



INNOVATE
AWARDING

Healthcare

Standard Assessment Specification

Level 3 Senior Healthcare Support Worker





Contents

	Page
Introduction	4
Innovate Awarding	4
Apprenticeship overview	4
Who is the apprenticeship for?	4
Role of Innovate Awarding	5
Support Materials	5
On Programme Requirements	6
Gateway	6
Module Overview	7
End-point Assessment	8
What will the End-point Assessment look like?	8
What are the assessment methods?	8
Multiple-choice test	8
Observation of practice	8
Learner journal and interview	9
Apprenticeship Standard Amplification	10
Module A (C1) - Health and wellbeing	10
Module B (C2) - Duty of Care and Candour, Safeguarding, equality and diversity	13
Module C (C3) - Person-centred care, treatment and support	15
Module D (C4) - Communication	17
Module E (C5) - Personal and people development	19
Module F (C6) - Health, safety and security	21
End-point Assessment Coverage	23
Observation	24
Learner journal and interview	25
Assessment Overview	27
Grading	28
Re-Assessment	29
Internal Quality Assurance	29
External Quality Assurance	29
Further Information	30

Introduction

Innovate Awarding

Innovate Awarding is an Apprentice Assessment Organisation (AAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors.

For further information, please see our website: www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

The Senior Healthcare Support Worker apprenticeship is designed to provide the knowledge, skills and behaviours required by those working in and supporting individuals and others in Healthcare.

Standard Name	Senior Healthcare Support Worker
Level	3
Sector	Health
Programme duration	Typically 18-24 months
Minimum time on programme	18 months
EPA Duration	Up to 3 months
EPA Methods	<ul style="list-style-type: none"> Multiple Choice & Short Answer Questions Observation of Practice Learning Journal and Interview
Outcomes	Fail, Pass, Merit, Distinction
External Quality Assuring Centre	Ofqual

Who is the apprenticeship for?

Senior Healthcare Support Workers (SHCSW) help registered practitioners deliver healthcare services to people. Usually an experienced support worker, they carry out a range of clinical and non-clinical healthcare or therapeutic tasks, under the direct or indirect supervision of the registered healthcare practitioner. They provide high quality, compassionate healthcare, following standards, policies or protocols and should always act within the limits of competence. A SHCSW may work in a range of services eg. hospital, community, health or day case unit, birth centre or midwifery led unit, someone's home, operating theatre, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation SHCSWs work in partnership with individuals, families, carers and other service providers. A SHCSW is expected to use their existing knowledge, experience and understanding to take decisions in the area of responsibility. They are accountable for their work and for reviewing the effectiveness of actions. The role is undertaken following a period of experience in healthcare so that best practice and role modelling can be implemented.

There are required core modules within the apprenticeship and then an optional pathway is chosen from:

- adult nursing support
- maternity support
- theatre support
- mental health support
- children and young people support
- allied health profession-therapy support



Entry Requirements

When recruiting, employers may select apprentices with prior experience as a support worker.

Progression Routes

After a period of working and gaining experience, the apprentice may be able to work towards an Assistant Practitioner or Nursing Associate post or, providing they meet the entry requirements, apply to university to become a registered healthcare practitioner.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials provided include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Module based multiple choice questions
- Practice papers
- Full mock papers
- Exemplar assessments
- Videos of assessments
- Portfolio/Learning Journal guidance
- Planning for observation guidance
- Planning for interview guidance

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer or internally if training is delivered by an employer-training provider.

For this standard, the following are mandated:

- achievement of all core modules and one chosen optional pathway
- the Care Certificate; this is the recommended sector workplace induction facilitated by the employer
- Level 2 English and maths
- Level 3 Diploma in Healthcare Support

For this standard, the following is also recommended:

- induction which is specific to the workplace (achieved through the Care Certificate)
- study days and training courses
- mentoring/buddy support
- review and feedback on progress to ensure that apprentices' performance is on track (structured one-to-one reviews of progress with the employer and/or training provider)
- completion of a learner journal through which apprentices gather evidence required for End-point Assessment
- evidence of certified/accredited training for basic life support (as achieved through the Care Certificate requirement)

Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to be able to evidence:

- the Care Certificate; this is the recommended sector workplace induction facilitated by the employer
- Level 2 English and maths
- the required qualification
- the required learner journal

The employer and training provider/employer training provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be confirmed at the gateway sign off and documented on 'EPA Pro'. This notifies Innovate Awarding that the apprentice is ready for End-point Assessment and the End-point Assessment planning will be organised.



Module Overview

The modules are the required titles of the knowledge and skills listed in the standard.

The End-point Assessment will draw on knowledge and skills identified in the assessment plan. The multiple-choice and short answer tests will be assessments of knowledge components. The observation of practice is undertaken in the workplace to assess higher level skills and behaviours. The learning journal will assess the apprentice's learning and application of knowledge in practice, the apprentice's values and behaviours. The interview takes the form of a question and answer session to enable the apprentice to showcase further their knowledge, skills and behaviours from across the standard.

Modules	Assessment Methods		
	Multiple Choice Test and short answer questions (knowledge as required in standard)	Observation (skills as required in standard)	Learner journal and interview (knowledge and skills)
Module A (C1) Health and wellbeing	✓ MCQs	✓	✓
Module B (C2) Duty of care and candour, safeguarding, equality and diversity	✓ MCQs	✓	✓
Module C (C3) Person centred care, treatment and support	✓ MCQs	✓	✓
Module D (C4) Communication	✓ MCQs	✓	✓
Module E (C5) Personal, people and quality improvement	✓ MCQs		✓
Module F (C6) Health, safety and security	✓ MCQs	✓	✓
Option 1 Adult Nursing Support	✓ Short Answer Qs		✓
Option 2 Maternity Support	✓ Short Answer Qs		✓
Option 3 Theatre Support	✓ Short Answer Qs		✓
Option 4 Mental Health Support	✓ Short Answer Qs		✓
Option 5 Children and Young People	✓ Short Answer Qs		✓
Option 6 Allied Health Profession-Therapy Support	✓ Short Answer Qs		✓
Values Honest, caring, compassionate, conscientious and committed		✓	✓
Behaviours Treat people with dignity Respect diversity, beliefs, cultures, values, needs, privacy and preferences Show respect and empathy to colleagues. Courage to challenge areas of concern and work to best practice Be adaptable, reliable and consistent Show discretion, show resilience and self-awareness, and show supervisory leadership		✓	✓

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved all requirements of the apprenticeship standard.

What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

What are the assessment methods?

The End-point Assessment will use three assessment methods:

1. multiple choice and short answer test
2. observation of practice
3. learner journal and interview

Multiple-choice and short answer test

The multiple choice part of the test assesses the following knowledge components of the apprenticeship standard:

- health and well being
- duty of care and candour, safeguarding, equality and diversity
- person-centred care, treatment and support
- communication
- personal, people and quality improvement
- health, safety and security

The short-answer component of the test assesses the required knowledge from the apprentices chosen optional pathway:

- Adult Nursing Support
- Maternity Support
- Theatre support
- Mental Health Support
- Children and Young People
- Allied Health Profession-Therapy Support

The assessment will normally be undertaken online and in a 'controlled environment' ie. a quiet room, away from normal place of work with an invigilator present. The test will last for 60 minutes.

Observation of practice

The End-point independent Assessor spends a minimum of 90 minutes and a maximum of 120 minutes observing the apprentice during the course of their normal work, in their normal place of work. This includes the assessor observing the apprentice supporting individuals in their care. The observation of practice is undertaken to assess higher level of skills and behaviours. During the observation the apprentice needs to demonstrate higher level skills and behaviours in the following areas:



- treating individuals with dignity, respecting diversity, beliefs, cultures, needs, values, privacy and preferences
- showing respect and empathy for those they work with, demonstrating courage and the ability to adapt, be reliable and consistent
- showing discretion, resilience and self-awareness
- assisting registered healthcare practitioners with clinical tasks, best practice and following care plans
- communicating effectively with individuals and others, observing and recording communication
- following the principles for equality, diversity and inclusion
- demonstrating what it means in practice to promote and provide person centred care and support
- working as part of a team, seeking help and guidance when not sure
- maintaining a safe and health work environment
- moving and positioning individuals, equipment and other items safely
- using a range of techniques for infection prevention and control
- moving and positioning, individuals, equipment and others safely
- holistic demonstration of values and behaviours

The observation will be planned to allow opportunities for the apprentice to demonstrate their range of skills, values and behaviours holistically within the work setting.

Learner journal and interview

The learner journal is completed in the 3 months leading up to the End-point Assessment. It is therefore expected that the employer and/or training provider will support the apprentice to prepare the journal.

The learner journal must include as a minimum, 3 specific reflective accounts which demonstrate their learning and application of knowledge in practice, their values and behaviours.

The reflective accounts required must be based from within the chosen optional pathway:

Option 1

Adult Nursing Support

- Assist with clinical tasks
- Activities of daily living

Option 2

Maternity support

- Assist with clinical tasks
- Assist with caring for babies
- Support mothers and birthing partners

Option 3

Theatre support

- Assist healthcare practitioners with delegated clinical tasks
- Support individuals
- Equipment and resources

Option 4

Mental Health Support

- Assist with delegated clinical tasks and therapeutic interventions
- Support individuals
- Risk assessment and risk management

Option 5

Children and Young People Support

- Assist with clinical tasks
- Activities of daily living
- Child development

Option 6

Allied Health Profession - Therapy Support

- Assist with delegated therapeutic or clinical tasks and interventions
- Support, educate and enable individual with their health and wellbeing
- Equipment and resources

We also recommend that the apprentice includes evidence of certified/accredited training for basic life support (as achieved for example through the Care Certificate requirement).

The learner journal will be viewed remotely by the End-point Assessor prior to the final End-point Assessment method which is the interview. This is then used to inform the selection of the areas they wish to explore further with the apprentice during interview.

The interview takes the form of a question and answer session to enable the apprentice to showcase further their knowledge, skills, values and behaviours. The interview takes place between the assessor and the apprentice only at the end of the assessment and will last for a minimum of 30 minutes and a maximum of 45 minutes.

Apprenticeship Standard Amplification

Module A (C1) – Health and wellbeing

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain how to carry out routine and complex clinical, therapeutic tasks	C1	S1	Support registered practitioners with clinical or therapeutic tasks in line with organisational procedures and protocols	C1
K2	Describe how the care plan is used to facilitate routine and complex clinical or therapeutic tasks	C1	S2	Follow individual's care plans	C1
K3	Explain organisational delegation protocols used in the work setting	C1	S3	Observe, respond and report changes in the individual	C1
K4	Explain the different types of information needed when obtaining a client history	C1	S4	Use a variety of sources to obtain a client history	C1
K5	Explain how to record information collated about the client history	C1	S5	Review health related data in order to contribute to an individual's history and care plan	C1
K6	Analyse the different ways and occasions when client information can be shared	C1	S6	Promote the physical and mental health and wellbeing of individuals	C1
K7	Explain indicators for good physical and mental health	C1	S7	Provide opportunistic brief advice to individuals on health and well being	C1
K8	Define the demographic of individuals you are working with	C1	S8	Assist individuals with their overall comfort and wellbeing in line with the care plan	C1
K9	Explain the importance of fluids and nutrition in health and wellbeing	C1	S9	Recognise and respond when an individual is in pain and/or discomfort in line with organisational procedures and protocols	C1
K10	Explain the importance of food safety in health and wellbeing	C1	S10	Recognise and respond to issues and deteriorations in mental and physical health in individuals in line with organisational procedures and protocols	C1
K11	Evaluate different ways of signposting individuals to public health interventions or other services	C1	S11	Report changes in mental and physical health following agreed ways of working	C1
K12	Explain how to support an individual's comfort and wellbeing	C1	S12	Support others to recognise and report changes and deterioration in individuals in line with organisational procedures and protocols	C1
K13	Describe the signs which indicate; <ul style="list-style-type: none"> • the individual's health and wellbeing is deteriorating • the individual is experiencing pain or discomfort 	C1	S13	Recognise limitations in mental capacity and respond using the appropriate procedures	C1



Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K14	Describe the classification and main categories of mental disorders	C1	S14	Perform basic life support following agreed ways of working	C1
K15	Explain the impact of mental ill health on people's lives	C1			
K16	Explain the indicators of mental capacity	C1			
K17	Explain the importance of early diagnosis in relation to cognitive issues	C1			
K18	Describe signs of mental health problems in individuals	C1			
K19	Describe the characteristics of a learning disability	C1			
K20	Explain why the following factors may be mistaken for mental ill health; <ul style="list-style-type: none"> external adapting from childhood to adulthood depression delirium the normal ageing process 	C1			
K21	Explain how changes in cognition can have an impact on health and well-being	C1			
K22	Explain how and when to report changes and deterioration	C1			
K23	Assess ways you can support others to recognise changes and deterioration	C1			
K24	Explain how to escalate changes or deterioration	C1			
K25	Explain how to perform basic life support and use adjuncts to support resuscitation	C1			

Delivery content and guidance

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Tasks; physiological measurements, dressings, PEG feeds, blood glucose, phlebotomy	C1	S1	Clinical or therapeutic tasks; physiological measurements, dressing, PEG feeds, blood sugar, medications	C1
K2	Purpose and content of care plans used within the organisation. How to use the care plan to identify required tasks	C1	S2/ S3	Individual - Those requiring care and support, may include patients, service users or clients	C1
K3	Delegation protocols used in your organisation; agreed ways of working, health and safety, accountability, vicarious liability	C1	S4	Sources; social history, medical history, family history, activities of daily living and health needs	C1
K4	Personal information, next of kin, social history, medical history, special considerations, activities of daily living	C1	S6	Working in person-centred way; activities of daily living	C1
K5	Agreed ways of working, organisational protocols, paper-based, electronic	C1	S13	Definition of Mental Capacity; fluctuations of mental capacity, organisational policies and procedures	C1
K7	World Health Organisation definition	C1			
K8	Demographics; socio-economic background, culture, religion, age, ethnicity, health issues	C1			
K11	How referrals can be made from and to other professionals; G.P, consultant, specialist, therapist	C1			
K12	A definition of comfort; an individual concept	C1			
K14	Main categories according to a psychiatric system; ICD (International Classification of Diseases) and DSM (diagnostic and statistical manual) classification	C1			
K23	Other; Colleagues, those responsible for	C1			
K25	<ul style="list-style-type: none"> When and how to establish basic life support is required How to position and individual requiring basic life support How to carry out chest compressions (guidelines from Resuscitation Council UK) Performing artificial respiration How to use Adjuncts required to support resuscitation 	C1			

K25 Innovate Awarding advises the basic life support module is evidenced through accredited training

Values:

Honest, caring, compassionate, conscientious and committed

Behaviours:

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.



Module B (C2) - Duty of Care and Candour, Safeguarding, equality and diversity

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Define each of the following and explain why they are important; <ul style="list-style-type: none"> duty of care duty of candour raising concerns safeguarding and protection from abuse diversity, equality and inclusion 	C2	S1	Follow the principles of equality, diversity and inclusion in working practices	C2
K2	Describe legislation, policies and local ways of working for; <ul style="list-style-type: none"> duty of care duty of candour raising concerns safeguarding and protection from abuse diversity, equality and inclusion 	C2/C5	S2	Implement a duty of care in own role	C2
K3	Explain ways of promoting the provisions and role of legislation, policies and local ways of working to others	C2	S3	Implement a duty of candour in own role	C2
K4	Identify ways discrimination can happen in the workplace	C2	S4	Work in ways which safeguard and protect adults and children	C2
K5	Explain ways of dealing with conflicts between an individual's rights and a duty of care	C2	S5	Promote the principles of safeguarding and protection to others	C2
K6	Describe the signs and symptoms of abuse	C2			
K7	Identify the actions to take if abuse is suspected	C2			
K8	Evaluate different ways to minimise the chance of abuse occurring	C2			

Delivery content and guidance

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Current legislation; Care Act, Equality, Mental Capacity, Code of Practices, Deprivation of Liberty Safeguards and Regulations/Care Quality Commission	C2/C5	S5	Others; other colleagues, those responsible for, carers, relatives, visitors, other professionals	C5
K3	Promotion; awareness, training, education, induction, role modelling, advocacy	C2			
K4	Direct and indirect abuse	C2			
K5	Conflicts; risky choices, refusal to accept treatment, refusal to follow advice, compromise of safety	C2			
K6	Different types of abuse; physical, sexual, domestic violence, emotional, financial, neglect, self-neglect, modern slavery, discriminatory, institutional	C2			

Values:

Honest, caring, compassionate, conscientious and committed

Behaviours:

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.



Module C (C3) – Person-centred care, treatment and support

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Define 'consent'	C3	S1	Provide person-centred care, treatment and support in line with organisational procedures and protocols	C3
K2	Explain the purpose of gaining consent in person-centred care even when it is difficult	C3	S2	Promote person-centred care, treatment and support to others in line with organisational procedures and protocols	C3
K3	Describe how to undertake a risk assessment which enables a person-centred approach	C3	S3	Obtain valid consent from individuals whilst providing care, treatment and support interventions	C3
K4	Explain why it is important to promote person-centred care, treatment and support	C3	S4	Carry out risk assessment in a way which keeps the individual central to the process	C3
K5	Identify the benefits of encouraging individuals to be actively involved in their care	C3	S5	Work in line with organisational procedures, values and protocols when working in partnership with: <ul style="list-style-type: none"> • the individual • their carer • families • the wider healthcare team 	C3
K6	Explain why it is important to treat people as valuable and unique and offering people choices about their care	C3	S6	Promote clinical effectiveness and safety in practices in line with agreed ways of working	C3
K7	Explain why clinical effectiveness and safety is important in the work place	C3	S7	Provide a good experience for the individual receiving care and support	C3
K8	Evaluate the importance of managing relationships and boundaries with individuals	C3			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	NHS Choices (2010) Definition	C3	S1	Person-centred practice; An approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service	C5
K2	Legal requirements and ethical considerations	C3	S2	Others; colleagues, relatives, other professionals	
K3	<ul style="list-style-type: none"> Risk assessment process-HSE 5 steps to risk assessment Person-centred approaches throughout content, well-being and feeling valued 	C3	S2	Person-centred approaches and engagement	
K7	Legal requirements; duty of care, duty of candour	C3	S6	Infection control, prevention and against evidence based practice, safe practices and health & safety, in line with workplace policies and procedures	
K8	Professionalism, accountability, confidentiality, appropriate boundaries	C3	S7	The overall patient experience: care received, interactions, timely appointments, access to information, good communication, safety and involvement in care and support, person centred approaches	
K5/ K8	Individuals; Those requiring care and support, may include patients, service users or clients	C3			
Values: Honest, caring, compassionate, conscientious and committed					
Behaviours: Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.					



Module D (C4) – Communication

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Evaluate the importance of effective communication at work	C4	S1	Use effective techniques when communicating	C4
K2	Describe ways of communicating with people who have specific language needs or wishes	C4	S2	Observe an individual's communication and record findings	C4
K3	Explain how to reduce communication problems	C4	S3	Record, report and store information in line with local and national policies	C4
K4	Describe the process for responding to complaints	C4	S4	Maintain the confidentiality of information in line with organisational procedures and protocols	C4
K5	Explain different communication approaches which can be used in difficult situations in the workplace	C4	S5	Support others to handle information securely and confidentially in line with organisational procedures and protocols	C4
K6	Describe local guidelines and policies for dealing with abusive behaviour	C4	S6	Contribute to the audit process as directed	C4
K7	Describe the impact of an individual's condition or treatment on their ability to communicate verbally and non-verbally	C4			
K8	Identify the legislation, policies and local ways of working in the setting which affect the handling of information	C4			
K9	Explain the role of recording and storing information securely and confidentially	C4			
K10	Explain how to support others in recording and storing information securely and confidentially	C4			
K11	Describe e-safety protocols within the organisation	C4			
K12	Explain the internal audit processes and how it relates to practice and own role	C4			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	The different methods of communication which are used in practice and with individuals and their suitability for different situations	C4	S1	When communicating with individuals, families, relatives, carers, healthcare practitioners and other professionals, using the most appropriate way	C4
K2	Different methods of communication which can be used; non-verbal, written, email, text, sign language, Makaton, aids, braille Approaches; translation services, interpretation, use of advocacy	C4	S2/ S3	Using agreed formats and local ways of working	C4
K3	<ul style="list-style-type: none"> Communication barriers; language, sensory deprivation, environmental, lack of capacity, use of jargon Ability and ways to minimise barriers in own role 	C4	S6	Internal audits; clinical, medication, infection control, standards-based, patient surveys, records	C4
K4	Organisational policy and procedure for complaints	C4			
K5	Approaches to adapt communication methods and skills when required, use of resources and approaches such as mediation and different ways of presenting information and the use of others	C4			
K7	<ul style="list-style-type: none"> Condition; Dementia, learning disability, mental health, sensory needs Inability to articulate verbally due to treatment Dysphasia - lack of capacity 	C4			
K8	Current legislations, information governance, policies and procedures, local ways of working	C4			
K9	e-safety; use of internet and electronic media	C4			
K10	Links to regulatory requirements; measurement of standards, improvement of outcomes and provision, policy and practice development	C4			

Values:

Honest, caring, compassionate, conscientious and committed

Behaviours:

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.



Module E (C5) – Personal and people development

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain responsibilities and duties in the job role	C5	S1	Act within limits of own competence and authority	C5
K2	Differentiate between the limits of own competence and authority in own role and of those supervised	C5	S2	Ensure those supervised acts within limits of competence and authority	C5
K3	Describe the values of the organisation	C5	S3	Take responsibility for own actions, work and performance in line with organisational policies and values	C5
K4	Summarise the legislation/standards, policies and protocols which should be adhered to	C5	S4	Reflect on own actions, work and performance in line with organisational policies and values	C5
K5	Explain the purpose of working in ways agreed with the employer	C5	S5	Maintain and develop own skills and knowledge in line with organisational policies and values	C5
K6	Compare different ways of seeking feedback on own work	C5	S6	Plan for and participate in own appraisal process in line with organisational policies and values	C5
K7	Explain how to reflect on own work and the benefits of this	C5	S7	Work as part of a team in line with organisational policies and values	C5
K8	Explain how to evaluate own work	C5	S8	Obtain help and guidance when needed in the role	C5
K9	Describe how to create own personal development plan	C5	S9	Escalate concerns in a timely manner to the correct person, following the correct process	C5
K10	Explain why it is important to work well with others	C5	S10	Support and supervise colleagues as required in line with organisational policies and values	C5
K11	Compare the benefits of own and others' good health, wellbeing and resilience	C5	S11	Delegate tasks to others in a clear and instructed manner	C5
K12	Describe where to go for help and advice in relation to own role and responsibilities	C5	S12	Act as role model in the work setting in line with organisational policies and values	C5
K13	Evaluate different approaches when supervising others	C5	S13	Provide mentoring to colleagues in line with organisational requirements	C5
K14	Describe the behaviours expected from a good role model	C5	S14	Deliver training to others through demonstration and instructions in line with organisational requirements	C5
K15	Explain the principles and considerations of training and mentoring others	C5			
K16	Explain the importance of gathering individuals' views	C5			
K17	Explain ways of identifying and escalating opportunities to provide a better service	C5			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Job spec; grading, experience and skills	C5	S1/ S2	Job description, contract, policies and procedures	C5
K3	6C's, mission statement, nature of the organisation	C5	S14	Others; those responsible for in own role	C5
K4	Aligns with module C2/K2	C5			
K5	Job description, contract requirements, professional boundaries, legislation, quality and best practice	C5			
K6	Appraisal, informal, formal, peer, 360	C5			
K7	Models of reflection; Rolfe and Gibbs	C5			
K9	Review of developments undertaken, target/goal setting, planning for development	C5			
K10	All others in environment, colleagues and professionals	C5			
K11	Others; colleagues	C5			
K13	<ul style="list-style-type: none"> Formal and informal ways in line with agreed responsibilities and supervision policies and processes Theories of leadership and management 	C5			
K16	Individuals; Those requiring care and support, may include patients, service users or clients	C5			
Values: Honest, caring, compassionate, conscientious and committed					
Behaviours: Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.					



Module F (C6) – Health, safety and security

Assessment criteria					
Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Summarise the main legislations, policies and procedures which underpin health and safety in own role	C6	S1	Maintain a safe, secure and healthy work environment, in line with local guidelines	C6
K2	Explain how to operate safe systems of work in own role	C6	S2	Take appropriate action in response to incidents or emergencies	C6
K3	Explain the actions to be taken in situations that could cause harm to self or others	C6	S3	Move and position individuals safely in line with their plan of care	C6
K4	Describe how to handle hazardous substances and materials	C6	S4	Move and position equipment and other items safely	C6
K5	Explain how to move individuals safely	C6	S5	Carry out risk assessments in line with organisational policies and procedures	C6
K6	Explain how to move equipment and other objects safely	C6	S6	Use techniques for infection prevention and control	C6
K7	Define the meaning of the term 'risk'	C6			
K8	Explain the meaning of 'risk assessment'	C6			
K9	Describe approaches to recognising risks and hazards in the workplace	C6			
K10	Explain how to carry out a risk assessment	C6			
K11	Explain how to escalate risk assessment outcomes	C6			
K12	Describe the importance of a clean workplace in healthcare	C6			
K13	Explain the importance of own and others good personal hygiene and handwashing technique when providing healthcare	C6			
K14	Explain how and when to use different types of personal protective equipment (PPE)	C6			
K15	Define how infections start and spread	C6			
K16	Explain the methods used to; <ul style="list-style-type: none"> • clean • disinfect • sterilise 	C6			

Delivery content and guidance					
Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	<ul style="list-style-type: none"> Current legislations need to include; Health and Safety, COSHH, Infection Control, Manual Handling Workplace policies include; infection control, handling hazardous substances, moving and handling, risk assessment and security procedures 	C6	S2	Emergency situation; This could be if someone suffers from a sudden illness or if a fire breaks out in the workplace	C6
K2	Others - colleagues and individuals	C6	S3/ S4	In line with risk assessments and guidance	C6
K4	Substances and materials which are hazardous to health in the environment; chemicals, gases, germs that cause diseases, vapours, clinical waste, bodily fluids, cleaning products, medications	C6	S6	Should include as a minimum; <ul style="list-style-type: none"> Waste management Spillages Handwashing Use of personal protective equipment (PPE) 	C6
K5/ K6	The risk assessment process, communication and care plans (for individuals)	C6			
K7/ K8	The likelihood of an untoward event occurring, assessing the likelihood of the risk occurring, 5 steps to risk assessment	C6			
K11	High level of risk or hazard	C6			
K13	Effective methods used to promote good personal hygiene and handwashing	C6			
K14	Uniforms, gowns, gloves, aprons, visors, masks, arm and feet coverings	C6			
Values: Honest, caring, compassionate, conscientious and committed					
Behaviours: Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences: show respect and empathy for those you work with: have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness and show supervisory leadership.					



End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard. The coverage (example K1, S1) is taken from the amplification prior.

Multiple choice and short answer test

There are 30 multiple-choice questions in the test which will cover the following modules and criteria of the specification.

Module	Coverage
Module A (C1) Health and well being	All knowledge K1 to K25
Module B (C2) Duty of care, candour, safeguarding, equality and diversity	All knowledge K1 to K8
Module C (C3) Person-centred care, treatment and support	All knowledge K1 to K8
Module D (C4) Communication	All knowledge K1 to K12
Module E (C5) Personal, people and quality improvement	All knowledge K1 to K17
Module F (C6) Health, safety and security	All knowledge K1 to K16

There are 4 short answer questions which will cover the following modules and criteria of the chosen optional pathway.

Module	Coverage
Optional pathway 1 Adult Nursing Support	All knowledge in optional unit
Optional pathway 2 Maternity Support	All knowledge in optional unit
Optional pathway 3 Theatre Support	All knowledge in optional unit
Optional pathway 4 Mental Health Support	All knowledge in optional unit
Optional pathway 5 Children and Young People Support	All knowledge in optional unit
Optional pathway 5 Allied Health Profession-Therapy Support	All knowledge in optional unit

Observation

The Observation will cover the following modules and criteria of the specification.

Module	Coverage
Module A (C1) Health and well being	Skills S1 to S14
Module B (C2) Duty of care, candour, safeguarding, equality and diversity	Skills S1 to S5
Module C (C3) Person-centred care, treatment and support	Skills S1 to S7
Module D (C4) Communication	Skills S1 to S6
Module E (C5) Personal, people and quality improvement	Skills S1,2,3,7,12
Module F (C6) Health and Safety, Infection prevention control, moving and handling	Skills S1 to S6
The observation will also include a holistic approach to assessment of the following:	
Values	Honest, caring, compassionate, conscientious and committed
Behaviours	Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent, show discretion, show resilience and self-awareness and show supervisory leadership

If there is not opportunity for the apprentice to demonstrate practices during the observation, then the End-point Assessor will use the interview to confirm achievement.



Learner Journal

The apprentice only needs to meet the requirements of their chosen optional pathway.

Module	Coverage
Optional pathway 1 Adult Nursing Support	Assist with clinical tasks Activities of daily living
Optional pathway 2 Maternity Support	Assist with clinical tasks Assist with caring for babies Support mothers and birthing partners
Optional pathway 3 Theatre Support	Assist healthcare practitioners with delegated clinical tasks Support individuals Equipment and resources
Optional pathway 4 Mental Health Support	Assist with delegated clinical tasks and therapeutic interventions Support individuals Risk assessment and risk management
Optional pathway 5 Children and Young People Support	Assist with clinical tasks Activities of daily living Child Development
Optional pathway 6 Allied Health Profession-Therapy Support	Assist with delegated therapeutic or clinical tasks and interventions Support, educate and enable individual with their health and wellbeing Equipment and resources
The learner journal will also include a holistic approach to assessment of the following:	
Values Behaviours	Honest, caring, compassionate, conscientious and committed Treating people with dignity, respecting individual's diversity, beliefs, culture, values, need, privacy and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent; show discretion, show resilience and self-awareness.

As a minimum the learner journal must contain:

- reflective statements/accounts evidencing knowledge and skills from the optional unit chosen, covering the areas above, demonstrating learning and application of knowledge in practice and the required values and behaviours
- each of the three reflective accounts must total a word count of 1000 words (+/-10%) = 900 words minimum and 1100 words maximum.
- Basic Life support certification (advisory)

Supplementary evidence could include:

- Care Certificate completion
- evidence of attendance at study days and training courses with reflective notes
- mentor/buddy support and feedback notes
- evidence of practice as achieved across other areas of modules, gained through witness statements or similar case studies

The Interview Assessment will cover the following modules and detail of the specification:

How it is planned	Coverage/Module
<p>The multiple-choice and short answer test results are reviewed by the end-point assessor.</p> <p>The end-point assessor checks and clarifies any matters arising from the multiple-choice test results.</p> <p>The interview will include re-visiting areas where score could have been improved.</p>	As per page 23
<p>The observation evidence is reviewed by the end-point assessor.</p> <p>The end-point assessor checks and clarifies any matters arising from the observation.</p> <p>The interview may include revisiting practices where further evidence of competence is required.</p> <p>This could also include discussing practices where it was not possible to gain evidence of competence.</p>	As per page 24
<p>The learner journal is reviewed by the end-point assessor.</p> <p>The end-point assessor checks and clarifies any matters arising from the learner journal.</p> <p>The interview may include discussion and validation around evidence presented.</p>	As per page 25
<p>Further showcase of knowledge and skills from across the standard as appropriate, typically to include further enhancement of these modules</p>	<p>Module A (C1) Health and well being</p> <p>Module B (C2) Duty of care, candour, safeguarding, equality and diversity</p> <p>Module C (C3) Person centred care, treatment and support</p> <p>Module D (C4) Communication</p> <p>Module E (C5) Personal, people and quality improvement</p> <p>Module F (C6) Health and Safety, Infection prevention control, moving and handling</p>



Assessment Overview

The learner journal must be submitted first, followed by the multiple-choice and short answer test, observation then the interview.

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Pass/Merit/Distinction. The End-Point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must participate in all elements of the End-Point Assessment and achieve a minimum of pass for each component.

Assessment method	Assessed by	Marks and grading
Multiple Choice Questions and Short Answer test	End-point Assessor	30 Multiple Choice questions in total (1 mark each) 4 short answer questions (5 marks each) Combined multiple choice and short answer score: Fail 39% or below Pass 40-59% Merit 60-74% Distinction 75+%
Observation	End-point Assessor	Ungraded above a pass
Portfolio and Interview	End-point Assessor	<p>Pass (Acceptable achievement) The learning journal comprises of a range of valid sources of evidence in an organised manner, reflective accounts show satisfactory evidence and ability to relate concepts and theories to practice, evidence broadly relates to the Standard and is partially mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in the interview and provide evidence that supports practice. Combining evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.</p> <p>Merit (Good achievement) The learning journal comprises of a range of valid sources of evidence in a well organised manner, reflective accounts show evidence of relating concepts and theories to practice, evidence directly relates to the Standard and is mostly mapped to the knowledge, skills and behaviour requirements. The apprentice is able to actively engage in the interview and there is evidence of enhanced understanding through wider reading.</p> <p>Distinction (Outstanding achievement) The learning journal comprises of a creative range of valid sources of evidence in a structured manner, reflective accounts show evidence of relating a wide range of concepts and theories to practice and ability to make connections between learning and future practice, all evidence directly and succinctly relates to the Standard and is accurately and fully mapped to the knowledge, skills and behaviour requirements. The apprentice is able to engage in and actively take forward professional discussion, demonstrating understanding and analysis of concepts and theories applied to their practice achieved through extensive reading.</p>

Grading

The marks will be combined to provide an overall grade. The gradings are allocated on the following marks being achieved:

Observation of practice	MCQ test	Portfolio & interview	Overall grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Pass	Merit	Pass	Pass
Pass	Merit	Merit	Merit
Pass	Merit	Distinction	Merit
Pass	Distinction	Pass	Merit
Pass	Distinction	Merit	Merit
Pass	Distinction	Distinction	Distinction

A final grade result is provided following overall review of the apprentice's performance across the two graded assessment methods. A final grade result cannot be provided until both assessments have been completed.



Re-Assessment

If the apprentice fails an assessment, this will need to be completed again. For a list of the re-sit costs, please see www.innovateawarding.org. It is the responsibility of the employer and the employer/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time. The apprentice must take all components of the End-point Assessment on their first attempt. Should the apprentice fail any component they are required to re-take only those components which they have previously failed. Re-takes are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to re-take the End-point Assessment within the permitted 12-month time frame is determined by the employer.

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policies.

External Quality Assurance

The external quality assurance organisation for the Senior Healthcare Support Worker standard is 'Ofqual'. The external quality assurance organisation may require access to an apprentice's assessments and they may need access to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards



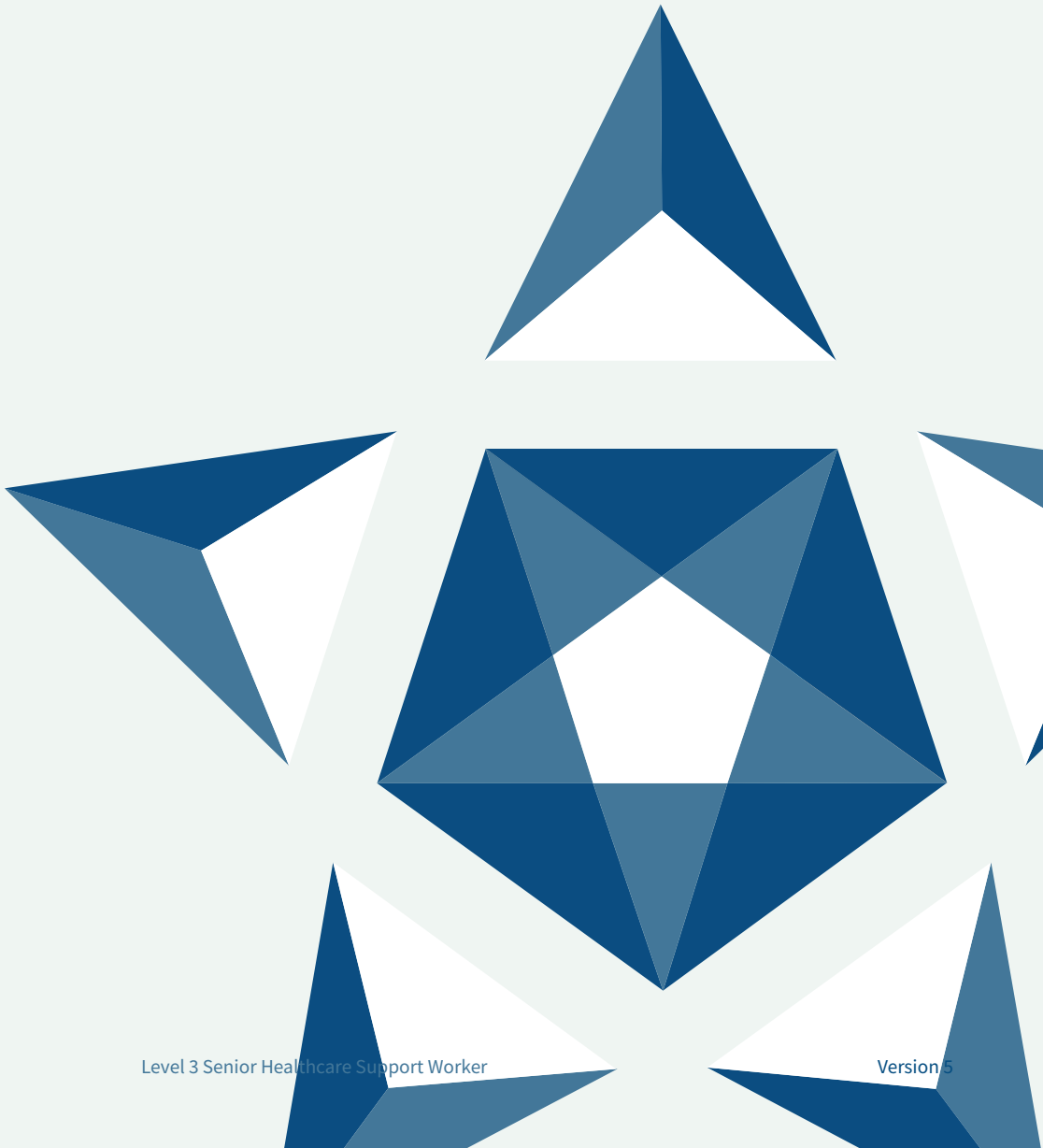
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Version 5 | May 2019

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Level 3 Senior Healthcare Support Worker

Version 5