



STANDARD ASSESSMENT SPECIFICATION

Level 2
Healthcare Support Worker

Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org.

VERSION NUMBER	DATE UPLOADED	AMENDMENT	PAGE AFFECTED

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 2 Healthcare Support Worker standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

Contents

	Page
Introduction	4
Innovate Awarding	4
Apprenticeship overview	4
Who is the apprenticeship for?	4
Role of Innovate Awarding	4
Support Materials	5
On Programme Requirements	5
Gateway	5
Module Overview	6
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
Evidence portfolio and interview	9
Apprenticeship Standard Amplification	10
Module A Communication & handle information	10
Module B Duty of care	12
Module C Safeguarding	13
Module D Person-centred care	15
Module E Equality and diversity	16
Module F Health and Safety	17
Module G Basic life support	20
Module H Health interventions	21
Module I Routine clinical tasks and physiological measurements	23
Module J Hydration, nutrition and food safety	24
Module K Dementia, cognitive issues and mental health	25
Module L Personal and people development	27
End-point Assessment Coverage	29
Multiple-choice questions	29
Observation	30
Evidence portfolio	31
Interview assessment	32
Assessment Overview	33
Grading	34
Re-Assessment	34
Internal Quality Assurance	35
External Quality Assurance	35
Further Information 31	35

Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) 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 providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors.

For further information, please visit:

www.innovateawarding.org/apprenticeship-standards/end-point-assessment

Apprenticeship Overview

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

Standard Name	Healthcare Support Worker
Level	2
Sector	Healthcare
Programme duration	12-18 months
Minimum time on programme	12 months
EPA Duration	Up to 3 months
EPA Methods	<ul style="list-style-type: none"> • Multiple Choice Questions • Observation of Practice • Portfolio of evidence / Interview
Outcomes	Fail, Pass, Merit, Distinction
External Quality Assuring Centre	Ofqual

Who is the apprenticeship for?

Healthcare Support Workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals. They work as part of a team of HCSWs and work in a range of healthcare settings. Typical job titles include: Healthcare Assistant, Healthcare Support Worker, Nursing Assistant and Nursing Auxiliary. They will report to a registered healthcare practitioner who will directly or indirectly supervise their work. The team the apprentice works in may include workers from both health and social care and other professionals.

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 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:

- the Care Certificate: This is the recommended sector workplace induction facilitated by the employer
- Level 1 English and maths
- attempt Level 2 English and maths by sitting the test prior to completion of apprenticeship
- any qualifications specified by the employer

There is no required qualification for this standard. However, the employer can specify a relevant qualification. We recommend the IAO Level 2 Diploma in Care.

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 the apprentices performance is on track (structured one-to-one reviews of progress with the employer and/or training provider)
- completion of a portfolio through which the apprentice gathers evidence (evidence can be used towards the portfolio requirement at 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 1 English and maths
- attempt of Level 2 English and maths
- the required portfolio of evidence

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 Endpoint Assessment planning will be organised.

Module Overview

The modules are the required titles of the knowledge and skills listed in the standard. Refer to the table below for our module reference.

The End-point Assessment will draw on knowledge and skills identified in the assessment place. The multiple-choice test will primarily be an assessment of knowledge components. The observation of practice is undertaken in the workplace to assess higher level skills and behaviours. The portfolio 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 further showcase their knowledge, skills and behaviours from across the standard.

Modules	Standard reference	Knowledge	Skills
A	1	Communication Handle information	Communication Handle information
B	4.1	Duty of care	Duty of care
C	4.2	Safeguarding	Safeguarding
D	2.1	Person-centred care	Person-centred care
E	5	Equality and diversity	Equality and diversity
F	4 / 4.3 / 4.4	Health and safety Infection prevention and control Moving and handling	Health and safety Infection prevention and control Moving and handling
G	2.3	Basic life support	Basic life support
H	2	Health interventions	Health interventions
I	2 / 2.4	Clinical tasks Physiological measurements	Clinical tasks Physiological measurements
J	2	Hydration, nutrition and food safety	Hydration, nutrition and food safety
K	2.2	Dementia, cognitive issues & mental health	Dementia, cognitive issues & mental health
L	3	Personal and people development	Personal and people development
Values Honest, caring, compassionate, conscientious and committed			
Behaviours: Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.			

		ASSESSMENT METHODS		
Modules		Multiple Choice Test (knowledge as required in standard)	Observation (skills as required in standard)	Evidence portfolio and interview (knowledge and skills)
A	Communication Handle information	✓	✓	✓
B	Duty of care	✓	✓	✓
C	Safeguarding	✓	✓	✓
D	Person-centred care	✓	✓	✓
E	Equality and diversity	✓	✓	
F	Health and safety Infection prevention and control Moving and handling	✓	✓	✓
G	Basic life support	✓		✓
H	Health interventions	✓	✓	✓
I	Clinical tasks and physiological measurements	✓	✓	✓
J	Hydration, nutrition and food safety	✓		
K	Dementia, cognitive issues and mental health	✓	✓	✓
L	Personal and people development	✓	✓	✓
Values Honest, caring, compassionate, conscientious and committed			✓	✓
Behaviours Promote dignity Respect diversity, beliefs, cultures, values, needs, privacy and preferences Show respect and empathy to colleagues. Courage to challenge areas of concern Be adaptable, reliable and consistent Show discretion, show resilience and self-awareness			✓	✓

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. a multiple-choice test
2. observation of practice
3. evidence portfolio and interview

Multiple-choice test

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

- communication;
- health interventions;
- personal and people development;
- health, safety and security;
- equality and diversity.

There are 60 questions of equal weighting in this test and the grade boundaries are set to allow the apprentices to achieve Pass, Merit and Distinction. The assessment will normally be undertaken online and in a controlled environment, i.e. a quiet room, away from normal place of work with an invigilator present. The test will last for 60 minutes.

Observation of practice

The independent End-point Assessor will spend 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 will include the independent End-point 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 of practice the apprentice must be able to meet the following requirements in bold:

1. Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential
2. Handle information (record, report and store information) related to individuals in line with local and national policies
3. Demonstrate person centered care and support
4. Treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences;
5. 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;
6. Show discretion and self-awareness

7. Work as part of a team, seeking help and guidance when they are not sure
8. Maintain a safe and healthy working environment
9. Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)
10. Move and position individuals, equipment and other items safely

Requirements not emboldened which do not occur naturally during the observation period may be tested during the interview.

The observation will be planned to allow an opportunity for the apprentice to demonstrate skills, values and behaviours holistically within the work setting.

Evidence portfolio and interview

The evidence portfolio 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 in preparing the portfolio. The portfolio must include workplace observation as the primary source of evidence. This could include, for example, observations of practice as carried out during the achievement of the Care Certificate and observation records from on-going monitoring and supervision of practices. If a qualification has been completed as part of the standard, then observation may also be used from this. The portfolio must also include reflective accounts, which demonstrate apprentices' learning and application of knowledge in practice, their values and behaviours. Four core modules need to be covered within the portfolio across the observation and reflective accounts content and they are:

1. Communication
2. Health interventions
3. Personal and people development
4. Health, safety and security

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

The portfolio is required to be submitted at Gateway sign off. There are options to submit an electronic folder or supply details to an e-portfolio link where the End-point Assessment portfolio can be located. The portfolio needs to be specifically prepared for the purpose of the End-point Assessment.

The portfolio 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 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 only takes place between the independent End-point Assessor and the apprentice at the end of the assessment. It will last for a minimum of 30 minutes and a maximum of 60 minutes.

Apprenticeship Standard Amplification

Module A - Communication & handle information

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the different forms of communication used with individuals	1	S1	Use effective communication with individuals in their care	1
K2	Describe aids to communication	1	S2	Use effective communication with families, carers and healthcare practitioners	1
K3	Explain how to check understanding	1	S3	Respect confidentiality when communicating	1
K4	Describe factors affecting communication	1	S4	Record, report and store information about individuals in line with organisational policies	1
K5	Explain how to overcome factors affecting communication	1			
K6	Identify legislation and organisational policies relevant to information handling	1			
K7	Explain why it is important to record and store information securely	1			
K8	Describe different storage systems for information	1			
K9	Explain the action to take if information is not secure	1			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Different forms of communication could include: verbal, non-verbal, written, electronic, remote, face-to-face. Knowing the importance of effective communication.	1	S1	A range of techniques which could include verbal (face-to-face, telephone); written (letters, reports), technology (email, text), communication aids, sign language.	1
K2	Communication aids could include: interpretation services, picture boards, sign language, literature in different languages	1	S1	Individuals – Those requiring care and support, may include patients, service users or clients	1
K4	Factors affecting communication could include: environment, age, socio-economic issues, mental health, culture, language, sensory deficit	1			
K6	Current Data Protection, information governance and supporting workplace policies and procedures	1			
K7	The importance of recording and storing individuals information securely	1			
K8	Storage systems could include electronic, manual and digital	1			
Values					
Honest, caring, compassionate, conscientious and committed					
Behaviours					
Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.					

Module B - Duty of care

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain the meaning of the term 'duty of care'	4.1	S1	Apply the principles of 'duty of care' to all areas of work	4.1
K2	Explain the role and importance of 'duty of care' in healthcare	4.1	S2	Act in the best interest of individuals, ensuring they come to no harm	4.1
K3	Explain what support is available in difficult situations	4.1			
K4	Explain what to do if someone makes a complaint	4.1			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K3	Difficult situations may include dilemmas, for example, an individual refusing care, conflicts of interest, clashes of values	4.1	S2	Individuals – Those requiring care and support, may include patients, service users or clients	4.1
K4	Responding to complaints in line with responsibilities; working within the limits of responsibility; reporting to senior member of staff in line with local guidance; timeframes for responding	4.1			

Values

Honest, caring, compassionate, conscientious and committed

Behaviours

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.

Module C - Safeguarding

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Identify legislation and national guidance relating to safeguarding	4.2	S1	Follow the principles of safeguarding and protection	4.2
K2	Explain local and organisational policies around safeguarding	4.2	S2	Work with in a person-centred way to minimise the risk of abuse occurring	4.2
K3	Describe the typical signs and symptoms of abuse	4.2			
K4	Explain the action to be taken if abuse is suspected	4.2			
K5	Explain how to reduce the chance of abuse from occurring	4.2			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Current legislation – statutory guidance issued under Mental Capacity, Equality, Data Protection, Deprivation of Liberty Safeguards guidance, Health and Social Care Act, other guidance and associated regulations	4.2			
K1	National guidance relates to guidance issued under the Care Act (prior ‘No Secrets’), such as requirement of local authority safeguarding teams	4.2			
K2	Local ways include policies and procedures, including awareness of specific local safeguarding authority team and protocols	4.2			
K3	Each type of abuse should be covered: Physical; Domestic Violence; Modern Slavery; Financial/Material; Sexual; Neglect; Self-Neglect; Psychological abuse; Organisation and Discriminatory	4.2			
K5	Reducing chance of abuse from occurring, measures to include: person-centred approaches, good reporting mechanisms, robust complaints procedure, good communication	4.2			
Values					
Honest, caring, compassionate, conscientious and committed					
Behaviours					
Treating people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, 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.					

Module D - Person-centred care

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Define 'person-centred care and support'	2.1	S1	Obtain consent before carrying out care and support interventions	2.1
K2	Explain why it is important to get consent	2.1	S2	Work in a person-centred way, involving individuals in their own care and provide them with choices	2.1
K3	Explain what action to take if consent is difficult to obtain	2.1			
K4	Explain the benefits of involving individuals in their own care	2.1			
K5	Explain the importance of giving individuals choices about their own care	2.1			
K6	Identify the benefits of recognising and treating people as individuals	2.1			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Person-centred approaches throughout content, well-being and feeling valued	2.1	S2	Individuals – Those requiring care and support, may include patients, service users or clients	2.1
K2	Consent: permission or agreement to a care activity, implied consent, legal requirements, ethical considerations, reporting mechanisms	2.1			
K4, K5, K6	Individuals – Those requiring care and support, may include patients, service users or clients	2.1			

Values

Honest, caring, compassionate, conscientious and committed

Behaviours

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.

Module E - Equality and diversity

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Identify equality and diversity legislation	5	S1	Implement the principles of: <ul style="list-style-type: none"> • equality • diversity • inclusion 	5
K2	Describe organisational policies and procedures relating to equality and diversity that affect the role	5			
K3	Explain why treating people equally is important	5			
K4	Explain how discrimination can occur at work	5			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Current national legislation in equality	5	S1	Inclusion is being included within either a group or society as a whole. Working in an inclusive way to ensure every individual has the opportunity to take part when they want. Links with equality, diversity and working in a person-centred way	5
K2	Workplace policies and procedures may include: complaints procedures; person-centred approaches; anti-discriminatory practices.	5			
K3	The possible consequences of not treating people equally and fairly	5			
K4	Different ways that discrimination can occur at work for example: restrictive practices, non person-centred approaches, wording in documents, direct and indirect discrimination	5			

Values

Honest, caring, compassionate, conscientious and committed

Behaviours

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.

Module F - Health and safety

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the requirements of legislation relating to health and safety at work	4	S1	Maintain a safe, secure and healthy working environment	4
K2	Explain organisational health and safety policies and local ways of working	4	S2	Handle materials and substances safely	4
K3	Explain own health and safety responsibilities	4	S3	Use the correct Personal Protective Equipment (PPE) for activities	4
K4	Explain the health and safety responsibilities of others	4	S4	Use correct hand-washing techniques during activities	4.3
K5	Explain what materials and substances in the workplace are hazardous to health and how to handle them	4	S5	Correctly dispose of different types of waste- clinical and non-clinical	4.3
K6	Describe what a risk assessment is	4	S6	Carry out a risk assessment prior to moving and positioning people, equipment and objects	4.4
K7	Explain the meaning of risk and risk assessment in relation to infection control	4.3	S7	Move individuals, equipment and other items safely	4.4
K8	Describe the importance of good personal hygiene and hand washing	4.3	S8	Use equipment for moving and handling safely	4.4

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K9	Explain which Personal Protective Equipment (PPE) is relevant for which activities	4.3	S9	Respond if an incident or emergency occurs	4
K10	Explain how infections start and spread	4.3			
K11	Explain the importance of cleaning, disinfection and maintaining a clean workplace and the equipment used	4.3			
K12	Describe the meaning of anti-microbial resistance	4.3			
K13	Explain why people and objects need to be moved safely	4.4			
K14	Explain how to move and position people, equipment and objects following agreed ways of working	4.4			
K15	Describe how to minimise risks when moving and handling people, equipment and objects	4.4			
K16	Explain what action to take if someone has an accident or sudden illness	4			
K17	Explain what action to take in situations that could cause harm to themselves or others	4			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Current legislations in: Health and Safety, COSHH, Infection Control, Manual Handling	4	S9	Emergency situation - This could be if someone suffers from a sudden illness or if a fire breaks out in the workplace	4
K2	Workplace policies include: infection control, handling hazardous substances, moving and handling, risk assessment and security procedures	4	S9	Responding to accident or sudden illness could be evidenced within required portfolio if situation arises	4
K2	Local policies and ways of working should be included for example local authority infection control and prevention guidance	4/4.3			
K2	Guidance could also include for example World Health Organisations, publications and guidance for example as published by NICE	4.3			
K5	Materials and substances: chemicals, gases, germs that cause diseases, vapours	4			
K10	How infection starts; bacteria, virus or other microbe entering the body.	4.3			
K10	How infection spreads; direct transfer of bacteria, virus or microbes from one person to another by touching, kissing, coughing, sneezing, coming into contact with infected body fluids	4.3			
K12	Anti-microbial resistance when micro-organisms that cause infection survive exposure to a medicine that would normally kill them or slow their growth	4.3			
K16	Actions in the event of accident or sudden illness, in line with role and trained responsibilities	4			

Values

Honest, caring, compassionate, conscientious and committed

Behaviours

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.

Module G - Basic life support

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe how to check that basic life support is required	2.3	S1	Perform basic life support	2.3
K2	Describe how to position a person requiring basic life support	2.3			
K3	Explain how to carry out chest compressions	2.3			
K4	Explain how to perform artificial respiration	2.3			
K5	Explain how to hand over to a more qualified personnel	2.3			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge and Skill	
K1-K5, S1	Innovate Awarding advises the basic life support module is evidenced through accredited training.	2.3
Values		
Honest, caring, compassionate, conscientious and committed		
Behaviours		
Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.		

Module H - Health interventions

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the signs and symptoms of pain and discomfort	2	S1	Support individuals who: <ul style="list-style-type: none"> • have long term conditions • are frail • are at the end of life 	2
K2	Explain factors affecting an individual's health and well-being	2	S2	Recognise and respond when a person is in pain and/or discomfort	2
K3	Describe how to promote an individual's physical health and well-being	2	S3	Use agreed ways of working when responding to signs of pain or discomfort	2
K4	Explain factors affecting an individual's comfort and well-being	2	S4	Refer to care plan to promote the physical health and well-being of individuals	2
K5	Identify ways of supporting a person's comfort and well-being	2	S5	Promote an individual's physical health and well-being	2
K6	Identify different activities of daily living	2	S6	Use the care plan to assist the individual with overall comfort and wellbeing	2
K7	Explain the use of the care plan to understand which activities of daily living need support within the role	2	S7	Use agreed ways of working to support individuals with activities of daily living which meet the individual's needs	2
K8	Describe the signs to look for that would indicate a person's health and well-being is deteriorating	2	S8	Recognise and report deteriorations in health, long term conditions, physiological measurements and skin integrity	2
K9	Explain how and when to report that a person's health and well-being is changing and/or deteriorating	2	S9	Report changes in physical health needs following agreed ways of working	2

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Signs and symptoms could include: anxiety, guarding of the affected area, holding the affected area, pale skin, sweating/clammy skin, crying, unusually quiet, asking for pain relief.	2	S1	End of life care – The end of life care phase maybe for weeks, months or years and does not equate with dying. End of Life Care is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die. (End of Life Care Network)	2
K2	Factors affecting a person’s health could include: environment, socio-economic, long term health conditions (diabetes; cancer, arthritis etc). Individuals – Those requiring care and support may include patients, service users or clients	2	S6	Comfort and well-being, being able to check guidance in the care plan to ensure agreed protocols are implemented for the individual. Comfort of the individual being a central concern and well-being as a result	2
K4	Factors affecting a person’s comfort could include: environment or physical/mental health	2	S7	Individuals – Those requiring care and support, may include patients, service users or clients	2
K6	Activities of daily living (Roper-Logan-Tierney Model of Nursing 1998). Maintaining a safe environment: communication, breathing, eating and drinking, elimination, washing and dressing; controlling temperatures, mobilisation, working and playing, expressing sexuality, sleeping, death and dying	2	S8	Deterioration in health, long-term conditions, their physiological measurements, their skin integrity	2
			S9	Physical Health needs, ability to carry out physical activity, nutrition and diet, substance misuse, ability to self-care and rest and sleep patterns	2
Values					
Honest, caring, compassionate, conscientious and committed					
Behaviours					
Treating people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, 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.					

Module I - Routine clinical tasks and physiological measurements

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain the normal range of each physiological measurement	2.4	S1	Carry out a range of physiological measurements: <ul style="list-style-type: none"> • height • weight • temperature • pulse • breathing rate • blood pressure 	2.4
K2	Identify the equipment that is required for each clinical task/ measurement	2	S2	Use the correct equipment when carrying out the range of physiological measurements	2.4
K3	Describe how to perform each clinical task/measurement using agreed protocols and ways of working	2	S3	Take accurate readings for each physiological measurement undertaken	2.4
K4	Explain the importance of reporting findings on completion of the clinical task/ measurement	2	S4	Record measurements for each physiological measurement using agreed ways of working	2.4
K5	Describe how to clean and store equipment used for clinical tasks	2	S5	Clean and store equipment used for physiological measurements	2.4

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Clinical tasks/measurements should include: blood pressure, temperature, weight, height, pulse, breathing rate	2	S4	Record findings using relevant documentation, reporting changes, reporting stability in observations	2.4
K2	Equipment used for clinical tasks/measurements could include: sphygmomanometer; scales; aural/axillary thermometer	2			
K5	Protocols for cleaning and storing equipment; cleaning; disinfection; decontamination	2			

Values

Honest, caring, compassionate, conscientious and committed

Behaviours

Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.

Module J - Hydration, nutrition and food safety

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain the reasons why hydration is important	2			
K2	Explain the reasons why nutrition is important	2			
K3	Explain the impact of poor food safety	2			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
	N/A				
Values					
Honest, caring, compassionate, conscientious and committed					
Behaviours					
Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, 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.					

Module K - Dementia, cognitive issues and mental health

ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the main categories of mental disorders	2.2	S1	Promote mental health and well-being using a person-centred approach	2.2
K2	Explain the impact of mental ill health on individuals' lives	2.2	S2	Recognise when an individual has limited mental capacity	2.2
K3	Describe how to promote mental health and wellbeing	2.2	S3	Respond appropriately in accordance with organisational requirements when an individual has limited mental capacity or poor mental health	2.2
K4	Define Mental Capacity	2.2	S4	Recognise fluctuating mental capacity in an individual	2.2
K5	Describe the signs of limitation in mental capacity	2.2	S5	Recognise signs of poor mental health	2.2
K6	Explain what to do when signs are noticed of limitation in mental capacity	2.2	S6	Respond to signs of poor mental health and report using the appropriate procedures	2.2
K7	Describe signs of mental health difficulties in individuals	2.2	S7	Recognise deterioration in an individual's mental health and report this using the appropriate procedures	2.2
K8	Describe the signs of dementia	2.2			
K9	Describe the characteristics of learning disability	2.2			
K10	Identify signs of: <ul style="list-style-type: none"> • depression • delirium • the normal ageing process 	2.2			
K11	Explain why depression, delirium and the normal aging process may be mistaken for dementia	2.2			
K12	Explain the role of early diagnosis in relation to dementia and other cognitive issues	2.2			
K13	Outline how to report changes or deterioration with dementia, cognitive issues and mental health	2.2			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Main categories according to a psychiatric system for example, ICD (International Classification of Diseases) and DSM (diagnostic and statistical manual) Classification	2.2	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	2.2
K2	Impact on mental ill-health for example: individual, family, work, finances, stigma	2.2	S6, S7	Poor mental health; dementia, depression, anxiety or other cognitive issues	2.2
K5	Signs and limitations for example; lack of understanding, lack of retention of information	2.2	S2	Individuals – Those requiring care and support, may include patients, service users or clients	2.2
K6	Noticing signs; reporting mechanisms and using a person-centred approach	2.2			
Values					
Honest, caring, compassionate, conscientious and committed					
Behaviours					
Treating people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, 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.					

Module L - 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	Describe responsibilities and duties of own role	3	S1	Prioritise and take responsibility for own work	3
K2	Explain why it is important to follow agreed ways of working	3	S2	Reflect on own actions and work	3
K3	Identify the standards and codes of practice relevant to own role	3	S3	Maintain and further develop own skills and knowledge	3
K4	Explain why it is important to follow standards and codes of practice	3	S4	Maintain evidence of personal development	3
K5	Describe what a professional working relationship is	3	S5	Prepare and engage in review of own practices through appraisal	3
K6	Explain why it is important to work well with other people	3	S6	Work as part of a team in accordance with organisational policies and standards	3
K7	Explain who to go to for help and support within and outside of the organisation	3	S7	Obtain help and guidance when unsure of what to do	3
K8	Explain the importance of personal development	3			
K9	Explain how to reflect on own work	3			
K10	Explain how to contribute to own personal development plan	3			

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	Professional working relationship: manager, colleagues, supervisor, patient and their family, other healthcare professionals	3	S3	Personal development: keeping up to date with best practice, learning new skills, gaining new knowledge	3
K8	Reasons for personal development could include: for personal and professional reasons, business development, benefits to the team and the organisation, meeting needs of individuals, development and upskill, new tasks, requirements of role, organisational policies, procedures, legislation and regulations	3	S4	Personal development plan as part of on-going supervision and development: review of prior performance, target setting, monitoring progress	3
K9	Theories of reflection could include: Gibbs (1988) Model of Reflection, Kolb (1984) Model of Reflection, Rolfe – Rolfe et al’s (2001)	3			
Values					
Honest, caring, compassionate, conscientious and committed					
Behaviours					
Treating people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, 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.					

End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard.

The multiple-choice question test will cover the following modules and criteria of the specification::

MODULE		COVERAGE
A	Communication and handle information	All knowledge K1-K8
B	Duty of care	All knowledge K1-K4
C	Safeguarding	All knowledge K1-K5
D	Person-centred care	All knowledge K1-K6
E	Equality and diversity	All knowledge K1-K4
F	Health and safety/Infection prevention and control/Moving and handling	All knowledge K1-K17
G	Basic life support	All knowledge K1-K5
H	Health interventions	All knowledge K1-K9
I	Clinical tasks and physiological measurements	All knowledge K1-K5
J	Hydration, nutrition and food safety	All knowledge K1-K3
K	Dementia, cognitive issues and mental health	All knowledge K1-K13
L	Personal and people development	All knowledge K1-K10

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

MODULE		COVERAGE
A	Communication and handle information	All skills S1-S4
E	Equality and diversity	Skill S1
F	Health and safety, Infection prevention control, Moving and handling	All skills S1-S9
H	Health interventions	All skills S1-S9
I	Clinical tasks and physiological measurements	All skills S1-S5
L	Personal and people development	Skills S1, S6, S7
The observation will also include a holistic approach to assessment of the following:		
B	Duty of care	All skills S1-S2
C	Safeguarding	All skills S1-S2
D	Person-centred care	All skills S1-S2
K	Dementia, cognitive issues and mental health	All skills S1-S7
Values Behaviours		All requirements All requirements

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

The Evidence portfolio will cover the following modules and criteria of the specification.

MODULE		COVERAGE
A	Communication and handle information	All knowledge K1-K9 All skills S1-S3
F	Health and safety/Infection prevention and control/Moving and handling	All knowledge K1-K17 All skills S1-S9
G	Basic life support	Skill S1
H	Health interventions	All knowledge K1-K9 All skills S1-S9
I	Clinical tasks and physiological measurements	All knowledge K1-K5 All skills S1-S5
L	Personal and people development	All knowledge K1-K10 All skills S1-S7
Values Behaviours		All

The portfolio must contain as a minimum:

- Reflective statements/accounts evidencing all knowledge and skills from the areas above, demonstrating learning and application of knowledge in practice and the required values and behaviours
- Reflective statements/accounts may be holistic and cross over aspects of practice from the above modules. We advise at least 4 main reflective accounts are completed: communicating with individuals, providing health interventions, personal development and Health and Safety.
- Observations of practice which have been achieved over the duration of the programme evidencing competent skills from the areas above
- We also advise evidence of current basic life support achievement

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 or complex areas of the above modules, gained through witness statements or similar
- Case studies

All portfolios as a minimum must:

- Be standalone built portfolios for EPA (not a Diploma portfolio)
- Include observation of practice (can be from on programme)
- Include Reflective Accounts completed within last 3 months of apprenticeship (not from on programme), these should be dated with the apprentice's name
- Cover: Communication, Health Interventions, Personal and People Development and Health, Safety and Security
- An attempt must be made by the apprentice to map contents of their evidence to the requirements

Please refer to the Apprentice Resource; Portfolio Guidance as available on EPA Pro.

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

How it is planned	Coverage/Module
The multiple-choice test results are reviewed by the End-point Assessor. The end-point assessor checks and clarifies any matters arising from the multiple-choice test results. The interview will include re-visiting areas where score could have been improved.	As per page 26
The observation evidence is reviewed by the End-point Assessor. The End-point Assessor checks and clarifies any matters arising from the observation. The interview may include revisiting practices where further evidence of competence is required. This could also include discussing practices where it was not possible to gain evidence of competence.	As per page 27
The portfolio of evidence is reviewed by the End-point Assessor. The End-point Assessor checks and clarifies any matters arising from the portfolio. The interview may include discussion and validation around evidence presented.	As per page 28
Further showcase of knowledge and skills from across the standard as appropriate, typically to include further enhancement of these modules	Module B Duty of care Module C Safeguarding Module D Person centre care Module H Health Interventions Module K Dementia, cognitive issues and mental health

It would not be appropriate for the End-point Assessor to provide specific examples of questions that may be included within the interview.

At the point of the assessment planning meeting the content of the interview is yet to be fully determined and so could be misleading and is outside the scope of the End-point Assessment.

Training Providers and Employers are encouraged to carry out mock interviews with apprentices in order to prepare them for this assessment.

Assessment Overview

At Innovate Awarding we advise portfolio is submitted first, followed by the multiple-choice 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 pass 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	End-point Assessor	60 questions in total Pass – 30–39 correct answers Merit – 40–49 or more correct answers Distinction – 50 and above correct answers
Observation	End-point Assessor	Ungraded above a pass
Portfolio and Interview	End-point Assessor	<p>Pass (Acceptable achievement) The portfolio comprises of a range of valid sources of evidence, short reflective accounts and shows satisfactory evidence and an ability to relate concepts and theories to practice. Evidence relates broadly to the standard and is partially mapped to the knowledge, skills and behaviour requirements. Is able to answer questions clearly and correctly and more fully with secondary questioning. Combining evidence demonstrates the knowledge, skills, values and behaviours set out in the standard have been met</p> <p>Merit (Good achievement) The portfolio comprises of a range of valid sources of evidence, short reflective accounts shows evidence of relating concepts and theories to practice. Evidence relates directly to the standard and is mostly mapped to the knowledge, skills, values and behaviour requirements. Is able to respond to questions clearly, correctly and fully without secondary questioning and there is some evidence of enhanced understanding through wider reading</p> <p>Distinction (Outstanding achievement) The portfolio comprises of a creative range of valid sources of evidence, reflective accounts shows evidence of relating concepts and theories to practice and an ability to make connections between learning and future practice. All evidence relates directly and succinctly to the standard and is mapped accurately and fully to the knowledge, skills and behaviour requirements. Is able to respond to questions correctly and engage in wider discussion, demonstrating an understanding of concepts and theories 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 an overall review of apprentice performance across the MCQ test, observation, portfolio and interview. A final grade result cannot be provided until all assessments have been completed.

Reassessment

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 attempt all components of the End-point Assessment on their first attempt. Should the apprentice fail any components, they are required to re-take only those components that 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 Policy.

External Quality Assurance

The external quality assurance organisation for the 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

**Innovate Awarding
Block F
291 Paintworks
Arnos Vale
Bristol, BS4 3AW**

0117 314 2800

innovateawarding.org

Version 6 | August 2022