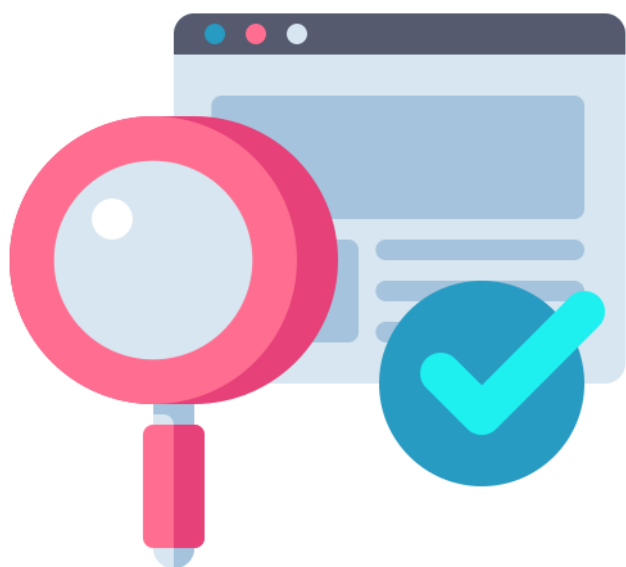




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# EPA Handbook

ST0958 Community  
Health and Wellbeing  
Worker  
Level 3 v1.0



EPA HANDBOOK

## Version history

Version	Date	Change(s) made	Section(s)	Publication source(s)
1.0	30/01/24	New document.	All	Development Team

This EPA Handbook is for apprentices, employers, and providers. It provides an overview of the end-point assessment, the assessment methods, the grading criteria etc. It is a reference document which will guide you through each stage of the process.

For further information about apprenticeship standards and Trailblazers please contact [enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk).

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## About Open Awards

Set up in 1981 as Open College Network North West Region (OCNNWR) and now trading as Open Awards, we have been in business for 40 years. During that time, we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into further and higher education.

We were the first awarding organisation to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that became the basis of the Qualification and Credit Framework (QCF).

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward-thinking organisations, FE Colleges, and Local Authorities, created Open College Networks (OCNs) to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not-for-profit organisation and a registered charity, and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (Ofqual in England and CCEA in Northern Ireland) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learning or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

We are delighted to have expanded our scope, becoming an end-point assessment organisation (EPAO) for a growing number of apprenticeship standards in England approved by the Institute for Apprenticeships and Technical Education (IfATE). Our EPAO number is: **EPA0565**

## Occupational Overview

This occupation is found in different organisations and is commissioned by a range of agencies, including local government, the NHS, and other funders such as voluntary, community and social enterprise (VCSE) organisations.

Community Health and Wellbeing Workers are a rapidly expanding workforce supporting the increasing emphasis across government departments on improving the health of local people and communities by preventing poor health and tackling inequalities. Their work is informed by the wider social determinants of health, such as the social, cultural, political, economic, commercial, and environmental factors that shape the conditions in which people are born, grow, live, work and age.

The broad purpose of the occupation is to work in partnership with individuals and their communities to identify and address health and wellbeing needs, improve health, prevent ill-health, and reduce inequalities. To do this, Community Health and Wellbeing Workers need to:

- address the causes of poor health and wellbeing in the broadest sense (causes of the causes). They do this by taking a holistic ‘whole person’ approach regarding physical, mental, emotional, and social health and wellbeing and resilience.
- work with individuals, groups, and communities to identify what matters to them, building on their strengths to improve health and wellbeing.
- understand the local and accessible services and resources available to which people in the community can be signposted to support their health and wellbeing needs.
- identify gaps in available services and resources preventing individuals and communities from achieving optimal health and wellbeing.
- build relationships with local organisations and groups.

Further details on the knowledge, skills and behaviours associated within the occupational standard are accessible on the IfATE website<sup>1</sup> and in the Assessment Specification section in this document.

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<sup>1</sup> <https://www.instituteforapprenticeships.org/apprenticeship-standards/>

## **Standard information**

**Level:** 3

**Reference:** ST0958

**Approved for delivery:** 14 September 2021

**Route:** Health and Science

**Minimum duration to gateway:** 12 months (this does not include the EPA period)

**Employers involved in creating the standard:** Royal Borough of Greenwich, Brighton and Hove City Council, Blackburn with Darwen Borough Council, Surrey County Council, Cambridge and Peterborough Integrated Care System (ICS), Derbyshire Community Health Services NHS Foundation Trust, Kent Community Health NHS Foundation Trust, Midlands Partnership NHS Foundation Trust, Northumbria Healthcare NHS Foundation Trust, Greater Manchester Health & Social Care Partnership, Charlton Athletic Community Trust, Livewell Southwest Volunteering in Health, The Conservation Volunteers.

**External Quality Assurance Provider:** Ofqual

## **Entry requirements**

There are no set entry requirements to become a Community Health and Wellbeing Worker. Employers usually expect good literacy and communication skills, long with the ability to work collaboratively with others.

## EPA Documents Overview

An overview of the main documents and supporting materials you will encounter during this end-point assessment is in the table below.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
Skills Scan	This document is designed to support employers and providers to ensure that an apprentice's job role meets the requirements of the standard.	Employers Providers	Use this during the decision-making process when considering whether the EPA is appropriate for the apprentice.	This allows employers and providers to ensure that the EPA is a good fit for the skills and aspirations of the apprentice.
Apprentice EPA Journey	A one-page visual overview of the different milestones the apprentice will reach within their EPA journey.	Apprentices Employers Providers	Before committing to the course to make sure it is the right fit for you.  Throughout the EPA journey.	This roadmap will help you to understand what has been achieved so far and what still needs to be completed.
EPA Handbook	This provides an overview of the end-point assessment, the assessment methods, the grading criteria etc. It is a reference document which will guide you through each stage of the process.	Apprentices Employers Providers	During the apprenticeship as a reminder of the expectations, assessment methods and grading.	This is a key document which will help you to navigate your way through each step of the end-point assessment. Refer back to this frequently.
Progression Tracker	This allows the employer to compile and record an	Apprentices Employers	Throughout the EPA prior to gateway.	This document could be a valuable basis for discussions



	evidence base to prove that the apprentice has demonstrated competence against each KSB specified in the assessment plan.	Providers		around progress that the employer may have with the apprentice.
Preparation for the Observation of Practice	This gives you a brief reminder of how to prepare for the Observation of Practice and the KSBs that will be assessed through this assessment method.	Apprentices Employers Providers	When preparing for your Practical Observation.	The grading descriptors will help apprentices to identify areas you may need to work on.
Preparation for the Professional Discussion	This gives you a brief reminder of how to prepare for the Professional Discussion and the knowledge and behaviours that will be assessed	Apprentices Employers Providers	When preparing for your Professional Discussion.	The grading descriptors may help you to complete a self-assessment whilst preparing for the Professional Discussion
Gateway Authenticity and Declaration form	This form declares that the apprentice is ready for gateway, the gateway conditions have been met and the evidence submitted has been produced by the apprentice.	Apprentices Employers Providers	At gateway.	This form needs to be signed by employers, providers, and the apprentice. The apprentice is unable to enter gateway until this form has been completed and submitted.

## Gateway Requirements

The training provider must provide Open Awards with the following evidence to enable us to approve the gateway.

- Fully completed and signed Gateway Authenticity Declaration form.
- Apprentices must have completed the minimum apprenticeship on-programme duration (12 months from the start date).
- Apprentices must have achieved English and mathematics at Level 2. The Department for Education maintains a list of current and prior qualifications accepted as meeting the minimum English and maths requirements for apprenticeships at Level 3 and above. The most current list can be found on the DfE website<sup>2</sup>. For those apprentices with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.
- For this standard, apprentices are also required to have completed a portfolio of evidence.

## Booking

Bookings can be made by providers via the EPA Section of Open Awards' Secure Portal. As per ESFA guidance, Open Awards requires **at least three (3) months** advance notice of the potential gateway date. However, training providers may make provisional bookings at any point following Open Awards acceptance of an apprentice registration.

## Assessment plan version

Open Awards will undertake end-point assessment in line with the requirement of the current version of the assessment plan or in line with IfATE directions. Training providers and employers must contact Open Awards to discuss any instance where they believe it is appropriate for assessment to be undertaken in line with a historic/previous version of the assessment plan. Because Open Awards may need to liaise with either IfATE or the External Quality Assurance Provider to determine whether this is allowable, training providers and employers should be aware this may delay the ability of Open Awards to undertake end-point assessment until resolved.

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<sup>2</sup> <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

## **Portfolio**

Apprentices on this standard are required to develop and submit a portfolio of evidence related to the KSBs that will be assessed by the professional discussion. The portfolio must be submitted to Open Awards alongside other gateway evidence. Open Awards preferred format is an electronic portfolio either uploaded by the training provider to their Open Awards SharePoint folder, or else a login provided to enable Open Awards to access the portfolio. Training providers should contact Open Awards to discuss alternative arrangements, e.g., where a paper-based or mixed portfolio is developed.

Apprentices should select their best possible evidence to reflect their current level of proficiency against the standard at the point they undertake their professional discussion. The portfolio is not assessed and will only be used to support the professional discussion; feedback will not be provided on the portfolio. However, where the content requirements below are not met, or the evidence not authenticated as being valid and attributable to the apprentice, the portfolio will be returned by Open Awards to the apprentice, via the training provider, for amendment and subsequent resubmission. This resubmission will not be considered as an assessment attempt and therefore, resubmission of the portfolio will not constitute either a resit or retake of the professional discussion. However, this will delay completion of the gateway checks. Therefore, training providers and employers are encouraged to ensure the portfolio requirements are met before submission at gateway.

Open Awards have developed supporting evidence tracking documentation to support apprentices, training providers and employers meet the portfolio content requirements set out in the assessment plan. This documentation is available from the Open Awards Secure Portal.

### **Portfolio content and structure**

The portfolio must contain evidence related to the KSBs that will be assessed by the professional discussion.

The portfolio of evidence will typically contain a minimum of three (3) case studies undertaken though the course of the apprenticeship, including a record of where these have been observed in practice. These case studies should include examples of how the apprentice has supported individuals, and how they have worked with and for a local community. The case studies should:

- be a maximum of 1,000 words each
- be structured as background, issues, actions, agreed outcomes; and should not include any personal identifiable information.

Evidence sources may include:

1. Witness testimonials
2. Written notes of case-based discussions reflecting the KSBs assigned to this method
3. Written summary to show how an intervention was supported
4. Evidence of ongoing professional development

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 assessment method. However, the portfolio should NOT include reflective accounts or any methods of self-assessment.

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 completed Portfolio authenticity statement confirming this.

Mock assessment activities are NOT considered acceptable evidence to be included within the portfolio.

### **Portfolio submission**

The portfolio must be submitted at gateway alongside the gateway evidence. Because the portfolio must be completed as a gateway requirement, all evidence must be generated and dated pre-gateway. No post-gateway dated evidence can be included as it will be considered invalid.

Where invalid evidence is included within the portfolio, the content requirements are not met, or the evidence is not authenticated, the portfolio will be returned by Open Awards to the apprentice, via the training provider, for amendment and subsequent resubmission. Resubmitted portfolios must be submitted to Open Awards to enable the gateway checks to be completed.

## Identification checks

Open Awards requires the apprentice to present photographic identification to an Open Awards invigilator or independent end-point assessor (IEPA) immediately prior to each assessment on each assessment day. This is a requirement to ensure Open Awards can confirm an individual completing an assessment is the person they are claiming to be.

The following are acceptable forms of evidence of an apprentice's identification:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

Where this identification is not available to be checked, the assessment will NOT be allowed to commence.

Where an apprentice does not have access to the necessary identification or where the name on the identification does not match the name registered with Open Awards, the training provider must contact Open Awards in advance to make arrangements for alternative or additional authentication checks to be made.

## Assessment

The EPA consists of three (3) assessment methods which are individually graded:

- Multiple-Choice Test
- Demonstration of Practice
- Professional Discussion underpinned by Portfolio of Evidence.

### Assessment preparation

Support materials are available to support training providers and employers post-gateway to ensure apprentices are well prepared for their EPA experience. They are not intended to be used to measure proficiency pre-gateway or to support gateway decisions. Training providers can access these materials through the Secure Portal.

### Order of assessments

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.

### Assessment window

All assessments must be passed within a period lasting typically for three (3) months starting when the Open Awards has confirmed that all gateway requirements have been met. Therefore, training providers and employers should ensure that assessments are planned and booked to ensure these timescales can be met.

## Multiple- Choice Test

The multiple-choice test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

### Delivery

The test will be available online through remote invigilation. It will consist of:

- 30 standard multiple-choice questions covering 20 knowledge statements.
- Each question will have four (4) options of which only one will be correct.

### Test administration

- Apprentices will have **45 minutes** to complete the test.
- The test is closed book which means that the apprentice cannot refer to reference books or materials.

- Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of Open Awards' invigilator.
- The invigilator will be employed directly by Open Awards.
- Test bookings must be made at least 10 working days in advance to ensure the apprentice has 2 weeks' notice of the test.

#### Multiple-choice Test Grading Descriptors

Pass Grading Descriptors Multiple Choice Test	
K1 K2 K5 K8 K10 K11 K15 K20 K21 K24 K25 K29 K30 K32 K33 K34 K37 K40 K41 K42	In order to achieve a pass, apprentices must: Score 24 marks or above out of the 30 marks available

The following grade boundaries apply to the multiple-choice test:

Pass grade Minimum mark 24 to maximum mark 30

Fail grade Minimum mark 0 to Maximum mark 23.

#### Demonstration of practice

Apprentices must be observed by the station IEPA completing three (3) demonstration of practice stations in which they will demonstrate the knowledge, skills and behaviours assigned to this assessment method.

#### Delivery

The assessment will be available to apprentices via an 'assessment centre' which will be run regularly throughout the year. These will be scheduled in line with anticipated EPA windows, based on apprentice registrations and designed to accommodate simultaneous assessment of multiple apprentices on the same day. Following successful completion of gateway checks, providers should book apprentices onto a scheduled assessment centre based on availability of places.

Where a provider has multiple apprentices at or close to gateway within a close timescale, it may be possible to offer a provider specific assessment centre. These will be based on multiples of three (3) apprentices; however, it may be necessary to infill other apprentices into these to maximise delivery efficiency. In addition, it may be possible to offer these at the provider's premises if appropriate. If interested, providers should discuss this option with Open Awards at point of apprentice registration or at the earliest possible opportunity.

Open Awards recognises that remote assessment of an individual apprentice may present an attractive alternative proposition. However, remote assessment has challenges and Open Awards are likely to require confirmation or reassurance that appropriate arrangements can be put in place. Providers must liaise directly with Open Awards at the earliest possible opportunity to enable a determination to be made as to whether remote assessment is viable and valid.

### Assessment administration

The demonstration of practice stations must be carried out over a **maximum total assessment time of 100 minutes** (+10% at the senior IEPA's discretion)

The demonstrations will not be split, other than to allow comfort breaks or a refresh of the stations as necessary. The demonstration of practice is considered a single assessment and the stations can be assessed in any order.

The three (3) stations will assess knowledge, skills and behaviours mapped to this method. The station IEPA will ask between 6 – 10 follow-up questions (a minimum of two (2) per station) to gain assurance around the underpinning knowledge being demonstrated.

### Overview of individual stations

#### Station 1 – Service user issue:

**Outline:** Based on a scenario involving a service user

**Description:** The apprentice will have a discussion with the service user (actor), for whom this is the first meeting, to co-produce an action plan to address the service user's priorities.

At this station the apprentice will:

#### 5 minutes

- Be presented with an unseen case-based scenario
- Read the scenario

#### 20 minutes

- discuss the issue with the service user (actor)
- co-produce an action plan to address the service user's priorities
- work safely within their scope of practice

#### 5 minutes

- participate in a question and answer session with the IEPA (a minimum of two (2) questions).



## **Station 2 – Community issue:**

**Outline:** Based on a scenario involving community groups or organisations

**Description:** The apprentice will present to the IEPA the actions that they would take to deliver on agreed community outcomes and, drawing on their experience in their area of practice, how they would collaborate with a diverse range of stakeholders and partner agencies explaining the reasons behind the actions they would take.

At this station, the apprentice will:

### **20 minutes**

- be presented with an unseen scenario involving a community
- read the scenario
- prepare to present to the IEPA

### **15 minutes**

- the apprentice will present the actions that they would take to deliver the outcomes in collaboration with the community and that they consider to be appropriate to the IEPA explaining the reasons behind their actions.

### **5 minutes**

- participate in a question and answer session with the IEPA (a minimum of two (2) questions).

## **Station 3 – Service user issue:**

**Outline:** Based on a scenario involving a service user, as a follow-up meeting

**Description:** The apprentice will work alongside a service user (actor) who is already partway through their action plan to follow up on issues and actions taken that have been discussed in an earlier appointment.

At this station the apprentice will:

### **5 minutes**

- Be presented with an unseen case-based scenario of somebody who is already partway through their chosen course of action
- Read the scenario

### **20 minutes**

- Discuss the issue with the service user (actor)
- Discuss progress against their action plan
- Work safely within their scope of practice

### **5 minutes**

- Participate in a question and answer session with the IEPA (a minimum of two (2) questions)

### Demonstration of Practice Grading Descriptors

Each station will be graded fail, pass or distinction by the station IEPA in order to determine the overall grade for this method.

All three (3) demonstration stations must be passed to pass this assessment method.

Pass Grading Descriptors	
In order to achieve a pass, apprentices must demonstrate all the pass descriptors:	
P1	Works in partnership with people, groups and communities so that they can recognise their needs and priorities, overcome barriers, and solve problems independently using their strengths and local resources to achieve better health and wellbeing (K7, S2, S3, S4, S5)
P2	Recognises gaps in services, and identifies barriers to access, including how services are promoted or communicated, through a strengths or asset-based approach (K13, S13)
P3	Uses the principles and theories relating to behavioural science and behaviour change tools and techniques to work with people and groups so that they can make decisions, set goals and identify their priorities regarding their health and wellbeing (S21, S22)
P4	Uses a range of communication skills to ensure that people understand risks to health, the actions they can take, and local service provision that can help them, while identifying and breaking down barriers to communication, which could include sensory disability, neurodiversity, low levels of literacy or health literacy, language or cultural. Shows compassion and empathy when working with people. (K31, S30, S31, S32, B4)
P5	Explains how and why they maintain and keep secure and accurate records and the importance of consent and how it is gained (K35, S15, S36)
P6	Works within boundaries of the role when supporting people or communities. Represents the interests of people while managing expectations when engaging with service providers regarding service scope, availability and access. Recognises when to escalate in light of any risks identified in a timely manner, including when someone is in distress or crisis, providing the right support when it is needed. (K16, K38, S16, S39, S40)
P7	Engages with people and communities so that they can identify local provision, including services that can address wider issues, that can help them to achieve their health and wellbeing goals and to continue independently without the need for further engagement with the service (K22, K23, S23, S24)
P8	Develops constructive relationships with people and groups to elicit and inform the health and wellbeing concerns and priorities of people and groups while recognising their right to refuse advice and information. Helps people identify the key issues impacting on their health and wellbeing whilst

Pass Grading Descriptors	
	being respectful and non-judgmental of others' circumstances or decisions (K18, K19, S19, S20, B2, B3)
P9	Delivers evidence-based interventions that meet the needs of different communities, taking into account how cultural and faith-based differences can impact the implementation (K28, S25)
P10	Communicates evidence-based, complex public health messages in a way that is relevant and meaningful to the audience (S29)
P11	Works with honesty, integrity and inclusively, with people and communities, when implementing organisational policy, protocol, and procedures for data management and safeguarding, and in compliance with legislation (S33, S38, B1)
P12	Works with local communities to implement strategies and policies that improve health outcomes and address health inequalities, including use of evidence-based community development approaches (K6, S26)
Distinction Grading Descriptors	
In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors	
D1	Explains why they have chosen particular behaviour change tools and techniques when working with individuals who are identifying their priorities, making decisions, and setting goals (S21, S22)
D2	Explains how they apply communication skills to overcome different barriers to communication and how this enables them to work collaboratively with people and communities with empathy and compassion (K31, S30, S31, S32, B4)
D3	Explains how they have applied evidence-based community development approaches to address health inequalities with or between communities in line with local strategies and policies (K6, S26)

## Professional Discussion underpinned by Portfolio of Evidence

The apprentice and the IEPA will have a formal two-way dialogue allowing the apprentice to evidence the KSBs assigned to this assessment method and draw on appropriate evidence from their portfolio to underpin the discussion. A portfolio of evidence will be used by the apprentice to provide evidence to support the discussion and will not in itself be assessed or contribute to the overall grade.

### Delivery

Open Awards expects the professional discussion will be undertaken remotely through video conferencing (E.g., MS Teams or Zoom) and this assessment will be recorded. Open Awards will store recordings of assessments to allow sufficient time for learner complaints and appeals to be processed where necessary. Open Awards will permanently delete assessment recordings on a monthly basis to ensure that no recordings are retained for longer than six (6) months.

The apprentice will be expected to be in a quiet room, normally at their employer's premises, free from distractions and influence to ensure the assessment can be

undertaken under controlled conditions. However, apprentices can have access to their portfolio to refer to during the discussion.

### Assessment administration

The professional discussion must be conducted on a 1:1 basis in a controlled environment free from distraction or influence. The IEPA will ask a minimum of 12 questions and the discussion will **last 60 minutes**. However, the IEPA can increase the overall time by up to 10% (i.e., 6 minutes), but only to allow the apprentice to complete the answer they have started. The IEPA will not tell the apprentice in advance of the assessment whether they will have any or how much additional time and the apprentice should NOT assume any additional time will be available.

As the discussion only involves the apprentice and the IEPA, neither the employer nor provider are required to, or able to attend.

Bookings for the professional discussion must be made **at least 10 working days** in advance to ensure the apprentice has two (2) weeks' notice and allow the IEPA to review the portfolio of evidence.

### Professional Discussion Grading Descriptors

Pass Grading Descriptors	
In order to achieve a pass, apprentices must demonstrate all the pass descriptors:	
P1	Describes how they recognise, and help others to recognise, the different factors that affect health and wellbeing and to identify those that are within their control or influence. Describes the negative and positive impact that different agencies can have on improvements to the health and wellbeing of others. (K3, K4, S1)
P2	Explains how they have built a constructive relationship with a group or community to identify their health and wellbeing priorities and shared solutions (S6)
P3	Explains how they have adhered to national guidance when supporting and supervising volunteers, while recognising the boundaries of their roles (S7)
P4	Explains how they have capitalised on local assets and effective partnerships, in collaboration with communities, recognising the suitability, potential competition or conflicts and risks of different non-statutory community and voluntary groups and services In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors: 1. Explains how they have contributed to the development of a new resource to fill a gap in provision (K9, S8, S9, S10, B6)
P5	Explains how they manage a caseload of referrals, including waiting lists and escalation according to local guidance within their organisation or service (K14, S14, S18)

Pass Grading Descriptors	
P6	Explains how they manage relationships and expectations when implementing local referral systems and protocols (K17, S17)
P7	Explains how they apply evidence to inform and improve the effectiveness of strategies, policies and interventions that impact health and wellbeing outcomes (K27, S28)
P8	Explains how they use recognised tools and data, to monitor and measure health and wellbeing outcomes at individual and community levels and to identify priorities (S34, S35)
P9	Explains how they identify and use data and information to evaluate the impact and effectiveness of services and interventions, using different types of evaluation (K36, S37)
P10	Describes how they take part in appraisal, ongoing review and continuing professional development, and how this has influenced their practice (S42, S44)
P11	Explains how they take responsibility for identifying and mitigating risks to themselves and others in the course of their work (S43, B5)
P12	Describes how they facilitate access to a range of voluntary and public sector services that meet the needs of local communities, and promote the best use of services to manage demand, including services which are accessible digitally or online (K26, S27)
P13	Describes the roles of local and national statutory and voluntary organisations and agencies delivering services in their area of practice that support health and wellbeing, and how they keep information on local and digital provision up to date. Explains how they research, including using online resources, local provision for a wide range of interventions, projects and services to support individuals and communities who wish to better manage their health and wellbeing (K12, S11, S12)
P14	Explains the ethical dilemmas that relate to public health practice and how ethical guidance and frameworks help in decision making (K39, S41)
Distinction Grading Descriptors	
<b>In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors</b>	
D1	Explains how they have contributed to the development of a new resource to fill a gap in provision (K9, S8, S9, S10, B6)
D2	Explains how they have worked with others to build a constructive relationship with a seldom heard or unengaged group or community to address their health and wellbeing priorities (S6)

To achieve an overall pass, the apprentice must achieve **all** of the pass grading descriptors.

To achieve a distinction, apprentices must demonstrate **all** the pass descriptors and **all** the distinction descriptors:

A fail grade would be given where the candidate does not meet all of the pass grading descriptors.

## Grading

### Grading individual assessments

Each assessment method is graded using the criteria published in the assessment plan for this apprenticeship standard.

#### Multiple-choice test

In order to achieve a pass, apprentices must: Score 24 marks or above out of the 30 marks available.

#### Demonstration of Practice

- If one or more pass grading descriptors are not met, the assessment will be graded as a fail.
- In order to achieve a pass, **all** the pass descriptors must be met.
- In order to achieve a distinction, **all** the pass descriptors **and** all the distinction descriptors must be met.

#### Professional Discussion underpinned by Portfolio of Evidence

- If one or more pass grading descriptors are not met, the assessment will be graded as a fail.
- To achieve a pass **all** pass criteria must be met.
- To achieve a distinction **all** pass criteria **and** all distinction criteria must be met.

### Aggregation of individual assessment grades into an overall grade

The grades from individual assessment methods will be combined in the following way to determine the overall grade:

Multiple-choice Test	Demonstration of Practice	Professional Discussion	Overall Grading
Fail	Any Grade	Any Grade	Fail
Any Grade	Fail	Any Grade	Fail
Any Grade	Any Grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction

## **Reasonable adjustments and Special considerations**

Open Awards is committed to ensuring access to fair assessment for all learners and to protecting the integrity of assessments and qualifications.

There may be circumstances whereby arrangements need to be made to take account of particular learners' requirements in order to ensure that this is achieved without giving any unfair advantage over other learners.

The Reasonable Adjustments and Special Considerations Policy and Procedures, sets out the principles which should be followed when making decisions about adjustments to assessment. It outlines Open Awards' reasonable steps to ensure it avoids disadvantage (directly or indirectly) in line with the requirements of The Equality Act 2010 (Disability) Regulations 2010. The policy and procedures are accessible through the Open Awards Secure Portal

### **Reasonable adjustments**

Any action that helps to reduce the effect of a disability or difficulty that places a learner at a substantial disadvantage in the assessment situation. Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the reliability or validity of the assessment outcomes but may involve:

- Changing the usual assessment arrangements, e.g., allowing a learner extra time to complete an assessment activity
- Adapting assessment materials e.g., by providing large print or providing materials in Braille
- Providing assistance during an assessment e.g., by providing a trained signer, interpreter or a reader
- Changing the assessment method e.g., from a written assessment to a spoken assessment
- Using assisted technology such as screen reading, or a voice activated software.

Reasonable adjustments must be approved and set in place before the assessment takes place. The work produced by the learner will be assessed in the same way as all other learners.



Where the employer and training provider believe reasonable adjustment(s) may be required, this can be identified at the registration stage. Open Awards requires a **minimum of 20 days' notice** of any request for reasonable adjustments so this can be considered and where approved, arrangements made.

### Special considerations

These are adjustments which may be applied after an assessment where the learner has encountered exceptional circumstances that have disadvantaged them during their assessment.

The assessment plan for the apprenticeship standard defines permissible special considerations and the circumstances surrounding the apprentice's end-point assessment that fall within this definition.

## Resits and Retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake. Open Awards will provide feedback alongside the result notification to all apprentices who fail an assessment method. This feedback will be provided via the training provider, normally **within 10 working days** of the assessment taking place.

Where the result notification suggests a retake may be appropriate, the ESFA recommend the employer and training provider consider a supportive action plan that responds to the performance weaknesses identified within the feedback. This action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare the apprentice for the retake. When a retake is booked, Open Awards will require confirmation via the training provider that the apprentice has received further training and is ready to be assessed.

A resit involves the apprentice attempting one or more failed assessment components again, without the need to undertake further training. The apprentice's employer must determine whether a re-sit or retake is an appropriate course of action.

The number of resits and retakes that can be taken by an apprentice will normally be at the discretion of the employer. The ESFA recommends a limit of two (2) resits or retakes, however, more than two (2) resits or retakes may be taken if available, or unless otherwise specified or limited within the assessment plan.

- A re-sit is typically taken within two (2) months.
- A retake is typically taken within three (3) months.

Resits and retakes must be completed within six (6) months of the original assessment otherwise the entire EPA will need to be taken again.

Resits or retakes are only to be taken in the event that the original assessment grade is a fail. A resit or retake cannot be taken with the intention of increasing the original grade if an apprentice has passed their EPA. Therefore, feedback will not normally be provided to apprentices who achieve a pass or higher.

For the demonstration of practice, the apprentice will be presented with a different set of scenarios, and they will re-sit or re-take all stations, not just the failed one.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless Open Awards determines there are exceptional circumstances. Where an apprentice believes exceptional circumstances impacted on their initial assessment attempt, they must submit a formal request with supporting evidence for exceptional circumstances to be considered, directly to Open Awards **within five (5) working days** of receiving the assessment decision.

The same IEPA who undertook the initial assessment attempt may be allocated by Open Awards to assess an apprentice's resit or retake. The allocation of IEPAs to assessments will be taken by Open Awards based upon the requirements of the assessment plan or operational considerations.

## Appeals and Complaints

Open Awards is committed to ensuring that all assessment decisions are consistent, fair, and based on valid judgements made by IEPAs.

If an apprentice is satisfied with their result but seeks information as to why a specific grade was awarded, they can request formal feedback through their training provider. This feedback will be limited to justification of the decision and will not be developmental in nature (i.e., indicate how they may have achieved a higher grade). This feedback may take **up to 20 working days** to be provided. Further details are available from Open Awards.

If an apprentice is not satisfied with their result, they can request an enquiry about results which is an informal appeal. Open Awards will review the documentation for administrative errors and correct these if identified. An enquiry about results must be made by the apprentice **within 10 working days** of notification of the results concerned.

Alternatively, or subsequent to an enquiry about results, if an apprentice is not satisfied with their result, they may lodge an appeal. Appeals can be made by the training provider on behalf of the apprentice, but they must have the permission of the apprentice to do this.

Appeals made in respect of the final overall grade will result in a delay to the completion certificate being requested by Open Awards. For further details regarding the process, timelines, and fees, please refer to Open Awards' Enquiries and Appeals Policy and Procedures which can be found on the Portal.

## Completion and certification

Open Awards will issue a summary of results following successful completion of all EPA assessments. This will be issued to the apprentice via the provider and show the grade associated with each assessment, alongside the overall grade and the date this was awarded.

Open Awards will also request the apprenticeship completion certificate from IfATE on behalf of an apprentice once they have completed their apprenticeship. As part of the gateway declaration form an apprentice is required to give Open Awards permission to do this on their behalf. Without this permission Open Awards is unable to claim the certificate.

Open Awards will request the certificate once the apprentice has received and agreed the final grade. Where the apprentice does not formally agree the final grade, Open Awards will assume it is agreed once the window for an enquiry about results or appeal is extinguished (**10 working days** from the notification of results).

Requests for the certificate are then made **within 20 working days** and in most instances, sooner. IfATE normally send the completion certificate directly to the employer by recorded delivery; this can take **up to 15 working days** to arrive from the date it is requested.

## **Quality assurance**

### **Internal quality assurance**

Quality assurance is at the heart of Open Awards' practices, and we follow suitably rigorous processes to ensure that the integrity of our assessments is maintained.

Internal quality assurance is the process of reviewing and evaluating assessment practices and decisions to ensure that:

- an identified individual is responsible for coordinating internal quality assurance processes
- there are clear and documented roles and responsibilities for all those involved
- all learners are assessed accurately, fairly, and consistently to the right standard
- internal quality assurance is structured and incorporates all of the requirements set out in the assessment plan associated with the apprenticeship standard
- assessment tasks and learner work are sampled appropriately
- good practice is promoted through internal standardisation events and quality assurance meetings
- decisions are supported by full and clear records and action plans that are followed
- internal processes are transparent and regularly evaluated.

### **External quality assurance**

External quality assurance for this apprenticeship standard is undertaken by Ofqual.

## Assessment Specification

The assessment specification can be found on our website and on IfATE's website in the published assessment plan for the standard. Details of which elements of the apprenticeship standard will be tested by each test are given below.

## Mapping of knowledge, skills, and behaviours

### Multiple-choice test knowledge, skills, and behaviours

Ref	Criteria
<b>Knowledge</b>	
<b>K1</b>	The wider social determinants of health and their impact on the physical, mental and emotional wellbeing of individuals, families and communities
<b>K2</b>	The causes of mental, emotional, and physical ill-health, long-term conditions, disability and premature death in the local community, their risk factors, and the opportunities for prevention and management
<b>K5</b>	Health inequalities and how these impact on physical, mental, and emotional health and wellbeing
<b>K8</b>	National guidance on the engagement and management of volunteers and how their rights and welfare are protected
<b>K10</b>	The concepts and theories underpinning a strengths or asset-based approach
<b>K11</b>	The local and national statutory organisations and agencies that deliver public services (including education, housing, welfare, justice, health and care) and how they are funded
<b>K15</b>	relevant legislation, local policies and protocols regarding information governance, data security, data sharing and record keeping, to inform practice
<b>K20</b>	Behaviour change principles and theories that underpin health improvement activity
<b>K21</b>	Evidenced-based behaviour change tools and techniques (e.g. those that include capability, motivation, opportunity, and action planning) that can be applied to behaviour change interventions
<b>K24</b>	Different types of community and their defining characteristics, including cultural and faith-based factors
<b>K25</b>	National and local strategies and policies to improve health outcomes and address health inequalities
<b>K29</b>	The current health messages aimed at the public and the evidenced-based rationale for those messages

<b>K30</b>	Different components of interpersonal communication such as non-verbal, para-verbal, and active listening
<b>K32</b>	The use of different communication methods in the promotion of health messages to a wide audience, including through social media and other digital technologies
<b>K33</b>	Different population level or public health data and information used to identify priorities and measure community health outcomes
<b>K34</b>	The different tools and data used to measure changes in people's health and wellbeing at an individual and community level
<b>K37</b>	Relevant legislation and how it influences policies and protocols, when promoting or protecting community health such as Health Protection legislation
<b>K40</b>	The importance of keeping up to date with developments in population health and community health and wellbeing (continuing professional development)
<b>K41</b>	The importance of training in policies and protocols that ensure safety of self and service users, when work is often unsupervised or in remote locations
<b>K42</b>	The importance of appraisal, training and ongoing review including ways to give and receive feedback

### Demonstration of Practice knowledge, skills, and behaviours

Ref	Criteria
Knowledge	
<b>K6</b>	The most up-to-date evidence base informing the creation of inclusive community development approaches that improve the health and wellbeing of communities
<b>K7</b>	The importance of building partnerships and connections with individuals, groups, and communities
<b>K13</b>	How to map services and other resources available to a community by taking a strengths or asset-based approach while also recognising gaps in provision
<b>K16</b>	The nature and boundaries of the role when representing the interests of people using the service, and procedures for escalation or seeking advice for those at risk, including safeguarding protocols
<b>K18</b>	How to build a rapport with people and groups to elicit information about their health and wellbeing concerns, and to offer further information to them
<b>K19</b>	How to acknowledge and respect an individual's priorities in relation to their health and wellbeing, and understanding their right to refuse advice and information

<b>K22</b>	The concepts and theories relating to engagement, empowerment, co-design, and person-centred approaches and their importance for all aspects of mental, emotional and physical health and wellbeing
<b>K23</b>	The difference between enabling people to make their own changes and solve their own problems, and encouraging dependency
<b>K28</b>	How cultural and faith-based differences can impact the implementation of evidence based interventions
<b>K31</b>	Barriers to communication that may affect a person's understanding of health messages and strategies for overcoming these (barriers could include sensory disability, neurodiversity, low levels of literacy or health literacy, language, or culture)
<b>K35</b>	The importance of gaining people's consent and recording personal data and information securely in line with service protocols
<b>K38</b>	The importance of managing people's expectations regarding the scope and availability of the service and how it can be accessed
<b>Skills</b>	
<b>S2</b>	Assist individuals, groups and communities to recognise their needs, what is important to them, and their strengths in relation to their health and wellbeing
<b>S3</b>	Help people, groups and communities to identify and address barriers that can be overcome to achieve better health and wellbeing
<b>S4</b>	Work with people and communities to identify and access local resources and assets that support their health and wellbeing
<b>S5</b>	Work with people and communities so that they continue to make changes and solve problems on their own
<b>S13</b>	Identify barriers preventing individuals from accessing local services, including how services are promoted or communicated
<b>S15</b>	Manage people's personal data safely and securely when completing and storing records or sharing data
<b>S16</b>	Recognise when someone is in distress or crisis and how to ensure that the right support is available for them at the point of need
<b>S19</b>	Help people to identify the key issues impacting on their health and wellbeing, actively listening to a person's story without judgement
<b>S20</b>	Work with individuals or groups to navigate health-related and service-related information to make decisions about their health and wellbeing
<b>S21</b>	Work with individuals and groups who want to make changes to their behaviours and lifestyle choices to improve their health and wellbeing
<b>S22</b>	Use behaviour change tools and techniques to develop and agree a plan of action, or set goals with a person to help them to address the issues and priorities they have identified regarding their health and wellbeing
<b>S23</b>	Help people to review and access services relevant to them and their needs to optimise access and choice, including services that can address



	wider issues (such as social, financial or environmental) affecting their health and wellbeing
<b>S24</b>	Review progress with an individual and agree an end point or closure regarding their engagement with the service
<b>S15</b>	Deliver interventions that meet the needs of local communities including the consideration of cultural and faith-based factors
<b>S26</b>	Support local communities through the implementation of strategies and policies that improve health outcomes and address health inequalities
<b>S29</b>	Communicate complex public health messages to people in a way that is relevant and meaningful to them
<b>S30</b>	Communicate with people from a wide range of backgrounds, including professionals from different sectors, and citizens of different cultures
<b>S31</b>	Facilitate consistent and helpful communications for people to make local services easier to understand and access
<b>S32</b>	Facilitate communication and collaboration between people, communities and service providers where better connections and networks would support easier access and better provision
<b>S33</b>	Act in accordance with relevant legislation, local policies and protocols regarding information governance, data security, data sharing and record keeping when handling people's personal data and information
<b>S36</b>	Seek people's consent to record and use their data, explaining to people who use services how their data and information will be used, and how it will be stored safely
<b>S38</b>	Work in partnership with people and groups when implementing policies and protocols in their communities
<b>S39</b>	Recognise when the support needs of people or communities are beyond the scope of the role, and escalate in a timely manner particularly if a person is 'at risk'
<b>S40</b>	Represent the interests of people when engaging with service providers, while managing expectations regarding service availability and access
<b>Behaviours</b>	
<b>B1</b>	Acts with honesty and integrity
<b>B2</b>	Respectful of others
<b>B3</b>	Non-judgemental regarding others' circumstances or decisions
<b>B4</b>	Shows compassion and empathy

## Professional Discussion knowledge, skills, and behaviours

Ref	Criteria
Knowledge	
<b>K3</b>	The negative and positive impact that different agencies can have on improving health and wellbeing

<b>K4</b>	How psychological, behavioural and cultural factors contribute to the physical and mental health of people, and how these can impact on others
<b>K9</b>	How to recognise the suitability of non-statutory community and voluntary groups and services to support people's health and wellbeing needs, and local protocols for service appraisal and risk assessment
<b>K12</b>	The different local and national voluntary and charity organisations and their role in the provision of services available to the public for different issues, such as managing debt, reporting crime, domestic abuse, accessing government services online, tackling social isolation, bereavement support, promoting good mental health and wellbeing
<b>K14</b>	Local criteria for referring people into the service, signposting, and local referral systems and protocols
<b>K17</b>	How to manage relationships in a referral pathway, the expectations of the referrer, and the person being referred
<b>K26</b>	The local demand on services based on health needs, and the different public and voluntary sector services available in the community to help to meet those needs
<b>K27</b>	The importance of the evidence base in forming strategies, policies and interventions to improve health and wellbeing
<b>K36</b>	The different types of data and information and different types of evaluation used to assess the impact and effectiveness of services and interventions
<b>K39</b>	Ethical implications and guidance relating to public health practice, such as the impact of public health measures on civil liberties
<b>Skills</b>	
<b>S1</b>	Recognise, and help others to also recognise, the factors that impact on a person's health and wellbeing that they can or cannot control or influence
<b>S6</b>	Build partnerships and connections with local people, groups and organisations to reach shared solutions to local needs or issues
<b>S7</b>	Work with, support or supervise people working as volunteers whilst recognising the boundaries of their roles
<b>S8</b>	Recognise whether non-statutory community and voluntary groups and services are safe and sustainable to support people's health and wellbeing needs, and escalate any concerns
<b>S9</b>	Identify where different organisations collaborate successfully or interface seamlessly and build on these strengths to extend provision
<b>S10</b>	Identify and highlight competition or conflict between services where this does not work in the interests of the local community or works against the best use of local assets
<b>S11</b>	Research local provision, including online, for a wide range of interventions, projects and services that can support individuals and communities who are seeking to better manage their health and wellbeing
<b>S12</b>	Keep information on local and digital provision up to date

<b>S14</b>	Receive and manage referrals recognising appropriate and inappropriate referrals and how and when to escalate or refer on to a more appropriate service
<b>S17</b>	Develop relationships with referrers and referring agencies to ensure appropriate referrals are made and the service offer is understood
<b>S18</b>	Manage a caseload and potential waiting lists and be able to prioritise in line with service guidance
<b>S27</b>	Facilitate access to and promote services delivered by a range of public and voluntary sector agencies in the community, and services that are accessible digitally or online
<b>S28</b>	Apply the most recent evidence to improve the effectiveness of strategies, policies and interventions
<b>S34</b>	Use different types of data and information to identify priorities and measure health outcomes
<b>S35</b>	Use recognised tools and data so that changes to people's health and wellbeing can be measured or monitored at an individual and community level
<b>S37</b>	Contribute to service evaluation by using different types of data and information and different types of evaluation
<b>S41</b>	Identify and apply ethical frameworks and guidance relevant to practice in public or population health
<b>S42</b>	Keep a record of training and development opportunities that have been accessed and how these have informed their practice
<b>S43</b>	Maintain high standards of professional and personal conduct, including duty of care for the safety and welfare of self and others
<b>S44</b>	Engage with performance appraisal and reflective practice in line with organisational procedures and management processes
<b>Behaviours</b>	
<b>B5</b>	Takes responsibility for own actions
<b>B6</b>	Seeks to collaborate (with individuals, communities and organisations) across sectoral, organisational and cultural boundaries

## Indicative content

### Assessment method 2: Demonstration of Practice

Ref	KSB to be assessed
<b>Knowledge</b>	
K6	<p>The most up-to-date evidence base informing the creation of inclusive community development approaches that improve the health and wellbeing of communities</p> <p>The apprentice will have a clear and concise knowledge of the most up-to-date evidence base informing the creation of inclusive community development approaches that improve the health and wellbeing of communities.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"><li>• PHE (Public Health England) recommends a community centred approach to health and wellbeing.</li><li>• community determinants underpin health and well being</li><li>• community health assets contribute to positive health and well being</li><li>• in order to reduce health inequalities, we need to improve social capital and reduce social isolation</li><li>• to address people's needs in a holistic way and why this is important</li></ul>
K7	<p>The importance of building partnerships and connections with individuals, groups, and communities</p> <p>The apprentice will have a clear and concise knowledge of the importance of building partnerships and connections with individuals, groups, and communities. The apprentice will understand the importance building connections plays in this role.</p> <p>That could include an ability to explain how:</p> <ul style="list-style-type: none"><li>• integrated care systems (ICSs) are partnerships of health and care organisations that come together to plan and deliver joined up services, and to improve the health of people who live and work in their area</li><li>• the benefits of partnership include improved health outcomes, value for money, better decision making and improved quality.</li></ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• it is important to recognise that boosting the power of communities to make decisions and encouraging them to take more responsibility, has a positive impact on health.</li> <li>• it is important to recognise the importance of encouraging communities to make their own decisions and take responsibility to promote independence and improved health.</li> <li>• NHS England, working in partnership with people and communities: Statutory guidance sets out the 10 principles for working with people and communities as: <ul style="list-style-type: none"> <li>• centre decision-making and governance around the voices of people and communities</li> <li>• involving people and communities at every stage and feed back to them about how it has influenced activities and decisions</li> <li>• understanding your community's needs, experiences, ideas and aspirations for health and care, using engagement to find out if change is working</li> <li>• building relationships based on trust, especially with marginalised groups and those affected by health inequalities</li> <li>• working with Healthwatch and the voluntary, community and social enterprise sector</li> <li>• providing clear and accessible public information</li> <li>• using community-centred approaches that empower people and communities, making connections what works already</li> <li>• having a range of ways for people and communities to take part in health and care services</li> <li>• tackling system priorities and service reconfiguration in partnership with people and communities</li> <li>• learning from what works and build on the assets of all health and care partners – networks, relationships and activity in local places.</li> </ul> </li> </ul>
K13	How to map services and other resources available to a community by taking a strengths or asset-based approach while also recognising gaps in provision
	<p>The apprentice will be able to identify how to map services and other resources available to a community by taking a strengths or asset-based approach while also recognising gaps in provision.</p> <p>This could include the apprentice explaining:</p> <ul style="list-style-type: none"> <li>• personal strengths and assets include relationships, experience, skills and aspirations and community strengths and assets include knowledge, people, spaces, networks and services.</li> </ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• that they could use their clear and concise knowledge of networks and relationships to identify assets and facilities in the local community (community mapping)</li> <li>• an asset-based approaches work with communities to help them to recognise their informal resources and identify what would help to strengthen these further, identifying gaps in provision.</li> </ul>
K16	<p>The nature and boundaries of the role when representing the interests of people using the service, and procedures for escalation or seeking advice for those at risk, including safeguarding protocols</p>
	<p>The apprentice will have a clear and concise knowledge of the nature and boundaries of the role, the procedure for escalation or seeking advice for those at risk, including safeguarding protocols.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• their own organisation or service's safeguarding protocols operate</li> <li>• the boundaries of their role as a professional. Professional Boundaries serve to protect the integrity of the professional relationship and are intended to keep people safe from harm.</li> <li>• to identify risk for themselves and / or for the client and consider how they would escalate these concerns How to identify risks surrounding themselves and others, whilst also being aware of how to manage these concerns. Including when concerns need to be escalated and how to deal with these in an appropriate manner.</li> </ul>
K18	<p>How to build a rapport with people and groups to elicit information about their health and wellbeing concerns, and to offer further information to them</p>
	<p>The apprentice will need to understand how to build rapport with individuals and groups to obtain information regarding their health and well-being concerns, offering further information if appropriate.</p> <p>This apprentice may discuss:</p> <ul style="list-style-type: none"> <li>• building rapport using techniques such as active listening skills, remembering people's names, asking open ended question and reserving judgement.</li> <li>• wellbeing conversations should consider the whole wellbeing of an individual (e.g. physical, mental, emotional, social, financial, lifestyle, safety) and identify</li> </ul>

Ref	KSB to be assessed
	<p>areas where the individual may need support, signpost them to that support, and regularly monitor their wellbeing over time.</p> <ul style="list-style-type: none"> <li>that to provide information on health and well-being you can explain information and discuss options, making the information accessible considering language and providing clarity on what happens next and when.</li> </ul>
K19	<p>How to acknowledge and respect an individual's priorities in relation to their health and wellbeing, and understanding their right to refuse advice and information</p>
	<p>The apprentice will have a clear and concise knowledge of how to acknowledge and respect an individual's priorities in relation to their health and wellbeing, and understanding their right to refuse advice and information.</p> <p>The apprentice will be able to identify:</p> <ul style="list-style-type: none"> <li>that it is important to involve people in their own health and well-being as it improves health and wellbeing, it improves care and quality and improves financial sustainability allowing the efficient allocation of resources.</li> <li>people's lives can be transformed when they feel in control of their health and wellbeing and when they are able to shape their care, support, and treatment to fit with what matters to them</li> <li>that an individual has the right to refuse advice and information and this decision must be respected That an individual has the right to suggest an alignment in what is important to them in relation to their health, i.e., prioritising one concern that they deem more important. Moreover, the individual has the right to refuse advice.</li> </ul>
K22	<p>The concepts and theories relating to engagement, empowerment, co-design, and person-centred approaches and their importance for all aspects of mental, emotional and physical health and wellbeing</p>
	<p>The apprentice will be able to identify the concepts and theories relating to engagement, empowerment, co-design, and person-centred approaches and their importance for all aspects of mental, emotional, and physical health and wellbeing.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>engagement involves the partnership between patients and healthcare providers concerning their ability to reflect their concerns, or ideas.</li> </ul>



Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• empowerment as being the process of individuals and groups becoming stronger and more confident in all aspects of mental, emotional, and physical health and well-being.</li> <li>• empowerment as being the process of promoting individuals and groups confidence in all aspects; mental, emotional, and physical health and wellbeing.</li> <li>• co designing with people and incorporating their ideas into the final approach, to support all aspects of mental, emotional, and physical health and wellbeing.</li> <li>• person-centred care supports people to develop the knowledge, skills, and confidence they need to more effectively manage and make informed decisions about their own mental, emotional, and physical health and wellbeing.</li> </ul>
K23	The difference between enabling people to make their own changes and solve their own problems, and encouraging dependency
	<p>The apprentice will need to understand the difference between enabling people to make their own changes and solve their own problems, and encouraging dependency.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• shared decision making is a conversation, that should include evidence-based information about all reasonable options. This should include all options, including doing nothing, alongside what is known about the risks and benefits of those options</li> <li>• that by recognising individuals as experts in their own health and by providing support to develop understanding and confidence, self-management leads to improved health outcomes and promotes independence. By recognising that individuals are experts in their own health and providing support in their own understanding. By promoting independence and encouraging their confidence in their health, including self-management leads to improved health outcomes.</li> <li>• that dependency refers to an imbalance in the relationship, this will be avoided by clear communication on boundaries, time scales and the roles and responsibilities in the relationship.</li> </ul>
K28	How cultural and faith-based differences can impact the implementation of evidence-based interventions
	The apprentice will have a clear and concise knowledge of how cultural and faith-based differences can impact the implementation of evidence-based interventions.



Ref	KSB to be assessed
	<p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>evidence-based interventions are practices or programs that have peer-reviewed, documented evidence of effectiveness.</li> <li>a lack of understanding of the religions and cultural context of families can lead to professionals overlooking situations that may impact mental, emotional, and physical health and wellbeing.</li> <li>faith groups can have a positive impact on health and wellbeing by offering support for ethnic groups who face health inequalities and through social action to improve the lives of those in the local community.</li> </ul>
K31	<p>Barriers to communication that may affect a person's understanding of health messages and strategies for overcoming these (barriers could include sensory disability, neurodiversity, low levels of literacy or health literacy, language, or culture)</p>
	<p>The apprentice will need to understand barriers to communication that may affect a person's understanding of health messages and strategies for overcoming these (barriers could include sensory disability, neurodiversity, low levels of literacy or health literacy, language, or culture)</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>a range of communication barriers may exist for those who have no or limited proficiency in the English language, sensory impairment, long-term conditions, physical or mobility impairment, learning disability, mental health conditions, autism or who are older/frail.</li> <li>when communicating health messages to individuals, you are mindful of health inequalities, protected characteristics, the accessibility of information for patients, literacy levels, language translation, wider communication, and reasonable adjustment requirements</li> <li>strategies to overcome barriers to communication include following the 7 Cs strategy identifying that communication needs to be clear, concise, concrete, correct, coherent, complete, and courteous.</li> <li>strategies to overcome barriers to communication health messages include checking the time, place, and mode of communication, using clear and understandable language, communicating one thing at a time, respecting the person's willingness to communicate, checking for understanding and feedback,</li> </ul>

Ref	KSB to be assessed
	avoiding distractions and interruptions, using neutral body language and tone, practising active listening and empathy and clarifying any doubts or confusion.
K35	<p>The importance of gaining people's consent and recording personal data and information securely in line with service protocols</p> <p>The apprentice will have a clear and concise knowledge of the importance of gaining people's consent and recording personal data and information securely in line with service protocols.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• they would always work in line with their own organisation policy and procedure.</li> <li>• the GDPR is an acronym for the General Data Protection Regulation and is a piece of European legislation that protects personal data.</li> <li>• when gaining consent in their organisation they will explain clearly and ensure individuals understand what information will be recorded, how it will be stored and what it will be used for.</li> </ul>
K38	<p>The importance of managing people's expectations regarding the scope and availability of the service and how it can be accessed</p> <p>The apprentice will be able to identify the importance of managing people's expectations regarding the scope and availability of the service and how it can be accessed.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• to manage peoples' expectations by making sure information is easily accessible, clear, and consistent information is communicated in person, on the website, on social media channels, answering machines and posters and by checking the individuals understanding.</li> <li>• to work with people to set clear expectations on how they can support the individual. Outlining the provision on offer and how it can be accessed.</li> <li>• to arrange for information regarding the scope and availability of services to be provided in accessible formats (e.g., large print, easy read versions) and translated into community languages as appropriate to individual needs.</li> </ul>

Ref	KSB to be assessed
<b>Skills</b>	

Ref	KSB to be assessed
S2	<p>Assist individuals, groups and communities to recognise their needs, what is important to them, and their strengths in relation to their health and wellbeing</p> <p>The apprentice will be able to demonstrate the correct way to assist individuals, groups, and communities to recognise their needs, what is important to them, and their strengths in relation to their health and wellbeing.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>the concept of person-centred care is an approach that puts the needs wants and interests of the individual at the centre of all interactions and decisions, support the individual to identify their strengths in relation to health and well-being.</li> <li>working with groups and communities to develop community participation empowers individuals and communities and enables them to gain more control over their health and lives.</li> <li>recognising that health and well-being is determined by a range of social, economic, and environmental factors, the apprentice seeks to assist by addressing need in a holistic way, while considering what is important to them.</li> </ul>
S3	<p>Help people, groups and communities to identify and address barriers that can be overcome to achieve better health and wellbeing</p> <p>The apprentice will be able to demonstrate the correct way to help people, groups, and communities to identify and address barriers that can be overcome to achieve better health and wellbeing.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>barriers that individuals' groups and communities may experience in accessing care may include the availability of services in their local area, service opening times, access to transport, access to childcare, language (spoken and written), literacy, poor experiences in the past, misinformation, and fear.</li> <li>to achieve better health and well-being the apprentice will support people to adopt healthier behaviour, identify the gaps in provision and influence the design of new services.</li> <li>to work in a holistic way to contribute to supporting the individual group or community to addressing the social conditions of people's lives such as poverty, disability, damp, or overcrowded housing.</li> </ul>

Ref	KSB to be assessed
S4	Work with people and communities to identify and access local resources and assets that support their health and wellbeing
<p>The apprentice will be able to demonstrate the correct way to work with people and communities to identify and access local resources and assets that support their health and wellbeing.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• understanding the community's needs, experiences, ideas and aspirations for health and care and build relationships based on trust, especially with marginalised groups and those affected by health inequalities</li> <li>• to recognise community health assets to include the knowledge skills and commitment of individual community members, the friendships and local groups, community and voluntary associations, Resources from the public and private sector and the physical and environmental resources that enhance well-being.</li> <li>• to work with members of the community in identifying and developing the skills, knowledge, networks, relationships, and facilities available that contribute to health and wellbeing for all community members.</li> </ul>	
S5	Work with people and communities so that they continue to make changes and solve problems on their own
<p>The apprentice will be able to demonstrate the correct way to work with people and communities so that they continue to make changes and solve problems on their own.</p> <p>This could include the ability to explain how:</p> <ul style="list-style-type: none"> <li>• that through building relationships with individuals and groups this can strengthen communities so that they can work to improve their own health.</li> <li>• that supporting communities to build on their strengths, they can improve the local health outcomes that matter most to them or improve the factors that affect their health</li> <li>• that collaboration between community members with support from the organisation empowers individuals and communities to identify and address health issues, utilising the knowledge and resources they have.</li> </ul>	
S13	Identify barriers preventing individuals from accessing local services, including how services are promoted or communicated
<p>The apprentice will have learnt and understood to identify barriers preventing individuals from accessing local services, including how services are promoted or communicated.</p>	

Ref	KSB to be assessed
	<p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• barriers preventing individuals accessing local services can include environmental barriers including lack of lifts, lack of ramps or no accessible toilet facilities.</li> <li>• barriers preventing individuals accessing local services can include communication barriers including format of information, the need for a translator, braille, and loop system availability</li> <li>• communication barriers may prevent individual's ability to access information such as the structure or format of information, the requirement of a translator, the requirement of braille and a loop system availability.</li> <li>• barriers preventing individuals accessing local services can include psychological barriers that include lack of confidence, fear, and anxiety.</li> <li>• to recognise barriers relating to how services are promoted or communicated online and through social media, considering how some individuals may have a lack of digital skills, digital knowledge, or access to digital resources.</li> </ul>
S15	Manage people's personal data safely and securely when completing and storing records or sharing data
	<p>The apprentice will have learnt and understood how to manage people's personal data safely and securely when completing and storing records or sharing data.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how staff are trained and supported to maintain the highest standards of data protection, supported by robust data management processes and governance.</li> <li>• that the Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR) Everyone responsible for using personal data has to follow strict rules called 'data protection principles. They must make sure the information is used fairly, lawfully and transparently, used for specified, explicit purposes, used in a way that is adequate, relevant and limited to only what is necessary, accurate and, where necessary, kept up to date, kept for no longer than is necessary and handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage</li> </ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>the principles of sharing sensitive confidential information within health and social care organisations is based on the Caldicott principles ensuring information can be shared only for legitimate purposes (such as the provision of care), sharing of no more information than is necessary for the purpose, i.e., information sharing does not equate to total disclosure and when used for medical purposes, information will be accessible to health professionals, clinical or non-clinical, with a duty of care to keep it confidential.</li> </ul>
S16	<p>Recognise when someone is in distress or crisis and how to ensure that the right support is available for them at the point of need</p>
	<p>The apprentice will be able to demonstrate the correct way to recognise when someone is in distress or crisis and how to ensure that the right support is available for them at the point of need.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>common warning signs of emotional distress can include; eating or sleeping too much or too little, pulling away from people and things, having low or no energy, having unexplained aches and pains, such as constant stomach aches or headaches, feeling helpless or hopeless, excessive smoking, drinking, or using drugs, including prescription medications, worrying a lot of the time; feeling guilty but not sure why and thinking of hurting or killing themselves or someone else.</li> <li>supporting someone in distress would include active listening, showing you care and having patience. They would demonstrate calmness, use good communication skills, and express genuine empathy. They would call for or gain assistance from another team member to support them.</li> <li>supporting an individual in distress would entail utilising active listening skills, demonstrating empathy and kindness, whilst also being patient with their responses. Gaining assistance from another team member to aid in supporting someone is important too.</li> <li>they would follow their own organisation policy and procedure, contacting the safeguarding lead and following protocol. Knowing local and national organisations to gain information and support for the individual, their friends or family and for self.</li> </ul>
S19	<p>Help people to identify the key issues impacting on their health and wellbeing, actively listening to a person's story without judgement</p>

Ref	KSB to be assessed
	<p>The apprentice will be able to demonstrate the correct way to help people to identify the key issues impacting on their health and wellbeing, actively listening to a person's story without judgement.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• assessment would include gathering and organising data to accurately identify current health issues, predict potential health problems, and risk factors. Allowing individuals to talk openly without judgement.</li> <li>• to actively listen to a person's story without judgement it is important to maintain a positive attitude and open mind to be supportive.</li> <li>• the importance of adopting an attitude of acceptance, genuineness, and empathy, use verbal skills to show that you're listening, maintain positive body language and recognise cultural differences.</li> <li>• how to actively listen, without judgment, to a person's story. Being able to utilise non-verbal skills to show you are listening to an individual, whilst also demonstrating empathy and acceptance.</li> <li>• people's lives can be transformed when they feel in control of their health and wellbeing, identifying key issues impacting their health and when they are able to shape their care, support, and treatment to fit with what matters to them as they are listened to without judgement.</li> </ul>
S20	<p>Work with individuals or groups to navigate health-related and service-related information to make decisions about their health and wellbeing</p> <p>The apprentice will have learnt and understood how to work with individuals or groups to navigate health-related and service-related information to make decisions about their health and wellbeing.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• health literacy is about a person's ability to understand and use information to make decisions about their health. The apprentice will explain how they support individuals to read and understand health information, to know how to act on this information and to know which health services to use and when to use them</li> <li>• working with individuals and groups to navigate health and service related information can improve unhealthy lifestyles and poor general health, increase</li> </ul>



Ref	KSB to be assessed
	<p>use of preventative services (vaccinations and screening), support individuals in taking medicines correctly and help address health inequalities.</p> <ul style="list-style-type: none"> <li>by removing barriers relating to health related and service related information individuals and groups can be empowered to make positive choices and improve health outcomes.</li> </ul>
S21	<p>Work with individuals and groups who want to make changes to their behaviours and lifestyle choices to improve their health and wellbeing</p>
	<p>The apprentice will be able to demonstrate the correct way to work with individuals and groups who want to make changes to their behaviours and lifestyle choices to improve their health and wellbeing.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>designing and facilitating support groups for individuals and groups can support them to make changes, as peer support allows for friendly structured safe environment to discuss issues and identify solutions.</li> <li>to make a referral to other local community groups where the individual or group can gain specialised support with the identified behaviour and lifestyle choice to be addressed.</li> <li>working with individuals or groups to consider making changes to improve health and well-being including getting the right amount of sleep, eating well balanced meals, participating in appropriate physical activity, keeping a healthy body weight, not smoking, and limiting or avoiding alcohol.</li> </ul>
S22	<p>Use behaviour change tools and techniques to develop and agree a plan of action, or set goals with a person to help them to address the issues and priorities they have identified regarding their health and wellbeing</p>
	<p>The apprentice will be able to demonstrate the correct way to use behaviour change tools and techniques to develop and agree a plan of action, or set goals with a person to help them to address the issues and priorities they have identified regarding their health and wellbeing.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>a behaviour change technique (BCT) is a strategy that can help an individual change their behaviour to promote better health. These can include goal setting and action planning</li> </ul>



Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>goal setting is a tool that allows individuals to consider the issues and priorities they have identified and how they can achieve these. Outcome goals are measurable health outcomes that an individual would like to achieve, process goals involve the steps the individual will take to reach their goal.</li> <li>working with individuals or groups to set SMART (Specific, Measurable, Achievable, Realistic, Time Bound) targets for lifestyle change that can be used to review progress.</li> </ul>
S23	<p>Help people to review and access services relevant to them and their needs to optimise access and choice, including services that can address wider issues (such as social, financial or environmental) affecting their health and wellbeing</p>
	<p>The apprentice will have learnt and understood how to help people to review and access services relevant to them and their needs to optimise access and choice, including services that can address wider issues (such as social, financial, or environmental) affecting their health and wellbeing.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>their knowledge of local services, what they can offer and how they support the needs of individuals they work with. Explaining how they support individuals to choose options appropriate for their need and how to access the provision.</li> <li>how wider issues of health, income and debt, employment and quality of work, education and skills, housing and access to goods and services all impact on an individual's health, demonstrating the knowledge and skill of knowing where an individual can gain support with these issues locally.</li> <li>how psycho-social factors such as isolation, lack of social support or social networks, low self-esteem and self-worth, and perceived level of control over one's own life can affect an individual's health and well-being, therefore knowing local community groups and services that can support individuals in these areas.</li> </ul>
S24	<p>Review progress with an individual and agree an end point or closure regarding their engagement with the service</p>
	<p>The apprentice will be able to demonstrate the correct way to review progress with an individual and agree an end point or closure regarding their engagement with the service.</p> <p>This could include an ability to explain:</p>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• at the beginning of the relationship the work would be based on clear objectives, with a limited or determined time frame with the aim of the individual taking control and responsibility for aspects of their own health and wellbeing.</li> <li>• the ending of the relationship happens when goals are achieved and / or agreed support plan is in place, and a support network has been developed for the individual</li> <li>• progress will regularly be reviewed through progress reviews, with targets discussed. The individual's journey will be made clear from the start, to enable individuals to be prepared for an eventual end, with clear communication and mutual understanding.</li> </ul>
S25	Deliver interventions that meet the needs of local communities including the consideration of cultural and faith-based factors
	<p>The apprentice will be able to demonstrate the correct way to deliver interventions that meet the needs of local communities including the consideration of cultural and faith-based factors.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• that interventions need to be planned, linked to identified need or gaps in provision, those involved in the intervention are knowledgeable and trained and clear on the expectations, the interventions are recorded and the impact monitored and evaluated.</li> <li>• community development can support communities to build on their strengths so that they can improve the local health outcomes or improve the factors that affect their health. Community development often focuses on equality and inclusion, by promoting the voice of those communities that are less often heard, considering cultural and faith-based factors.</li> <li>• when designing and delivering interventions to meet the needs of the community, understanding, and respecting cultural differences promotes clearer communication, breaks down barriers, builds trust and strengthens relationships within our diverse communities engaging previously excluded individuals or groups.</li> </ul>
S26	Support local communities through the implementation of strategies and policies that improve health outcomes and address health inequalities

Ref	KSB to be assessed
	<p>The apprentice will be able to demonstrate the correct way to support local communities through the implementation of strategies and policies that improve health outcomes and address health inequalities.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• that health inequalities adversely affect individuals and groups who experience greater obstacles to health and link to health-related behaviour such as smoking and diet, access to services, social deprivation, access to work, education levels, social networks, and the control they feel they have over their own lives.</li> <li>• how improving health literacy by supporting individuals and groups to engage in shared decision-making can help to reduce health inequalities by empowering and enabling people to navigate individual and societal barriers to improving their health and managing health problems</li> <li>• an asset-based approach to build on the strengths and capabilities of local communities, while supporting the development of partnerships to encourage local communities to take part in initiatives to improve health and well-being and reduce health inequalities.</li> </ul>
S29	<p>Communicate complex public health messages to people in a way that is relevant and meaningful to them</p> <p>The apprentice will be able to interpret and communicate complex public health messages to people in a way that is relevant and meaningful to them.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how they interpret complex messages and communicate these using language they are familiar with. Including re-phrasing jargon terms that people may not understand or be familiar with to avoid misinterpretation / confusion.</li> <li>• by interpreting complex health messages, they are able to share important health information to individuals and groups by ensuring new terms are explain, being sensitive to cultural differences while ensuring messages are scientifically accurate.</li> <li>• public health messages are often technical and inherently complex, making them difficult to understand, by having built a good and trusted relationship with the individual and/ or group they are able to communicate the information as they are a trusted and reliable source.</li> </ul>

Ref	KSB to be assessed
S30	Communicate with people from a wide range of backgrounds, including professionals from different sectors, and citizens of different cultures
<p>The apprentice will be able to demonstrate the correct way to communicate with people from a wide range of backgrounds, including professionals from different sectors, and citizens of different cultures.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• effective communication skills entail active listening, non-verbal and verbal communication / cues, ability to demonstrate empathy and intercultural skills.</li> <li>• to be able to communicate with people from a wide range of backgrounds using a range of channels of communication including in person conversation, phones call, text messages, email and social media posts considering the appropriateness of each for different person.</li> <li>• the importance of considering identity differences and cultural backgrounds and how these may impact on an individual's communication style. To ensure they communicate without bias and consider others' perspectives, so everyone feels heard and respected.</li> </ul>	
S31	Facilitate consistent and helpful communications for people to make local services easier to understand and access
<p>The apprentice will be able to demonstrate the correct way to facilitate consistent and helpful communications for people to make local services easier to understand and access.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how improving an individual or groups health literacy with support, will enable them to identify health problems and know where and when to seek support.</li> <li>• by building effective relationships with individual and groups and having a wide range of local knowledge, they can connect people to community-based activities, groups and services that meet practical, social, and emotional needs.</li> <li>• to be able to make local services easier to understand and access by providing information to signpost people to services, using local knowledge and resource directories that could include the fire service, police, job centres, social care services, housing associations and voluntary, community and social enterprise (VCSE) organisations.</li> </ul>	

Ref	KSB to be assessed
S32	Facilitate communication and collaboration between people, communities and service providers where better connections and networks would support easier access and better provision
<p>The apprentice will understand the importance of building interpersonal relationships and be able to demonstrate the skills needed to facilitate effective communication and collaboration between various networks and show ability to work effectively within a team.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• written and oral communication</li> <li>• adaptability and flexibility</li> <li>• honesty, openness, and transparency</li> <li>• facilitating meetings through a variety of mediums</li> <li>• time management and organisational skills to maintain progress</li> <li>• requesting feedback and opinions</li> </ul>	
S33	Act in accordance with relevant legislation, local policies, and protocols regarding information governance, data security, data sharing and record keeping when handling people's personal data and information
<p>The apprentice will be able demonstrate the correct way to safely manage and appropriately share information. The apprentice may reference legislation relating to the handling of confidential data which protects confidentiality when data is used for secondary purposes.</p> <p>This could be demonstrated by:</p> <ul style="list-style-type: none"> <li>• explaining to the service-user how their information will be used</li> <li>• being vigilant to ensure patient details are not visible when out in public</li> <li>• ensuring personal data is being recorded in appropriate places</li> <li>• acting in accordance with the Data Protection Act, the Human Rights Act and GDPR.</li> </ul>	
S36	Seek people's consent to record and use their data, explaining to people who use services how their data and information will be used, and how it will be stored safely
<p>The apprentice will demonstrate clear communication to people who use services on how their data will be used and stored safely, in line with their organisation's policies.</p>	

Ref	KSB to be assessed
	<p>This may include:</p> <ul style="list-style-type: none"> <li>• requesting consent from service-user when there is a need to share data</li> <li>• honesty and transparency about how data will be used</li> <li>• clear communication to explain how data is used and confirm understanding</li> <li>• ensuring that trust is maintained and practicing values of data protection laws.</li> </ul>
S38	<p>Work in partnership with people and groups when implementing policies and protocols in their communities</p> <p>The apprentice shows an ability to collaborate and take into consideration the needs of people and group when implementing policies and protocols in the community.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• creating a safe space for people and groups to communicate their needs</li> <li>• validating that their views and ideas are important</li> <li>• being open to opinions from colleagues and people in the community to make the best-informed choice</li> <li>• being honest and setting realistic goals – not promising something that is not possible.</li> </ul>
S39	<p>Recognise when the support needs of people or communities are beyond the scope of the role, and escalate in a timely manner particularly if a person is ‘at risk’</p> <p>The apprentice will have learnt and understood their role in order to recognise when support needs of people or communities are beyond the scope of the role. The apprentice will be able to demonstrate urgency to manage and escalate to relevant people.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• demonstrating proactivity when dealing with matters of urgency</li> <li>• clear communication with people or communities to ensure understanding of their needs, and identifying whether you are able to provide support</li> <li>• being open to ask for help from colleagues or manager</li> </ul>
S40	<p>Represent the interests of people when engaging with service providers, while managing expectations regarding service availability and access</p>

Ref	KSB to be assessed
	<p>The apprentice will be able to interpret the needs of the people, and advocate for them when engaging with service providers. The apprentice will also understand the importance of building trust with people by being consistent in following through with set expectations.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• implementation of person-centred care</li> <li>• understanding needs of others and making them a priority</li> <li>• building trust through commitment to goals</li> <li>• realistic goal setting (SMART targets)</li> <li>• communicating clearly what to expect and what not to expect.</li> </ul>

Ref	KSB to be assessed
<b>Behaviours</b>	
B1	Acts with honesty and integrity
	<p>The apprentice will also be able to demonstrate the ability to maintain professional standards, showing a commitment to the values of honesty, integrity, and trust. They will understand the importance of taking responsibility for their actions and demonstrating transparency in the way they work.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• communicating information and outcomes with honesty to encourage informed choices</li> <li>• maintaining professional boundaries, and being clear on what is allowed and what is not allowed in practice</li> <li>• following through with agreements</li> <li>• owning their actions, even when they have made a mistake.</li> </ul>
B2	Respectful of others
	<p>The apprentice demonstrates respectfulness by showing they can be open with the people they work with, take responsibility for any mistakes and be able to make appropriate amends. They should exhibit a willingness to learn and value the opinions and views shared by others.</p>

Ref	KSB to be assessed
	<p>This could include:</p> <ul style="list-style-type: none"> <li>• consideration and valuing someone's cultural perspectives or religious beliefs</li> <li>• apologising and making amends</li> <li>• active listening</li> <li>• understanding rights of others and acting in accordance with those rights</li> <li>• the use empathy to demonstrate understanding and build trust</li> <li>• consider their language and tone before offering their opinion or advice.</li> </ul>
B3	Non-judgemental regarding others' circumstances or decisions
	<p>The apprentice will demonstrate acceptance of other's circumstances and decisions and provide support without judgement. They will understand that demonstrating non-judgemental practice helps to establish a safe, open, and honest environment for an individual.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• listening without making judgement, allowing the person to feel heard, valued and respected</li> <li>• taking needs and decisions of people you work with seriously</li> <li>• not labelling things 'good', 'bad', 'right', or 'wrong'</li> <li>• openness and acceptance to individual differences and needs</li> </ul>
B4	Shows compassion and empathy
	<p>The apprentice will demonstrate the ability to help alleviate stress from the people they work with by demonstrating compassion and providing appropriate emotional support. The apprentice will show that they can be flexible and have empathy for another's situation.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• active listening with open ended questions to understand people's cause for stress or anxiety</li> <li>• validating a person's experience or decisions</li> </ul>



Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• creating a calming and safe environment (patience, no distractions)</li> <li>• positive and reflective responses (no interrupting)</li> <li>• body language (eye contact, open body language, smiling)</li> </ul>

### Assessment method 3: Professional Discussion

Ref	KSB to be assessed
<b>Knowledge</b>	
K3	<p>The negative and positive impact that different agencies can have on improving health and wellbeing</p> <p>The apprentice demonstrates an understanding of the negative and positive impact that different agencies can have on health and wellbeing.</p> <p>This could be the ability to explain:</p> <ul style="list-style-type: none"> <li>• different agencies such exercise, nutrition, sleep, connection, hygiene.</li> <li>• negative impact of agencies such as lack of physical exercise, social isolation, stress, and a poor diet.</li> <li>• the positive and negative impact on physical, emotional, mental, and social health factors</li> </ul>
K4	<p>How psychological, behavioural and cultural factors contribute to the physical and mental health of people, and how these can impact on others</p> <p>The apprentice will be able to differentiate between psychological, behavioural, and cultural factors. The apprentice will identify how these factors contribute to the physical and mental health of people, and understand their impact on others.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• psychological factors and their impact on stress, self-esteem, personality, and ability to regulate emotions</li> <li>• social factors and how socioeconomic status, family background, or education can impact physical health or belief systems</li> <li>• biological factors such as gender, physical health, genetic vulnerability, immune function, neurochemistry, disability and its effect on behaviour and mental health</li> </ul>

Ref	KSB to be assessed
K9	How to recognise the suitability of non-statutory community and voluntary groups and services to support people's health and wellbeing needs, and local protocols for service appraisal and risk assessment
	<p>The apprentice will be able to assess the suitability of non-statutory and voluntary groups through a clear knowledge of local protocols for service appraisal and how to conduct a risk assessment. They will have a clear understanding of their organisational policies in assessing suitability and risk of a potential service provider.</p> <p>This may include knowledge of:</p> <ul style="list-style-type: none"> <li>• understanding the local community's needs, checking for gaps in provision</li> <li>• understanding an individual's health and wellbeing needs, asking them what they want and involving them in the process</li> <li>• checking suitability with manager</li> <li>• the risk assessment process: identifying, risk analysis, risk mitigation, monitoring and reviewing</li> <li>• process to raise and escalate concerns about risk.</li> </ul>
K12	The different local and national voluntary and charity organisations and their role in the provision of services available to the public for different issues, such as managing debt, reporting crime, domestic abuse, accessing government services online, tackling social isolation, bereavement support, promoting good mental health and wellbeing
	<p>The apprentice will have a clear and concise knowledge of different local and national voluntary and charity organisations and will show an understanding of their role in the provision of services available to the public for different issues.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• using open ended questions to understand the issue faced by an individual</li> <li>• signposting to Citizens Advice, Step Change, or National Debtline for support with debt issues</li> <li>• reporting domestic abuse - MenKind Initiative, Juno Women's Aid, Victim Support or National Domestic Abuse Helpline.</li> <li>• bereavement support – Marie Curie, Every Mind Matters, Peer Support- MIND</li> </ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>understanding the importance of networking and establishing relationships with local provision</li> </ul>
K14	<p>Local criteria for referring people into the service, signposting, and local referral systems and protocols</p> <p>The apprentice demonstrates a clear and concise knowledge of how people are referred to the service through signposting, local referral systems and protocols.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>general practice</li> <li>local authorities</li> <li>pharmacies</li> <li>multi-disciplinary teams</li> <li>hospital discharge teams</li> <li>allied health professionals</li> <li>fire service</li> <li>police</li> <li>job centres</li> <li>social care services</li> <li>housing associations</li> <li>self-referral</li> </ul>
K17	<p>How to manage relationships in a referral pathway, the expectations of the referrer, and the person being referred</p> <p>The apprentice will understand how to manage relationships effectively through rapport, trust, and clear communication. They will be able to identify the need for agreeing guidelines, shared values, and objectives to improve the possibility of a successful outcome for all parties. They will understand the need for person-centred care to include managing expectations and providing clarity on what the service can or cannot offer and expected timelines. The apprentice will have a clear and concise knowledge of their organisational referral policy, and procedures for escalation when required.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>collaboration with agencies can aid successful outcomes.</li> <li>agreeing guidelines, clear communication, shared values, and objectives can improve partnerships with third parties.</li> </ul>
K26	<p>The local demand on services based on health needs, and the different public and voluntary sector services available in the community to help to meet those needs</p>

Ref	KSB to be assessed
	<p>The apprentice will have a clear and concise knowledge around demands on local services, and how local/regional community and voluntary groups can bridge the gap between government or public sector services where demand is high. They will understand that third sector organisations provide community-based support to meet a variety of health and social care needs and help to build strong and sustainable communities. They will be able to identify the importance of researching new provision and demonstrate a good understanding of what is available in their local area.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• to identify the needs of their community.</li> <li>• to research new third sector organisations that can help to fill gaps in provision.</li> <li>• information sharing with teams can raise awareness of other potential third sector organisations.</li> <li>• being visible within their community and building networks helps keep knowledge up to date.</li> <li>• visiting third sector organisations, attending sessions, talking to volunteers to better understand what is being offered.</li> </ul>
K27	<p>The importance of the evidence base in forming strategies, policies and interventions to improve health and wellbeing</p> <p>The importance of the evidence base in forming strategies, policies, and interventions to improve health and wellbeing.</p> <p>The apprentice will understand the importance of the evidence base in forming strategies, policies, and interventions to improve health and wellbeing within the community. They will be able to identify how the evidence contributes towards improving current offering and selecting reliable third-party organisations to work with.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• this evaluation system helps professionals make informed decisions when selecting new providers or making necessary improvements to existing services.</li> <li>• the importance of using evidence-based practice.</li> <li>• the use of a 'common outcomes framework' to consider 3 areas of feedback (person, community, service user), providing evaluation, and developing new ways of working.</li> </ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>the positive impact on service users when using common outcomes frameworks i.e., access to learning, employment, or voluntary opportunities, improving independence levels, increasing activity and socialisation, support with benefits or debt resolution, improvement in health and well-being, validation of needs.</li> </ul>
K36	<p>The different types of data and information and different types of evaluation used to assess the impact and effectiveness of services and interventions</p>
	<p>The apprentice will be able to identify different forms of data, information and evaluation tools used by their organisation to measure effectiveness of services. They will understand that evidence-based data allows their organisation to make informed decisions on selecting reliable third-party providers, and to deliver intervention to an underperforming service.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>data is used by their organisation in the selection process for new providers, or to help make improvements to existing services.</li> <li>to identify widely used evaluation tools in the Health &amp; Wellbeing Sector, such as the Physical Activity Scale, WEMWBS Warwick Edinburgh Mental Wellbeing Scale, or WHO-5 World Health Organisation Five Wellbeing Index.</li> <li>to utilise evaluation and data from sources such as focus groups, questionnaires, and feedback to ensure that services offered are being delivered well and achieving the expected results.</li> </ul>
K39	<p>Ethical implications and guidance relating to public health practice, such as the impact of public health measures on civil liberties</p>
	<p>The apprentice will have a clear and concise knowledge of ethical implications and guidance relating to public health practise, such as the impact of public health measures on civil liberties. They will understand current ethical dilemmas faced by their organisation, and how they impact both the service provided and the service-user.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>the ethical implications they may encounter directly linked to the Health &amp; Wellbeing sector -may include examples of a breach of patient confidentiality, not executing informed consent, or accusations of malpractice or negligence.</li> <li>civil liberties impacted in the present day, may include examples such as healthcare inequalities due to regional funding, right to treatment delayed due to patient care backlog, freedom of movement and mandatory lockdowns imposed during COVID-19.</li> </ul>

Ref	KSB to be assessed

Ref	KSB to be assessed
<b>Skills</b>	
S1	<p>Recognise, and help others to also recognise, the factors that impact on a person's health and wellbeing that they can or cannot control or influence</p> <p>The apprentice will be able to identify the factors that impact on a person's health and wellbeing, that they can, or cannot, control or influence. They will be able to demonstrate the use of open-ended questions to gain further understanding from the service-user about their needs, use their knowledge of local services to determine the best course of action and practice person-centred care by empowering the service-user to make an informed choice about a service.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• their awareness of social, biological, and psychological factors which may impact on a person's health and wellbeing.</li> <li>• the importance of psychoeducation to empower a service-user to take charge of their own health and wellbeing.</li> <li>• how to motivate an individual to make necessary changes to their lifestyle.</li> <li>• how to access peer support services for additional help with issues such as substance dependence.</li> </ul>
S6	<p>Build partnerships and connections with local people, groups and organisations to reach shared solutions to local needs or issues</p> <p>The apprentice will be able to demonstrate the correct way to build partnerships with groups and organisations to achieve shared solutions to local needs or issues, by utilising strong communication and networking skills. They will have learnt and understood through their time working within their local community, what health and wellbeing issues need to be prioritised, and what is important to the individuals they work with.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how to use active listening skills and validating concerns to build trust and rapport.</li> <li>• being visible within their community, providing consistency with approach.</li> </ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• how to identify gaps in provision and understand how best to fill these.</li> <li>• the importance of advocating the needs of others to help shape local provision.</li> <li>• encouragement of connection between individuals and community services to reach shared solutions.</li> <li>• the importance of providing solutions that promote inclusivity and diversity.</li> </ul>
S7	Work with, support or supervise people working as volunteers whilst recognising the boundaries of their roles
	<p>The apprentice will have learnt and understood organisational protocol when working with, supporting or supervising volunteers. They will be able to demonstrate the ability to build and maintain good working relationships, establish clear lines of communication, provide instruction and guidance whilst remaining respectful that an individual is giving up their free time to volunteer and being mindful of personal limitations.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• organisational protocol for employing volunteers (may also refer to Code of Conduct for Volunteers in the UK).</li> <li>• induction process, training, shadowing, feedback, offering opportunities to further develop skills.</li> <li>• inclusion of volunteers in any risk assessments.</li> <li>• providing clarity on boundaries and expectations.</li> <li>• why adjustments might need to be made to the role i.e., disabilities, time constraints, specific skillset.</li> <li>• the importance of treating volunteers with fairness and equity</li> <li>• being respectful of their time or limitations.</li> <li>• the importance of showing appreciation for the work carried out.</li> </ul>
S8	Recognise whether non-statutory community and voluntary groups and services are safe and sustainable to support people's health and wellbeing needs, and escalate any concerns
	The apprentice will be able to demonstrate the correct way to identify the suitability of local/regional community and voluntary groups by following organisational policy to

Ref	KSB to be assessed
	<p>conduct risk assessments. They will be able to exhibit an understanding of what is meant by 'safe and sustainable', and how to escalate their concerns.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• knowledge of local/regional community and voluntary groups.</li> <li>• organisational protocol for completion of risk assessments, the use of different assessment tools.</li> <li>• how to undertake assessment of a new provision in line with organisational procedure.</li> <li>• what is meant by 'sustainable' – providing a service with longevity, have they established there is a need for this new service, how is it funded.</li> <li>• what is meant by 'safe' – assessing level of risk to ensure there is minimal risk to people, operating within required guidelines, providing a safe environment for others.</li> <li>• understanding local need, question whether there will be a steady demand for this service.</li> <li>• procedure for reporting or escalating concerns over safety, such as flagging with senior manager, or alerting external safety agencies.</li> </ul>
S9	<p>Identify where different organisations collaborate successfully or interface seamlessly and build on these strengths to extend provision</p> <p>The apprentice will be able to explain what a successful collaboration looks like. The apprentice will be able to demonstrate and explain the necessary skills needed for successful collaboration. They will have learnt and understood how to apply the successful qualities to working with other providers or services, using recorded evidence-based outcomes to either extend or identify gaps in provision. Using clear communication skills, the apprentice will be able to share the data and examples of better working practices with a view to improve current offerings.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>• clearly communicate desired outcomes.</li> <li>• use communication and persuasion skills to reach desired outcome.</li> <li>• the importance of sharing evidence-based data.</li> </ul>



Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• present examples of better working practices with the use of words, presentation, data, clear objectives.</li> <li>• encourage others to improve standards.</li> </ul>
S10	Identify and highlight competition or conflict between services where this does not work in the interests of the local community or works against the best use of local assets
	<p>The apprentice will have a good knowledge of local and regional community and voluntary groups and determine which service best reflects the values and objectives of their own organisation. They will have learnt and understood the importance of communication, shared values and agreeing working guidelines, and how to identify duplication of services and potential conflict that may arise. The apprentice will be able to demonstrate the correct way to manage potential conflict in a professional capacity, including guidelines around escalation of issues.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>• understand local and regional community and voluntary groups.</li> <li>• clearly communicate their own organisational values and objectives.</li> <li>• agree shared values and guidelines at the start</li> <li>• assess and manage risks that come with working with third parties.</li> <li>• understand that conflict may occur due to lack of shared values, personality clashes, communication issues, funding or costs, accessibility, performance levels.</li> <li>• explain the escalation process for managing potential issues with working partners.</li> </ul>
S11	Research local provision, including online, for a wide range of interventions, projects and services that can support individuals and communities who are seeking to better manage their health and wellbeing
	<p>The apprentice will be able to demonstrate how they research local provision to support individuals and communities who are seeking to better manage their health and wellbeing. They will have learnt and understood the importance of getting to know the needs of their local community, and what primary challenges are faced.</p> <p>This could include an ability to explain:</p>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>• local and regional community and voluntary groups available.</li> <li>• the importance of remaining visible and active within their community, to establish themselves as a main point of contact.</li> <li>• how to utilise different tools to research local provision, such as internet, discussions with community leaders, locals or third-party organisations, feedback, printed material, recommendations.</li> <li>• the importance of record keeping on local provision, updating information regularly and information sharing with colleagues.</li> <li>• challenges faced by individuals or communities -why there is a need for certain provisions that aren't needed in other communities.</li> </ul>
S12	Keep information on local and digital provision up to date
	<p>The apprentice will have learnt and understood the importance of keeping information on local and digital provision up to date. They will demonstrate ways of information sharing to maintain relevance and accuracy and use established connections within their community to provide updates about changes to provision.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• knowledge of local and regional community and voluntary groups available.</li> <li>• how to establish network opportunities, using connections to provide updates on changes to service provisions.</li> <li>• importance of record keeping on local provision, updating information regularly and information sharing with colleagues.</li> <li>• how they choose to save the information, such as spreadsheet, manual directory – importance of listing contacts details, website links, brief description of services offered, when was information last updated.</li> <li>• how to ensure data is checked and updated every six months, or when made aware of changes.</li> </ul>
S14	Receive and manage referrals recognising appropriate and inappropriate referrals and how and when to escalate or refer on to a more appropriate service
	<p>The apprentice will be able to demonstrate their knowledge of the types of services that will refer into their organisation, taking into consideration referral criteria and local protocol, and whether the referrals are appropriate. When receiving an inappropriate</p>

Ref	KSB to be assessed
	<p>referral, they will be able to determine whether it can be signposted onto another service or needs to be escalated in line with organisational procedure.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>the types of services referring into their organisation, such as primary or secondary healthcare services, local authorities, fire or police services, social care, housing agencies, job centres.</li> <li>demonstrate an understanding of referral criteria and local protocol.</li> <li>what an inappropriate referral looks like and whether it needs to be signposted onto another service, provide feedback to referring agency to improve awareness and reduce future incorrect referrals.</li> <li>when to escalate an inappropriate referral and organisational procedure to follow</li> </ul>
S17	Develop relationships with referrers and referring agencies to ensure appropriate referrals are made and the service offer is understood
	<p>The apprentice will have learnt and understood the importance of developing relationships with referrers and referring agencies, and how this can positively impact the accuracy of referrals being received. Providing feedback following submission of an incorrect referral can improve awareness and reduce further inappropriate referrals being received. The apprentice will demonstrate the value in working alongside other agencies to help improve communication and explain referral criteria.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>the importance of establishing and maintaining relationships with the referrers and referring agencies.</li> <li>delays caused by submitting referrals to incorrect organisations and the negative impact this has on both the service-user and services.</li> <li>how to improve awareness of referral criteria and improve the accuracy of referrals received into their organisation.</li> </ul>
S18	Manage a caseload and potential waiting lists and be able to prioritise in line with service guidance
	<p>The apprentice will understand how to manage a caseload and potential waiting lists and be able to prioritise these in line with service guidance, demonstrating skills such as timekeeping, adaptability and flexibility and organisational skills.</p>

Ref	KSB to be assessed
	<p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>to demonstrate how to prioritise a waiting list according to the service guideline.</li> <li>the apprentice will be able to demonstrate their organisational skills through managing their caseload and prioritising service users dependent on the service guidance.</li> <li>the apprentice will be able to demonstrate the correct way in managing risk when prioritising service users on waiting lists.</li> </ul>
S27	Facilitate access to and promote services delivered by a range of public and voluntary sector agencies in the community, and services that are accessible digitally or online
	<p>The apprentice will have learnt and understood how to facilitate access to and promote services delivered by a range of public and voluntary sector agencies in the community, and services that are accessible digitally or online.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>to demonstrate the correct way to signpost the public to services in both the public and voluntary sector that can support their health and well-being.</li> <li>to facilitate access and promote services, recognising eligibility criteria and referrals pathways.</li> <li>to work flexibly and with innovation to support access to services for individuals both in the community and online.</li> <li>supporting digital inclusion by supporting people to get online and use digital services such as helplines and group meetings.</li> </ul>
S28	Apply the most recent evidence to improve the effectiveness of strategies, policies and interventions
	<p>The apprentice will have learnt and understood how to apply the most recent evidence to improve the effectiveness of strategies, policies, and interventions.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>evidence-based practice is a methodology that helps professionals make better, more effective decisions by choosing reliable, trustworthy solutions.</li> <li>to apply the common outcomes framework - this framework suggests that any local evaluation tools consider 3 areas, person, community and system service</li> </ul>

Ref	KSB to be assessed
	<p>user feedback, monitoring using agreed ways of working, evaluation, achievement of outcomes, evidence base, and service user feedback.</p> <ul style="list-style-type: none"> <li>research, reflection, and critical thinking can be utilised in improving the effectiveness of strategies, policies, and interventions.</li> </ul>
S34	<p>Use different types of data and information to identify priorities and measure health outcomes</p>
	<p>The apprentice will be able to demonstrate the correct way to use different types of data and information to identify priorities and measure health outcomes.</p> <p>This could include an ability to explain how.</p> <ul style="list-style-type: none"> <li>to demonstrate their ability to evaluate data and measure how it impacts health outcomes.</li> <li>using information and data on population level, morbidity and quality of life will help to determine what requires prioritising.</li> <li>quantitative data (data that can be written in numbers) and Qualitative data (data that can only be written in words, not numbers) can be used identify priorities and measure health outcomes.</li> <li>methods used to measure health outcomes include wellbeing measures, monitoring/evaluation using agreed ways of working, data collection, focus groups, questionnaires', informal/formal interview, feedback, practitioner feedback, data collection.</li> </ul>
S35	<p>Use recognised tools and data so that changes to people's health and wellbeing can be measured or monitored at an individual and community level</p>
	<p>The apprentice will be able to demonstrate the correct way to use recognised tools and data so that changes to people's health and wellbeing can be measured or monitored at an individual and community level.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>to measure the impact of changes to people's health and wellbeing on the community the apprentice may use feedback, observation, outcomes, monitoring, evaluation, wellbeing, community involvement.</li> <li>to measure the impact of changes to people's health and wellbeing in individuals the apprentice may use wellbeing, health, individual feedback, participation, self-esteem, progression, involvement</li> </ul>

Ref	KSB to be assessed
	<ul style="list-style-type: none"> <li>to use recognised tools and data to measure and monitor impact on the person, the impact on the community and community groups and the impact on the health and care system locally.</li> </ul>
S37	Contribute to service evaluation by using different types of data and information and different types of evaluation
	<p>The apprentice will be able to use data to reflect on whether the service is meeting its intended goals. The apprentice will understand how to contribute to service evaluation by using different types of data, information, and different types of evaluation.</p> <p>This could include an ability to explain how</p> <ul style="list-style-type: none"> <li>to use data to reflect on whether the service is meeting its intended goals.</li> <li>to recognise and use validated tools that are available to measure wellbeing, quality of life, life satisfaction, self-esteem, depression and anxiety, or capability in individuals as part of a service evaluation.</li> <li>recognise evaluation tools such as WEMWBS Warwick Edinburgh Mental Wellbeing Scale; SWEMWBS Short Warwick Edinburgh Mental Wellbeing Scale; WHO-5 World Health Organisation Five Well Being Index and QWB or QWB-SA Quality of Well Being or others used by own organisation.</li> <li>to understand that evaluation is the process of analysing a programme or interventions to make sure they are being delivered well and achieving the results required using a range of methods including, data collection, focus groups, questionnaires, informal/formal interview, feedback, practitioner feedback and data collection.</li> </ul>
S41	Identify and apply ethical frameworks and guidance relevant to practice in public or population health
	<p>The apprentice will be able to demonstrate the correct way to identify and apply ethical frameworks and guidance relevant to practice in public or population health.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>recognising and applying ethical frameworks to plan, develop and improve health and wellbeing can support to reduce health inequalities and improve health outcomes.</li> <li>an ethical framework would help guide the decision-making process, ensuring that principles and values are aligned. Helps to raise important questions and</li> </ul>

Ref	KSB to be assessed
	<p>provides a basis for making informed choices. May also refer to 'Public Health Ethics in Practice' documentation which is widely accessible and can be used to support the decision-making process.</p> <ul style="list-style-type: none"> <li>the Public Health Skills and Knowledge Framework (PHSKF) supports work with ethical and professional boundaries while promoting health and well-being and addressing health inequalities.</li> </ul>
S42	<p>Keep a record of training and development opportunities that have been accessed and how these have informed their practice</p>
	<p>The apprentice will be able to demonstrate the correct way to keep a record of training and development opportunities that have been accessed and how these have informed their practice.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>to keep records of own actions, development plans and progress, using them to support and inform ongoing reflective practice.</li> <li>access personal development required to carry out own work more effectively, and continually use a range of resources to keep own knowledge, skills, and practice up to date, recording this as continued professional development (CPD)</li> <li>the apprentice will be able to demonstrate the ability to reflect the impact that training has on their practice, recording this in line with organisational policy.</li> </ul>
S43	<p>Maintain high standards of professional and personal conduct, including duty of care for the safety and welfare of self and others</p>
	<p>The apprentice will be able to demonstrate the correct way to maintain high standards of professional and personal conduct, including duty of care for the safety and welfare of self and others.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>duty of care to self and others is essential, the need to take initiative, act quickly and efficiently, be clear on organisational procedures to follow.</li> <li>to protect, promote and maintain the health, safety, and well-being of the public; to promote and maintain public confidence in the professions; and to promote and maintain proper professional standards and conduct.</li> <li>duty of care is an essential aspect of their role, and it is the responsibility of professionals to take reasonable steps to protect individuals from harm. This means providing services with due care and attention, ensuring that any risks are minimised and being aware of the rights and dignity of others at all times.</li> </ul>



Ref	KSB to be assessed
S44	Engage with performance appraisal and reflective practice in line with organisational procedures and management processes
<p>The apprentice will be able to demonstrate the correct way to engage with performance appraisal and reflective practice in line with organisational procedures and management processes.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• preparing for an appraisal allows time for reflection to identify success's, accomplishments, and learning. Considering new goals or initiatives they wish to implement. Identify training needs or desirable skills to develop the role further.</li> <li>• as a reflective professional, you should listen openly to the ideas of others, reflect on your own work and on the work of those around you and consider and implement ways to develop your practice.</li> <li>• engaging with performance appraisals ensures they have a clear understanding of their role and the part they play in their team and organisation; they agree set of priorities and objectives for their work and the can identify if they have the knowledge and skills, they need to perform that role effectively and to achieve their objectives.</li> </ul>	

Ref	KSB to be assessed
<b>Behaviours</b>	
B5	Takes responsibility for own actions
<p>The apprentice will demonstrate the ability to take responsibility for own actions.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• they have the ability to reflect on performance and to understand whether they can accurately and safely perform an action.</li> <li>• they recognise as a health and wellbeing worker, you are accountable for your actions to service users, colleague's employer and under law.</li> <li>• personal behaviour includes focusing on individual responsibilities and awareness of your own competence and educational needs. Reflecting on what went well, what went wrong and what they can improve.</li> </ul>	
B6	Seeks to collaborate (with individuals, communities and organisations) across sectoral, organisational and cultural boundaries



Ref	KSB to be assessed
	<p>The apprentice will demonstrate the ability to seek to collaborate (with individuals, communities, and organisations) across sectoral, organisational, and cultural boundaries.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• collaboration includes agreeing ways of working, set up communication channels, being clear about what you want to achieve and recognising and addressing any barriers to success.</li> <li>• recognise and respect the different values, priorities and interests held by different individuals' communities and organisations.</li> <li>• they have educated themselves regarding cultures, customs, values, traditions and practices, promotes personal and professional growth, and supports collaboration with individuals, communities, and organisations across sectoral and cultural boundaries.</li> </ul>

## Open Awards Policies

Current versions of the following Open Awards policies are accessible through the Secure Portal.

These policies include:

- End Point Assessment Pricing Policy
- Reasonable Adjustments and Special Considerations Policy
- Data Protection
- Enquiries and Appeals Policy
- Complaints Policy
- Malpractice and Maladministration Policy
- Equality and Diversity Policy
- Sanctions Policy
- Safeguarding Policy
- Conflict of Interest Policy
- Fair Access Policy

In addition, the current version of the following relevant document may be obtained by training providers, employers, or apprentices by contacting Open Awards directly:

- Instructions for Conducting Controlled Assessment Remotely

## Fees and Charges

Open Awards standard fees and charges for end-point assessment, including resits and retakes are set out the schedule of fees. The current schedule can be found on the Open Awards' website.

## Support

For information about Open Awards support offer, including information on our policies, quality assurance, re-sits, appeals, complaints and general enquiries, please see our website: [www.openawards.org.uk](http://www.openawards.org.uk) or contact our customer service team on 0151 494 2072 or via email at [enquiries@openawards.org.uk](mailto:enquiries@openawards.org.uk).

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