



Skills  
Development  
Scotland

**Foundation Apprenticeship in  
Social Services and Healthcare  
at SCQF level 6  
Learning Provider Guide  
to Support Employers**



# Aims

The aim of this guide is to support Learning Providers to identify and discuss with employers' appropriate activities for learners during a Foundation Apprenticeship work placement.

It provides the following information:

- **What are Foundation Apprenticeships?**
- **The definition of work-based learning in the context of Foundation Apprenticeships**
- **How a Foundation Apprenticeship is delivered**
- **How employers can support learners**
- **An understanding of the Scottish Vocational Qualification (SVQ) units within Foundation Apprenticeship qualifications**
- **Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Social Services and Healthcare at SCQF Level 6**
- **Links to useful resources**

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**“When I was doing my Foundation Apprenticeship in Social Services and Healthcare, I learned a lot about values, standards and codes of conduct. I also developed compassion for others as a personal skill”**

Lara, Foundation Apprentice







**Lara**  
Foundation Apprentice

# What are Foundation Apprenticeships?

Foundation Apprenticeships are designed to provide school pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

A Foundation Apprenticeship is an industry-recognised qualification, designed to offer valuable insight and experience of the world of work. Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Foundation Apprenticeships at SCQF Level 6 are available in a wide range of subjects that are linked to the growth sectors of the Scottish economy:

-  **Accountancy**
-  **Business Skills**
-  **Civil Engineering**
-  **Creative and Digital Media**
-  **Engineering**
-  **Financial Services**
-  **Food and Drink Technologies**
-  **Hardware and System Support**
-  **Scientific Technologies**
-  **Social Services and Healthcare**

-  **Social Services Children and Young People**
-  **Software Development**

## What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment of the units from the Scottish Vocational Qualification (SVQ) within each Foundation Apprenticeship.

## How is a Foundation Apprenticeship delivered?

Foundation Apprenticeships are chosen as a subject choice in S5 or S6 and taken alongside other National and Higher qualifications. Pupils work towards the Foundation Apprenticeship qualification over either one or two years.

Learning providers work alongside employers to develop the knowledge and skills learners need to meet all the outcomes of the Foundation Apprenticeship qualification. This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship undertaken with the Learning Provider. This is combined with work-based learning opportunities with an employer to provide learners with the experiential learning

they need to apply their learning directly in the workplace, ultimately to meet the requirements of the SVQ units of the Foundation Apprenticeship qualification.

Learners attendance depends on whether they take part in a 1 year or a 2-year programme.

- 1 year = 1 day with employer and 1 day or 2 half days at college or training centre
- 2 years = 1st year – 1 day a week at college or training centre with some employer input = 2nd year = 1 day a week at work placement.

Attendance on the programme will be a mix of classroom-based activity and employer placement. The placement element is typically one day per week but can be flexible to meet the needs of the sector and employer for example, block intake.

## Employer involvement

The involvement of employers is a critical aspect of Foundation Apprenticeships and includes:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices and processes
- Setting employer led projects industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

The learning provider meets regularly with employers to provide on-going support and ensure learners are being supported and are working on the right types of activities.

<sup>1</sup> The term 'learners' is used in this guide to refer to pupils.

## Scottish Vocational Qualification units

It is important that employers understand the SVQ units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the SVQ units they need to complete.

Within every Foundation Apprenticeship there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace.

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to do (performance criteria), know and understand (knowledge and understanding criteria) to demonstrate competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed by an Awarding Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

## About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against

defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance, can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units. The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions are externally verified by the Awarding Organisation who offers the units.

### Evidence must meet the following requirements:

<b>Valid</b>	The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards.
<b>Authentic</b>	The evidence will be the learner's own work.
<b>Current</b>	The evidence will exemplify the current level of the learner's performance.
<b>Reliable</b>	The assessment decision is comparable and consistent with other assessors within the centre.
<b>Sufficient</b>	The evidence will demonstrate competence over time (e.g. not just a single occasion).

# Links to useful resources

## Foundation Apprenticeship

### Guidance Note:

#### [Social Services and Healthcare Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Social Services and Healthcare at SCQF Level 6.

The temporary framework (GR84 46) developed by SQA and SDS for the Foundation Apprenticeship in Social Services and Healthcare in response to COVID-19 will continue to be available in 2023 for learners on SDDM or 2-year delivery model due to complete in 2024..

#### [Developing the Young Workforce](#)

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

#### [SQA Guide to Assessment](#)

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

#### [FA Placement Options](#)

#### [Meta skills support documentation](#)

#### [Employer Welcome Pack](#)

This guidance has been developed to share best practice and support employers to get the best experience from their involvement in Foundation Apprenticeships.

Lara

Foundation Apprentice

# Practical Examples

## Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Social Services and Healthcare at SCQF level 6 (GL52 46)

These examples support employers in identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Social Services and Healthcare at SCQF level 6 (GL52 46).

The Foundation Apprenticeship in Social Services and Healthcare at SCQF level 6 includes the following four mandatory units from the SVQ in providing Social Services and Healthcare at SCQF level 6:

- H5NA 04 Support Effective Communication
- H5NB 04 Support the Health and Safety of Yourself and Individuals
- H5NC 04 Support the Safeguarding of Individuals
- H5L5 04 Develop your own Knowledge and Practice

The SVQ units are delivered and assessed while on placement in the workplace.

The table below provides generic examples of typical work-based activities and examples of possible evidence which may support the development of the practical skills within

the first three of four SVQ units listed above. Please note, these are examples and are not intended to be prescriptive. Some examples of activities and evidence are holistic therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by learners and reduces bureaucracy in assessment.

It is important to note not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/non-employee cannot conduct a particular activity within a workplace.

### H5NA04 Support Effective Communication

<b>Performance Criteria</b> What the learner needs to be able to do to demonstrate competence within the unit	<b>Examples of work-based activities</b> which may support learners to develop the required practical skills in the unit	<b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p><b>Identify how best to support communication with and by individuals</b></p> <p><b>P1</b> Seek information and advice about the individual's specific communication preferences and needs</p>	<ul style="list-style-type: none"> <li>■ Participating in change over or shift planning / reviews</li> <li>■ Engaging with an individual to plan or check in to agree plans relating to a planned activity</li> </ul>	<p><b>Evidence for the unit:</b></p> <ul style="list-style-type: none"> <li>■ Observation of practice by assessor:</li> <li>- Demonstrating how the learner engaged with peers</li> <li>- Which indicates the competence and confidence of the learner</li> </ul> <p>► <a href="#">Continues on next page</a></p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P2</b> Confirm with the individual their preferred ways to communicate and any changes in their needs</p> <p><b>P3</b> Review your own communication skills to see if they will be suitable to meet the individual's preferences and needs</p> <p><b>P4</b> Where necessary seek extra support to ensure to communicate with the individual and understand their views and wishes</p> <p><b>P5</b> Where necessary, seek extra support to ensure the individual is able to communicate with and understand you</p>	<ul style="list-style-type: none"> <li>■ Planning with individual to menu plan / create shopping list</li> <li>■ Participating and supporting an individual with social activities, games, group activities</li> <li>■ Seeking agreement with individuals to participate with group/individual gardening tasks</li> </ul>	<ul style="list-style-type: none"> <li>■ Reflective log/diary: <ul style="list-style-type: none"> <li>- On how the learner prepared, engaged and reviewed their understanding of the way teams use the time to assign roles</li> <li>- Explaining the individual was approached to establish effective communication</li> <li>- Evidencing how the learner utilised or adjusted the environment to establish or maintain good/effective communication</li> <li>- Evidencing how they considered what the questions were - did they have sufficient ability to answer and when they should seek further assistance?</li> </ul> </li> <li>■ Records of planning activities completed</li> <li>■ Witness testimony from the individual or mentors in the workplace describing and confirming the activity the learner has undertaken</li> <li>■ Use of questions or professional discussion by assessor</li> <li>■ Records of shopping lists or daily planners used</li> <li>■ Minutes for shift reviews demonstrating the learners' participation in collating information that may be personal and complies with GDPR requirements</li> <li>■ Records the learner has contributed, any information written by the learner must be co-signed by a staff member for accuracy</li> </ul>
<p><b>P6</b> Share information with others about the individual's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements</p>	<ul style="list-style-type: none"> <li>■ Participating in change over or shift planning / reviews</li> </ul>	<p>▲ See <b>P2–P5</b></p>

Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>Support individuals to communicate</b></p> <p><b>P7</b> Work in ways that promote active participation when supporting the individual to communicate</p> <p><b>P8</b> Check whether the individual has the support they need to communicate their views, wishes and preferences</p> <p><b>P9</b> Take appropriate action to ensure that any required support is available</p> <p><b>P10</b> Support the individual to use their preferred means of communication and language</p> <p><b>P11</b> Give the individual sufficient time to communicate without interrupting or finishing off their communication</p> <p><b>P12</b> Take appropriate action to address any misunderstandings</p>	<ul style="list-style-type: none"> <li>■ Planning activities with the individual to participate in reminiscence or storytelling</li> <li>■ Making time in the day to speak to the individual and create a positive social time to talk about their day</li> <li>■ Utilising communication skills in the menu planning/ shopping list activity</li> </ul>	<p>◀ See <b>P2–P5</b> (previous page)</p>
<p><b>Communicate with individuals and key people</b></p> <p><b>P13</b> Position yourself so that you can give full attention to what the individual and key people wish to communicate and so that they can give full attention to you</p> <p><b>P14</b> Communicate with the individual and key people at a pace in a manner and at a level appropriate to the individual’s understanding, preferences and needs</p>	<ul style="list-style-type: none"> <li>■ Planning with an individual for social or individual participation in activities or daily plans / schedules</li> </ul>	<p>◀ See <b>P2–P5</b> (previous page)</p>
<p><b>P15</b> Use body language, eye contact, tone of voice and methods of listening that actively encourage the individual and key people to communicate</p> <p><b>P16</b> Adapt your communication to meet the individual’s changing needs and preferences.</p> <p>▶ <a href="#">Continues on next page</a></p>	<ul style="list-style-type: none"> <li>■ Allocating time for an individual to have quality time to discuss their day / plans without the interruption of others</li> <li>■ Participating in therapy activity, music / aromatherapy / reminiscence / game playing with key staff or professionals as part of the individuals care plan</li> </ul>	<p>◀ See <b>P2–P5</b> (previous page)</p>



Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P17</b> Adapt your communication when the individual or key people have difficulty understanding what you want to communicate</p> <p><b>P18</b> Ensure the focus of communication is with the individual whilst acknowledging the input of key people</p> <p><b>P19</b> Give your full attention and concentration when you communicating with the individual and key people</p>	<p>◀ See previous page</p>	<p>◀ See previous page</p>
<p><b>Respond to questions and concerns of individuals and key people</b></p> <p><b>P20</b> At appropriate points while the individual and key people are communicating questions or concerns, clarify points to check that you have understood what is being communicated</p> <p><b>P21</b> Respond appropriately to questions and concerns that the individual and key people express</p> <p><b>P22</b> At appropriate points, confirm that the individual and key people have understood what you are saying</p>	<ul style="list-style-type: none"> <li>■ Supporting an individual to participate in an activity such as gardening, making a snack, crafts</li> <li>■ Supporting an individual with activities check details such as creating a shopping list, creating or following a daily planner</li> </ul>	<p>◀ See P2–P5</p>
<p><b>P23</b> Seek additional advice and support for questions and concerns that are beyond your competence to deal with</p> <p><b>P24</b> Respect the individual's and key people's rights to confidentiality of information, within legal and work setting procedures</p> <p><b>P25</b> Complete records and reports about what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements</p>		<p>◀ See P2–P5</p>

Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>Contribute to communicating through records and reports</b></p> <p><b>P26</b> Gain permission from the appropriate people to access records when needed</p> <p><b>P27</b> Access records required for your work in line with work setting practices, policies and procedures</p> <p><b>P28</b> Complete required records according to the activities you have undertaken, confidentiality agreements and legal and work setting requirements</p> <p><b>P29</b> Pass on information to others about the individual's preferences and needs</p> <p><b>P30</b> Report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in an individual's care and support needs</p> <p><b>P31</b> Support the individual to understand what you have reported or recorded about them and why</p> <p><b>P32</b> Report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them</p> <p><b>P33</b> Report to appropriate people any difficulties you have in accessing and updating records and reports</p> <p><b>P34</b> Maintain the security of records and reports according to legal and work setting procedures</p>	<ul style="list-style-type: none"> <li>■ Reporting to staff the outcomes of the interactions detailed above in order for them to prepare the care notes</li> <li>■ Participating in the shift review with information they have to share centred on the above activities</li> </ul>	<p>◀ See <b>P2–P5</b></p>

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## Notes

Given the nature of work within the social services and healthcare environment, it is expected that there are certain activities a foundation apprentice may not be able to carry out, such as those which are centred on personal care tasks. Recording of information using SWIFT/AIS systems should be avoided as this involves access to information with a sensitive nature, as should accessing or supporting individuals with financial activities.

A holistic approach has been taken to provide examples of activities and evidence which may cover performance criteria within and across units. This promotes efficient and effective gathering of evidence. Working in external environments should always be supported by staff.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation. Further information can be found in the **Assessment Strategy**.

## H5NB 04 Support the Health and Safety of Yourself and Individuals

<b>Performance Criteria</b> What the learner needs to be able to do to demonstrate competence within the unit	<b>Examples of work-based activities</b> which may support learners to develop the required practical skills in the unit	<b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p><b>Carry out health and safety checks before you begin work activities</b></p> <p><b>P1</b> Make sure that you are aware of the setting's health, safety and security procedures before you begin work activities</p>	<ul style="list-style-type: none"><li>■ Reading or attending an induction to the buildings for evacuation protocols</li></ul>	<p><b>Evidence for the unit:</b></p> <ul style="list-style-type: none"><li>■ Records of confirmation of attendance at induction</li><li>■ Reflective log/diary detailing work activities carried out</li><li>■ Observation of practice indicating the competence and confidence of the learner</li><li>■ Witness testimony from the individual or mentors in the workplace describing and confirming the activity the learner has undertaken</li><li>■ Records of questions or professional discussion between the assessor and the learner regarding work-based activities</li></ul>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P2</b> Check any risk assessments relating to work activities before you begin</p> <p><b>P3</b> Use risk assessments to plan and carry out your work</p> <p><b>P4</b> Examine the areas in which you work and any equipment to be used, to ensure that they are safe and hazard free and conform to legal and work setting requirements for health and safety</p>	<ul style="list-style-type: none"> <li>■ Supporting staff to conduct periodic health and safety checks on the environment, for example fire checks, legionella incorporating water temperature checks and record the findings.</li> </ul>	<p>◀ See <b>P1</b> (previous page)</p>
<p><b>P5</b> Wherever possible, remove hazards that might pose a health and safety risk to yourself and other people</p> <p><b>P6</b> Report any health and safety issues as required in the work setting</p>	<ul style="list-style-type: none"> <li>■ Supporting individuals to plan menus/ create shopping lists by checking fridge contents for use by dates and ingredient information in case of allergies</li> </ul>	<p>◀ See <b>P1</b> (previous page)</p>
<p><b>P7</b> Operate within the limits of your own role and responsibilities in relation to health and safety</p> <p><b>P8</b> Follow requirements of the work setting to ensure that people know where you are at all times</p>	<ul style="list-style-type: none"> <li>■ Utilising the organisations sign/out procedures to the building</li> <li>■ Wearing the appropriate clothing/footwear</li> <li>■ Supporting the individual to participate in activities within the environment</li> </ul>	<p>◀ See <b>P1</b> (previous page)</p>
<p><b>P9</b> Ensure that your own health and hygiene do not pose a threat to others</p>	<ul style="list-style-type: none"> <li>■ Washing hands regularly and after moving around the environments</li> </ul>	<p>◀ See <b>P1</b> (previous page)</p>
<p><b>P10</b> While working with individuals, take account of their preferences and needs when you ensure their health and safety and your own</p>	<ul style="list-style-type: none"> <li>■ Supporting individuals to wash their hands regular or before and after each activity</li> </ul>	<p>◀ See <b>P1</b> (previous page)</p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P11</b> Check that people who are present have a right to be there</p> <p><b>P12</b> Check for hazards and health, safety and security risks whilst you are working</p> <p><b>P13</b> Take appropriate action if you identify the likelihood of an accident, injury or harm</p> <p><b>P14</b> Work with others to minimise potential risks</p> <p><b>P15</b> Use approved methods and procedures when undertaking potentially hazardous work activities</p> <p><b>P16</b> Report any health and safety issues in the place you are working that may put yourself and others at risk</p>	<ul style="list-style-type: none"> <li>■ Supporting the individual to participate in social activities - this may involve the individual being in a group in which the risk is increased for trip hazards</li> <li>■ Supporting the individual to access external environments by encouraging the use of appropriate clothing</li> </ul>	<p>◀ See <b>P1</b></p>
<p><b>P17</b> Complete health, safety and security records according to legal and work setting requirements.</p> <p><b>P18</b> Seek additional support to resolve health and safety problems when necessary.</p> <p><b>P19</b> Take appropriate action to deal with health and environmental issues.</p>	<ul style="list-style-type: none"> <li>■ Completing records relating to attendance in line with organisation requirements</li> <li>■ Supporting staff to conduct periodic health and safety checks on the environment.</li> </ul>	<p>◀ See <b>P1</b></p>
<p><b>P20</b> Summon assistance appropriate to the emergency</p> <p><b>P21</b> Support individuals during the emergency</p> <p><b>P22</b> Provide assistance within your own competence until someone who is qualified to deal with the emergency is available</p> <p><b>P23</b> Support others who may be affected by the emergency</p> <p><b>P24</b> Report on emergencies according to legal and work setting requirements</p>	<ul style="list-style-type: none"> <li>■ Providing guidance and advice on emergency procedures</li> <li>■ Monitoring individuals in the environment for signs of distress or illness</li> <li>■ Acting on any emergency involving any individual and undertaking instruction from staff members without question</li> </ul>	<p>◀ See <b>P1</b></p>

## Notes

Given the nature of work within the social services and healthcare environment, it is expected that there are certain activities a Foundation Apprentice may not be able to carry out. Responsibility for arranging fire evacuation drills should be avoided, however attendance or involvement is welcomed. Conducting vehicle checks also should not be carried out by a Foundation Apprentice.

Foundation apprentices should not participate or undertake emergency treatment including CPR unless the staff member is incapacitated and the individual's life is at risk. Accessing ladders or store cupboards, handling hazardous material / liquids and handling or accessing medications should be avoided.

A holistic approach has been taken to provide examples of activities and evidence which may cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

Further information can be found in the **Assessment Strategy**.

## H5NC 04 Support the Safeguarding of Individuals

<b>Performance Criteria</b> What the learner needs to be able to do to demonstrate competence within the unit	<b>Examples of work-based activities</b> which may support learners to develop the required practical skills in the unit	<b>Examples of evidence</b> which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p><b>Clarify your awareness of harm, abuse and safeguarding</b></p> <p><b>P1</b> Access information about harm, abuse and safeguarding</p> <p><b>P2</b> Show that you know factors, situations and actions that may cause or lead to harm and abuse</p> <p><b>P3</b> Show that you know signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused</p>	<ul style="list-style-type: none"><li>■ Participating in change over or shift planning / reviews</li></ul> <p>This activity is able to cross refer in the same activity for unit H5NA 04 (SCDHSC0021) – support communications</p>	<p><b>Evidence for the unit:</b></p> <ul style="list-style-type: none"><li>■ Observation of practice demonstrating how the apprentice engaged with peers</li><li>■ Reflective log/diary completed by the learner</li><li>- On how the learner prepared, engaged and reviewed their understanding of the way teams use the time to assign roles</li><li>- Explaining how they approached the individual to establish effective communication in relation to any of the activity examples</li><li>- Which the opportunity to reflect on effective communication skills can be applied</li><li>■ Records of evacuation procedures used</li></ul> <p>▶ <a href="#">Continues on next page</a></p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P4</b> Show that you know your role in safeguarding individuals and how this fits with local procedures and agreements</p>	<ul style="list-style-type: none"> <li>■ Reading or attending an induction to the buildings for evacuation protocols</li> </ul> <p>This activity is able to cross refer in the same activity for unit H5NB 22 – Health and safety</p>	<ul style="list-style-type: none"> <li>■ Records of questions or professional discussion between the assessor and the learner regarding work-based activities</li> <li>■ Minutes for the shift review demonstrating their participation in collating information that may be personal and complies with GDPR requirements</li> <li>■ Reflective log/diary of activities completed by the learner</li> </ul>
<p><b>P5</b> Show that you know the role of different agencies and multi-agency working in the safeguarding of individuals</p> <p><b>P6</b> Show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with the responsibilities of your role and local procedures</p> <p><b>P7</b> Show that you know the actions you must take and those you must avoid, taking account of any future investigation into possible harm or abuse</p>	<ul style="list-style-type: none"> <li>■ Participating in care plan meetings with individuals by reviewing the content with staff members and the individual.</li> <li>■ Supporting staff to record outcomes of activities or health diaries (e.g. food diaries)</li> <li>■ Participating in change over or shift planning/reviews</li> </ul> <p>This activity is able to cross refer to the same activity for unit H5NA 04 (SCDHSC0021) – support communications.</p>	<p>◀ See P1–P3</p>
<p><b>P8</b> Ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive</p>	<ul style="list-style-type: none"> <li>■ Supporting individuals to wash their hands regular or before and after each activity</li> <li>■ Washing hands regularly and after moving around the environments</li> </ul> <p>This activity is able to cross refer in the same activity for unit H5NB 22 – Health and Safety</p>	<p>◀ See P1–P3</p>
<p><b>P9</b> Recognise actions, behaviours and situations that may lead to harm or abuse</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> <li>■ Reporting to staff the outcomes of the interactions detailed above in order for them to prepare the care notes</li> </ul> <p>▶ Continues on next page</p>	<p>◀ See P1–P3</p>

Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P10</b> Recognise signs that may indicate an individual has been, or is in danger of being, harmed or abused</p> <p><b>P11</b> Report in accordance with work setting requirements any changes, events or occurrences that cause you concern about the welfare of an individual</p>	<ul style="list-style-type: none"> <li>■ Participating in the shift review with information they have to share centred on the above activities</li> </ul> <p>This activity is able to cross refer in the same activity for unit H5NA 04 (SCDHSC0021) - support communications.</p>	<p>◀ See <b>P1–P3</b></p>
<p><b>P12</b> Seek support in situations beyond your experience or expertise</p> <p><b>P13</b> Use supervision and support to deal with your own reactions to possible harm or abuse, within confidentiality requirements</p>	<ul style="list-style-type: none"> <li>■ Providing guidance and advice on emergency procedures</li> <li>■ Monitoring the individuals in the environment for signs of distress or illness</li> <li>■ Acting on any emergency involving an individual and undertake instruction from staff members without question</li> </ul>	<p>◀ See <b>P1–P3</b></p>
<p><b>P14</b> Relate to the individual and key people in ways that support trust</p> <p><b>P15</b> Relate to the individual and key people in ways that help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution</p>	<ul style="list-style-type: none"> <li>■ Participating in supporting individual with social activities, games, group activities</li> <li>■ Seeking agreement with individuals to participate with group / individual gardening tasks</li> </ul>	<p>◀ See <b>P1–P3</b></p>
<p><b>P16</b> Relate to the individual using the way they prefer to communicate</p> <p><b>P17</b> Follow work setting requirements whenever you acquire or use information that is confidential</p> <p><b>P18</b> Support the individual to understand when and why you may sometimes need to share information that would otherwise be confidential</p> <p>▶ <a href="#">Continues on next page</a></p>	<ul style="list-style-type: none"> <li>■ Planning activities with the individual to participate in reminiscence or storytelling</li> <li>■ Making time in the day to speak to the individual and create a positive social time to talk about their day</li> <li>■ Utilising communication skills in the menu planning/ shopping list activity</li> </ul>	<p>◀ See <b>P1–P3</b></p>



Performance Criteria	Examples of work-based activities	Examples of evidence
<p><b>P19</b> Work with the individual to find out about their background and preferences</p> <p><b>P20</b> Ensure your own actions support the individual in person centred ways</p> <p><b>P21</b> Ensure your own actions respect the individual's dignity, privacy, beliefs, preferences, culture, values and rights</p> <p><b>P22</b> Ensure your own actions support the individual's self-esteem, sense of security and belonging</p> <p><b>P23</b> Ensure your own actions support the individual's active participation, independence and responsibility</p>	<p>◀ See previous page</p>	<p>◀ See P1–P3</p>
<p><b>P24</b> Ensure your own actions support equity and inclusion and do not discriminate</p> <p><b>P25</b> Take appropriate steps where the behaviour and actions of others do not support the rights, inclusion and wellbeing of the individual</p>	<ul style="list-style-type: none"> <li>■ Participating in supporting an individual with social activities, games, group activities</li> <li>■ Seeking agreement with individuals to participate with group/individual gardening tasks</li> </ul>	<p>◀ See P1–P3</p>
<p><b>Support individuals to keep themselves safe</b></p> <p><b>P26</b> Support the individual to be aware of personal safety</p> <p><b>P27</b> Support the individual to be aware of risks associated with the use of electronic communications</p> <p><b>P28</b> Support the individual, key people and others to challenge any behaviour and actions that may lead to harm or abuse</p> <p><b>P29</b> Support the individual and key people to make comments and complaints where necessary</p>	<ul style="list-style-type: none"> <li>■ Wearing the appropriate clothing/footwear</li> <li>■ Supporting the individual to participate in activities within the environment including use of computers, tablets or access to social media</li> <li>■ Reporting to staff the outcomes of the interactions detailed above in order for them to prepare the care notes</li> <li>■ Participating in the shift review with information the learner has to share centred on the above activities</li> </ul>	<p>◀ See P1–P3</p>

Notes on the next page ►

## Notes

Given the nature of work within the social services and healthcare environment, it is expected that there are certain activities a Foundation Apprentice may not be able to carry out, such as those which involve personal care activities and working with individuals who have behaviours that challenge. Foundation Apprentices should not be involved in taking statements.

A holistic approach has been taken to provide examples of activities and evidence which may cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Simulation should only be undertaken in a minority of situations when the learner is unable to complete the standards because of the lack of opportunity within their practice. Simulation may also be considered if there is a potential risk to the learner or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the learner's ability to act appropriately. Further information can be found in the **Assessment Strategy**.