



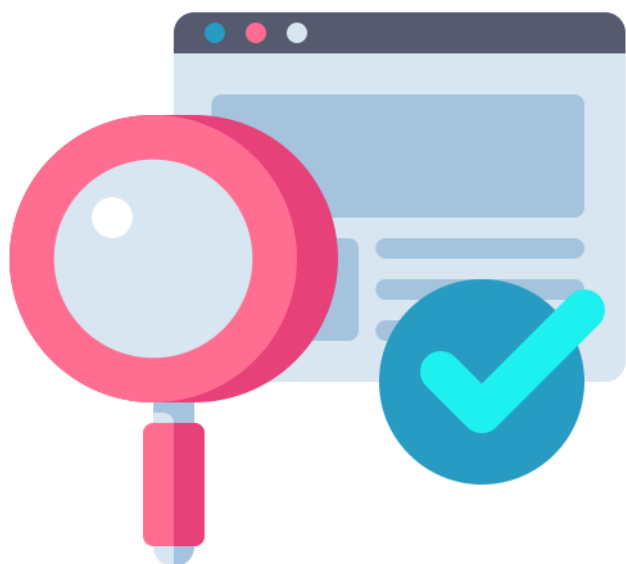
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# EPA Handbook

ST0896

Peer Worker

Level 3 v1



EPA HANDBOOK

## Version history

Version	Date	Change(s) made	Section(s)	Publication source(s)
1	July 2023	New document.	All	SR

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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## Occupational Overview

This occupation is found in a range of services that embed peer-led roles within third sector, community, social enterprise and statutory sectors, including the NHS, health, justice, housing, and private providers of specialist services. Peer support has a long history in social justice, human rights and community action. The occupation is unique in that it is only open to those who have expertise through lived experience.

Peer Workers support individuals across all age groups who may be experiencing a range of challenges including: severe mental distress, mental health crises, perinatal mental health difficulties, long term conditions, addiction problems, problem gambling and rough sleeping. The broad purpose of this occupation is to work alongside other professionals in hospital, justice and community settings, providing peer support for individuals using knowledge gained from their own lived experience of health or social problems and/or using services.

They work as part of a team to provide peer support in combination with the individuals' service-led care and support plans. They complement, as well as provide alternatives to a wider package of care and support involving multiple agencies. They will report to the Team Manager/Care Co-ordinator and will have access to both line management and peer supervision that can be in either a 1-to-1 or group setting. Peer supervision opportunities are used by the Peer Worker to reflect on, evaluate and develop the way they work

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:** ST0896

**Approved for delivery:** 20<sup>th</sup> July 2022

**Route:** Health and Science

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

**Employers involved in creating the standard:** Barnet Enfield and Haringey Mental Health NHS Trust; Anawim; Birmingham and Solihull Mental Health Foundation NHS Trust; Cambridgeshire and Peterborough NHS Foundation Trust; Camden & Islington NHS Foundation Trust; Emerging Futures; Greater Manchester Mental Health NHS Foundation Trust (GMMH); Hertfordshire Mind Network; Kent & Medway Partnership NHS Trust; Leicestershire Partnership NHS Trust; Norfolk and Suffolk NHS Foundation Trust; North West Boroughs Healthcare NHS Foundation Trust; Nottinghamshire Healthcare NHS Foundation Trust; Mountain Healthcare Ltd; Shelter - Birmingham Hub; Solent Mind; Sussex Partnership NHS Foundation Trust; Worcestershire Health and Care NHS Trust;

**External Quality Assurance Provider:** Ofqual

## Entry requirements

There are no formal entry requirements but apprentices must have lived experience.

## 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.

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
Progression Tracker	This allows the employer to compile and record an evidence base to prove that the apprentice has demonstrated competence against each KSB specified in the assessment plan.	Apprentices Employers Providers	Throughout the EPA prior to gateway.	This document could be a valuable basis for discussions around progress that the employer may have with the apprentice.
Portfolio Referencing Matrix	This gives you an overview of the Portfolio of Evidence requirements. It also includes a declaration for the apprentice and the employer to sign.	Apprentices Employers Providers	When you submit the Portfolio of Evidence to support the Professional Discussion at gateway.	If this document is not signed and submitted the apprentice will not be able to enter gateway.
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 Test.	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

Document Name	Brief Description	Who Should Read this Document	When To Use this Document	Additional Information
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.

- Apprentices must have completed the minimum apprenticeship on-programme duration (12 months from the start date).
- Level 2 English and mathematics. 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.
- Fully completed and signed Portfolio Referencing Matrix form
- Portfolio of evidence typically containing 15 discrete pieces of evidence, mapped against the KSBs.
- Fully completed and signed Gateway Authenticity Declaration form.

For more information on acceptable qualifications for English and mathematics, please visit [here](#).



## Assessment

The ST0896 Peer Worker EPA, Level 3 consists of two assessment methods:

- Observation of Practice with Questions
- Professional Discussion

### Assessment preparation

Support materials are available on the Open Awards portal to help prepare apprentices for their assessments. These materials will also 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

Both assessments must be passed within a period of three months from Open Awards approving the gateway.

## Observation of Practice with Questions

In an observation of practice with questions, an independent assessor observes an apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation. The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the observation of practice.

### Delivery

The observation of practice must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade. The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

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

The observation may be continuous or split into the two discrete sessions held over a maximum of five (5) working days. A working day is typically considered to be 7.5 hours long. The reason for this split is that the activities required to be observed may be more time-efficiently or cost-effectively completed in discrete sessions.

Independent assessors will manage invigilation of apprentices at all times, including breaks and moving between locations.

The independent assessor will explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

Consent or agreement to be part of the assessment **must** be obtained by the apprentice from the individual/s, their families and/or carers that will be involved in the observation in line with the apprentice's employer's organisational policy and recorded by the Independent Assessor in the record of the observation.

### Assessment Timings

The observation must take 2 hours and 15 minutes and will cover two sessions.

Session 1: Observation is 60 minutes and 30 minutes for questioning

Session 2: Observation is 30 minutes and 15 minutes for questioning

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

Pass criteria for the Observation of Practice with Questions are in the following table.

A fail grade would be given where the candidate does not meet all the pass criteria.

## Observation of Practice with Questions Grading Descriptors

<b>Pass Grading Descriptors</b>	
<b>Session 1</b> Provide peer support to individuals, families or carers K1 K5 K12 K13 K14 K15 K16 K17 K18 K19 K25 K26 K27 K45 S1 S5 S6 S7 S8 S9 S10 S11 S12 S13 S15 S17 S18 S20 S34 B1 B2 B3	
P1	Uses a mutual, reciprocal and empowering peer relationship with the individual applying trauma informed approaches and founded on the core principles of peer support, showing sensitivity, and inclusiveness. (K1, K5, K19, S1, B2)
P2	Shares relevant and appropriate lived experience within the context of the peer relationship and through sharing mutual experiences establishes the peer relationship and inspires hope. (K12 S5, B1)
P3	Demonstrates a connection with the individual based on shared understanding of experiences and through the commonality of experience establishes equality in the peer relationship. (S6, B3)
P4	Models self-help and self-management approaches appropriate to the circumstances and supports the individual to develop these skills. (K13, K14, K15, S7, S8)
P5	Discusses care and support options collaboratively with the individual, supporting them to identify opportunities, overcome setbacks or challenges to achieving their self-defined goals. (S9, S12 )
P6	Supports individual led activities that facilitate the individual to work towards self-defined goals using peer-based approaches and co-production. (K16, K17, S10, S11)
P7	Contributes collaboratively to an individual's care and goal plans, finding information and supporting the individual to safely access support for goals through digital platforms. (K18, S13, S15)
P8	Discusses concerns with the individual in line with local protocol and when necessary, raises any issue with an appropriate colleague or supervisor. (S17)
P9	Supports the individual to make choices and control the care and support options open to them by supporting them to self-advocate and use self-determination. (K25, K26, S18)

Pass Grading Descriptors	
P10	Supports the individual to prepare for a review, complete an application or referral e.g. housing, medication review, food bank, benefits. (S20, K27)
P11	Manages their own time, work priorities and resources. (K45, S34)
<b>Session 1</b> Accessing or signposting to resources and services K22 K30 K33 S19 S22 S24	
P12	Raises awareness and understanding of the opportunities available to the individual in a way that is likely to be most useful and follows up to determine if signposting has met their needs or whether alternatives should be sought. (K33, S22)
P13	Supports the individual to navigate through systems to access support relevant to their circumstances and which can be used independently. (K30, S24)
P14	Signposts to resources including advocacy services that can be used by the individual to work towards self-defined goals, differentiating between guidance, advice and information. (K22, S19)
<b>Session 2</b> Promoting Peer Support and Peer Perspectives K34 K35 K36 K37 K38 S25 S26 S27 S28	
P15	Demonstrates how co-production and learning and development activities can raise awareness of their role and remit and the value of their own lived experience. (K34, K35, S25, S27)
P16	Promotes the lived experience perspectives and concerns of the individual/s being supported (across own workplace and other organisations and services) and through the use of service development activities challenges stigma, labelling and encourages cultural change. (K36, S28, S26)
P17	Designs a presentation that takes account of different learning styles of the audience. (K37, K38)
<b>Communication &amp; Record Keeping</b> K53 K54 K55 K56 K57 K58 S45 S46 S47 S48 S49 S50	

Pass Grading Descriptors	
P18	Adapts communication to meet the needs of others. (K53, S45)
P19	Supports people who are experiencing distress by creating and holding a safe space with the individual. (K54, S46)
P20	Provides relevant and supportive feedback to individuals or groups in the peer relationship and actively seeks feedback on the support they have provided. (K55, K56, S47, S48)
P21	Maintains accurate records in accordance with their organisation's policy on record keeping including confidentiality, consent and information sharing and where these records are about the individual they are supporting, these are co-produced. (K57, K58, S49, S50)

To achieve a pass, the apprentice must meet **all** of the pass grading descriptors.

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

#### Observation of Practice with Questions Knowledge, Skills and Behaviours

Ref	Criteria
Knowledge	
K1	The core values and principles of peer support
K5	Empowerment and its role in peer support
K12	The purpose of sharing lived experience, and how much to share in a relevant way
K13	Self-help and self-management approaches that can be used by individuals being supported
K14	How to support individuals to develop self-help and self-management approaches through modelling
K15	Problem solving skills that can be used by individual's being supported
Ref	Criteria
K16	The principles of involvement and co-production within own scope of practice

<b>K17</b>	Goal setting and how to support individuals to establish self-defined goals using co-production
<b>K18</b>	Care planning, the individual's current care and support needs and where to find that information
<b>K19</b>	How to apply trauma informed approaches in own work
<b>K22</b>	The differences between guidance, advice and information
<b>K25</b>	The rights and choices of the individual within the context of their circumstances
<b>K26</b>	The importance of advocacy and self-advocacy in relation to the individual being supported
<b>K27</b>	How to support the individual to prepare for reviews, complete applications and referrals
<b>K30</b>	The importance of signposting in ways that are the most likely to be used independently by the individual
<b>K33</b>	The importance of following up with an individual to determine if signposting has met their needs or whether alternatives should be sought
<b>K34</b>	How to get involved in service development activities to provide a peer perspective
<b>K35</b>	The value of promoting the peer worker role to encourage understanding and acceptance of the role
<b>K36</b>	The value of promoting lived experience perspectives and raising the concerns of individuals being supported
<b>K37</b>	How to present information to individuals and groups
<b>K38</b>	How individuals learn and how to tailor training delivery to the audience
<b>K45</b>	How to manage own time, work priorities and resources effectively
<b>K53</b>	How to communicate with the individuals they support and the wider multi-disciplinary team
<b>K54</b>	How to create and hold a safe space with someone experiencing distress
<b>Ref</b>	<b>Criteria</b>
<b>K55</b>	How to give feedback to the individuals being supported

<b>K56</b>	How to seek and receive feedback from the individuals they support and the wider multi-disciplinary team
<b>K57</b>	The organisation's policy on record keeping
<b>K58</b>	Legislation and organisational requirements on confidentiality, consent and information sharing
<b>Skills</b>	
<b>S1</b>	Develop and maintain mutual and reciprocal peer relationships
<b>S5</b>	Purposefully share lived experience within the context of the peer relationship
<b>S6</b>	Establish connections with the individual based on shared understanding of experiences
<b>S7</b>	Model self-help and self-management approaches for the individual they are supporting
<b>S8</b>	Support the individual to develop self-management and problem-solving skills
<b>S9</b>	Support individuals to identify opportunities and overcome setbacks and challenges when trying to achieve self-defined goals
<b>S10</b>	Support individuals to work toward self-defined goals using peer-based approaches in 1-to-1, drop-in or virtual settings
<b>S11</b>	Support individual-led activities
<b>S12</b>	Collaboratively discuss care and support options with the individual
<b>S13</b>	Actively contributes to an individual's care and goal plans with the individual
<b>S15</b>	Support individuals to safely access support for their goals through digital platforms
<b>S17</b>	Discuss concerns with the individual and when necessary, raise any issues with an appropriate colleague or supervisor
<b>S18</b>	Support the individual to self-advocate and through self-determination, make choices and control the care and support options open to them
<b>S19</b>	Signpost to advocacy services
<b>Ref</b>	<b>Criteria</b>
<b>S20</b>	Support the individual to prepare for reviews and complete applications or referrals, e.g. housing, medication review, food bank, benefits

<b>S22</b>	Raise awareness and understanding of the opportunities available to the individuals being supported
<b>S24</b>	Support individuals to navigate through systems to access support, signposting resources relevant to their circumstances and self-defined goals that they can access independently
<b>S25</b>	Support co-production and delivery of learning and development activities to raise awareness and understanding of the peer worker's role and remit
<b>S26</b>	Use service development activities to tackle stigma and labelling to encourage culture change
<b>S27</b>	Give presentations and deliver training to small groups
<b>S28</b>	Promote the lived experience perspectives and concerns of the individual being supported across own workplace and other organisations and services
<b>S34</b>	Manage own time and work priorities, using resources effectively
<b>S45</b>	Adapt their communication to meet the needs of others
<b>S46</b>	Support individuals who are experiencing distress
<b>S47</b>	Provide relevant and supportive feedback to the individual in the peer relationship
<b>S48</b>	Actively seek feedback from individuals or groups on the support provided
<b>S49</b>	Maintain accurate records, ensuring where records are about the individual being supported, these are co-produced
<b>S50</b>	Follow legal and organisational requirements when dealing with confidentiality, consent and information sharing
<b>Behaviours</b>	
<b>B1</b>	Through sharing mutual experiences establishes the peer relationship and inspires hope
<b>B2</b>	Acknowledges diversity of experiences and works in an inclusive way
<b>B3</b>	Develops and shares a commonality of mutual experience and establishes equality within the peer relationship



## Professional Discussion

The apprentice and the IEPA will have a formal two-way conversation, 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. The assessor will ask a minimum of 10 questions from the question bank and follow up questions are allowed.

The professional discussion must be conducted on a 1:1 basis in a controlled environment free from distraction or influence. The discussion can take place face-to-face or remotely via video conferencing. The discussion will be recorded.

The apprentice will be given 2 weeks' notice of the professional discussion. The independent assessor must have at least 2 weeks to review the supporting documentation

## Assessment Timing

The professional discussion will last for 75 minutes (+/-10% at the discretion of the IEPA).

Pass and grading criteria for the Professional Discussion are in the following table.

#### Professional Discussion Grading Descriptors

Pass Grading Descriptors		Distinction Grading Descriptors	
Provide peer support to individuals, families or carers K2 K3 K4 K6 K7 K8 K9 K10 K11 K20 K21 K23 K24 K28 K29 K31 K32 S2 S3 S4 S14 S16 S21 S23 B4 B5			
P22	Explains the ethical dilemmas that may arise in the peer relationship and why it is important to mutually establish the purpose and boundaries within the peer relationship and why it is important to adhere to these boundaries. (K4, K10, S2)	D1	Evaluates how they managed the ending of a peer relationship and what changes they introduced to their practice as a result of this. (K8, S4)
P23	Describes the legislation related to equality, diversity & inclusion in the context of the peer worker role. (K2)		
P24	Describes how they have engaged and supported families and carers within the peer relationship taking account of the rights of carers and the organisation's families and carer strategy/carers engagement protocol. (K7, S3)		
P25	Explains how they manage and prepare for endings of the peer relationship in line with organisational policies and procedures. (K8, S4)		
P26	Describes how they have set up and worked with a group to facilitate individuals in the group or the group to work toward their individual or shared goals, exploring choices in a non-directive and non-judgemental way, empowering them to come to their		

Pass Grading Descriptors		Distinction Grading Descriptors	
P26 cont.	own decisions, and how they evaluated their facilitation and management of the group. (K23, S14, B5)		
P27	Describes how they have shown compassion when supporting an individual during changes in their life circumstances. (S16, B4)		
P28	Explains the need to maintain a detailed knowledge of existing resources, how they identify gaps in the sources of support and describes how they searched out new resources, community projects or care and support options available in the organisation and local community. (K20, K28, S21)		
P29	Explains how they act as a community connector, the importance and value of building links with local community organisations as sources of support and how to raise awareness of sources of support and connect people to the right resources for them. (K21, K29, S23)		
P30	Explains how labelling theory and stigma can affect individuals and describes the way unconscious bias can affect peer relationships. (K3, K31)		
P31	Explains the significance of culture and identity and how health and socio-economic inequalities can influence a person's experience and needs. (K6, K9)		
P32	Describes the history and value of the peer support movement. (K11)		

Pass Grading Descriptors		Distinction Grading Descriptors	
P33	Explains how restrictions may apply to an individual's access to sources of information and why these restrictions may be in place. (K24)		
P34	Describes factors that may limit individual's access to resources and how they may overcome these. (K32)		
Positive risk taking, health and safety and safeguarding K49 K50 K51 K52 S40 S41 S42 S43 S44			
P35	Describes where they have facilitated discussions with individuals or between the individual and any of the services they use on potential risks to the health and safety of the individual. Explains how they encouraged those involved to acknowledge different perspectives, promote positive risk taking and how and when to escalate concerns regarding risk. (K50, S41, S42)	D2	Analyses how different perspectives on risk can have negative implications and how they were able to mitigate for these. (K50, S41, S42)
P36	Explains the principles of safeguarding and how the legislation and their organisational policies affect the way they work including what action they must take where there are safeguarding concerns. (K51, K52, S43)		
P37	Explains how to identify risks and how they contributed to required risk assessments in accordance with their organisation's policies. (K49, S40)		
P38	Describes a high-risk situation they may be exposed to and the action they should take. (S44)		

Pass Grading Descriptors		Distinction Grading Descriptors	
Team working and service improvement K39 K40 K41 K42 K43 K44 S29 S30 S31 S32 S33 S35			
P39	Explains how they have worked effectively with other organisations or services. (S31)	D3	Critically evaluates how positively challenging low expectations and discriminatory practice can influence system change or enhances the service. (K43, S32)
P40	Describes where and how they have positively challenged low expectations and discriminatory practice, whether this influenced any system change or enhanced the service and any follow-up action they have taken, in line with organisational policy where they have observed discriminatory practice or behaviour. (K43, K44, S32)		
P41	Describes how they contribute to the team, and how they use meetings with other members of the multidisciplinary team to embed peer-based approaches to promote both the individual's perspective and their rights within the team. (K39, K40, S29, S30)		
P42	Explains how they have developed and maintained peer and professional networks and the value of these networks to their own work. (K41, S35)		
P43	Explains the limits of their responsibility and competence in the peer worker role and the advice, support or assistance they sought when these limits were reached. (K42, S33)		

Pass Grading Descriptors		Distinction Grading Descriptors	
Personal development and supervision K46 K47 K48 S36 S37 S38 S39			
P44	Explains how they participate in team and peer supervision giving an example of where they have used team or peer supervision to explore their practice. (S36)	D4	Reflects on their own experience of becoming a reflective practitioner analysing and predicting their future requirements for ongoing CPD. (S37, K47)
P45	Describes how they have participated in appraisal, personal development planning and continuous professional development and analyses the purpose & value of supervision, appraisals and personal development planning. (K46, S39)		
P46	Describes approaches to reflective practice, how they apply reflective practice in their own work and how it has changed the way they work. (K47, S37)		
P47	Describes the importance of self-care, how they recognise their own needs and explains how they have accessed available support structures when required (K48, S38)		

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

To achieve an overall distinction, the apprentice must achieve a pass in the observation of practice assessment method **and** achieve **all** pass and distinction grading descriptors in the professional discussion assessment method.

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

## Professional Discussion Knowledge, Skills and Behaviours

Ref	Criteria
Knowledge	
<b>K2</b>	Legislation related to equality, diversity & inclusion
<b>K3</b>	The way unconscious bias can affect peer relationships
<b>K4</b>	The importance of establishing and adhering to the boundaries of the peer relationship
<b>K6</b>	How health and socio-economic inequalities can influence the individual's experience and needs
<b>K7</b>	The rights of carers and the organisation's families and carer strategy/carers engagement protocol
<b>K8</b>	How to manage and prepare for the ending of the peer relationship
<b>K9</b>	The significance of culture and identity and how this can influence the individual's experience and needs
<b>K10</b>	Ethical dilemmas that may arise within the peer relationship
<b>K11</b>	The history and value of the peer support movement and its relationship to systems, inequalities, power and civil rights
<b>K20</b>	Where to find information on care and support options available and what they provide within their organisation and the local community
<b>K21</b>	The importance and value of building links with local community organisations as sources of support
<b>K23</b>	How to facilitate and manage groups
<b>K24</b>	Types of settings where restrictions on access to sources of information may apply to individuals
<b>K28</b>	The importance of maintaining up to date knowledge of existing resources, identifying gaps in sources of support and how to search out new resources
<b>K29</b>	How to raise awareness of the sources of support available and connecting individuals to the right resources for their needs
<b>K31</b>	How stigma and labelling can affect individuals
<b>K32</b>	Factors that may limit an individual's access to resources and how to overcome these

Ref	Criteria
<b>K39</b>	How to work effectively in a team setting
<b>K40</b>	How to promote the service user perspective within the team
<b>K41</b>	The value of peer and professional networks
<b>K42</b>	The limits of responsibility and competence of the peer worker role and where to seek advice, support or assistance when these limits are reached
<b>K43</b>	How to positively challenge an individual or organisation's low expectations of the individuals being supported
<b>K44</b>	The action to take in line with organisational policy when discriminatory practice or behaviour is observed
<b>K46</b>	The purpose and value of supervision, appraisals and personal development planning
<b>K47</b>	Reflective practice how to use it effectively
<b>K48</b>	The importance of self-care and available support structures
<b>K49</b>	How to identify risk and undertake risk assessments following organisational policies and procedures
<b>K50</b>	How to facilitate discussions on risk, acknowledge different perspectives on risk, promote positive risk taking and how and when to escalate concerns regarding risk
<b>K51</b>	The principles of safeguarding
<b>K52</b>	Legislation and organisational policy regarding risk and safeguarding
<b>Skills</b>	
<b>S2</b>	Mutually establish the purpose and boundaries within the peer relationship
<b>S3</b>	Engage with and support families and carers
<b>S4</b>	Manage and prepare for the ending of the peer relationship
<b>S14</b>	Sets up and work with groups to facilitate working toward individual or shared goals within the group setting
<b>S16</b>	Support the individual during changes in their life circumstances
<b>S21</b>	Identify new resources or community projects that could be accessed by individuals being supported



Ref	Criteria
<b>S23</b>	Act as a community connector to build links with community resources
<b>S29</b>	Promote and embed peer-based approaches in teams and services with which they work
<b>S30</b>	Use meetings with other multi-disciplinary team members to facilitate understanding of the individual's perspective and their rights
<b>S31</b>	Work collaboratively with the multi-disciplinary team and other organisations or services
<b>S32</b>	Positively challenge low expectations and discriminatory practice to influence system change and enhance services
<b>S33</b>	Seek advice, support or assistance from the appropriate person when the limits of own responsibility and competence has been reached
<b>S35</b>	Develop and maintain peer and professional networks
<b>S36</b>	Actively participate in team and peer supervision
<b>S37</b>	Reflect on and applies learning to practice
<b>S38</b>	Recognise the importance of self-care, taking appropriate action when required
<b>S39</b>	Participate in appraisal, personal development planning and continuous professional development
<b>S40</b>	Identify risks and contribute to required risk assessments
<b>S41</b>	Facilitate discussions with individuals and between the individual and the services they use on potential risks to their health and safety when working toward their self- defined goals
<b>S42</b>	Promote positive risk taking and different perspectives on risk within the team
<b>S43</b>	Take action in line with organisational policy where there are safeguarding concerns
<b>S44</b>	Recognise high-risk situations and takes action in line with organisational policy

Ref	Criteria
Behaviours	
<b>B4</b>	Compassionate, showing respect and kindness to self and others
<b>B5</b>	Explores choices in a non-directive and non-judgemental way with the individual being supported and empowers them to come to their own decisions

## Grading

### Observation of Practice

- 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.

### Professional Discussion

- 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.

### Overall grade

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

Practical Test	Professional discussion	Overall grade
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## 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 ten (10) working days** of the assessment taking place.

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.

The maximum grade that can be achieved for a resit or retake is a distinction. 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.

- Re-take and re-sit grade cap: distinction
- Re-sit timeframe: typically 2 months
- Re-take timeframe: typically 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.

## **Quality assurance**

### **Independent End-point Assessor Standard Requirements**

Independent End Point Assessors must meet the following criteria:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years or significant experience of the occupation or sector
- meet the following minimum requirements:
  - is a peer worker, in a peer worker supervisory role or other professional role working in the area of peer support that is able to demonstrate occupational competence across the apprenticeship standard
  - demonstrate they have participated in CPD activities to ensure they continue to meet occupational currency and if required current professional registration

### **Internal quality assurance**

Open Awards will complete quality assurance on assessments before results are released. Quality assurance is completed through observations and examination of documentation on a risk-based sampling model.

### **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

Key:	
Observation of Practice with questions	OP
Professional Discussion underpinned by a portfolio of evidence	PD

Ref	KSB to be assessed	Assessment Method
<b>Knowledge</b>		
K1	The core values and principles of peer support	OP
<p>The apprentice will have a clear and concise knowledge of the core values and principles of peer support. They will need to understand the benefits to the person they are supporting by working within these core values and principles. They will have knowledge that peer support is strength-based, mutual, reciprocal, hopeful and empowering.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>recall the values and principles that are common to peer support.</li> <li>discuss that there are many peer support charters but that they have similar core values and principles.</li> <li>discuss the uniqueness and non-prescriptive nature of peer support because of the core values and principles.</li> </ul>		
K2	Legislation related to equality, diversity & inclusion	PD
<p>The apprentice will have a clear and concise knowledge of legislation related to equality, diversity and inclusion. They will need to understand how this legislation is applied in their peer support practice. They will understand that working in an equality, diversity and inclusive way is fundamental to peer support.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>recall the Human Rights Act (1998) &amp; the Equality Act (2010).</li> <li>discuss the 9 protected characteristics.</li> <li>explain how to apply relevant legislation in their peer support practice.</li> <li>explain the importance of diversity, equality and inclusion.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
K3	The way unconscious bias can affect peer relationships	PD
<p>The apprentice will need to understand what unconscious bias is and the impact it can have on peer relationships. They will need to understand the importance of acknowledging that unconscious bias exists. They will need to demonstrate an awareness of their own unconscious bias.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>• explain what the term unconscious bias means.</li> <li>• give examples of how it can affect the peer relationship.</li> <li>• discuss how an awareness of unconscious bias can lessen the impact on the peer relationship.</li> <li>• list the different social categories that the biases are based on.</li> <li>• give an example of how to recognise and challenge their own biases.</li> </ul>		
K4	The importance of establishing and adhering to the boundaries of the peer relationship	PD
<p>The apprentice will need to understand the importance of adhering to the boundaries of the peer relationship. They will need to be aware of their organisational code of conduct. They will need to understand the negative impact of boundary slippage or boundary breaking. They will need to understand how boundaries should be established at the beginning of a peer relationship and be consistently adhered to across the relationship.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>• discuss their organisation code of conduct and the importance of working within its guidelines.</li> <li>• explain how they establish boundaries in a peer relationship.</li> <li>• discuss the positive impact of working within professional boundaries and the negative impact of not.</li> <li>• show an understanding that although the peer relationship is about mutuality, clear and consistent boundaries are still important.</li> <li>• give an example of what to do if a boundary is crossed and why.</li> </ul>		
K5	Empowerment and its role in peer support	OP
<p>The apprentice will be able to identify the role of empowerment in peer support. They will need to understand the importance of promoting empowerment and self-determination in the person they are supporting. They will be aware of the challenges and impact on the peer relationship of slipping into a fixing role. They will understand the importance of being strength-based and hopeful in promoting empowerment in peer support.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• what empowerment means and the positive impact it brings to peer support.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>• how they promote empowerment and self-determination in a person they are supporting.</li> <li>• the long-term benefits of empowerment.</li> <li>• the negative impact of empowerment not being promoted in peer support.</li> </ul>	
K6	How health and socio-economic inequalities can influence the individual's experience and needs	PD
<p>The apprentice will be able to identify health and socio-economic inequalities that exist in society. They will be able to explain how these can influence an individual's experience and needs. They will be able to identify ways that they have adapted to an individual's experience and needs in their peer support practice. Apprentices will also be able to explain how they gain better understandings of socio-economic inequalities to better support an individual.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the different health and socio-economic inequalities and the impact they have on an individual's experiences and needs.</li> <li>• how they support people with health and socio-economic inequalities to ensure their individual needs are met.</li> <li>• how they ensure their peer support work is person centred, addresses an individual and takes their experiences into account.</li> <li>• how they help to identify that someone they are working with may have extra needs.</li> <li>• how they further educate themselves about socio-economic inequalities to further support someone with these needs.</li> </ul>		
K7	The rights of carers and the organisation's families and carer strategy/carers engagement protocol	PD
<p>The apprentice will need to understand the rights of carers and families. They will need to have a clear and concise knowledge of the organisation's families and carer strategy and carer engagement protocol. They will understand the benefits of working with families and carers as part of the Triangle of Care.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the content of their organisation's families and carer strategy/ carer engagement protocol.</li> <li>• carers rights in the context of the peer support relationship.</li> <li>• how they implement the carer strategy/ carer engagement in their peer support practice.</li> <li>• the positive benefits of involving carers and families in supporting an individual.</li> <li>• an example of when carers and families may need to be involved.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
K8	How to manage and prepare for the ending of the peer relationship	PD
<p>The apprentice will need to understand the importance of managing and preparing for the ending of the peer support relationship. They will need to demonstrate strategies they use to manage and prepare for endings. They will understand how endings can be positively framed.</p> <p>This could include and ability to explain:</p> <ul style="list-style-type: none"> <li>• how they prepare people they support for endings from the beginning of the relationship.</li> <li>• different avenues of further support and signposting they have available as part of managing endings.</li> <li>• how they have worked with clients who have found endings difficult and how they have managed this, what support they have accessed when they have found the ending of a peer support relationship difficult.</li> <li>• different examples of why a peer relationship may need to end.</li> </ul>		
K9	The significance of culture and identity and how this can influence the individual's experience and needs	PD
<p>The apprentice will need to be able to identify the significance of culture and identity and how this can influence an individual's experience and needs. They will have an awareness of the impact of stigma, discrimination and intersectionality on an individual's experience and needs. They will understand that different cultures and identities have an impact on a person's access to and willingness to seek support.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• how culture and identity has influenced the experiences and needs of people they have supported in their peer support practice.</li> <li>• the impact of stigma, discrimination and intersectionality on the experiences and needs of people they have supported in their peer support practice.</li> <li>• what adjustments they have made in their peer support practice to meet the differing needs of individuals.</li> <li>• how they have educated themselves about different cultures and identities than their own.</li> <li>• the importance of having an open mind and listening to other perspectives.</li> </ul>		
K10	Ethical dilemmas that may arise within the peer relationship	PD
<p>The apprentice will be able to identify ethical dilemmas that may arise in the peer relationship. They will be able to demonstrate that they understand the importance of transparent and honest communication when ethical dilemmas arise. They will identify the impact an ethical dilemma may have on the peer relationship. They will have a clear and concise knowledge of their organisations policies about risk management, confidentiality and safeguarding and the correct processes to follow.</p>		



Ref	KSB to be assessed	Assessment Method
	<p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• a time from their peer support practice when they faced an ethical dilemma, the impact that ethical dilemmas may have on the peer relationship and how this impact can be lessened.</li> <li>• their organisational policies that guide their response to ethical dilemmas.</li> <li>• how to communicate and report on ethical dilemmas.</li> </ul>	
K11	The history and value of the peer support movement and its relationship to systems, inequalities, power and civil rights	PD
	<p>The apprentice will have a clear and concise knowledge of the history and value of the peer support movement. They will need to understand the relationship of the peer support movement and systems, inequalities, power and civil rights. They will be able to identify how this relationship has shaped the values and principles of peer support.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• the link between the peer support movement and the systems, inequalities, power and civil rights movement.</li> <li>• how the relationship of the peer support movement to systems, inequalities, power and civil rights has shaped and influenced their peer support practice.</li> <li>• that peer support has an advocacy and activist stance because of its history and relationship with the civil rights movement.</li> </ul>	
K12	The purpose of sharing lived experience, and how much to share in a relevant way	OP
	<p>The apprentice will be able to identify the benefits of sharing lived experience. They will understand how to intentionally share in a way that creates connections and builds hope and trust. They will understand the importance of sharing appropriate and relevant parts of their story. They will be aware of the impact of oversharing.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• the benefits to the person they are supporting of purposeful, appropriate sharing.</li> <li>• how they ensure they share in an intentional and relevant way.</li> <li>• how they use supervision and other peer networks to discuss sharing lived experience in an appropriate and relevant way.</li> <li>• how oversharing can impact their own wellbeing and impact the safety in the peer relationship.</li> </ul>	
K13	Self-help and self-management approaches that can be used by individuals being supported	OP
	<p>The apprentice will be able to identify self-help and self-management approaches that can be used by individuals they are supporting. They will have an understanding that using self-help and self-management approaches can help empower individuals. They will be able to identify the importance of introducing self-help and self-management in a sensitive and appropriate way.</p>	

Ref	KSB to be assessed	Assessment Method
<p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>wellness plans and how they have used them in their peer support practice.</li> <li>the importance of self-help and self-management approaches being person-centred, individual and flexible to suit the needs of the person they are supporting.</li> <li>the importance of self-help and self-management approaches in self-determination and empowerment.</li> </ul>		
K14	How to support individuals to develop self-help and self-management approaches through modelling	OP
<p>The apprentice will be able to identify the role that self-help and self-management approaches play in their wellbeing. They will understand the importance of talking about and modelling their own self-help and self-management approaches with the individuals they support. They will have knowledge of what works for them and the positive impact of developing their own self-help and self-management approaches and how to overcome barriers in focusing on them.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>what self-help and self-management approaches they use to look after their own wellbeing.</li> <li>how they introduce self-help and self-management approaches to individuals they are supporting without prescribing that the individual should use the same approaches.</li> <li>the importance of focusing on what self-help and self-management approaches work for them as part of their peer support practice.</li> <li>the importance of the individual taking charge of deciding which approach to take.</li> </ul>		
K15	Problem solving skills that can be used by individuals being supported	OP
<p>The apprentice will have a clear and concise knowledge of a range of problem-solving skills that can be used to support an individual. They will be able to identify how these can be used in their peer support practice in a person-centred, strength-based way that supports self-determination and empowerment. They will understand how developing problem-solving skills can be beneficial to the individuals they are supporting.</p> <p>This will include an ability to explain:</p> <ul style="list-style-type: none"> <li>the role of communication, active listening, decision making and creativity in problem solving skills.</li> <li>the importance of defining problems in a helpful way, generating alternatives to solving the problem, choosing the best course of action and evaluating the outcome.</li> <li>the importance of goal setting and the goals being what the individual wants to achieve in relation to problem solving skills.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
K16	The principles of involvement and co-production within own scope of practice	OP
<p>The apprentice will have a clear and concise knowledge of the principles of involvement and co-production within their peer support practice. They will understand the positive impact of working co-productively with the person they are supporting. They will be able to identify barriers to involvement and co-production and demonstrate how they have worked to overcome them in their peer support practice.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>the six principles of co-production and how they can be used in their peer support practice.</li> <li>different levels of involvement and involvement models such as the National Survivor User Network 4pi involvement standards.</li> <li>various barriers to effective involvement and co-production.</li> <li>how they have worked within their peer support practice to overcome these barriers.</li> <li>why these principles are important.</li> </ul>		
K17	Goal setting and how to support individuals to establish self-defined goals using co-production	OP
<p>The apprentice will understand the importance of goal setting to individuals they support. They will be able to identify ways to establish self-defined goals using co-production in their peer support practice. They will need to have a clear and concise knowledge of how they empower people to set self-defined goals, work towards them and overcome any barriers to achieving them.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>goal setting tools such as SMART goals (specific, measurable, achievable, realistic and time bound).</li> <li>how they have worked in their peer support practice to support people to set goals and overcome any barriers to achieving them.</li> <li>the importance of using the principles of co-production in goal setting in their peer support practice.</li> <li>how they document the different steps or barriers.</li> <li>how goals are not fixed and give an example of how to help adapt a goal.</li> <li>how signposting can be useful.</li> </ul>		
K18	Care planning, the individual's current care and support needs and where to find that information	OP
<p>The apprentice will have a clear and concise knowledge of care planning and the individual they are supporting current care and support needs. They will understand how they can access relevant information. They will understand the importance of involving the individual they are supporting in care planning and all discussions around current care and support needs.</p>		

Ref	KSB to be assessed	Assessment Method
	<p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how they have accessed information on an individual's care and support needs and ensured the information was current.</li> <li>• how they have facilitated discussions with an individual about their care and support needs.</li> <li>• how to involve individuals, families and carers and other relevant people in their care planning and care and support needs.</li> </ul>	
K19	How to apply trauma informed approaches in own work	OP
	<p>The apprentice will have clear and concise knowledge of the principles of trauma informed care. They will be able to identify how a trauma informed approach fits within their peer support practice. They will understand the positive impact on the individuals they support by working in a trauma informed way. They will identify ways they can improve the accessibility and quality of their peer support practice by collaboratively creating culturally sensitive safe spaces that build trust.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the 6 principles of trauma informed care and how they were developed in collaboration with individuals with a lived experience.</li> <li>• trauma informed approaches as a shift in focus from 'what is wrong with you?' to 'what happened to you?' and how this shift fits within their peer support practice.</li> <li>• how they use the 6 principles of trauma informed care in their peer support practice and create culturally sensitive safe spaces.</li> <li>• how services can re-traumatise people with a history of trauma.</li> <li>• some of the different types of trauma.</li> <li>• how they have educated themselves on the different types of trauma.</li> </ul>	
K20	Where to find information on care and support options available and what they provide within their organisation and the local community	PD
	<p>The apprentice will be able to identify how and where to find information on care and support options within their own organisation and the local community. They will have a clear and concise knowledge of services that includes who can be referred to them, waiting times and how to signpost and refer. They will understand how to work with individuals to ensure they are able to access care and support options that are appropriate to their needs. They will understand how to support individuals in overcoming barriers to accessing care and support options.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• different care and support options in their organisation and the local community.</li> <li>• steps they take to make sure the information they have is current and relevant.</li> <li>• how they have worked with an individual in the past to enable them to access care and support options appropriate to their needs</li> <li>• how they will find other care and support options for things that are not currently covered.</li> </ul>	

Ref	KSB to be assessed	Assessment Method
K21	The importance and value of building links with local community organisations as sources of support	PD
<p>The apprentice will understand the importance of building links with local community organisations as sources of support. They will be able to identify how they have built links within their peer support practice. They will be able to identify how they have promoted the importance and value of peer support.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• what steps they have taken to build links with local community organisations as sources of support.</li> <li>• how they have supported individuals to build links with local community organisations as sources of support.</li> <li>• the importance and value of their peer support practice and how they have communicated this within their own organisations and the local community.</li> </ul>		
K22	The differences between guidance, advice and information	OP
<p>The apprentice will have a clear and concise knowledge of what guidance, advice and information is. They will understand the importance of using guidance, advice and information sensitively in their peer support practice and being clear on when they are appropriate. They will be able to identify the important role of signposting within guidance, advice and information.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the definitions of the terms, 'guidance', 'advice' and 'information'.</li> <li>• when offering each is appropriate within their peer support practice.</li> <li>• how they appropriately signpost for people they support to get further guidance, information and advice.</li> </ul>		
K23	How to facilitate and manage groups	PD
<p>The apprentice will understand the importance of bringing the core values and principles of peer support into the facilitation and management of groups. They will have a clear and concise knowledge of group dynamics and the processes and procedures they need to follow to ensure they create safe spaces. They will understand both the benefits of groups and the challenges within them and their role as facilitator in managing these.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how they have co-produced group boundaries and consistently established them within group settings.</li> <li>• how group dynamics can positively and negatively impact group work.</li> <li>• steps they have taken when the facilitation &amp; management of groups have been challenging.</li> <li>• how to remove someone from a group setting</li> <li>• the positive and negative impacts of both online and face-to-face groups</li> </ul>		

Ref	KSB to be assessed	Assessment Method
K24	Types of settings where restrictions on access to sources of information may apply to individuals	PD
<p>The apprentice will have a clear and concise knowledge of the types of settings where restrictions on access to sources of information may apply to individuals. They will be able to identify why these restrictions are necessary in some settings. They will be able to identify the challenges this has within peer support practice and the emphasis on empowerment and control. They will be able to identify ways they can work within these restrictions to give the individuals they support as much control and self-determination as is possible within the restriction.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• types of setting where there are restrictions on access to sources of information and why they are in place.</li> <li>• the challenges this has within the peer support practice.</li> <li>• how they can still maintain the peer support values of self-determination and empowerment within their peer support practice.</li> </ul>		
K25	The rights and choices of the individual within the context of their circumstances	OP
<p>The apprentice will understand the importance of the rights and choices of the individuals they support and support these within their peer support practice. They will have a clear and concise knowledge of human rights and the place that human dignity plays in that. They will be able to identify circumstances where there are challenges to human rights and dignity and how they can work within their peer support practice to give individuals as many rights and choices as is possible.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the human rights movement and Act and its links to peer support.</li> <li>• the fundamental place that dignity and respect of every human has in peer support practice.</li> <li>• the challenges that certain circumstances have on dignity, respect, rights and choice.</li> <li>• How they have ensured individuals have as many rights and choices as is possible when working within their peer support practice.</li> </ul>		
K26	The importance of advocacy and self-advocacy in relation to the individual being supported.	OP
<p>The apprentice will need to understand the importance listening to a person based on their views and concerns. They will have clear and concise knowledge of how to support people to explore their rights and provide information to support people to make informed decisions. They will understand the importance or empowering people to make decisions themselves and not give make judgements on that decision.</p>		



Ref	KSB to be assessed	Assessment Method
	<p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how to check that they have understood what the individual has communicated.</li> <li>• how to relay the individual's perspective to the wider team, so the individual's perspective is clearly seen.</li> <li>• how they have supported someone to ask the questions they want to ask.</li> <li>• various options available to the individual without giving them their opinion</li> <li>• how to support someone in a meeting to voice their opinion.</li> </ul>	
K27	How to support the individual to prepare for reviews, complete applications and referrals	OP
	<p>The apprentice will have the understanding on how to prepare an individual for reviews and for completing an application or referral. They should demonstrate a clear and concise knowledge of reviews and the process involved in completing applications and referrals. They will be able to identify common barriers people experience in these processes and how best they can empower people in them.</p> <p>They could demonstrate this by showing:</p> <ul style="list-style-type: none"> <li>• the review, application and referral process, and any steps they go through to prepare an individual they support through these processes.</li> <li>• the benefits of checking in with the individual to see how they feel before, during and after process.</li> <li>• how they would check whether the individual needs any further support and following up.</li> <li>• how they have supported people to overcome barriers to completing reviews, applications and referrals in their peer support practice.</li> </ul>	
K28	The importance of maintaining up to date knowledge of existing resources, identifying gaps in sources of support and how to search out new resources	PD
	<p>The apprentice will understand the importance of maintaining up to date knowledge of existing resources. They will be able to identify how they search for new resources. They will also have a clear and concise knowledge of how to ensure resources are up to date.</p> <p>They can show this ability by explaining:</p> <ul style="list-style-type: none"> <li>• how to signpost individuals to a service that may be of benefit to them.</li> <li>• how they would collaborate with organisations to further their knowledge.</li> <li>• how they look for services online and through other methods and how to check the information is up to date.</li> <li>• how they check links and websites of resources to ensure they still work before sharing.</li> <li>• how they update resources regularly.</li> <li>• how they make sure services meet an individual's access needs.</li> </ul>	

Ref	KSB to be assessed	Assessment Method
K29	How to raise awareness of the sources of support available and connecting individuals to the right resources for their needs	PD
<p>The apprentice understands the individual's needs and is aware of support available to meet these needs. They will be able to explain how they identify these needs and connect individuals to the right resources.</p> <p>This could include an ability to:</p> <ul style="list-style-type: none"> <li>• explain a range of local and national services that can be helpful to meet different needs.</li> <li>• explain how they share information about services available in a sensitive way.</li> <li>• explain how to help individuals create short term goals and refer services based on this.</li> <li>• ask the individual how they feel about using a particular service.</li> <li>• check in to see if the individual has used service/resources before and if they were beneficial.</li> </ul>		
K30	The importance of signposting in ways that are the most likely to be used independently by the individual	OP
<p>The apprentice will be able to identify the importance of being able to signpost individuals to different services and resources. They will be able to identify how to best signpost to individuals. They will be able to understand how to ensure individuals are signposted to services that they are most likely to be able to use independently.</p> <p>They can demonstrate this ability by explaining:</p> <ul style="list-style-type: none"> <li>• the process of signposting and how they introduce different services to the individuals they support.</li> <li>• how they ensure signposting is a positive experience for people.</li> <li>• how the decision of where to signpost is reached.</li> <li>• how they can respond to an individual who states they would like to try something or gain a skill – they should talk about offering a service that would match this.</li> <li>• how they would ask an individual if there are any services they would be interested in trying and give examples by listing a few with a description.</li> <li>• how they would assist the individual with the referral process.</li> </ul>		
K31	How stigma and labelling can affect individuals	PD
<p>The apprentice will have clear and concise knowledge of what stigma and labelling is and how these things can prevent an individual from accessing services. They will be able to identify how stigma and labelling can be a barrier to individuals talking about their difficulties. They will be able to identify how labelling and stigma can have an impact on how people view themselves, become socially isolated and feel shame.</p> <p>They can show this ability by explaining:</p> <ul style="list-style-type: none"> <li>• the impact of limiting beliefs.</li> <li>• emotional and psychological effects of stigmas.</li> </ul>		



Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>• how it leads to unfair care in society as a whole and healthcare.</li> <li>• how stigma and labelling creates barriers to an individual accessing services.</li> <li>• how stigma and labelling can cause isolation and exclusion in society.</li> </ul> <p>Examples of this might include:</p> <ul style="list-style-type: none"> <li>• individuals may not be open to using a service due to past experiences.</li> <li>• some communities label and exile those with mental health and this can make people scared to seek help.</li> <li>• individuals may have fears of what it means to accept help</li> <li>• past stigmas due to race, culture, or sexual preference might impact on how an individual sees themselves or others.</li> <li>• labels may make an individual uncomfortable so they may have other words or name to explain a situation, so it feels less triggering.</li> </ul>	
K32	Factors that may limit an individual's access to resources and how to overcome these	PD
	<p>The apprentice will be able to identify the different factors that may stop or limit an individual from being able to access resources. They will be able to understand their role in empowering an individual to overcome these factors. They will understand how to support an individual to navigate through these barriers and access resources that are beneficial to them.</p> <p>This could include an ability by explaining:</p> <ul style="list-style-type: none"> <li>• different factors that may limit an individual's access to resources.</li> <li>• how they have supported an individual to overcome limiting factors such as explaining: <ul style="list-style-type: none"> <li>○ in patient- look for in hospital resources and groups.</li> <li>○ physical disability – look for accessible buildings or online support.</li> <li>○ learning disability – check the right support can be offered to assist these needs.</li> <li>○ social anxiety – look for online or small groups.</li> <li>○ culture/religious – look for groups that specify the needs of an individual.</li> <li>○ language barrier – possible translator to assist or something in that language.</li> <li>○ lack of ability to use digital communications – use paper versions and refer to books/ face to face, ask if they are interested in doing a course to learn these abilities.</li> <li>○ childcare – find things for online or inside nursery hours or even groups that may allow you to bring your child.</li> </ul> </li> </ul>	
K33	The importance of following up with an individual to determine if signposting has met their needs or whether alternatives should be sought	OP

Ref	KSB to be assessed	Assessment Method
	<p>The apprentice will have clear concise knowledge of the importance of checking with an individual whether a service has been of use. They will be able to identify when alternative services or support should be sought. They will understand the importance of clear communication with individuals about support needs.</p> <p>This could include an ability to explain how they would:</p> <ul style="list-style-type: none"> <li>• check in with the individual about their experience with a service or resource.</li> <li>• signpost to alternative service if needed.</li> <li>• gain an understanding of what an individual did or didn't like about a service.</li> </ul>	
K34	How to get involved in service development activities to provide a peer perspective	OP
	<p>The apprentice would be able to identify how to get involved in a variety of service development activities. They would have a clear and concise knowledge of the importance of providing a peer perspective in these activities and how they would achieve this. They would understand some of the challenges to this and how to work to overcome them.</p> <p>This could include the ability to:</p> <ul style="list-style-type: none"> <li>• let colleagues know they wish to be involved.</li> <li>• explain how a peer perspective can be beneficial in service development activities.</li> <li>• explain how they would make their voice heard at these meetings.</li> <li>• collaborate with professionals &amp; other stakeholders to promote integrated work.</li> <li>• explain barriers they have encountered to getting involved in service development activities and any steps they have taken to overcome them.</li> </ul>	
K35	The value of promoting the peer worker role to encourage understanding and acceptance of the role	OP
	<p>The apprentice will understand the importance of promoting the peer worker role. They will be able to identify how they have done this to ensure that the role is more fully understood and accepted. They will be able to identify the benefits of this.</p> <p>Evidence to support this will include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the benefits of promoting the peer worker role and encouraging understanding and acceptance of it.</li> <li>• the history of peer support and how this has shaped the peer worker role</li> <li>• the different values peer work contributes as a discipline as it helps to promote human connection, individuals becoming more open to sharing, individuals being able to tailor things with more control.</li> <li>• knowing how to share lived experience to promote peer perspective.</li> </ul>	
K36	The value of promoting lived experience perspectives and raising the concerns of individuals being supported	OP

Ref	KSB to be assessed	Assessment Method
	<p>The apprentice will understand the value of promoting the lived experience perspective and explain why it is important. They will understand how to advocate for the individuals they are supporting by raising their concerns.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>the importance of co-production of care plan.</li> <li>how promoting a lived experience perspective can help reduce stigmas and other benefits.</li> <li>how to best share the concerns of individuals they are supporting.</li> <li>the empowerment of being able to actively promote the lived experience perspective.</li> </ul>	
K37	How to present information to individuals and groups	OP
	<p>The apprentice will be able to identify how to present information to individuals and groups. They will understand the importance of communicating clearly with both individuals and groups. They will understand that different individual and group settings may need information presented in different ways.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>how they will keep a group or individual engaged.</li> <li>the different styles of content they have used to adapt to different needs.</li> <li>how they have checked individual and group understanding of the information presented.</li> </ul>	
K38	How individuals learn and how to tailor training delivery to the audience	OP
	<p>The apprentice will understand different learning styles. They will identify ways to tailor their delivery based on these different learning styles. They will understand that there can be many barriers to learning and identify how training delivery can be tailored to overcome these barriers.</p> <p>This could include an ability to explain how they have:</p> <ul style="list-style-type: none"> <li>checked their audience's learning style.</li> <li>created presentations that fit the variety of learning styles for audiences.</li> <li>assessed understanding of their training.</li> <li>checked for any learning disabilities.</li> <li>lessened the impact of an individuals' barriers to learning.</li> </ul>	
K39	How to work effectively in a team setting	PD
	<p>The apprentice will understand how to work within a team to ensure the best possible outcome for the people they are supporting. They will identify ways to develop effective communication within teams and build respectful working relationships. They will understand the importance of collaborative working for organisational and individual benefits.</p>	

Ref	KSB to be assessed	Assessment Method
	<p>This can include the ability on how to explain:</p> <ul style="list-style-type: none"> <li>• good team communication practice.</li> <li>• the importance of listening and respecting other perspectives whilst maintaining their peer values and principles.</li> <li>• collaborating to create the best possible outcome.</li> <li>• how they have overcome disagreements within teams.</li> </ul>	
K40	How to promote the service user perspective within the team	PD
	<p>The apprentice will be able to identify ways to promote the service user's perspective across. They will understand how to use their lived experience effectively in teams to promote the service user perspective. They will understand ways to incorporate the service user perspective in wider organisational issues than the individual's own support and the importance in doing so.</p> <p>This could include the ability to explain how they would:</p> <ul style="list-style-type: none"> <li>• organise and contribute to team meetings to promote the service user's perspective.</li> <li>• manage a situation where the service user perspective is different and or challenging to the wider team perspective.</li> </ul>	
K41	The value of peer and professional networks	PD
	<p>The apprentice will understand the benefits of peer and professional networks. They will identify the value in the peer and professional networks working collaboratively and learning from each other. They will understand the relational nature of peer network and its ability to transform services.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how and why they build relationships with professional networks.</li> <li>• the benefits of exchanging knowledge between peer and professional networks.</li> <li>• how they have collaborated with professional networks and the benefits this has had for a service user.</li> <li>• how peer and professional networks build further opportunities for joint and collaborative working.</li> </ul>	
K42	The limits of responsibility and competence of the peer worker role and where to seek advice, support or assistance when these limits are reached	PD
	<p>The apprentice will understand the limits of their role and why these limitations are in place. They will also be able to identify if the limits of responsibility have been reached and how organisational policies and codes of conduct can support them with this. They will understand how and where to seek advice, support and assistance when limits of responsibility and competence of the peer role have been reached.</p>	

Ref	KSB to be assessed	Assessment Method
	<p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• what the limits of the peer worker role is in relation to the organisation that they work in.</li> <li>• why these limits are in place and how they benefit themselves and the individual they are supporting.</li> <li>• an example from their peer support practice of when these limits had been reached and how and where they sought advice support and assistance.</li> <li>• examples of the places and people they can reach out to seek advice, support and assistance.</li> </ul>	
K43	How to positively challenge an individual or organisation's low expectations of the individuals being supported.	PD
	<p>The apprentice will have the ability to identify if team members or an organisation have low expectations of a service user. They will have clear understanding of the ways they could positively challenge this low expectation. They will understand the role of intentionally using their lived experience in this challenge and the benefit of challenging stigmatising expectations.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• how they would communicate with the individual to ensure a positive outcome.</li> <li>• resources they may want to use to back things up.</li> <li>• how they can lead by example &amp; share their lived experience in a positive way.</li> <li>• how to create trust and remain respectful.</li> <li>• how they could educate individuals and organisations towards more positive expectations of individuals being supported.</li> <li>• how they would challenge stigmas and labelling.</li> </ul>	
K44	The action to take in line with organisational policy when discriminatory practice or behaviour is observed	PD
	<p>The apprentice should have clear and concise knowledge of the organisation's workplace policies. They will be able to identify discriminatory practice or behaviour and understand the action that needs to be taken.</p> <p>This ability can be shown by:</p> <ul style="list-style-type: none"> <li>• referring to and explaining the Equality Act, 2010.</li> <li>• explaining what discriminatory behaviour may look like.</li> <li>• giving an example of when they have taken action about discriminatory action or behaviour.</li> <li>• explaining the organisational policy and procedure on discriminatory practice and behaviour.</li> <li>• explaining what actions would be taken to address discriminatory practice or behaviour in line with workplace policies.</li> </ul>	
K45	How to manage own time, work priorities and resources effectively	OP

Ref	KSB to be assessed	Assessment Method
	<p>The apprentice will have a good understanding of how to prioritise certain work tasks and resources effectively. They will identify how to manage their own time and other resources well.</p> <p>This may be demonstrated by showing:</p> <ul style="list-style-type: none"> <li>• how they efficiently schedule their time daily and weekly.</li> <li>• how they decide what work tasks should be prioritised.</li> <li>• an example of when they had to reassess their work priorities.</li> <li>• how they incorporate self-care as a priority.</li> <li>• how they use support such as debriefs and reflective spaces with colleagues, to ensure that they don't take the pressures of the day home with them.</li> <li>• how they review and improve their time management and work priorities.</li> </ul>	
K46	The purpose and value of supervision, appraisals and personal development planning	PD
	<p>The apprentice will be able to identify the value of supervisions, appraisals and personal development planning. They will understand the differences and the connections between the three. They will be able to identify how each can help to influence the other e.g., how appraisals influence personal development planning.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• what appraisals, supervisions and personal development plans are and why they are so important.</li> <li>• the personal and professional growth they have developed from appraisals, supervisions and personal development planning.</li> <li>• how they have discussed their personal development plans in supervision and appraisals.</li> <li>• how supervision and appraisals have informed their personal development plans.</li> <li>• times when they have needed support and they have used supervision.</li> </ul>	
K47	Reflective practice and how to use it effectively	PD
	<p>The apprentice should have a good understanding of what reflective practice is and how to use it to help progress in professional and personal aspects of one's life.</p> <p>This ability can be shown by explaining:</p> <ul style="list-style-type: none"> <li>• what reflective practice is.</li> <li>• examples of reflective frameworks (e.g., Gibbs, Kolbe, Rolfe).</li> <li>• how they benefit from reflective practice and how they use it to inform their peer work practice.</li> <li>• how reflective practice can help in both personal and professional settings.</li> </ul>	
K48	The importance of self-care and available support structures	PD

Ref	KSB to be assessed	Assessment Method
	<p>The apprentice should have knowledge of the importance of self-care especially in this field of work. They should know about different support structures and be able to explain them.</p> <p>This can be shown through explaining:</p> <ul style="list-style-type: none"> <li>• what self-care is.</li> <li>• why self-care is important.</li> <li>• the different support structures that are available to them.</li> <li>• examples of self-care practices they use regularly.</li> <li>• how self-care has helped them in their peer worker role.</li> </ul>	
K49	How to identify risk and undertake risk assessments following organisational policies and procedures	PD
	<p>The apprentice will have a clear and concise knowledge of the organisation's risk assessment policies and procedures. They will be able to identify risks and know what action to take in line with their workplace's policies and procedures. They will understand the importance of discussing and escalating risks with other members of the team as appropriate. They will understand the importance of keeping the individual they are supporting involved in any actions being taken.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• how to do a risk assessment in a sensitive and person-centred way, and what some potential risks are.</li> <li>• times when the apprentice may have had to escalate a risk.</li> <li>• steps and resources they can use to ensure an individual's wishes are at the forefront of any decisions regarding actions about risks (e.g., crisis plans, advanced directives, involving families and carers).</li> <li>• their organisation's risk assessment policies and procedures.</li> <li>• how risks are documented.</li> </ul>	
K50	How to facilitate discussions on risk, acknowledge different perspectives on risk, promote positive risk taking and how and when to escalate concerns regarding risk	PD
	<p>The apprentice will have a clear and concise knowledge of how to hold discussions on risk including promoting positive risk taking to achieve goals. They will have the ability to identify how and when it is the right time to escalate risks to higher management levels. They will also be able to acknowledge different perspectives on risk.</p> <p>The abilities can be shown through explaining:</p> <ul style="list-style-type: none"> <li>• examples of how to know when to escalate a risk.</li> <li>• who they would escalate a risk to.</li> <li>• what positive risk taking is and the benefits of using it.</li> <li>• how they would facilitate a discussion on risk.</li> </ul>	



Ref	KSB to be assessed	Assessment Method
K51	The principles of safeguarding	PD
<p>The apprentice will have a clear and concise knowledge of the principles of safeguarding. They need to understand why safeguarding is important to their peer work practice. They will be able to identify the aims of safeguarding.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>the principles of safeguarding, and their organisation's policy towards safeguarding, and the aims of that policy.</li> <li>the different types of concerns that would trigger a safeguarding referral, such as: domestic violence, physical or sexual abuse, honour-based abuse, neglect, abuse to self or others, self-harm, risk of suicide, stalking and harassment, vulnerability which may put them at risk of exploitation from others etc.</li> <li>the responsibilities and limitations of a support worker regarding the safeguarding and welfare of children and vulnerable adults.</li> <li>their understanding of who is vulnerable, such as adults over 18 who are: living in a care home, special school or sheltered accommodation; receiving any form of health care; detained in an institution; in contact with welfare or probation services; have age related needs; have a physical or mental disability; or require assistance in the conduct of their affairs.</li> </ul>		
K52	Legislation and organisational policy regarding risk and safeguarding	PD
<p>The apprentice will have a clear and concise knowledge of safeguarding legislation. They will understand their organisation's policy regarding risk and safeguarding, and what action they must take when there are safeguarding concerns. They will be aware that different perspectives on risk can have negative implications, and that they must be aware of the legislation and their organisation's policy.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>relevant safeguarding legislation, such as: <ul style="list-style-type: none"> <li>Safeguarding Vulnerable Groups Act 2006, and what is regulated activity as defined in this act.</li> <li>The Care Act 2014 which has 6 Principles of Safeguarding – empowerment, prevention, protection, proportionality, partnerships and accountability.</li> <li>The Health &amp; Social Care Act 2012.</li> <li>The Mental Capacity Act 2005; all of which involve elements of safeguarding.</li> </ul> </li> <li>whether they are aware of their own organisation's policy statement on safeguarding and the aims of that policy.</li> <li>an understanding of how an organisation could face a loss of reputation, or even face financial loss, if it was seen to fall short of safeguarding laws.</li> <li>their understanding of when and how to escalate concerns regarding the safeguarding of an individual, and the procedure for dealing with allegations.</li> </ul>		



Ref	KSB to be assessed	Assessment Method
K53	How to communicate with the individuals they support and the wider multi-disciplinary team	OP
<p>The apprentice will be able to distinguish how to communicate with the individuals they support and how to communicate with the wider multi-disciplinary team. They will need to understand why communication is essential to their peer practice. They will comprehend how good communication strengthens their peer practice.</p> <p>This could include an ability to demonstrate:</p> <ul style="list-style-type: none"> <li>• how they adapt their methods of communication to meet the needs of others.</li> <li>• their awareness of specific challenges to communication such as: specific learning difficulties; impaired vision or hearing; or temporary distress.</li> <li>• what communication skills they can use to work effectively with clients. e.g., amplification, clarification and verification.</li> <li>• what immediate actions they may take to minimise any difficulties and barriers to communication.</li> <li>• an awareness of the effectiveness of both verbal and non-verbal communication.</li> <li>• an acknowledgement that an unsuitable environment may hinder effective communication.</li> <li>• an ability to navigate around any social or cultural differences, such as: age; gender; social class; ethnicity and language.</li> <li>• an ability to adapt and use different forms of communication such as: written techniques; thoughtful body language; electronic translating devices or even an interpreter.</li> <li>• an ability to build rapport.</li> <li>• that they have prepared for a multi-disciplinary meeting so that they effectively speak on behalf of an individual they are supporting. They can communicate their client's needs to obtain the desired outcome whilst keeping the individuals wishes at the forefront of their mind.</li> </ul>		
K54	How to create and hold a safe space with someone experiencing distress	OP
<p>The apprentice will be able to show how they would support a person in distress by creating and holding a safe space with that individual. They need to understand why creating and holding a safe space is conducive to establishing effective communication and therefore important to their practice. They will understand the benefits of pre-planning to create a safe environment.</p> <p>This could include an ability to demonstrate or explain:</p> <ul style="list-style-type: none"> <li>• what steps they would take, both before and after the meeting, to create a suitably safe environment for their practice.</li> <li>• how they would create a friendly environment that puts a client at ease and encourages them to participate further.</li> <li>• how the apprentice takes reasonable care that the surroundings do not contribute to a more perilous situation, should the relationship become strained between the practitioner and client.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>how they carried out a risk assessment prior to the meeting and that the venue was 'health and safety' compliant.</li> </ul>	
K55	How to give feedback to the individuals being supported	OP
	<p>The apprentice will recognise the importance of giving feedback to any individuals being supported. They will know how to provide relevant and supportive feedback to individuals or groups in the peer relationship. They will understand the benefits of feedback so that they can strengthen the support they provide.</p> <p>This could include an ability to demonstrate or explain:</p> <ul style="list-style-type: none"> <li>how they provide feedback to all individuals and groups within the peer support relationship.</li> <li>how they actively seek feedback from all individuals and groups within the peer support relationship.</li> <li>how to paraphrase, summarise what an individual said, and give validation.</li> <li>that they allow for time at the end of any session for the giving of feedback.</li> </ul>	
K56	How to seek and receive feedback from the individuals they support and the wider multi-disciplinary team	OP
	<p>The apprentice will recognise the importance of seeking and receiving feedback from any individuals being supported and the wider multidisciplinary team. They will know how to seek feedback from individuals or groups in the peer relationship and actively seek feedback on the support they have provided. They will understand the benefits of feedback so that they can strengthen the support they provide.</p> <p>This could include an ability to demonstrate:</p> <ul style="list-style-type: none"> <li>how they actively seek feedback to all individuals and groups within the peer support relationship.</li> <li>how they request feedback on any session they have had. Whether they ask verbally, use a questionnaire, or request they feedback to a third party.</li> <li>whether they ask the individual being supported how they thought the session went and whether they got what they wanted out of it.</li> </ul>	
K57	The organisation's policy on record keeping	OP
	<p>The apprentice will have a clear and precise knowledge of their organisation's policy on record keeping. They need to understand why record keeping is so important to their peer work practice. They will understand the need for a policy on record keeping and how it makes for good practice.</p> <p>This could include an ability to demonstrate:</p> <ul style="list-style-type: none"> <li>how they keep records in a secure place whether a paper or electronic copy.</li> <li>a duty of care to store confidential information so that it is safe and private.</li> </ul>	

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>the knowledge that others may rely on their notes should they be absent, change jobs, or even have to go to court.</li> <li>the importance of writing case note records as soon as possible so that nothing is forgotten.</li> <li>how to write objectively so that all notes are factual and not assumptions but more a faithful record of what the client actually stated.</li> <li>how to use concise language that can be understood as opposed to overly complex words or abbreviations.</li> <li>their ability to write notes that are relevant to the case, such as: agreed actions; proposed dates; and client requirements.</li> </ul>	
K58	Legislation and organisational requirements on confidentiality, consent and information sharing	OP
	<p>The apprentice will have a clear and precise knowledge of any relevant legislation and organisational requirements on confidentiality, consent and information sharing. They need to understand why not contravening the relevant legislation is important to their peer practice. They will understand the benefits of adhering to codes of practice such as confidentiality and gaining consent for any information sharing.</p> <p>This could include an ability to demonstrate:</p> <ul style="list-style-type: none"> <li>compliance with all forms of legislation relevant to a peer support advisor, especially ones that cover safeguarding, security and data protection and adhere to the common law duty of confidentiality.</li> <li>how they may explain, to a supported individual, the importance of their service complying with national, local, professional and organisational requirements.</li> <li>acceptance that confidentiality is an important aspect of the trust in an individual's relationship with the support worker, and with the organisation they belong to.</li> <li>how they maintain accurate records in accordance with their organisation's policy on record keeping.</li> <li>how they give assurances that an individual's personal information will be kept confidential and their privacy respected.</li> <li>how they record a client's consent to share information with their active participation and explain the uses to which their information may be put and to whom it may be shared with.</li> <li>how information can be shared without consent if it is required by statute or a court order, or in exceptional circumstances whereby the benefits of doing so outweigh keeping the information confidential, such as protecting the individual, or anyone else from risk of death or serious harm, or for the prevention, detection or prosecution of serious crime.</li> <li>Use of a formal agreement in writing that illustrates when confidentiality cannot be kept.</li> </ul>	

Ref	KSB to be assessed	Assessment Method
<b>Skills</b>		
S1	Develop and maintain mutual and reciprocal peer relationships	OP
<p>The apprentice will have developed and maintained mutual and reciprocal peer relationships. They will be able to demonstrate an understanding of trauma informed approaches and how to apply them in their practice. They will have learnt and understood the value in acting with sensitivity and practicing inclusiveness.</p> <p>This could include an ability to demonstrate how they would:</p> <ul style="list-style-type: none"> <li>• develop a mutual, reciprocal and empowering peer relationship that is founded on the core principles of peer support, showing sensitivity and inclusiveness, and using a trauma informed approach.</li> <li>• base their practice on the core principles of a peer relationship.</li> <li>• determine which work objectives and responsibilities they prioritise and why.</li> </ul>		
S2	Mutually establish the purpose and boundaries within the peer relationship	PD
<p>The apprentice will be able to discuss the correct way to mutually establish the purpose and boundaries within a peer relationship. They will have learnt and understand the importance in establishing boundaries from the onset of a peer relationship. They will be able to clarify what the purpose of the peer relationship will be.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• ethical dilemmas may arise in a peer relationship and why it is important to mutually establish, and adhere to, the purpose and boundaries within the peer relationship.</li> <li>• they would take steps before any meeting to ensure that the environment is conducive to a purposeful meeting.</li> <li>• they inform individuals beforehand regarding any inappropriate information given by them.</li> </ul>		
S3	Engage with and support families and carers	PD
<p>The apprentice will clarify the correct way to engage with and support families and carers. They will have learnt and understood the benefits of including families and carers in the peer relationship, and the importance of doing so in the correct way.</p> <p>This could include an ability to describe how they:</p> <ul style="list-style-type: none"> <li>• would agree with the client at the outset, what involvement they would like their family to have.</li> <li>• have engaged and supported families and carers within the peer relationship.</li> <li>• take account of the rights of carers, and the organisation's families and carer strategy and carer engagement protocol.</li> <li>• would signpost families and carers to organisations that can offer relevant support (i.e. Carers Trust).</li> <li>• Would update any relevant parties as a matter of routine courtesy.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S4	Manage and prepare for the ending of the peer relationship	PD
<p>The apprentice will be able to share how they manage and prepare for the ending of the peer relationship. The apprentice will indicate a realisation of why it is essential that a peer relationship has a disciplined conclusion.</p> <p>This could include an ability to explain how:</p> <ul style="list-style-type: none"> <li>• they manage and prepare for the ending of the peer relationship in line with organisational policies and procedures.</li> <li>• important it is to have an open and honest discussion with the client about the ending of the relationship.</li> <li>• the ending of the relationship should be seen as a successful progression for the client.</li> <li>• significant it is that a peer relationship has an organised conclusion.</li> <li>• they introduced changes to their practice because of managing and preparing for a satisfactory ending of a peer relationship.</li> </ul>		
S5	Purposefully share lived experience within the context of the peer relationship	OP
<p>The apprentice will be able to demonstrate the correct way to purposefully share lived experience within the context of the peer relationship. They will be able to interpret whether their lived experience is relevant and appropriate for the situation. They will have learnt and understood the value in occasionally sharing their own lived experience.</p> <p>This could include an ability to demonstrate how they:</p> <ul style="list-style-type: none"> <li>• have shared relevant and appropriate lived experience to further establish the peer relationship, and then inspire hope.</li> <li>• build trust by using relevant lived experience to create a connection.</li> <li>• use discretion and maintain a professional stance.</li> <li>• have offered their own experiences to provide reassurance and hope that things will get better.</li> <li>• consider boundaries before sharing lived experience to avoid causing distress.</li> </ul>		
S6	Establish connections with the individual based on shared understanding of experiences	OP
<p>The apprentice will be able to demonstrate a capacity to establish connections with the individual based on a shared understanding of experiences and, if possible, a commonality of experience. They will have learnt and understood how establishing such a connection can establish equality in the peer relationship and can therefore prove invaluable to their peer practice.</p> <p>This could include an ability to demonstrate how:</p> <ul style="list-style-type: none"> <li>• establishing a connection with the individual, based on shared understanding of experiences, and through the commonality of experience, establishes equality in the peer relationship.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>they would overcome difficulties in establishing equality in a peer relationship.</li> </ul>	
S7	Model self-help and self-management approaches for the individual they are supporting	OP
	<p>The apprentice will have exhibited how to model self-help and self-management approaches for the individual they are supporting. They will demonstrate an appreciation of how self-help and self-management approaches should be appropriate to the individual's circumstances.</p> <p>This could include an ability to demonstrate how:</p> <ul style="list-style-type: none"> <li>they utilise self-help and self-management approaches that are appropriate to the individual's circumstances.</li> <li>they maintain their own self-management to model it in their practice.</li> <li>various methods of help have worked for others and how different people need different solutions.</li> </ul>	
S8	Support the individual to develop self-management and problem-solving skills	OP
	<p>The apprentice will demonstrate the correct way to support the individual to develop self-management and problem-solving skills. Their peer support practice will provide support to an individual so that they might develop self-help and self-management approaches.</p> <p>This could include an ability to demonstrate how:</p> <ul style="list-style-type: none"> <li>their peer support practice provides support to an individual so that they might develop self-management approaches and problem-solving skills.</li> <li>how they encourage and empower the supported individuals to develop their own self-help and self-management techniques.</li> <li>they gather information from the client, identify their needs and clarify the next practical steps.</li> </ul>	
S9	Support individuals to identify opportunities and overcome setbacks and challenges when trying to achieve self-defined goals	OP
	<p>The apprentice will be able to demonstrate a suitable way to support individuals to identify opportunities and overcome setbacks, when they are trying to achieve their self-defined goals. They will have acknowledged the importance in the supported individual being assisted in setting, and then trying to achieve, their own objectives.</p> <p>This could include an ability to demonstrate how:</p> <ul style="list-style-type: none"> <li>they encourage supported individuals to set their own targets and assist them to overcome setbacks and challenges in trying to meet those targets.</li> <li>they discuss care and support options collaboratively with the individual and support them in identifying opportunities that may allow them to fulfil their self-defined goals.</li> </ul>	

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>they use techniques to build the confidence of the supported individual.</li> <li>they use techniques to ascertain any underlying issues that may undermine progression.</li> </ul>	
S10	Support individuals to work toward self-defined goals using peer-based approaches in 1-to-1, drop-in or virtual settings	OP
<p>The apprentice will be able to properly demonstrate how to support individuals to work towards self-defined goals using peer-based approaches in 1-to-1, drop-in or virtual settings. The apprentice will have learnt how to facilitate activities that are led by the supported individual to work towards their self-defined goals. They will highlight the benefits of co-production to the peer relationship.</p> <p>This could include an ability to demonstrate how:</p> <ul style="list-style-type: none"> <li>to support individual with peer-based approaches that help work towards self-defined goals, such as 1-to-1, drop-in or virtual settings, and co-production.</li> <li>they would co-produce a peer support personalised care model.</li> <li>they promote client autonomy and encourage a client to set their own short and long term goals.</li> <li>they use different peer based approaches e.g., non-directive, reciprocal, strengths based, future focused.</li> </ul>		
S11	Support individual-led activities	OP
<p>The apprentice will be able to demonstrate an appropriate way to support individual-led activities.</p> <p>This could include an ability to demonstrate how they:</p> <ul style="list-style-type: none"> <li>utilise various approaches to help an individual progress towards their goals</li> <li>give knowledgeable insight as to which activities may be beneficial to the supported individual.</li> <li>encourage autonomy.</li> <li>use coaching style questions to allow the client to make their own choices about what activities they would like to try.</li> </ul>		
S12	Collaboratively discuss care and support options with the individual	OP
<p>The apprentice will have developed the ability to discuss care and support options collaboratively with the individual. They will have recognised the importance in supporting an individual to identify opportunities and overcome setbacks or challenges to them achieving their self-defined goals.</p>		



Ref	KSB to be assessed	Assessment Method
	<p>This could include an ability to demonstrate how they:</p> <ul style="list-style-type: none"> <li>• discuss care and support options collaboratively with the individual.</li> <li>• support an individual to identify opportunities, and overcome setbacks or challenges, when helping them achieve their self-defined goals.</li> <li>• summarise an individual's progress and clarify the next steps to be taken in what timeframes.</li> <li>• support the client to make informed choices.</li> </ul>	
S13	Actively contributes to an individual's care and goal plans with the individual	OP
	<p>The apprentice will be able to ascertain how to actively contribute to an individual's care and goal plans with the individual. The apprentice will be able to demonstrate the correct way to find information that supports the individual to achieve their goals.</p> <p>This could include an ability to demonstrate how they would:</p> <ul style="list-style-type: none"> <li>• actively go through an individual's care and goal plan in order to contribute in a way that would benefit that individual and their desired outcome.</li> <li>• locate information that is beneficial to the aims of the individual being supported.</li> <li>• identify and summarise the goals of the individual and then research for services that potentially they can engage with.</li> <li>• use their own experience to encourage the client to consider options they have not previously thought of.</li> </ul>	
S14	Sets up and works with groups to facilitate working toward individual or shared goals within the group setting	PD
	<p>The apprentice will be able to demonstrate that they are adept in setting up and working with groups to facilitate working toward individual or shared goals within a group setting. They need to demonstrate that they realise the value group work can bring to their peer support practice. They will understand the benefits of exploring choices in a non-directive and non-judgemental way.</p> <p>This could include an ability to explain how they would:</p> <ul style="list-style-type: none"> <li>• set up and facilitate a peer support group.</li> <li>• empower their supported individuals to come to their own decisions and explore their choices in a non-directive and non-judgemental way.</li> <li>• handle differences of opinion in the group and avoid any potential conflict.</li> <li>• evaluate their facilitation and management of the group.</li> </ul>	



Ref	KSB to be assessed	Assessment Method
S15	Support individuals to safely access support for their goals through digital platforms	OP
<p>The apprentice will have learnt and understood how to support individuals to safely access support for their goals through digital platforms.</p> <p>This could include an ability to demonstrate how they:</p> <ul style="list-style-type: none"> <li>• would assist the supported individual to find information and support via digital platforms.</li> <li>• assist individuals to safely access digital platforms relevant to their desired goals.</li> <li>• maintain a database of relevant digital sources of information for a range of supportive initiatives.</li> </ul>		
S16	Support the individual during changes in their life circumstances	PD
<p>The apprentice will be able to demonstrate the correct way to support the individual during changes in their life circumstances. They will be able to interpret a situation and realise when compassion is needed.</p> <p>This could include an ability to explain how they:</p> <ul style="list-style-type: none"> <li>• would support the individual during changes in their life circumstances.</li> <li>• have shown compassion when supporting an individual.</li> <li>• have developed their active listening skills so that they are sensitive to the situation.</li> <li>• keep the balance between being compassionate to others whilst maintaining their own wellbeing</li> <li>• would identify when an individual is really starting to struggle and may need additional support to manage potential risks.</li> </ul>		
S17	Discuss concerns with the individual and when necessary, raise any issues with an appropriate colleague or supervisor	OP
<p>The apprentice will demonstrate the correct way to discuss concerns with an individual. The apprentice will have learnt and understood when they should raise any issues with an appropriate colleague or supervisor.</p> <p>This could include an ability to demonstrate how they would:</p> <ul style="list-style-type: none"> <li>• enter into a discussion with an individual, in line with any local protocol, when they have concerns.</li> <li>• would raise any issues with an appropriate colleague or supervisor.</li> <li>• take precautions, actively plan and manage situations so as to minimise any potential risks.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S18	Support the individual to self-advocate and through self-determination, make choices and control the care and support options open to them	OP
<p>The apprentice will be able to interpret the needs of their client using listening skills and show the ability to collaborate with client on their options. They will show an understanding of the importance of empowering their client's autonomy and the positive impact on their progress when encouraging individual choice when developing care options.</p> <p>This could include the ability to demonstrate:</p> <ul style="list-style-type: none"> <li>• active / reflective listening skills.</li> <li>• summarising what a client communicates to show you have understood.</li> <li>• how to advocate for the client's needs when there is a discussion of their case with colleagues.</li> <li>• the use of strengths-based language to encourage an individual.</li> </ul>		
S19	Signpost to advocacy services	OP
<p>The apprentice will need to be clear on their role, so they understand when they have reached the competence in their area, and when to signpost. They have listened to the client's needs and aligned them with the appropriate advocacy service. The apprentice should also remember that signposting leaves the choice to the client to decide if they want to be involved, and their consent is needed for referral.</p> <p>Signposting skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• recognise when to refer to other services due to work overload.</li> <li>• recognise to signpost and refer when competence of PSW role is outside of what is required.</li> <li>• keep updated with what advocacy services are available and what they offer.</li> </ul>		
S20	Support the individual to prepare for reviews and complete applications or referrals, e.g., housing, medication review, food bank, benefits	OP
<p>The apprentice will be familiar with local application processes for housing and healthcare systems etc. The apprentice will be able to demonstrate the correct way to support an individual with various tasks. They will understand not to take on full responsibility for these tasks but to offer advice and encourage independence where possible.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• define clear boundaries of what you can and can't support with.</li> <li>• encourage independence, collaboration and self-determination.</li> <li>• develop rapport and communication skills to understand specifically what a client needs support with.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S21	Identify new resources or community projects that could be accessed by individuals being supported	PD
<p>The apprentice will have learned the importance of external services/resources and tried to increase their awareness of various types of advocacy services.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• build relationships with external services to gain further understanding of their service and keep updated with information.</li> <li>• ensure that the service is accessible and safe on digital platforms.</li> <li>• attend training that could build awareness on various areas and improve understanding of services and where to signpost.</li> <li>• understand the individual and signposting to suitable projects that align with values and needs.</li> </ul>		
S22	Raise awareness and understanding of the opportunities available to the individuals being supported	OP
<p>The apprentice will be able to interpret the needs of the individual and be able to signpost appropriately to relevant services. The apprentice will be able to demonstrate good communication when suggesting opportunities and encouraging an independent, informed choice.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• use protected time with an individual to raise potential opportunities and discuss suitability.</li> <li>• offer hope through sharing lived experience and challenges.</li> <li>• collect posters or resources from organisations/services and sharing when necessary.</li> <li>• share details of the case with the team and ask if they have any suggestions.</li> </ul>		
S23	Act as a community connector to build links with community resources	PD
<p>The apprentice will be able to explain how they work as an effective community connector and the importance of building these links in the peer worker role.</p> <p>Skills outlined may include:</p> <ul style="list-style-type: none"> <li>• being a facilitator or assistant to a group.</li> <li>• flexibility to operate groups both in person and remotely, depending on the needs of the group.</li> <li>• integrating an element of lived experience to understand the needs of the group.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S24	Support individuals to navigate through systems to access support, signposting resources relevant to their circumstances and self-defined goals that they can access independently	OP
<p>The apprentice will be able to understand how to help an individual with accessing support whilst encouraging independence and informed choices.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• build rapport with individual over time and understanding their needs.</li> <li>• communicate and collaborating over options related to their needs.</li> <li>• support with accessing support where capacity can limit (e.g., completing a referral, requesting support from internal or external service).</li> <li>• provide contact details through various mediums to fit the needs of individual e.g., email, telephone etc.</li> <li>• help an individual to overcome obstacles such as internet or printing access.</li> </ul>		
S25	Support co-production and delivery of learning and development activities to raise awareness and understanding of the peer worker's role and remit	OP
<p>The apprentice will be able to demonstrate how co-production is important to their work, and how they uphold its principles. The apprentice will show a good understanding of their role and be able to give examples of how they work and inform their colleagues within their team of the role of a peer worker.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• communicate the peer worker role and provide suggestions within remit in MDT meetings.</li> <li>• present cases to team or fellow peers to demonstrate the importance of peer support, and the effectiveness of building peer relationships.</li> <li>• build trust, sharing power and responsibility in MDT meetings for the individual being supported to coproduce care plans.</li> <li>• build trust and being an advocate for individual.</li> </ul>		
S26	Use service development activities to tackle stigma and labelling to encourage culture change	OP
<p>The apprentice will have a strong understanding of peer support models that are embedded in their work and workplace. They will be able to be an advocate for peer approaches, and show dedication to tackling stigma and labelling to encourage culture change.</p>		

Ref	KSB to be assessed	Assessment Method
<p>Skills include:</p> <ul style="list-style-type: none"> <li>• keeping updated with whistleblowing protocol and using services, when necessary, when faced with situations that don't align with service values.</li> <li>• being an advocate for peer approaches.</li> <li>• attending training that encourages tackling stigma and labelling.</li> <li>• positively influencing team culture by consistently demonstrating a person-centred approach and the use of strengths-based language.</li> </ul>		
S27	Give presentations and deliver training to small groups	OP
<p>The apprentice will be able to demonstrate the correct way to deliver a presentation or training effectively and confidently. They will be flexible and be able to deliver their presentations online or in-person. They will be able to ensure participation and engagement with the group through various methods.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• ensuring to be inclusive and involve as many participants as possible in the engagement of activities.</li> <li>• initiating the development of shared group values.</li> <li>• detailing how they prepare for a presentation.</li> <li>• the ability to consider different learning styles and need to adapt presentation style accordingly.</li> </ul>		
S28	Promote the lived experience perspectives and concerns of the individual being supported across own workplace and other organisations and services	OP
<p>The apprentice will be able to interpret the experiences of the individual they work with and be able to apply aspects of their client's experiences and relate to them in order to understand better how to support their needs. The apprentice will also be able to use this understanding to communicate this in an appropriate manner to their team when discussing support options.</p> <p>Skills include the ability to:</p> <ul style="list-style-type: none"> <li>• empathise and relate to client experiences where possible.</li> <li>• reflectively listen and summarise.</li> <li>• accurately communicate the needs or concerns of an individual to the team through understanding of client experiences.</li> <li>• advocate for a client and appropriately express their shares or wishes with other services.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S29	Promote and embed peer-based approaches in teams and services with which they work	PD
<p>The apprentice will be able to demonstrate ways they have promoted and embedded peer-based approaches within their work, and also how and times when they have done this.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• encourage shared decision making.</li> <li>• plan, care and support planning based on your interaction with your client.</li> <li>• enable choice, including legal rights to choose, social prescribing and community-based support, supported self-management, personal health budgets and integrated personal budgets.</li> <li>• demonstrate the importance of co-production of notes and records.</li> </ul>		
S30	Use meetings with other multi-disciplinary team members to facilitate understanding of the individual's perspective and their rights	PD
<p>The apprentice will be confident in raising any concerns of an individual's rights and can disclose relevant information with teams about the needs of the individual based on the work completed together.</p> <p>Skills could include being able to:</p> <ul style="list-style-type: none"> <li>• share key information with teams whilst respecting confidentiality to maintain trust in the peer relationship.</li> <li>• understand safeguarding rights and when to raise concerns.</li> <li>• be an advocate for the client and confident in challenging perspectives that do not align with the individual's perspective and rights.</li> <li>• demonstrate a person-centred approach by maintaining the focus around the client's wishes and needs.</li> </ul>		
S31	Work collaboratively with the multi-disciplinary team and other organisations or services	PD
<p>The apprentice will demonstrate confidence in engaging with the multi-disciplinary team and other organisations or services. They will be open to new services and curious to acquire more information for the benefit of their client or their organisation.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• being a community connector and befriending organisers.</li> <li>• visiting community hubs and enquiring about services they run.</li> <li>• seeking information and asking for help with situations.</li> <li>• openness to shadowing peers to improve work.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S32	Positively challenge low expectations and discriminatory practice to influence system change and enhance services	PD
<p>The apprentice will be confident in working in a culturally diverse environment, have a clear understanding of the values of their workplace and be confident in challenging or reporting any low expectations and discriminatory practice.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• keep an open mind and being curious in understanding different cultural perspectives.</li> <li>• be courageous in challenging low expectations and discriminatory practice in an appropriate manner, following local protocol.</li> <li>• be confident when raising concerns and possible suggestions to enhance service to managers.</li> </ul>		
S33	Seek advice, support or assistance from the appropriate person when the limits of own responsibility and competence has been reached	PD
<p>The apprentice will have learnt and understood their role and responsibilities within their teams and reaffirmed this with their colleagues. They will be able to recognise when a situation is outside of their limit of responsibility and competence and seek support from the appropriate person.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• building relationships with MDT and being informed of their role, and your role if needed in future.</li> <li>• regularly attending MDT meetings and requesting opinions and support.</li> <li>• being in regular contact with line manager so you are supported and guided on what next steps are.</li> </ul>		
S34	Manage own time and work priorities, using resources effectively	OP
<p>The apprentice will demonstrate effective methods to maintain sound time management skills. They will also understand how to prioritise their work with their clients and set time aside for secondary duties.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• engaging with software such as Microsoft Office and updating calendar to keep track of schedule and informing colleagues of your schedule.</li> <li>• effective communication with colleagues of when duties can realistically be completed.</li> <li>• prioritising main duties and setting boundaries around secondary duties or requests to support if you are not available or have reached the limit of workload.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S35	Develop and maintain peer and professional networks	PD
<p>The apprentice will understand the importance of building rapport and trust, both in peer and professional networks and the positive impact relationship building has on effective peer work. The apprentice can demonstrate methods they use to develop relationships and maintain these networks.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• build peer relationship with OARS skills – open ended questions, affirmations, reflective, summarising.</li> <li>• keep in contact and updated where appropriate.</li> <li>• maintain trust, respect and professionalism.</li> </ul>		
S36	Actively participate in team and peer supervision	PD
<p>The apprentice recognises that the responsibility for supervision taking place is shared with their supervisor and can communicate effectively to organise dates for supervision. They will be open to sharing their point of view and discussing the progress of their cases, their work and any other relevant matters.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• regularly collaborating with supervisor to arrange meetings.</li> <li>• regularly arranging and attending peer supervision with other peer workers.</li> <li>• being open to sharing details of work.</li> <li>• listening reflectively when discussing details of cases to provide feedback.</li> <li>• showing an understanding of the importance of supervision for a peer worker.</li> </ul>		
S37	Reflect on and applies learning to practice	PD
<p>The apprentice will have learnt and understood the feedback given from a supervisor or other peers and be able to demonstrate the ability to apply this to their peer work practice.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>• asking for clarity and reassurance for what action to take after feedback.</li> <li>• having a growth mindset and eagerness to improve.</li> <li>• being adaptable to new methods of working.</li> <li>• being open to constructive criticism.</li> </ul>		



Ref	KSB to be assessed	Assessment Method
S38	Recognise the importance of self-care, taking appropriate action when required	PD
<p>The apprentice will have developed their personal methods for self-care. They will be able to recognise when they need self-care. They will also understand what action to take to address their self-care needs to ensure their continued health and wellbeing.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>managing workload effectively and realistically.</li> <li>adequate time management.</li> <li>setting clear boundaries around start and closing times.</li> <li>reaching out to peers or manager when difficulties arise and requesting support.</li> <li>the ability to identify the importance of work/life balance.</li> </ul>		
S39	Participate in appraisal, personal development planning and continuous professional development	PD
<p>The apprentice will be developing their goals and ambition and be willing to communicate with their manager to support career development. The apprentice will meet quarterly or on a six-month basis with a manager to develop a plan for ambitions outlined, and take appropriate steps to progressing them.</p> <p>Skills could include:</p> <ul style="list-style-type: none"> <li>having a growth mindset and eagerness to improve.</li> <li>identifying and communicating ambitions.</li> <li>collaborating with manager on how to achieve these goals.</li> <li>being open to training and further development.</li> </ul>		
S40	Identify risks and contribute to required risk assessments	PD
<p>The apprentice will be able to identify risks as they arise and be able to assess the general severity of the risk. They will understand the importance of documenting concerns they may have. They will be able to contribute appropriate information for the risk assessment to be completed.</p> <p>Skills include being able to:</p> <ul style="list-style-type: none"> <li>identify potential risks that can arise and judge the severity.</li> <li>identify individual/s that might be affected and how they could come to harm.</li> <li>evaluate risks and discuss precautions to take with team(s).</li> <li>document events, findings and outcomes accurately and promptly.</li> <li>review their assessment and update if necessary.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S41	Facilitate discussions with individuals, and between the individual and the services they use on potential risks to their health and safety when working toward their self- defined goals	PD
<p>The apprentice will be able to facilitate an open and honest discussion with an individual, and communicate potential risks for the individual to come to informed decisions.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• develop rapport with individual to build trust.</li> <li>• communicate with MDT to be provided with various perspectives and options.</li> <li>• communicate these options and their implications honestly with individual.</li> </ul>		
S42	Promote positive risk taking and different perspectives on risk within the team	PD
<p>The apprentice will recognise that it is not always in the best interests of the individual to eliminate risk completely, but it can be more proactive to manage risk when working with self-defined goals to encourage personal growth. The apprentice will be able identify potential risks and demonstrate how to balance this risk with positive benefits and change for the individual.</p> <p>Skills could include the ability to:</p> <ul style="list-style-type: none"> <li>• identify risk and how to manage risk.</li> <li>• discuss positive risk with manager or in MDT.</li> <li>• collaboratively consider pros and cons of risks with individual.</li> <li>• encourage the best interests and independence of individual.</li> <li>• be clear and honest with individual about the implications of positive risk.</li> <li>• listen to and respecting an individual's ambitions, goals and their limits.</li> </ul>		
S43	Take action in line with organisational policy where there are safeguarding concerns	PD
<p>The apprentice will be able to demonstrate a clear understanding of their organisation's safeguarding policies and procedures. They will be able to describe measures taken to protect people's health, wellbeing and rights. They will understand their responsibility as a healthcare professional to protect individuals who may be at risk of abuse or neglect. They will be able to describe the importance of determining the best course of action with other professionals rather than making standalone decisions.</p> <p>This could include an ability to explain:</p> <ul style="list-style-type: none"> <li>• the types of concerns that would warrant a safeguarding referral i.e., domestic violence, physical or sexual abuse, honour-based abuse, neglect, abuse to self</li> </ul>		

Ref	KSB to be assessed	Assessment Method
	<p>or others, self-harm, risk of suicide, stalking and harassment, vulnerability which may put an individual at risk of exploitation.</p> <ul style="list-style-type: none"> <li>• when to use appropriate risk assessment tools available to them to determine level of risk and aid decision making.</li> <li>• how to escalate concerns they may have in line with organisational policies - discussing with supervisor, taking to a multi-disciplinary meeting, involvement of other agencies.</li> <li>• at what point other agencies should be involved.</li> <li>• how to keep the individual informed – explaining duty of care to report and follow up on any concerns for safety, being open and honest, taking accurate notes, signposting for additional support.</li> <li>• relevant sections in 6 Principles of Safeguarding Social Care Act 2014 (empowerment, prevention, protection, proportionality, partnerships, and accountability), Health &amp; Social Care Act 2012 or Mental Capacity Act 2005.</li> <li>• how they would document concerns.</li> </ul>	
S44	Recognise high-risk situations and takes action in line with organisational policy	PD
<p>The apprentice will have learnt how to identify whether an individual (or multiples) are at risk and how to assess what level of risk they are dealing with. Once a high-risk situation has been identified, they will be able to demonstrate what action needs to be taken in line with organisational policy and within appropriate timescales. The apprentice will show an understanding of the importance of reducing risk, and the relevance of ensuring that details are accurately recorded.</p> <p>This can be shown by the ability to explain:</p> <ul style="list-style-type: none"> <li>• how to look for patterns of behaviour or evidence that someone is at risk e.g., coercive, controlling, or threatening behaviour, signs of abuse, level of vulnerability, family or relationship dynamics, honour-based abuse etc.</li> <li>• the importance of gathering evidence and additional information.</li> <li>• the difference between moderate and high-risk situations.</li> <li>• how to escalate concerns they may have in line with organisational policies (e.g., discussing with supervisor, taking to a multi-disciplinary meeting).</li> <li>• what action needs to be taken to get an individual, or others to a place of safety quickly.</li> <li>• why it is important to ensure all detail recorded is factual and accurate.</li> <li>• how to reduce any further risks e.g., removal of medication or sharp objects, putting monitoring in place, getting injunctions in place to remove contact.</li> <li>• how to de-escalate a situation and possible conflict resolution techniques they might use to help with any immediate tensions.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
S45	Adapt their communication to meet the needs of others	OP
<p>The apprentice will be able to explain why communication challenges can leave an individual feeling isolated or impact their chances of success. Putting appropriate adjustments in place and creating an inclusive environment can allow an individual to feel valued, heard and respected. The apprentice will be able to demonstrate how to work through issues such as language barriers, visual or hearing impairments or learning disabilities, and show an understanding of different learning styles that need to be considered.</p> <p>This may include the ability to explain how:</p> <ul style="list-style-type: none"> <li>• they would work with someone where English is not their first language i.e., google translate, interpreter service, signing or body language.</li> <li>• they would adapt their approach for an individual with hearing or visual impairments, or someone with a short concentration span i.e., larger text, handouts, face the individual to allow for lip reading, schedule in rest breaks.</li> <li>• they might have included the individual to discuss what works best for them (exhibiting inclusivity).</li> <li>• they have endeavoured to be the voice for an individual, shared their views or wishes in a respectful and mindful way.</li> <li>• they might adapt a presentation to consider different learning styles i.e., mix of words, imagery, data, video clips, links to websites and use of simple language. Provide handouts, include Q&amp;A and request feedback.</li> </ul>		
S46	Support individuals who are experiencing distress	OP
<p>The apprentice will be able to demonstrate the correct way to support individuals experiencing distress. Using their own lived experience where appropriate, creating a 'safe' space for an individual, and understanding the importance of knowing what coping strategies work for the individual can help to reduce levels of distress. They will also be able to show insight into when a situation needs to be escalated to keep an individual safe.</p> <p>This could include the ability to:</p> <ul style="list-style-type: none"> <li>• ask the individual what would help them.</li> <li>• listen using compassion and without judgement, allowing space to talk as little or as much as they need.</li> <li>• understand what helps them to feel 'safe.'</li> <li>• show awareness of triggers, coping strategies and appropriate self-care.</li> <li>• refer to an individual's safety plan.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>• validate feelings and offer reassurance.</li> <li>• determine imminent risk and escalate where necessary.</li> <li>• show awareness of their own limitations.</li> </ul>	
S47	Provide relevant and supportive feedback to the individual in the peer relationship	OP
<p>The apprentice will be able to demonstrate the importance of delivering feedback in a strengths-based way. This provides the apprentice with an opportunity to encourage and motivate an individual, rather than knock their confidence when self-esteem may already be low or non-existent. They will be able to identify that this is also a useful way to resolve issues before they become problematic.</p> <p>This could include the ability to explain or demonstrate:</p> <ul style="list-style-type: none"> <li>• the importance of setting out boundaries at the start of a relationship, which may include promoting openness and honesty.</li> <li>• how to deliver feedback in a strengths-based way.</li> <li>• how to keep the emphasis on moving forward rather than ruminating on what went wrong.</li> <li>• how receiving feedback can help develop problem-solving skills.</li> <li>• how providing supportive feedback can allow someone to understand how certain behaviours impact those around them.</li> <li>• why it is important to use feedback to resolve problems and move forward.</li> <li>• the skill of summarising what a person has said when feeding back so they feel validated.</li> <li>• the skill of paraphrasing – listen to what a person says but re-wording it and adding a positive charge.</li> </ul>		
S48	Actively seek feedback from individuals or groups on the support provided	OP
<p>The apprentice will be able to demonstrate the value of receiving feedback from individuals or groups they have supported. They will be able to show different ways of pro-actively gathering feedback, analysing the data, taking action and implementation of improvements or changes.</p> <p>This could include the ability to explain or demonstrate:</p> <ul style="list-style-type: none"> <li>• the importance of requesting feedback in a timely manner.</li> </ul>		

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>• why it is important to request feedback on specifics i.e., linked to objectives or targets.</li> <li>• the impact of receiving negative feedback, and what they do with that information.</li> <li>• different ways to request feedback i.e., verbal, written, staff survey, feedback form.</li> <li>• from their own experience, a time when they have received feedback and how they used it to adapt the way they work.</li> </ul>	
S49	Maintain accurate records, ensuring where records are about the individual being supported, these are co-produced	OP
	<p>The apprentice should have a clear and concise knowledge of maintaining accurate records and the impact this may have if not done correctly. They will be able to identify the value of co-production and the impact it has on both the individual being supported, and the peer relationship.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• why it is important to ensure all detail recorded is factual and accurate and completed in a timely manner.</li> <li>• the impact of records not being kept up to date or contain insufficient detail.</li> <li>• the value of co-production i.e., person centred approach, creates equality and validation of feelings.</li> <li>• how it allows the individual to feel valued, heard, and respected.</li> <li>• knowing where records are stored and how to update.</li> <li>• the importance of using straightforward language.</li> </ul>	
S50	Follow legal and organisational requirements when dealing with confidentiality, consent, and information sharing	OP
	<p>An apprentice should exhibit a clear knowledge and understanding of the legal and organisational requirements relating to confidentiality, consent and information sharing. They should be able to provide examples of breaches of practice, and how this should be reported or dealt with.</p> <p>This should include the ability to explain:</p> <ul style="list-style-type: none"> <li>• the meanings of confidentiality, consent, and information sharing.</li> <li>• breaches of confidentiality and how to avoid them.</li> </ul>	

Ref	KSB to be assessed	Assessment Method
	<ul style="list-style-type: none"> <li>the importance of advising an individual of organisational confidentiality policy.</li> <li>when to break confidentiality i.e., an individual has disclosed something which means they (or others) are at risk of harm.</li> <li>how to keep data safe.</li> <li>the relevant sections of the 'Data Protection Law' and 'GDPR' governance.</li> </ul>	
<b>Behaviours</b>		
B1	Through sharing mutual experiences establishes the peer relationship and inspires hope	OP
<p>The apprentice will demonstrate an understanding of mutuality and how it helps to strengthen a peer relationship. They will be able to identify how mutuality and boundary settings allows for an equal relationship where respect is balanced, not just one way and how this can help build trust.</p> <p>This could include the ability to explain or demonstrate:</p> <ul style="list-style-type: none"> <li>their understanding of mutuality.</li> <li>how boundary setting at the start of a peer relationship can help to balance mutuality.</li> <li>that mutuality is present in healthy relationships and helps to maintain positivity and respect for one another.</li> <li>the benefits of sharing mutual experiences.</li> <li>how sharing mutual experiences can inspire hope.</li> </ul>		
B2	Acknowledges diversity of experiences and works in an inclusive way	OP
<p>The apprentice will be able to show that they are able to accept people's differences and find an opportunity to learn something new rather than avoiding the differences. They should demonstrate the ability to work in a non-judgemental way, avoiding stereotypes and embrace inclusivity by being able to adapt their working style when needed.</p> <p>This could include the ability to explain or demonstrate:</p> <ul style="list-style-type: none"> <li>their understanding of the importance of diversity.</li> <li>why learning about people's differences or cultures should be embraced.</li> <li>how they have overcome experiences of bias or stereotyping.</li> <li>the impact on an individual when we do not provide flexibility or understanding.</li> <li>how they make sure they are inclusive.</li> </ul>		



Ref	KSB to be assessed	Assessment Method
B3	Develops and shares a commonality of mutual experience and establishes equality within the peer relationship	OP
<p>The apprentice will demonstrate the ability to use mutual experiences to help develop trust and rapport with an individual. They will understand that having mutual respect and openness and honesty in a relationship can help maintain a feeling of equality and that each person is equally as important.</p> <p>This could include the ability to explain:</p> <ul style="list-style-type: none"> <li>• when establishing mutuality has helped in the early stages of a peer relationship.</li> <li>• the importance of empathy and understanding.</li> <li>• the importance of equality in a peer relationship.</li> <li>• how they create equality with an individual through sharing commonality of a mutual experience.</li> </ul>		
B4	Compassionate, showing respect and kindness to self and others	PD
<p>The apprentice will be able to show that they have compassion and empathy towards an individual. They will be able to demonstrate respect and kindness to others, through leading by example and showing kindness to themselves.</p> <p>This could include the ability to demonstrate or explain:</p> <ul style="list-style-type: none"> <li>• the impact of showing compassion and empathy to someone.</li> <li>• the importance of leading by example and how that might inspire hope in an individual.</li> <li>• the importance of being mindful of how we talk about ourselves and others.</li> <li>• the power of strengths-based language.</li> <li>• what it means to be compassionate respectful and kind.</li> <li>• examples of how they show compassion, respect and kindness.</li> </ul>		
B5	Explores choices in a non-directive and non-judgemental way with the individual being supported and empowers them to come to their own decisions	PD
<p>The apprentice will be able to demonstrate the ability to explore choices with an individual, in a non-directive and non-judgemental way encouraging them to seek their own solutions. They will be able to use active listening, paraphrasing, and summarising to open a discussion, and with the addition of open questioning, give back control to an individual to make their own choices.</p> <p>This could include the ability to demonstrate or explain:</p> <ul style="list-style-type: none"> <li>• the type of language they choose when asking questions.</li> <li>• the importance of allowing space for someone to explore their feelings.</li> <li>• how it might help an individual develop problem-solving skills.</li> <li>• the importance of encouraging an individual to explore different solutions.</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

## 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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