

# Apprenticeship Standard for a Senior Healthcare Support Worker at Level 3 Assessment Plan

## Summary of Assessment

On completion of this apprenticeship the individual will be a competent and job-ready Senior Healthcare Support Worker. The apprenticeship standard provides a high level description of the skills, knowledge, values and behaviours required of the Senior Healthcare Support Worker apprentice. The assessment plan describes how the apprentice is assessed at the end of their apprenticeship and by whom.

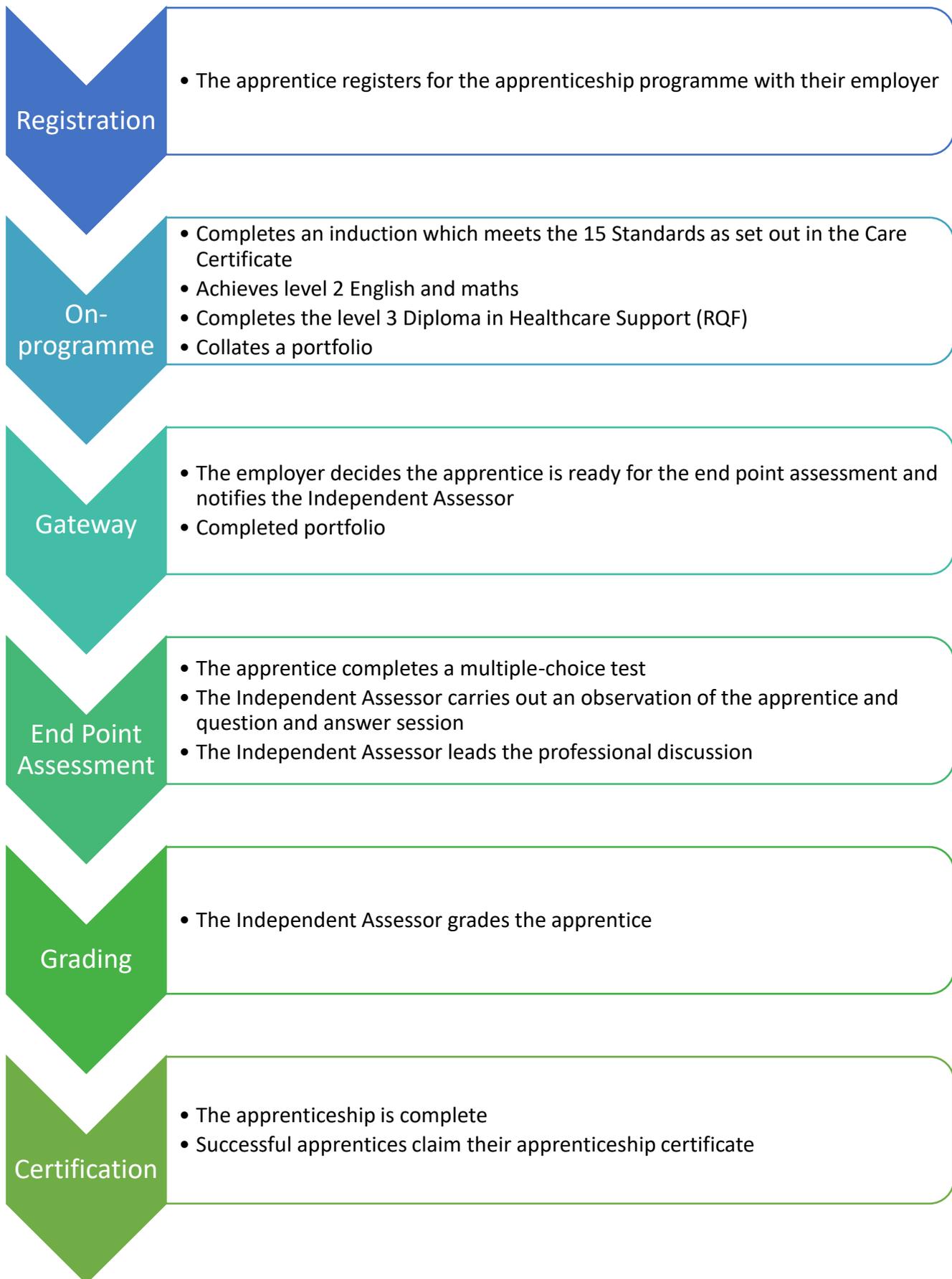
The assessment plan has been informed by ongoing consultation with employers, professional bodies, end-point awarding organisations and training providers. When delivered by high-quality training providers in partnership with employers, assessed by an Education and Skills Funding Agency registered end-point assessment organisation and overseen by the quality assurance process it ensures that apprentices become competent Senior Healthcare Support Workers. This can be part of a rich and fulfilling career in healthcare.

The purpose of the end-point assessment is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard. End-point assessment:

- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship
- Enables the independent assessor to assess the knowledge, skills and behaviours of the apprentice by observing the apprentice in the course of their normal work
- Tests the knowledge acquired by the apprentice throughout the apprenticeship.

The end-point assessment includes the following components:

1. A **multiple choice test**
2. An **observation of practice** undertaken in the apprentice's workplace
3. A **professional discussion**

**Assessment flowchart**

## Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
A multiple choice test	The multiple choice test is divided into two parts. Part A covers the core <b>knowledge</b> highlighted <b>red</b> in appendix 1. Part B covers the option-specific <b>knowledge</b> highlighted <b>red</b> in appendix 1.	End-Point Assessment Organisation	Fail Pass Distinction
Observation of practice	The observation of practice is undertaken in the apprentice's workplace to assess <b>skills</b> and <b>behaviours</b> highlighted <b>green</b> in appendix 1. A question and answer session will be used for skills and behaviours not fully seen during the observation period.	End-Point Assessment Organisation	Fail Pass
Professional discussion	The professional discussion will synoptically assess the apprentice's <b>knowledge, skills, values</b> and <b>behaviours</b> in practice, highlighted <b>blue</b> in the appendix 1. The apprentice will collate a portfolio which they will use to underpin the professional discussion.	End-Point Assessment Organisation	Fail Pass Distinction

## On-programme Training, Development and Assessment

Apprentices typically take 24 months to complete this apprenticeship during which they participate in training, development and on-going review activities.

### Assessment Gateway

Before going forward for end-point assessment the apprentice must have completed:

- An induction which meets the 15 standards as set out in the Care Certificate
- Level 2 maths and English
- Level 3 Diploma in Healthcare Support (RQF)
- A portfolio to underpin the professional discussion

Judgement on whether the apprentice is ready for the end-point assessment is taken by the employer, who should gather views from the training provider and the apprentice to inform this decision. Apprentices should not be put forward for the end-point assessment before they are ready.

### Administering the End Point Assessment

The end-point assessment is triggered by the employer when the gateway requirements have been met, and has determined the readiness of the apprentice. Delivery of all training, development and review activities up to the end-point are considered as being on-programme. The independent assessor must not have been involved in any on-programme training, development or assessment of the apprentice.

The assessment is agreed with the apprentice and their employer and takes place in the apprentice's normal place of work.

The assessment takes the following format, although the sequencing of the end-point assessment components is determined by the employer and independent assessor to ensure best fit with local needs:

- Multiple choice test. The apprentice sits the test under examination conditions (90 minutes)

- Observation of practice. The independent assessor observes the apprentice in the course of their normal work for 120 minutes (+/- 10% at the discretion of the assessor) and leads the question and answer session for 10 minutes (+/- 10% at the discretion of the assessor)
- Professional discussion. The professional discussion takes place between the independent assessor and the apprentice for 60 minutes (+/- 10% at the discretion of the assessor)

+/- 10% tolerances are applied at the discretion of the assessor to provide scope for an apprentice to demonstrate their full abilities.

For final certification, the apprentice must have passed all components in the end-point assessment. At the conclusion of the end-point assessment, the independent assessor collates the evidence and determines the final grading for the apprenticeship. The grading decision is made solely by the independent assessor.

The apprentice must attempt all components of the end-point assessment on their first attempt. Should the apprentice fail any components they are required to re-sit or re-take only those components that they have previously failed. Re-sits and re-takes are permitted after 1 month and within 12 months of the final assessment component being attempted, but not after 12 months. Apprentices can only achieve a pass grade on re-sitting and re-taking any assessment component except where the apprentice has failed due to exceptional circumstances.

## End Point Assessment

### *Multiple Choice Test*

The multiple choice test assesses the knowledge requirements in the standard as highlighted in red in appendix 1. It must be taken by apprentices under examination conditions. The multiple choice test may be available electronically or in paper format. The end-point assessment organisation is responsible for ensuring that examination conditions are upheld and will set standards for test invigilation.

The test will comprise 60 multiple choice questions selected by the EPAO from the EPAOs bank of questions. EPAOs must develop 'test banks' of sufficient size to mitigate predictability and review them regularly (and at least once a year) to ensure they are fit for purpose. It is recommended that EPAOs develop assessment tools in consultation with representative employers; where they do this they must put measures in place to ensure question security.

Multiple choice questions will have four response options, one of which is correct, and will be scored 1 mark per question. Total of 60 marks; 40 for the core knowledge (Part A) and 20 for option knowledge (Part B). The time allocated is for the entire test. It is up to the apprentice to use the time to make sure they cover both parts of the test. For all grades above a fail, apprentices must achieve at least 16 marks for Part A and 8 marks for Part B.

The grade boundaries are set to allow apprentices to achieve Fail, Pass or Distinction grades where:

Total	Grade
0 to 23 marks	Fail
24 to 44 marks	Pass
45 to 60 marks	Distinction

### *Observation of Practice*

The independent assessor spends a 120 minutes (+/- 10% at the discretion of the assessor) observing the apprentice during the course of their normal work in their normal place of work. To pass the observation of practice the apprentice must be able to evidence the skills and behaviours highlighted green in appendix 1.

Skills and behaviours not fully seen during the observation period may be further tested during the questions and answer session, which must follow immediately after the observed period. The question and answer session will take 10 minutes (+/-10% at the discretion of the assessor)

A structured template, designed by the end-point assessment organisation, will be used for the observation of practice to ensure consistency, including the prompts to be used by the assessor. The template should cover the skills and behaviours highlighted in green in appendix 1 to enable the assessor to check that all the relevant skills and behaviours have been covered. The template will provide potential questions, and allow the assessor to make notes of any responses provided.

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

- **Fail**  
The apprentice does not meet all of the requirements in green within appendix 1. They fail to meet the pass criteria outlined below or the independent assessor has to stop the observation because they have observed unsafe practice.
- **Pass**  
The apprentice meets all of the core skills and behaviour requirements in green within appendix 1 by:
  1. Safely assisting registered healthcare professionals within their agreed scope of practice (C1, C5)
  2. Accurately gathering client information (C1)
  3. Treating people with dignity and following the principles for equality, diversity and inclusion (behaviours, C1, C2, C3)
  4. Taking a person-centred approach when assisting with individuals' needs (behaviours, C1, C2, C3, C5)
  5. Responding appropriately to limitations in mental capacity (C1)
  6. Providing basic life support in a timely manner and in line with policy and procedures (C1)
  7. Adhering to health and safety legislation (C6)
  8. Safely moving individuals and equipment (C6)
  9. Applying infection prevention and control techniques in line with policy and procedures (C6)
  10. Using a range of communicating methods appropriate to the individual and situation (behaviours, C1,C4)
  11. Collecting and storing information and data in line with policy and procedures (C1, C4)
  12. Working effectively as part of a team (behaviours, C3,C5)

The apprentice must also meet all of the skills requirements from their option highlighted in green in appendix 1 by:

#### Option 1 Adult Nursing Support

1. Safely assisting registered nurses with nursing tasks determined by their local work setting (1.1)
2. Accurately and safely undertaking physiological measurements on individuals (1.1)
3. Contributing to discharge in line with local policy and procedures (1.1)
4. Managing equipment and stock in line with local policy and procedures (1.1)
5. Proactively encouraging and supporting adults and their carers to take responsibility for their own health and wellbeing (1.2)
6. Supporting adults with their everyday tasks (for example eating, drinking, dressing, washing) appropriate to the needs of the individual (1.2)

#### Option 2 Maternity Support

1. Safely assisting registered midwives with midwifery related tasks determined by their local work setting, including neonatal resuscitation (2.1)
2. Accurately and safely undertaking observations and physiological measurements on women and babies (2.1, 2.2)
3. Accurately and safely obtaining clinical specimens, including venous and capillary blood samples (2.1)
4. Supporting women with their personal hygiene appropriate to the needs of the woman (2.1)
5. Accurately identifying and attach a wristband to a baby in line with local security arrangements (2.2)
6. Providing care for a baby appropriate to its needs (for example hygiene, nutrition) (2.2)

7. Working in partnership with mother and their partners, to provide support and reassurance (2.3)

#### Option 3 Theatre Support

1. Acting as the circulating non-scrubbed role during surgical operations in line with local policy and procedures (3.1)
2. Accurately completing pre- and post-operative checklists and actively participating in team briefing and de-briefing (3.1)
3. Accurately and safely undertaking physiological measurements on individuals, including measuring and recording an individual's body fluid balance (3.1)
4. Providing support for individuals pre- and post-anaesthesia, acting as an advocate for the conscious and unconscious patient (3.1, 3.2)
5. Assisting in receiving, handling and dispatching clinical specimens and blood products in line with local policy and procedures (3.1)
6. Ensuring that individuals are transported safely with the correct equipment and documentation (3.2)
7. Preparing and providing surgical equipment for the team, including accurately counting of equipment and disposable items (3.1, 3.3)

#### Option 4 Mental Health Support

1. Safely assisting registered practitioners with delegated mental health and therapeutic tasks in line with local policy and procedures (4.1)
2. Accurately and safely undertaking physiological measurements on adults (4.1)
3. Using a range of communication skills to build and sustain relationships appropriate to the individual's condition (4.1)
4. Observing, recording and reporting changes in line with local policy and procedures (4.1)
5. Taking a proactive approach to managing behaviour which challenges (4.1)
6. Proactively supporting and empowering individuals to manage their own condition and actively participate in society (4.2)

#### Option 5 Children and Young People Support

1. Safely assisting registered nurses with nursing tasks and other clinical tasks, including discharge, determined by their local work setting and in line with legislation (5.1)
2. Supporting children and young people before, during and after clinical and therapeutic procedures in line with local policy and procedures (5.1)
3. Using age appropriate communication techniques to engage children, young people and their carers in making decisions (5.1)
4. Recognising and responding to limitations in mental capacity in line with local policy and procedures (5.1)
5. Accurately monitoring and maintaining the clinical environment, equipment and resources in line with local policy and procedures (5.1)
6. Supporting children and young people to develop skills for everyday life (for example play, rest, learn, eat, sleep, wash and dress) in line with local policy and procedures (5.2)
7. Proactively developing positive relationships with children and young people and their carers, supporting them to develop through therapeutic play and learning (5.2, 5.3)

#### Option 6 Allied Health Profession Therapy Support

1. Safely assisting registered practitioners with delegated clinical and therapeutic tasks in line with care plans, legislation and local policy (6.1, 6.2)
2. Contributing to referral to or discharge from services in line with local policy and procedures (6.1)
3. Safely monitoring and maintaining the clinical/therapeutic environment (6.1, 6.3)
4. Accurately recording clinical and therapeutic interventions and progress against defined outcome measures (6.1)
5. Proactively supporting individuals to participate in their care to encourage self-management and independence (6.2, 6.3)
6. Identifying, ordering, adapting or fitting equipment and resources to meet the needs of individuals, including teaching its safe use (6.3)
7. Using equipment and resources therapeutically and safely in line with local policy and procedures (6.3)

## **Professional discussion**

The professional discussion is synoptic and assesses knowledge, skills and behaviours from across the standard highlighted in blue in appendix 1. It takes place between the independent assessor and the apprentice and lasts for 60 minutes (+/- 10% at the discretion of the assessor).

Professional discussion is not simply a question and answer session but a two-way conversation between the apprentice and assessor. A structured template, designed by the end-point assessment organisation, will be used for the professional discussion to ensure consistency. The template should cover the knowledge, skills, values and behaviours highlighted blue in appendix 1. The template will be used to record discussion points and allow the assessor to make notes of the responses provided in a structured way.

The apprentice will have collated a portfolio prior to the gateway and will bring it with them on the day. The content of the portfolio must have been generated during the apprenticeship.

The content of the portfolio should be sufficient in volume and breadth to support assessment of the apprentice's knowledge skills and behaviours (highlighted in blue in appendix 1) during the professional discussion. Appropriate consideration should be given to patient confidentiality, when constructing the portfolio.

The portfolio will typically contain, for example, accounts of activities to support demonstration of Behaviors C3 and C5', records of observations and work related products like documentation and reports completed by the apprentice.

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

The portfolio should be arranged in 7 sections to align with the domains of the standard, as follows:

Section 1: Health and wellbeing

Section 2: Duty of care and candour, safeguarding, equality and diversity

Section 3: Person-centred care treatment and support

Section 4: Communication

Section 5: Personal, people and quality improvement

Section 6: Health, safety and security

Section 7: Selected option

The professional discussion is graded as Fail, Pass or Distinction by the independent assessor where:

- **Fail**

The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

- **Pass**

The apprentice meets all of the core knowledge, skill, values and behaviour requirements highlighted in blue in appendix 1. They can:

1. Describe the indicators of good physical and mental health for the demographic group they work with and can describe a time where they have provided brief opportunistic advice on health and wellbeing (values, behaviours, C1)
2. Describe a time when they noted a deterioration in an individual in their care and the actions they took (values, behaviours, C1)
3. Explain their responsibilities in relation to safeguarding and what action they would take if they suspect abuse (values, behaviours, C2)
4. Explain the principles of equality, diversity and inclusion and can describe how discrimination occurs (values, behaviours, C2)
5. Explain the meaning of person-centred care and how they apply this to their work to ensure a good experience for the individual (values, behaviours, C3)
6. Explain the meaning of 'clinical effectiveness' and describe a time where they have challenged practice in the place of work (values, behaviours, C3, C4, C5)
7. Maintain patient confidentiality throughout the professional discussion (C4)

8. Describe how they have used feedback to develop their own skills and performance (values, behaviours, C5)
9. Explain the meaning of 'risk' and 'risk assessment' and how they use risk assessment in their work to operate safely (values, behaviours, C6)

The apprentice must also meet all of the knowledge and skill requirements from their option highlighted in blue in appendix 1. They can:

#### Option 1 Adult Nursing Support

1. Describe the importance of skin integrity and how they undertake tissue viability risk assessments in their practice (1.1)
2. Describe how they have cared for wounds, drawing on a range of examples drawn from their own work (1.1)
3. Describe how they have taken samples and specimens using a using a range of examples drawn from their own work (1.1)
4. Explain the term 'frailty' and discuss how they have supported an individual at the end of their life (1.1)
5. Describe a time when they identified an individual with limitations in mental capacity and discuss the impact this had on their practice (1.1)

#### Option 2 Maternity Support

1. Describe the signs of mental ill health in relation to pregnancy, labour, delivery or parenthood and can give an example from their practice to describe how they responded to signs of deterioration in mental health (2.1)
2. Explain how to prepare for instrumental deliveries and describe how they support the delivery team during an instrumental delivery (2.1)
3. Describe how they assist other practitioners with ultrasound scans (2.1)
4. Discuss their role in postnatal health education, drawing on examples from their practice where they have been teaching parents to care for their baby (2.1, 2.2, 2.3)

#### Option 3 Theatre Support

1. Explain how beliefs and cultures affect pre and post-operative surgery and end of life care using an example of a modification they made in their practice (3.1)
2. Describe the effects of pre-medication and anaesthesia and discuss how they act as an advocate for the unconscious and conscious patient (3.1, 3.2)
3. Discuss their role in relation to end of life care, drawing on an example from their own practice where they provided care of the deceased (3.1)

#### Option 4 Mental Health Support

1. Describe how mental illness is classified (4.1)
2. Discuss examples from their own practice to describe how they responded to changes in individuals' emotions, thinking and behaviours (4.1)
3. Explain the meaning of a 'recovery-based approach' and discuss how they use this approach with individuals, carers and family members (4.2)
4. Discuss a situation where they have undertaken a risk assessment and needed to draw on additional support to build relationships (4.1, 4.3)

#### Option 5 Children and Young People Support

1. Explain what is meant by a 'life limiting condition' and the impact this can have on child development and discuss how they supported a child/young person and their family at the end of their life (5.1)
2. Describe the main public health programmes in relation to children and young people and provide an example of where they have worked with children, young people and their carers to maximise their health potential (5.2)
3. Explain what is meant by 'transition' and relate this to how they support children and young people in their own work (5.3)

#### Option 6 Allied Health Profession Therapy Support

1. Explain how impairment impacts on an individual's ability to function in their environment and use an example from their own practice to describe how they have enabled someone to meet their optimum potential (6.1, 6.2)
2. Describe the impact of mental or physical capacity on therapeutic interventions and how they have modified their practice to enable individuals to reach their optimum potential (6.1)
3. Describe their role in allied health profession health education, and can give an example from their practice where they have assisted other practitioners with facilitating group or individual sessions (6.2)

- **Distinction**

The apprentice meets all of the knowledge, skills, values and behaviours highlighted in blue in appendix 1 as for pass, and in addition, they can:

1. Describe how they have been proactive in their own development and can discuss two examples of how they have used reflection to have a positive impact on their work (behaviours, C3, C5)
2. Describe how they have acted as a role model to others and can discuss two examples of where they have mentored others within the scope and boundaries of their practice (behaviours, C5)
3. Discuss how they interact with other professionals including describing how they work to best practice (behaviours, C3, C4)
4. Discuss an example of when they have demonstrated of supervisory leadership in their place of work (behaviours, C5)

## Independence

End-point assessments are carried out by independent assessors from independent end-point assessment organisations on the Education and Skills Funding Agency's Register of End Point Assessment Organisations. An apprenticeship certificate is only issued if approved by the independent assessor.

## Roles and Responsibilities

In summary:

Apprentice	<ul style="list-style-type: none"> <li>• Participates fully in their training and development</li> <li>• Actively contributes to their performance review</li> <li>• Contributes to the decision on the timing of their end point assessment</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• Supports the apprentice throughout their training and development</li> <li>• Conducts reviews to monitor progress</li> <li>• Determines when the apprentice is ready to attempt the end point assessment</li> </ul>
Training Provider	<ul style="list-style-type: none"> <li>• Provides on-going training for the apprentice</li> <li>• Provides tools and processes to support the apprentice</li> <li>• Carries out regular reviews with the apprentice and employer</li> <li>• Advises the employer when the apprentice is ready to undertake the end-point assessment.</li> </ul>

Assessment Organisation	<ul style="list-style-type: none"> <li>• Devises and administers the end point assessment tools</li> <li>• Sets standards for invigilation and ensures examination conditions are upheld during the multiple choice test</li> <li>• Recruits and trains independent assessors</li> <li>• Ensures assessors are occupationally competent, are able to assess the performance of the apprentice in all components of the end point assessment and are able to determine the grade achieved</li> <li>• Maintains robust quality assurance processes</li> <li>• Actively participates in the quality assurance procedures described in this assessment plan</li> </ul>
Independent assessor	<ul style="list-style-type: none"> <li>• Conducts the observation of practice</li> <li>• Leads the professional discussion</li> <li>• Determines the final apprenticeship grade</li> </ul>

## Quality Assurance

### Internal quality assurance

End-point assessment organisations that deliver end-point assessment for the Senior Healthcare Support Worker apprenticeship must be accepted by the Education and Skills Funding Agency onto the Register of End Point Assessment Organisations.

Education and Skills Funding Agency registered end-point assessment organisations develop the assessments, assessment tools and supporting materials. They also undertake verification and moderation of the assessment process. Assessments are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations.

End-point assessment organisations are required, *as a minimum*, to:

- provide EPA guidance to apprentices, employers and training providers in relation to the requirements of the assessment components
- ensure the independent assessors make consistent and reliable assessment and preliminary grade judgements
- develop assessment tools and documentation; it is recommended that they do so in consultation with representative employers
- ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid
- consider evidence in relation to reasons for failing an EPA and confirm whether a grade higher than pass will be allowed for a resit/re-take, where the learner may have failed due to circumstances beyond their control.
- develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. They must be designed to ensure judgements are not compromised
- provide guidance in relation to the EPA i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
- appoint and approve independent assessors to conduct the EPA marking and initial grading, based on a check of knowledge and experience.
- provide training for independent assessors in terms of the requirements of the operation and marking of the EPA tools and initial grading.
- provide training for independent assessors in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge, skills and behaviours within a workplace setting.

- hold an internal standardisation event which assessors must attend annually, which focuses on current assessment practices and issues which have arisen. Requirements for moderation of evidence are that no less than 20% of each assessors decisions will be sampled.
- ensure end-point assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development.
- develop and manage a complaints and appeals procedure.

Only independent assessors appointed by the end-point assessment organisation will be able to carry out the end point assessment. Independent assessors must:

- Be occupationally competent  
*Occupationally competent means that each assessor must be capable of carrying out the full requirements within the competence they are assessing. Occupational competence must be at an individual function level which might mean different people being involved during the on- programme delivery however the assessor involved in the end point assessment must be occupationally competent across the whole of the core and option they are assessing.*
- Be a registered healthcare professional or have completed a level 5 apprenticeship or regulated occupational competence qualification at level 5 or above
- Hold, or be working towards, a formal assessor qualification and
- Have experience of working in a health or social care setting within the last 2 years

## External quality assurance

External quality assurance is provided by Ofqual.

## End-point Grading

The apprentice must have passed all components in the end-point assessment in order to achieve a pass grade or higher. The successful apprentice receives an overall grade of Pass or Distinction. The grade is derived from the components of the end-point assessment using the following table

Observation of practice	Multiple choice test	Professional discussion	Overall grade
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Pass	Distinction	Distinction	Distinction

The final judgement on the competence of the apprentice, the grade to be awarded for each component and the overall grade rests with the independent assessor.

## Implementation of the Apprenticeship Assessment

### Affordability

This approach to independent assessment is evidenced based and sector specific and has been tested with employers who have confirmed that it is the preferred approach.

Cost analysis verified that this approach was the most cost effective method of all. The cost of the independent assessment forms no more than 10% of the overarching cost of the apprenticeship.

## **Manageability and Feasibility**

The end-point assessment has been designed to meet the needs of all employers/environments within the healthcare sector from NHS Trusts to private institutions delivering their own work-based provision to small SME single site and healthcare businesses reliant on high quality training provision to deliver their work based training.

We believe that the approach is manageable and feasible, as the necessary expertise already exists within the sector. We would expect end-point assessment organisations to tap into organisations that are accountable for these experts when recruiting for independent assessors. Utilising existing expertise would ensure a sufficiency of qualified assessors with a good geographical spread. Under these conditions, the anticipated uptake of the Apprenticeship in the first year is 500 starts.

## Appendix 1: MAPPING OF THE END-POINT ASSESSMENT METHODS TO THE APPRENTICESHIP STANDARD FOR SENIOR HEALTHCARE SUPPORT WORKER (SHCSW)

Assessed via the **multiple choice test** highlighted **red**

Assessed via the **observation of practice** highlighted **green**

Assessed via the **professional discussion** highlighted **blue**

<p><b>Values:</b> You will be caring and compassionate, honest, conscientious and committed</p>	<p><b>Behaviours:</b> You will treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent, show discretion, show resilience and self-awareness and show supervisory leadership</p>
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CORE	You will be able to:	You will know and understand:
<p><b>C1. Health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes</li> <li>• gather evidence to assist in obtaining a client history, review health-related data and information</li> <li>• promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing</li> <li>• assist with an individual's overall comfort, identify and respond to signs of pain or discomfort</li> <li>• recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so</li> <li>• recognise limitations in mental capacity and respond appropriately</li> <li>• perform basic life support for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• how to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation</li> <li>• the types of information you need to collate when obtaining a client history, ways to record and share it</li> <li>• the indicators for good physical and mental health in relation to the demographic of individuals you are working with; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions or other services if appropriate</li> <li>• how to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort</li> <li>• the main types of mental ill health and their impact on people's lives; indicators for mental capacity, the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill health and learning disability in people; why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration</li> <li>• how to perform basic life support and use adjuncts to support resuscitation</li> </ul>
<p><b>C2. Duty of care and candour safeguarding, equality and diversity</b></p>	<ul style="list-style-type: none"> <li>• follow the principles for equality, diversity and inclusion</li> <li>• implement a duty of care and candour</li> <li>• safeguard and protect adults and children; promote the principles to others</li> </ul>	<ul style="list-style-type: none"> <li>• legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/ protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others</li> <li>• how discrimination can happen; how to deal with conflicts between a person's rights and a duty of care</li> <li>• the signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible</li> </ul>

<b>C3. Person centred care, treatment and support</b>	<ul style="list-style-type: none"> <li>demonstrate what it means in practice to promote and provide person centred care, treatment and support by obtaining valid consent, and carrying out risk assessments</li> <li>work in partnership with the individual, their carer, families and the wider healthcare team</li> <li>promote clinical effectiveness, safety and a good experience for the individual</li> </ul>	<ul style="list-style-type: none"> <li>why it is important to gain consent, even when it is difficult; how to undertake risk assessment in enabling a person centred approach; why it is important to promote 'person centred care, treatment and support'</li> <li>why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique</li> <li>why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users</li> </ul>
<b>C4. Communication</b>	<ul style="list-style-type: none"> <li>demonstrate and promote effective communication using a range of techniques</li> <li>observe and record verbal and non-verbal communication</li> <li>Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits</li> </ul>	<ul style="list-style-type: none"> <li>why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes; how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour</li> <li>how verbal and non-verbal communication may relate to an individual's condition</li> <li>legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety; the audit process and how it relates to your role</li> </ul>
<b>C5. Personal, people and quality improvement</b>	<ul style="list-style-type: none"> <li>act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs'</li> <li>take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisal</li> <li>work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well- defined tasks appropriately</li> <li>act as a role model; mentor peers; deliver training through demonstration and instruction</li> </ul>	<ul style="list-style-type: none"> <li>your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer</li> <li>how to seek feedback, reflect on your actions, how to evaluate your work and create a personal development plan</li> <li>the importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others</li> <li>behaviours expected from a role model; the principles of training and mentoring</li> <li>the importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service</li> </ul>

<b>C6. Health, safety and security</b>	<ul style="list-style-type: none"> <li>• maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines</li> <li>• move and position individuals, equipment and other items safely</li> <li>• undertake risk assessments</li> <li>• use a range of techniques for infection prevention and control, eg waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• how to promote health and safety at work; what to do in situations that could cause harm; how to handle hazardous materials</li> <li>• move and position people, equipment or other objects safely in line with agreed ways of working</li> <li>• the meaning of risk /risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work</li> <li>• the importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise</li> </ul>
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## Option 1 – Senior HCSW (Adult Nursing Support)

Option 1	You will be able to:	You will know and understand:
<b>1.1 Assist with clinical tasks</b>	<ul style="list-style-type: none"> <li>• assist nurses with delegated clinical tasks</li> <li>• undertake a range of physiological measurements on adults</li> <li>• assist with tissue viability risk assessments</li> <li>• assist with caring for wounds</li> <li>• obtain and test samples and other specimens</li> <li>• support frailty, end of life care</li> <li>• contribute to discharge from services</li> <li>• monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control</li> <li>• recognise limitations in mental capacity and respond appropriately</li> </ul> <p>Other clinical tasks are determined by your local work setting and policies eg: support people to receive medication or non-oral treatments; monitor the effects of medication; care for stomas; take ECGs; care for individuals with catheters or nasogastric tubes; carry out screening activities eg hearing or vision; monitor swallowing, prepare or carry out extended feeding techniques</p>	<ul style="list-style-type: none"> <li>• which clinical tasks you will routinely be expected to carry out within your role</li> <li>• the range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels; the types of equipment used for measuring physiological states in adults and how to check they are in working order</li> <li>• the importance of skin integrity and how to check it</li> <li>• how to care for wounds</li> <li>• how to take and test venous and capillary blood and other specimens</li> <li>• what is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased</li> <li>• the discharge process, the availability and services offered by the extended health and social care system</li> <li>• where to source equipment and resources</li> <li>• the importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia</li> </ul>
<b>1.2 Activities of daily living</b>	<ul style="list-style-type: none"> <li>• support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition</li> <li>• support or enable adults to eat, drink</li> <li>• support or enable adults to wash and dress and use the toilet</li> <li>• support adults to be mobile, rest, sleep, keep safe or express their sexuality</li> </ul>	<ul style="list-style-type: none"> <li>• approaches to promoting health and wellbeing; a range of long term conditions and the impact they may have on a person's physical and mental health and wellbeing; which long term conditions you are most likely to support in your role; the activities of daily living and ways in which you can support individual's to maintain and improve them</li> <li>• the effects of poor nutrition and dehydration</li> <li>• how to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves</li> <li>• how to help adults to be mobile and the importance of rest and sleep</li> </ul>

## Option 2 – Senior HCSW (Maternity Support)

Option 2	You will be able to:	You will know and understand:
<b>2.1 Assist with clinical tasks</b>	<ul style="list-style-type: none"> <li>• assist the maternity team with delegated clinical tasks</li> <li>• recognise any deterioration in mental and emotional wellbeing and respond appropriately</li> <li>• assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises</li> <li>• undertake a range of physiological measurements using the appropriate equipment</li> <li>• obtain and test venous and capillary blood samples and other specimens</li> <li>• assist other practitioners with performing ultrasound scans</li> <li>• provide support to other practitioners with instrumental deliveries</li> <li>• carry out Emergency First Aid and assist midwife with neonatal resuscitation</li> <li>• support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters</li> </ul>	<ul style="list-style-type: none"> <li>• your role in deliveries including cleaning, filling and maintaining the birthing pool to correct temperature, maintaining the birthing environment and resources</li> <li>• possible signs of mental ill health and depression and the potential impact of pregnancy, labour, delivery or parenthood</li> <li>• your role in antenatal and postnatal health education</li> <li>• the range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in adults and how to check they are in working order, as well as recording all findings accurately</li> <li>• how to take and test venous and capillary blood and other specimens</li> <li>• ways to position individuals for ultrasound scanning</li> <li>• how to lay up trolleys for instrumental deliveries, opening packs, gathering equipment and disposal; how to support the midwife to prepare women for caesarean section and care for them post-operatively, including measuring for TED stockings, providing a gown, positioning them and undertaking physiological measurements</li> <li>• first aid and resuscitation techniques for babies</li> <li>• how to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves; reasons why a urethral catheter is in place and the importance of regular monitoring</li> </ul>
<b>2.2 Assist with caring for babies</b>	<ul style="list-style-type: none"> <li>• identify baby and provide wristband or label in line with local security procedures</li> <li>• undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation</li> <li>• care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities</li> <li>• support parents to meet the hygiene and nutritional needs of baby</li> </ul>	<ul style="list-style-type: none"> <li>• local security procedures</li> <li>• the range of physiological states that can be measured including body temperature, weight, breathing rate, heart rate and oxygen saturation; the normal ranges and how to report deviations; the types of equipment used for measuring physiological states in babies and how to check they are in working order</li> <li>• the routine health baby observations including cord care, eye care, oral hygiene, checking stools and recognising and reporting potential signs of neo-natal jaundice</li> <li>• ways to care for the nutritional needs of babies including supporting women to breastfeed, the position and comfort of breastfeeding: the position and attachment of baby; how to use a breast pump or hand express; how to assist with syringe feeding of expressed milk; how to sterilise equipment; cup and bottle feeding, the preparation of formula milk as necessary</li> </ul>

<b>2.3 Support mothers and birthing partners</b>	<ul style="list-style-type: none"> <li>• support parents/carers to interact with and care for their newborn baby</li> <li>• provide reassurance to mothers and birthing partners, working in partnership with families to support individuals</li> </ul>	<ul style="list-style-type: none"> <li>• ways to interact and care for babies including promoting skin to skin contact</li> <li>• how to provide advice and information on feeding, parenting skills, family adjustments, nutritional health, smoking cessation and promoting the overall health and well-being of mothers and babies; ways to support bereaved families and where to direct families to for further advice and support; how to assist with photographing and creating memories as required</li> </ul>
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## Option 3 – Senior HCSW (Theatre Support)

Option 3	You will be able to:	You will know and understand:
3.1 Assist healthcare practitioners with delegated clinical tasks	<ul style="list-style-type: none"> <li>• provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non- scrubbed circulating role; position individuals</li> <li>• complete pre and post-operative checklists</li> <li>• take part in team briefing, patient sign in, timeout, sign out and debriefing</li> <li>• undertake a range of physiological measurements on adults, babies or children using the appropriate equipment</li> <li>• measure and record an individual's body fluid balance</li> <li>• prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery</li> <li>• assist in receiving, handling and dispatching clinical specimens or blood products</li> <li>• support end of life care and care of the deceased</li> </ul>	<ul style="list-style-type: none"> <li>• factors that affect the choice of site for the attachment of surgical instruments; how to use skin preparation agents and surgical drapes; ways to position individuals for surgery</li> <li>• pre and post-operative checks including: identification, operation site marking and pregnancy; the steps for safer surgery</li> <li>• the theatre team, its protocols and how it fits within the organisational structure</li> <li>• the range of physiological states that can be measured including body temperature, blood pressure, pulse, urinary output, breathing rate and oxygen saturation and how anaesthesia may affect them; advocacy for the unconscious and conscious patient; chaperoning; how surgery may impact on an individual's mental capacity</li> <li>• the purpose for recording an individual's body fluid; factors that affect input and output and wound drainage</li> <li>• potential hazards; how to report issues; common adverse reactions to anaesthesia; how to report deviations from normal; standard precautions for infection prevention and control: ways to avoid compromising and actions to take when there is a breakdown in the sterile field</li> <li>• types and uses of containers and transport, procedures for labelling, handling, dispatching recording and reporting for clinical specimens and blood products</li> <li>• how different beliefs and cultures may affect pre and post-operative surgery, including disposal of body parts and preparation for planned surgery and the organ donor process; the end of life phase and factors which impact on the care of the dying or deceased</li> </ul>
3.2 Support individuals	<ul style="list-style-type: none"> <li>• act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery</li> <li>• transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned</li> </ul>	<ul style="list-style-type: none"> <li>• ways to keep the individual informed of what is happening, why and who is involved; verbal and non-verbal indicators to determine an individual's ability to move independently; the effects of pre-medication and anaesthesia</li> <li>• safe moving and handling techniques that maintain an individual's privacy and dignity</li> </ul>
3.3 Equipment and resources	<ul style="list-style-type: none"> <li>• prepare and provide surgical instrumentation and supplementary items for the surgical team</li> <li>• carry out counts for swabs, sharps, instrument and disposable items</li> </ul>	<ul style="list-style-type: none"> <li>• the types, purpose and function of surgical instruments and supplementary items used in theatre</li> <li>• how to identify, measure, account for and record items and sharps used; local policy and procedure for instrument counts and what to do if a swab, sharp, instrument or other disposable item is missing; cost implications of how items used during surgery and surgery time may influence the overall commissioning of surgical procedures</li> </ul>

## Option 4 – Senior HCSW (Mental Health Support)

Option 4	You will be able to:	You will know and understand:
<b>4.1 Assist with delegated clinical tasks and therapeutic interventions</b>	<ul style="list-style-type: none"> <li>• assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy</li> <li>• undertake a range of physiological measurements on adults</li> <li>• apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition</li> <li>• implement strategies to promote mental well-being; implement strategies to support individuals with mental ill health</li> <li>• identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly</li> <li>• observe, record and report changes; use proactive approaches to manage behaviour which challenges</li> </ul>	<ul style="list-style-type: none"> <li>• current legal policy and service frameworks for mental health (eg Mental Capacity Act, Deprivation of Liberty Safeguards and Mental Health Act); the impact they have on interventions including: rights of people using services or giving formal or informal support, the role of advocacy</li> <li>• the range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels; the types of equipment used for measuring physiological states in adults, how to check they are in working order</li> <li>• a range of communication techniques relevant to mental health situations, including dealing with barriers to communication and conflicting opinions, powerful emotions, past experiences, delusions, hallucinations, confusion, stereotypes and assumptions, medication or substance misuse, environment, personality clashes, unrealistic expectations, issues of power or control, cultural differences, overload, organisational dynamics</li> <li>• the nature of mental health well-being; the main forms of mental ill health according to the psychiatric (DSM/ICD) classification system: mood, personality, anxiety, psychotic, substance-related, eating, cognitive disorders, trauma; positive or negative impacts mental ill health may have: psychological, emotional, practical, financial, social exclusion</li> <li>• main interventions in mental health, including their strengths and limitations, adhering to national guidelines; the key principles and factors for choosing them; the benefits of early intervention</li> </ul>
<b>4.2 Support individuals</b>	<ul style="list-style-type: none"> <li>• take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society</li> <li>• promote a recovery based approach enabling the individual to manage their condition</li> </ul>	<ul style="list-style-type: none"> <li>• the needs of people with mental ill health and those supporting them at key stages and through times of change or transition eg when they first develop mental health problems, if they go into psychiatric care, over the long term; how and when to refer; the impact of the individual's mental ill-health on their life, family, friendships, ability to work and actively participate in society</li> <li>• a range of coping strategies and skills; sources of specialist support including: other services, interpreters, translators, speech therapy, psychologists, advocacy, equipment and communication aids</li> </ul>
<b>4.3 Risk assessment and risk management</b>	<ul style="list-style-type: none"> <li>• identify situations when you need additional support to communicate and build relationships</li> <li>• involve carers and family members in risk management processes</li> </ul>	<ul style="list-style-type: none"> <li>• risk factors eg risk of harm to self or others, being harmed by others (including mental health services), a range of triggers which may occur and the impact of the environment</li> <li>• prevention and risk reduction strategies, including suicide, behaviours which challenge, substance misuse, self-neglect</li> <li>• ways to review/protect own mental health and wellbeing</li> </ul>

## Option 5 – Senior HCSW (Children and young people)

Option 5	You will be able to:	You will know and understand:
5.1 Assist with clinical tasks	<ul style="list-style-type: none"> <li>• assist nurses with delegated clinical tasks in line with current legislation and policy</li> <li>• support the CYP before, during and after clinical or therapeutic procedures</li> <li>• communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer</li> <li>• support life-limiting conditions and contribute to end of life care</li> <li>• recognise limitations in mental capacity and respond appropriately</li> <li>• monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control</li> <li>• contribute to discharge from services</li> </ul> <p>Other clinical tasks are determined by your local work setting and policies eg physiological measurements, venepuncture, intravenous cannulation; tissue viability risk assessments; caring for wounds; obtaining and testing samples and other specimens</p>	<ul style="list-style-type: none"> <li>• current legal policy and service frameworks for CYP (eg The Children's Act 1989 and 2004); Mental Capacity Act in relation to CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests;</li> <li>• the clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence</li> <li>• anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability</li> <li>• what is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines</li> <li>• patient centred care; the parent/CYP bond; working in partnership with families and carers to deliver holistic family-centred care; the importance of families' choices and listening to the voice of the CYP, parent or carer; the importance of supporting CYP in the context of their social and educational need;</li> <li>• specific moving and positioning techniques to use with CYP</li> <li>• where to source equipment and resources</li> <li>• importance of shared communication across the multidisciplinary team, including appropriate escalation</li> <li>• the discharge process, the availability of services offered by the extended health and social care system</li> </ul>

<b>5.2 Activities of daily living</b>	<ul style="list-style-type: none"> <li>• support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax</li> <li>• develop positive relationships with CYP</li> <li>• help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition</li> <li>• support parents, families and carers to meet the needs of the CYP</li> <li>• support nutrition and hydration</li> <li>• support continence, washing and dressing</li> <li>• support mobility, rest, sleep, keeping safe or expressing sexuality</li> <li>• assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care</li> <li>• approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long term conditions on a CYP's physical and mental health and well-being</li> <li>• common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover</li> <li>• the importance of nutrition and hydration on health and development of CYP; methods for providing and supporting nutrition in CYP or supporting and encouraging breast feeding</li> <li>• how to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves;</li> <li>• how to help CYP to be mobile and the importance of rest and sleep</li> <li>• the implications of national and global immunisations programmes</li> <li>• the impact of long term illness and hospitalisation can have on CYP</li> <li>• a range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect</li> </ul>
<b>5.3 Child development</b>	<ul style="list-style-type: none"> <li>• support the development of CYP through therapeutic play and learning</li> <li>• support CYP through transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestones; puberty; therapeutic play and distraction techniques</li> <li>• the key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication</li> <li>• what is meant by transitions for CYP eg at school, socially, in family or from child to adult services; supporting independent decision making; signposting to other services</li> </ul>

## Option 6 – Senior HCSW (Allied Health Profession - Therapy Support)

Option 6	You will be able to:	You will know and understand:
6.1 Assist with delegated therapeutic or clinical tasks and interventions	<ul style="list-style-type: none"> <li>• assist registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy</li> <li>• assist with clinical risk assessments</li> <li>• contribute to referrals to or discharge from services</li> <li>• monitor and maintain the environment</li> <li>• recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate</li> <li>• enable individuals to meet optimum potential</li> <li>• record interventions and progress against defined outcome measures</li> </ul> <p>Other tasks are determined by your local work setting and policies</p>	<ul style="list-style-type: none"> <li>• basic human anatomy and physiology</li> <li>• which therapeutic or clinical tasks and interventions you will routinely be expected to carry out within your role including standard approaches to identify, manage, rehabilitate or maximise an individual's function</li> <li>• local clinical risk assessments and management plans relevant to the setting</li> <li>• the impact of the stages of growing, developing and ageing on physical and mental function and wellbeing; what is meant by frailty; the end of life phase; the impact of disease progress</li> <li>• the referral and discharge process, the functions, availability, eligibility and limitations of wider services offered within and external to your organisation and how to signpost people to them</li> <li>• how to assess that the environment is appropriate for the therapeutic or clinical task</li> <li>• the potential impact of difficulties or impairments (e.g. cognitive, perceptual, physical, emotional, social) on someone's ability to function in their environment; how to adapt or change a task to promote participation; the impact of mental health on a person's functioning; how someone's overall wellbeing or underlying condition may affect the way they present and how to adapt accordingly</li> <li>• clinical precautions; how to identify, monitor and escalate eg mobility concerns, cardiovascular instability; psychological issues etc</li> <li>• a range of outcome measures related to your role</li> </ul>
6.2 Support, educate and enable individuals with their health and wellbeing	<ul style="list-style-type: none"> <li>• provide support in line with care plans</li> <li>• enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life</li> <li>• enable health and wellbeing by supporting or facilitating individual or group sessions</li> <li>• support people to engage in the community and access activities or resources in line with their treatment goals</li> </ul>	<ul style="list-style-type: none"> <li>• the care planning process, the main interventions in relation to physical and mental wellbeing, national guidelines and the anticipated outcomes following your intervention;</li> <li>• ways to enable independence, social integration and recovery; how to encourage self-management, emotional resilience, personal development or growth and ways to avoid relapses. Skills for everyday life as determined by your role and setting.</li> <li>• your role in allied health profession support education; how to provide information and advice; the fundamentals of group work and presentation skills, ways to monitor progress and report or refer as required</li> <li>• local activities and resources and how to signpost people to them eg social, education, work etc</li> </ul>

<b>6.3 Equipment and resources</b>	<ul style="list-style-type: none"> <li>• identify, order or fit a defined range of equipment or resources</li> <li>• demonstrate or teach safe and appropriate use of equipment</li> <li>• identify when equipment, or its use, is unsafe, adapting within a given range or escalating</li> <li>• use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure</li> </ul>	<ul style="list-style-type: none"> <li>• a range of equipment, assistive devices and resources used in your role; why and how it is used and the limitations; benefits and risks; when equipment should not be used; maintenance and cleaning; storage, and correct handling of equipment; how to access, order, maintain or monitor stock</li> <li>• how the equipment is used safely; how it can meet individual's needs and be adapted within a given range</li> <li>• how to escalate that equipment is required or does not meet needs including how to report faults and contribute to maintenance and safety checks</li> <li>• the equipment and resources available to you; the client group you work with and how the equipment can be used for them including the types, purpose and function of the resources available and the criteria for provision of equipment</li> </ul>
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