <p>Post-gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>· where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> </ul>
Independent assessor	<p>As a minimum, independent assessors must:</p> <ul style="list-style-type: none"> <li>· have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>· understand the occupational standard and the requirements of this EPA</li> <li>· have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>· deliver the end-point assessment in-line with the EPA plan</li> <li>· comply with the IQA requirements of the EPAO</li> <li>· have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>· attend induction training</li> <li>· attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>· assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>· assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>· make all grading decisions</li> <li>· record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> </ul>

ROLES	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>· use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>· mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures.</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>· work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>· conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>· monitor the apprentice's progress during any training provider led on-programme learning</li> <li>· advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>· remain independent from delivery of the EPAO. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest.</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This should include:

- how an apprentice qualifies for 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.

## Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and 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)
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

## 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

Professional body recognition is not relevant to this occupational apprenticeship.

## Mapping of 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 of practice 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 of practice 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 well-being 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>
<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 personal protective equipment (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>
<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>	Professional discussion underpinned by a portfolio of evidence
<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>	Professional discussion underpinned by a portfolio of evidence
<p>K25: Core.</p> <p>Core: The principles of critical thinking and methods of critical appraisal</p>	Professional discussion underpinned by a portfolio of evidence
<p>K26: Core.</p> <p>Core: The principles and styles of leadership in relation to own role and place of work</p>	Professional discussion underpinned by a portfolio of evidence
<p>K27: Core.</p> <p>Core: The relationship and differences between leadership, management, supervision and mentoring</p>	Professional discussion underpinned by a portfolio of evidence
<p>K28: Core.</p> <p>Core: The physiological states, their normal ranges and the correct tools or equipment to use to measure them</p>	Observation of practice with questions
<p>K29: Adult Nursing Support, Children and Young People Support.</p> <p>Options 1, 5: Adult Nursing Support, 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>	Observation of practice with questions
<p>K30: Adult Nursing Support, Maternity Support, Children and Young People Support.</p> <p>Options 1, 2, 5: Adult Nursing Support, Maternity Support, Children and Young People Support: The structure and function of the skin and underlying tissues and factors that lead to tissues being compromised</p>	Observation of practice with questions
<p>K31: Adult Nursing Support, Children and Young People Support.</p> <p>Options 1, 5: Adult Nursing Support, Children and Young People Support: The principles of wound management and the equipment and materials that are used to treat wounds</p>	Observation of practice with questions
<p>K32: Adult Nursing Support, Maternity Support, Children and Young People Support.</p> <p>Options 1, 2, 5: Adult Nursing Support, Maternity Support, Children and Young People Support: Methods for taking and testing specimens</p>	Observation of practice with questions

<p>K33: Adult Nursing Support, Maternity Support, Children and Young People Support.</p> <p>Options 1, 2, 5: Adult Nursing Support, Maternity Support, Children and Young People Support: The end of life phase and the factors which impact care during the end of life phase</p>	Professional discussion underpinned by a portfolio of evidence
<p>K34: Adult Nursing Support, Maternity Support, Children and Young People Support, Allied Health Profession Therapy Support.</p> <p>Options 1, 2, 5, 6: Adult Nursing Support, Maternity Support, Children and Young People Support, Allied Health Profession 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>	Professional discussion underpinned by a portfolio of evidence
<p>K35: Adult Nursing Support, Maternity Support, Mental Health Support, Children and Young People Support.</p> <p>Options 1, 2, 4, 5: Adult Nursing Support, Maternity Support, Mental Health Support, Children and Young People Support: The signs and symptoms that indicate an individual's physical or mental health and wellbeing are deteriorating</p>	Professional discussion underpinned by a portfolio of evidence
<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>	Professional discussion underpinned by a portfolio of evidence
<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>	Observation of practice with questions
<p>K38: Maternity Support.</p> <p>Option 2: Maternity Support: Local and national antenatal and newborn screening services and immunisation programmes</p>	Observation of practice with questions
<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>	Observation of practice with questions
<p>K40: Maternity Support.</p> <p>Option 2: Maternity Support: The purpose of a urethral catheter and the importance of regular monitoring</p>	Professional discussion underpinned by a portfolio of evidence
<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>	Professional discussion underpinned by a portfolio of evidence

<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 neo-natal 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>
<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 peri-operative 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 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 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</p>	<p>Observation of practice with questions</p>
<p>K56: Mental Health Support.</p> <p>Option 4: Mental Health Support: The main interventions in mental health and well-being 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>
<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 Profession 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 Profession 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 Profession 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>
<p>K71: Allied Health Profession Therapy Support. Option 6: Allied Health Profession Therapy Support:</p> <p>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 Profession 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 Profession 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 Profession 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 Profession 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. Option 6: Allied Health Profession Therapy Support:</p> <p>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. Option 6: Allied Health Profession Therapy Support:</p> <p>Protocols for checking, reporting and adapting therapeutic equipment and resources</p>	<p>Observation of practice with questions</p>

<b>SKILL</b>	<b>ASSESSMENT METHODS</b>
<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, well-being 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 well-being</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>
<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>

S11: Core. Core: Recognise and respond to limitations in an individual's mental capacity	Observation of practice with questions
S12: Core. Core: Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE)	Observation of practice with questions
S13: Core. Core: Maintain the safe supply, storage, use and disposal of supplies and equipment	Observation of practice with questions
S14: Core. Core: Move and handle equipment or other items safely and assist individuals	Observation of practice with questions
S15: Core. Core: Take appropriate action in response to concerns, risks, incidents or errors and near misses arising in the workplace	Professional discussion underpinned by a portfolio of evidence
S16: Core. Core: Perform basic life support techniques	Professional discussion underpinned by a portfolio of evidence
S17: Core. Core: Recognise and respond to potential conflict, challenging behaviour or an escalating situation	Professional discussion underpinned by a portfolio of evidence
S18: Core. Core: Undertake own training and development activities and contribute to the training and development of others	Professional discussion underpinned by a portfolio of evidence
S19: Core. Core: Participate in appraisal to support professional development	Professional discussion underpinned by a portfolio of evidence
S20: Core. Core: Reflect on and develop your own practice	Professional discussion underpinned by a portfolio of evidence
S21: Core. Core: Record and store information related to individuals securely, including the safe use of technology	Observation of practice with questions
S22: Core. Core: Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality, duty of confidence and disclosure	Observation of practice with questions

<p>S23: Core.</p> <p>Core: Participate in and support others with quality improvement activities in the workplace</p>	Professional discussion underpinned by a portfolio of evidence
<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>	Professional discussion underpinned by a portfolio of evidence
<p>S25: Core.</p> <p>Core: Critically appraise sources of information and apply to practice</p>	Professional discussion underpinned by a portfolio of evidence
<p>S26: Core.</p> <p>Core: Provide leadership and act as a role model for others within the scope of own role</p>	Professional discussion underpinned by a portfolio of evidence
<p>S27: Core.</p> <p>Core: Contribute to mentoring and supervision of others in the workplace within the scope of own role</p>	Professional discussion underpinned by a portfolio of evidence
<p>S28: Core.</p> <p>Core: Undertake physiological measurements, selecting and using the correct tools or equipment</p>	Observation of practice with questions
<p>S29: Adult Nursing Support, Children and Young People Support.</p> <p>Options 1, 5: Adult Nursing Support, 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>	Observation of practice with questions
<p>S30: Adult Nursing Support, Maternity Support, Children and Young People Support.</p> <p>Options 1, 2, 5: Adult Nursing Support, Maternity Support, Children and Young People Support: Assist with tissue viability risk assessments and manage pressure areas</p>	Observation of practice with questions
<p>S31: Adult Nursing Support, Children and Young People Support. Options 1, 5: Adult Nursing Support, Children and Young People Support: Assist with wound care in line with the care plan</p>	Observation of practice with questions
<p>S32: Adult Nursing Support, Maternity Support, Children and Young People Support.</p> <p>Options 1, 2, 5: Adult Nursing Support, Maternity Support, Children and Young People</p> <p>Support: Obtain and test specimens in line with the care plan</p>	Observation of practice with questions

<p>S33: Adult Nursing Support, Maternity Support, Children and Young People Support.</p> <p>Options 1, 2, 5: Adult Nursing Support, Maternity Support, Children and Young People Support: Provide care and support for individuals and their family during the end-of-life phase</p>	Professional discussion underpinned by a portfolio of evidence
<p>S34: Adult Nursing Support, Maternity Support, Children and Young People Support, Allied Health Profession Therapy Support.</p> <p>Options 1, 2, 5, 6: Adult Nursing Support, Maternity Support, Children and Young People Support, Allied Health Profession Therapy Support: Contribute to signposting to relevant agencies and, discharge or transfer of individuals between services, in line with their care plan</p>	Professional discussion underpinned by a portfolio of evidence
<p>S35: Adult Nursing Support, Maternity Support, Mental Health Support, Children and Young People Support.</p> <p>Options 1, 2, 4, 5: Adult Nursing Support, Maternity Support, Mental Health Support, Children and Young People Support: Recognise and respond to deteriorations in physical health, mental health and wellbeing</p>	Professional discussion underpinned by a portfolio of evidence
<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>	Professional discussion underpinned by a portfolio of evidence
<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>	Observation of practice with questions
<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>	Observation of practice with questions
<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>	Observation of practice with questions
<p>S40: Maternity Support.</p> <p>Option 2: Maternity Support: Support personal care such as providing care for women with urethral catheters</p>	Professional discussion underpinned by a portfolio of evidence
<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>	Professional discussion underpinned by a portfolio of evidence

<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>
<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 multi-disciplinary 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>
<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>
<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 Profession Therapy Support. Option 6: Allied Health Profession Therapy Support:</p> <p>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 Profession Therapy Support.</p> <p>Option 6: Allied Health Profession Therapy Support: Assist with undertaking clinical risk assessments and management plans</p>	<p>Observation of practice with questions</p>
<p>S70: Allied Health Profession Therapy Support. Option 6: Allied Health Profession Therapy Support:</p> <p>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 Profession Therapy Support: Enable individuals to meet optimum potential</p>	<p>Observation of practice with questions</p>
<p>S72: Allied Health Profession Therapy Support. Option 6: Allied Health Profession Therapy Support:</p> <p>Facilitate group sessions to support health and well-being of individuals or communities</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S73: Allied Health Profession Therapy Support. Option 6: Allied Health Profession Therapy Support:</p> <p>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. Option 6: Allied Health Profession Therapy Support: Identify, order or fit therapeutic equipment and resources inline with the individual's care plan</p>	<p>Observation of practice with questions</p>
<p>S75: Allied Health Profession Therapy Support. Option 6: Allied Health Profession 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. Option 6: Allied Health Profession 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. Option 6: Allied Health Profession 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>

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

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