

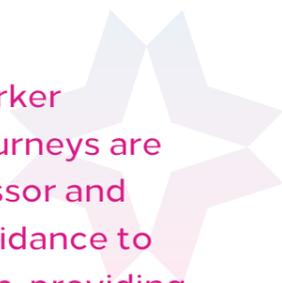
## Level 2 Healthcare Support Worker v1.1, v1.2

# Innovate Awarding Assessment Specification V2



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Welcome to the Level 2 Healthcare Support Worker Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

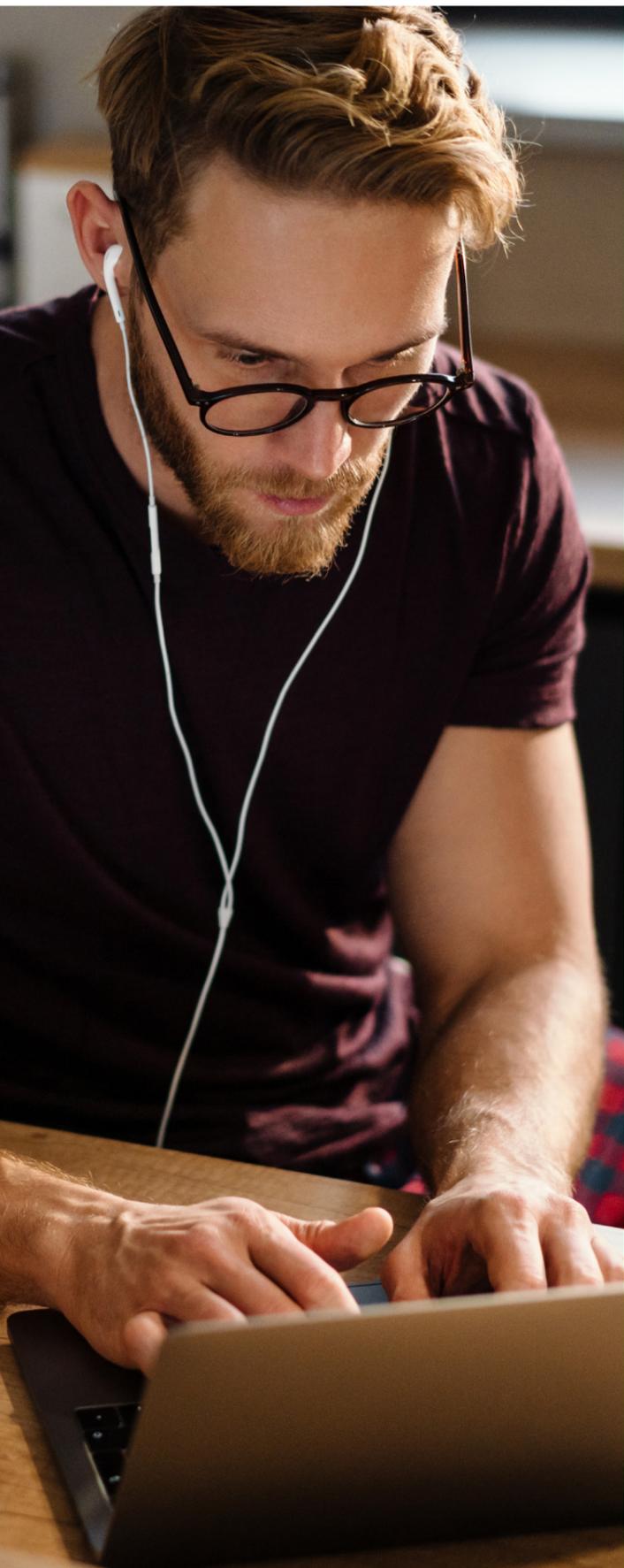
## About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certifying thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>



## Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 2 Healthcare Support Worker EPA Journeys are available to download on epaPRO.

## epaPRO

epaPRO is our EPA platform, streamlining the process including:

- Apprenticeship registration
- Assessment scheduling to results and certification
- Policy and guidance documents
- Reporting

The platform increases efficiency and reduces administration to support every step of EPA.

epaPRO:

<https://innovate.epapro.co.uk/login>

## The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 2 Healthcare Support Worker apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 8 months on-programme, working towards the Level 2 Healthcare Support Worker Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation of practice with questions
- Professional discussion, underpinned by a portfolio of evidence

## Assessment Journey

### On Programme Learning



01

The minimum on programme duration for the Level 2 Healthcare Support Worker Standard is 8 months. During this time, the apprentice will develop their knowledge, skills and behaviours and develop a portfolio of evidence.

### Planning Meeting



03

The planning meeting with the apprentice and a member of the Innovate Awarding team will take place remotely and will last around 30 minutes. The employer should also be present and dates for submissions and assessment will be agreed.

### Professional Discussion underpinned by a Portfolio



05

The professional discussion will last for 60 minutes. During this time, the Innovate Awarding Assessor will ask the apprentice at least eight questions. The apprentice will have access to their portfolio of evidence during the professional discussion to allow them to refer to examples and pieces of key information.

### Gateway



02

To reach Gateway the employer will need to be satisfied that the apprentice is consistently working at, or above, the occupational competence of a Level 2 Healthcare Support Worker. At Gateway the apprentice must have achieved Level 1 English and Maths. At Gateway the apprentice will submit their portfolio of evidence for review.

### Observation of Practice with Questions



04

The observation and questions will take two hours in total, 90 minutes for the observation and 30 minutes for the questions. The Innovate Awarding Assessor will ask at least four questions.

### Grading and Certification



06

The overall end-point assessment will be graded as Distinction/Pass/Fail. The last step along the journey is the receipt of the certificate which will be sent to the employer by the ESFA.

## The Apprentice

Healthcare Support Workers provide high quality and compassionate person-centred care and support based on individual needs and setting.

Daily activities for a Healthcare Support Worker will vary according to the workplace and will be determined by the needs of the individuals they are caring for. Healthcare Support Workers will check the overall comfort, wellbeing and progress of individuals in their care. They support individuals with their daily activities including eating, drinking, washing, dressing or going to the toilet. They carry out clinical activities such as measuring and monitoring blood pressure, temperature or weight, checking wounds or applying dressings. They prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during and/or after those activities in line with their care plan. They will also carry out non-clinical duties such as handling enquiries and signposting or escorting people, keeping records, making beds, tidying the work area, returning or cleaning equipment used during a clinical activity.



## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

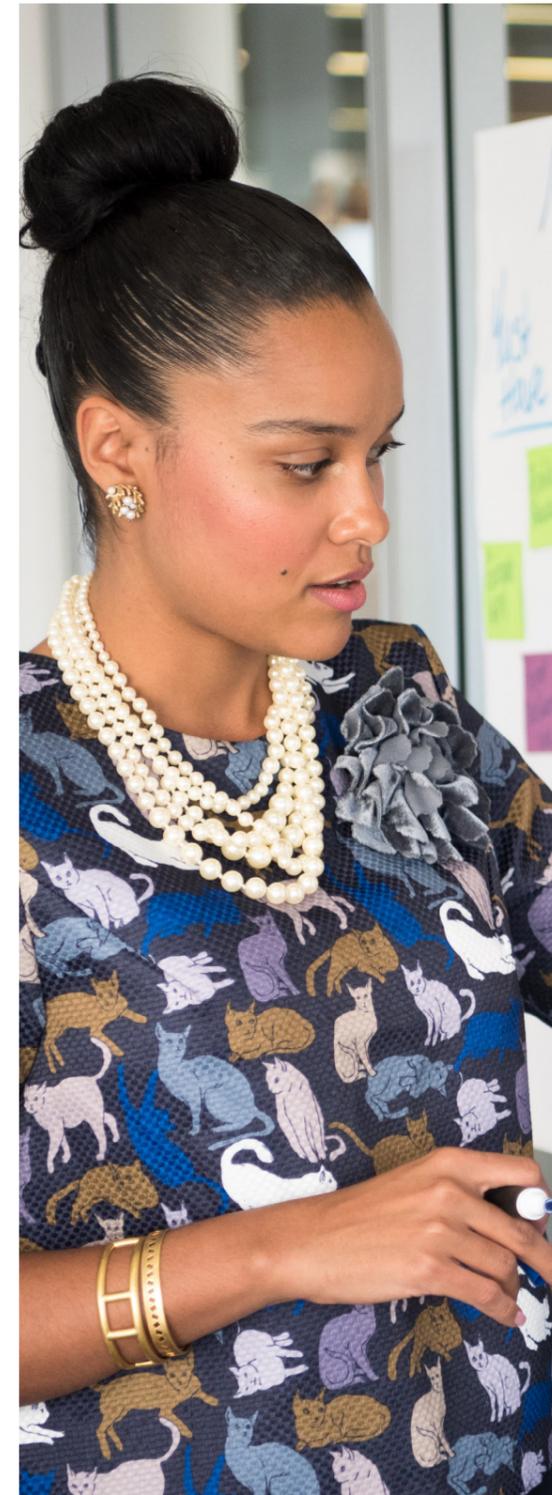
Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

## Gateway



Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 2 Healthcare Support Worker Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Healthcare Support Worker and ready to enter EPA.

This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## ✦ Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 2 Healthcare Support Worker Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 8 months. They must also have:

- Achieved Level 1 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 2 Healthcare Support Worker
- Compiled, and be ready to submit, a portfolio of eight discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 2 Healthcare Support Worker Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.



Level 2 Healthcare Support Worker

## ✦ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The Innovate Awarding Assessor will book a planning meeting on epaPRO once Gateway documents have been submitted.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as providing information on certification and appeals.

The Level 2 Healthcare Support Worker 30 minute planning meeting will book assessment timeslots for the:

- Observation of practice with questions
- Professional discussion underpinned by a portfolio of evidence

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



## ✦ Portfolio of Evidence Guidance

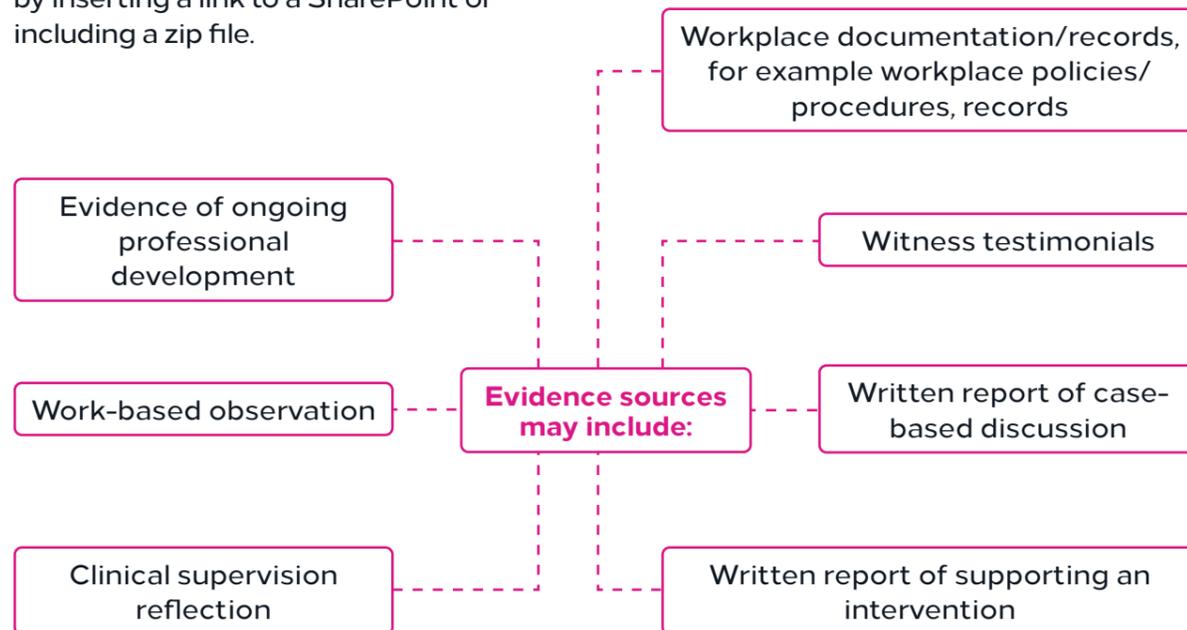
Employers will ensure their apprentice has compiled a portfolio during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio of evidence to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion
- The portfolio of evidence will contain eight discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested



## End-Point Assessment

### ✦ Assessment Methods

#### Assessment Method 1

##### Observation of practice with questions

The observation will take place within the apprentice’s normal place of work, this is to allow the apprentice to complete their day-to-day duties under normal working conditions. The total duration of the observation assessment method is two hours and the time for questioning included in the overall assessment time is 30 minutes. The observation may be split into sections, which are to be held on the same working day.

The apprentice must be observed completing the following activities:

- Working as part of the healthcare team
- Providing care and support to individuals
- Communicating in a way that facilitates understanding
- Maintaining the health and safety of the workplace, individuals, colleagues and themselves through safe work practices
- Adhering to protocols relevant to their role, the service or intervention they are providing and the organisation they are working in.

The apprentice will be asked at least four questions after the observation.

Please see Annex 3 for Assessment Method Grading Descriptors.



## Assessment Method 2

### Professional Discussion underpinned by a portfolio

In the professional discussion, the Innovate Awarding Assessor and apprentice will have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs. Innovate Awarding will give the apprentice two weeks' notice of the professional discussion. The Innovate Awarding Assessor will have at least two weeks to review the supporting documentation.

Apprentices will have access to their portfolio of evidence during the professional discussion and can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed.

The professional discussion will last 60 minutes in total and the Innovate Awarding assessor will ask at least eight questions.

The professional discussion will be conducted by video conferencing and will take place in a quiet room, free from distractions and influence.

Please see Annex 3 for Assessment Method Grading Descriptors.



## Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Pass
- Fail

The Innovate Awarding Assessor will combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall distinction, the apprentice must achieve a pass in the observation of practice with questions and a distinction in the professional discussion.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

If the apprentice fails one or more assessment method, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Observation of Practice with Questions	Professional Discussion underpinned by a Portfolio	Overall Grading
Pass	Distinction	Distinction
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

## Annex 1

### ✧ Assessment Plan and Occupational Standard

The Level 2 Healthcare Support Worker Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://skillsengland.education.gov.uk/apprenticeships/st0216-v1-2>

**Level 2 Healthcare Support Worker ST0216**  
Version 1.2  
Sector: Health and Science  
EQA Provider: Ofqual



## Annex 2

### Additional Information

#### ✧ Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to epaPRO. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

#### ✧ Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method will be required to re-sit or re-take any failed assessment methods only. In the event of a resit/retake the apprentice can use the same portfolio.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of us, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

#### ✧ Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by **using this link:**

<https://innovateawarding.org/end-point-assessment/apprentice-information>

# **Annex 3**

## Support Materials

✦ Assessment Method 1 Grading Descriptors

Assessed Criteria	Pass Grading Descriptor
<b>Working to Protocol</b>	
<p><b>K1</b> The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p> <p><b>S1</b> Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p>	<p>Works within the limits of the role of a healthcare support worker and adheres to legislation, policies, standards, codes of conduct and local ways of working. <b>(K1 S1)</b></p>
<p><b>K2</b> The scope of practice, limitations of own competence and who to ask for support.</p> <p><b>S2</b> Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed.</p>	
<p><b>K3</b> The principles of ‘person-centred care and support’, including principles of equality, diversity and inclusion, active participation, consent and choice.</p> <p><b>S3</b> Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with individual’s established consent.</p>	<p>Recognises when something is outside of their scope of practice or their own competence and uses the escalation and reporting mechanisms relevant to their role. <b>(K2 S2)</b></p> <p>Establishes consent, or checks that consent has been established, from the individual and works with others from the multi-disciplinary team to provide safe, person-centred and non-discriminatory care. <b>(K3 S3)</b></p>
<p><b>K4</b> The principles of a ‘duty of care’ and ‘safeguarding’, including the signs and types of abuse and ways to reduce the risk of abuse.</p> <p><b>S4</b> Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm.</p>	<p>Applies the principles of duty of care, recognising and responding to safeguarding and/or protection concerns to ensure individuals do not come to harm. <b>(K4 S4)</b></p>

Provision of Care	
<p><b>K5</b> The signs and symptoms that an individual is in pain, distress or discomfort.</p> <p><b>S5</b> Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing.</p> <p><b>K6</b> The signs and symptoms that an individual’s health and wellbeing is changing and ways to report changes.</p> <p><b>S6</b> Recognise and respond to changes in individuals’ health and wellbeing.</p> <p><b>B1</b> Treat people with dignity.</p>	<p>Checks and responds to signs and symptoms that an individual’s health is changing or if they are in pain, distress or discomfort acting to maximise their dignity, comfort and wellbeing and following the correct procedure for reporting the changes or situation. <b>(K5 K6 S5 S6 B1)</b></p>
<p><b>K8</b> The physiological states, their normal ranges and the correct tools or equipment used to measure them.</p> <p><b>S8</b> Undertake physiological measurements, selecting and using the correct tools or equipment.</p>	
<p><b>K10</b> The principles of hydration, nutrition and food safety.</p> <p><b>S10</b> Promote access to fluids and nutrition in line with an individual’s care plan.</p>	
<p><b>K11</b> The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities.</p> <p><b>S11</b> Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care.</p>	
	<p>Undertakes physiological measurements on an individual, selecting and using the correct tools or equipment. <b>(K8 S8)</b></p> <p>Checks the care plan and provides the correct, safe access to fluids and nutrition. <b>(K10 S10)</b></p> <p>Works according to the care plan and the individual’s desired outcomes to support them with the activities of daily living in a way that supports and maximises independence. <b>(K11 S11)</b></p>

Communication	
<p><b>K15</b> Communication techniques to maximise understanding including for individuals with specific communication needs or wishes.</p> <p><b>S15</b> Communicate with individuals using techniques designed to facilitate understanding.</p> <p><b>B2</b> Show respect and empathy for those you work with.</p>	<p>Selects and applies communication techniques to promote understanding appropriate to the needs of the individual(s), showing respect and empathy in line with organisational policies and procedures <b>(K15 S15 B2)</b></p>
<p><b>K18</b> Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology.</p> <p><b>S18</b> Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology.</p> <p><b>K19</b> The principles and organisational policies for confidentiality, duty of confidence and disclosure.</p> <p><b>S19</b> Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality.</p>	

Health, Safety, Stock and Equipment Management		
<p><b>K12</b> Local systems to order and manage supplies and stocks.</p> <p><b>S12</b> Contribute to the storage of supplies and equipment.</p>	<p>Uses and stores equipment and supplies correctly in line with organisational policy and procedures for the safe supply and management of stock. <b>(K12 S12)</b></p>	
<p><b>K13</b> Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances.</p> <p><b>S13</b> Contribute to the cleaning, disinfecting and disposal of materials and equipment.</p>		<p>Cleans, disinfects or disposes of materials or equipment in line with organisational policy and procedures for handling hazardous materials and substances safely. <b>(K13 S13)</b></p>
<p><b>K20</b> The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of Personal Protective Equipment (PPE).</p> <p><b>S20</b> Maintain a safe and healthy working environment, using a range of techniques for infection prevention and control, including hand hygiene and the use of Personal Protective Equipment (PPE).</p>	<p>Applies the correct infection prevention and control measures to the tasks they are carrying out, including hand hygiene and use of Personal Protective Equipment (PPE). <b>(K20 S20)</b></p>	
<p><b>K21</b> The health and safety legislation, the principles of safe moving and handling of equipment and other objects and assistance of individuals.</p> <p><b>S21</b> Move and handle equipment or other items safely and assist individuals.</p>		<p>Moves and handles equipment or other items and assists individuals safely and in line with health and safety legislation. <b>(K21 S21)</b></p>

# **Annex 3**

## Support Materials

✦ Assessment Method 2 Grading Descriptors

Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>CPD and Reflection</b>		
<p><b>K23</b> The principles of continuing personal development and the local arrangements for appraisal and supervision.</p> <p><b>S23</b> Participate in appraisal and supervision to support ongoing personal development.</p> <p><b>B3</b> Be adaptable, reliable and consistent.</p>	<p>Explains how they take part in appraisal and supervision, summarising the impact on their ongoing personal development. Discusses how they have been adaptable, reliable and consistent in their approach to work tasks. <b>(K23 S23 B3)</b></p>	N/A
<p><b>K24</b> The principles of the 'Care Certificate'.</p> <p><b>S24</b> Participate in training and development activities including the Care Certificate Standards.</p>	<p>Outlines the principles of the Care Certificate and describes how it has contributed to their training and development <b>(K24 S24)</b></p>	N/A
<p><b>K25</b> The principles of reflective practice.</p> <p><b>S25</b> Reflect on own practice.</p>	<p>Identifies times when they reflect on their own practice, explaining their choices and describing the impact it has on their daily work <b>(K25 S25)</b></p>	<p>Evaluates the impact of reflective practice on their way of working <b>(K25 S25)</b></p>

<b>Provision of Care</b>		
<p><b>K7</b> Techniques and principles to perform basic life support.</p> <p><b>S7</b> Perform basic life support.</p>	<p>Describes the techniques and principles for providing basic life support and how they apply them in their own practice <b>(K7 S7)</b></p>	N/A
<p><b>K9</b> The importance of prescribed medication and the limitations of own role in relation to medication.</p> <p><b>S9</b> Assist the registered practitioner in encouraging individuals to take or use their prescribed medication.</p>	<p>Describes how they assist registered practitioners in encouraging individuals to take or use prescribed medicines within the limitations of their own role and organisational policy <b>(K9 S9)</b></p>	N/A
<p><b>K14</b> Local systems to manage appointments, including IT and telephone systems, how and where to sign-post individuals.</p> <p><b>S14</b> Support others with appointments, enquiries and referrals.</p>	<p>Explains how they have supported others with appointments, enquiries and/or referrals using relevant IT and telephone systems <b>(K14 S14)</b></p>	N/A
<p><b>K16</b> The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs.</p> <p><b>S16</b> Recognise and respond to limitations in an individual's mental capacity.</p>	<p>Defines mental capacity and describes the difference between mental illness, dementia and learning disability, giving an example of when they recognised and responded to an individual's mental capacity <b>(K16 S16)</b></p>	N/A

<p><b>K17</b> The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required.</p>	<p>Explains the principles of health promotion, outlining the services available and how referrals are made, acting on opportunities to support others in maximising their health, wellbeing and positive lifestyle choices <b>(K17 S17)</b></p>	<p>Reviews the extent to which their support has maximised the health, wellbeing and positive lifestyle choices of individuals <b>(K17 S17)</b></p>
<p><b>S17</b> Act on opportunities to support others to maximise their health, wellbeing and positive lifestyle choices.</p>		
<h3>Quality</h3>		
<p><b>K26</b> The principles of 'quality improvement'.</p>	<p>Identifies how they contribute to quality improvement activities in the workplace, by giving examples of how they have helped to collect data or used evidence to make improvements to practice <b>(K26 K27 S26 S27)</b></p>	<p>Evaluates how far the evidence they have collected has contributed to improvement activities in the workplace <b>(K26 K27 S26 S27)</b></p>
<p><b>S26</b> Contribute to improvement activities in the workplace, for example collecting and logging data for audit.</p>		
<p><b>K27</b> Ways to source evidence to support improvement in the workplace.</p>		
<p><b>S27</b> Use evidence to make suggestions for improving practice.</p>		
<h3>Risk, Health and Safety</h3>		
<p><b>K22</b> The meaning of 'risk' in the workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses.</p>	<p>Defines risk in relation to their place of work and describes their actions when raising concerns and reporting incidents, errors or near misses in line with organisational policies and procedures <b>(K22 S22)</b></p>	<p>Evaluates the impact on the organisation of their response to identified risks, incidents or errors and/or near misses in their place of work <b>(K22 S22)</b></p>
<p><b>S22</b> Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace.</p>		

## **Level 2 Healthcare Support Worker v1.1**

# **Innovate Awarding Assessment Specification**

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