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Pearson Level 2 End-point Assessment for Healthcare Support Worker

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End-Point Assessments for the New Apprenticeship Standards

Introduction

In October 2013, the government began the implementation of the plan to reform apprenticeships in England. The reform includes changes that move the design of apprenticeships into the hands of employers, with the aim of making them more rigorous and responsive to employers' needs. Employer groups, referred to as Trailblazers, now lead on the development of apprenticeships for occupations where they identify the need for apprentices.

One of the most significant changes in this reform is the introduction of an independent end-point assessment. The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard, and learned throughout the apprenticeship programme. The end-point assessment can only be delivered by a registered assessment organisation that must be independent of the employer or any apprenticeship training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the end-point assessment must be made by the independent assessment organisation.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. The purpose of the end-point assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. An apprentice cannot be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

Pearson, as a registered assessment organisation, has been working closely with employers, further education providers and occupational experts in the development of end-point assessment tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the Pearson Level 2 End-point Assessment for Healthcare Support Worker (QN 603/3004/1).

1 The Healthcare Support Worker Apprenticeship

Overview

The end-point assessment in this specification relates to the Healthcare Support Worker Apprenticeship Standard and Assessment Plan (published 12 March 2015, updated 01 November 2016). The apprenticeship is at Level 2 and is for apprentices working in the role of a healthcare support worker.

The overall aim of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioral standards set by employers and is competent in their role as a Healthcare Support Worker.

Healthcare support workers work as part of a team providing high-quality and compassionate care to individuals¹. They carry out well-defined clinical duties² such as monitoring an individual's condition (by checking things like blood pressure, temperature or weight), and checking their overall progress, comfort and wellbeing. Depending on where they work, they may also help individuals to eat, drink, wash, dress or go to the toilet. Healthcare support workers prepare for healthcare activities carried out by other members of the healthcare team, looking after individuals before, during and/or after those activities in line with their care plan. They will also carry out non-clinical duties, which, depending on where they work, could include things like keeping records, making beds, tidying up their work area, and returning or cleaning the equipment used during a clinical activity. Healthcare support workers will be able to address straightforward problems in their day-to-day work, reporting concerns and changes to the appropriate person in a timely manner. They work in a range of healthcare settings³, and in teams that may include workers from both health and social care. Healthcare support workers report to a registered healthcare practitioner who will directly, or indirectly, supervise their work.

¹ **Individuals** – those requiring care and support may include patients, service users or clients.

² **Duties** – please note the list of duties is not exhaustive. Duties will vary depending on place of work and job description.

³ **Healthcare settings** – may include hospitals, community clinics or health centres, individuals' homes, nursing/care homes, hospices, mental health settings and GP surgeries. This list is not exhaustive.

Healthcare support workers will be able to work effectively in a team. They will always act within the limits of their competence, knowing who to ask for help and support if they are not sure. They will work within agreed ways of working, following the relevant standards, policies and protocols used in their workplace, including the Code of Conduct for Healthcare support workers and Adult Social Care Workers in England. During the first part of the apprenticeship, apprentices will be supported to achieve the Care Certificate⁴ which forms part of their induction and covers the fundamental skills needed to provide quality care.

The duration for this apprenticeship programme is 12–18 months. The typical duration is 12 months but this will depend on apprentices' previous experience and access to opportunities that give the full range of competencies.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment detailed in *Section 3*.

The overall apprenticeship is graded as Pass/Merit/Distinction.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the apprenticeship end-point assessment organisation, Pearson will claim for the certificate, on behalf of the apprentices.

Employers and/or providers should familiarise themselves with the requirements of the apprenticeship and communicate these clearly to apprentices.

The published Healthcare Support Worker Standard and Assessment Plan (published 12 March 2015, updated 01 November 2016) can be found at <https://www.instituteforapprenticeships.org/apprenticeship-standards/>.

⁴ **Care Certificate** – for more details see <http://skillsforhealth.org.uk/care-certificate>.

2 Healthcare Support Worker end-point assessment

Structure

The end-point assessment for the Healthcare Support Worker Apprenticeship consists of the following three components:

- multiple-choice test
- observation of practice
- interview (supported by evidence portfolio).

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Component grading
Multiple-choice test	60 minutes	Pass/Merit/Distinction
Observation of practice	Minimum 90 minutes	Pass
Interview (supported by evidence portfolio)	30-60 minutes	Pass/Merit/Distinction

It is expected that the components are attempted in the order that they are shown here. It is expected that the test be taken before the end-point assessor visit, during which the observation of practice and interview will be assessed.

Detailed information about each of these end-point assessment components is given in *Section 3*.

Grading

The table below shows how the grade for the end-point assessment is determined.

Multiple-choice test	Observation of practice	Interview (supported by evidence portfolio)	Overall EPA grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Merit
Merit	Pass	Distinction	Merit
Distinction	Pass	Pass	Merit
Distinction	Pass	Merit	Merit
Distinction	Pass	Distinction	Distinction

Component 1: Multiple-choice test

Purpose

The multiple-choice test is an onscreen test that will assess apprentices' underpinning knowledge and understanding across the Apprenticeship Standard, in line with the Assessment Plan requirements. The following Apprenticeship Standard knowledge outcomes will be assessed by the multiple-choice test.

Standards area	Apprenticeship standard knowledge outcomes (what apprentices will know and understand):
1. Communication	
1 Communication	<ul style="list-style-type: none">• Why it is important to communicate effectively at work; how to communicate with individuals that have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication• Legislation, policies and local ways of working about handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure
2. Health intervention	
2.0 Health intervention	<ul style="list-style-type: none">• How to do routine clinical tasks (e.g. check blood pressure, temperature, weight etc.) delegated from a registered nurse or other healthcare professional• The signs and symptoms of a person who is experiencing pain or discomfort• How to promote a person's physical health and wellbeing• How to support a person's comfort and wellbeing• The importance of hydration, nutrition and food safety• What the activities of daily living are and which activities you are expected to support in your role• The signs of a person whose health and wellbeing is deteriorating; how to report changes and deterioration

<p>2.1 Person-centred care and support</p>	<ul style="list-style-type: none"> • What it means to give ‘person-centred care and support’; why it is important to get consent, even when it is difficult; why it is important to get people actively involved in their own care; why it is important to give people choices about their care; and why treating people as valuable and unique individuals makes a big difference in how they feel
<p>2.2 Dementia, cognitive issues and mental health</p>	<ul style="list-style-type: none"> • The main forms of mental ill health and their impact on people’s lives; how to promote mental health and wellbeing • The possible signs of limitations in mental capacity and what to do when you notice them • The possible signs of mental ill health, dementia and learning disabilities in people; why depression, delirium and the normal ageing process may be mistaken for dementia; the importance of early diagnosis in relation to dementia and other cognitive issues • How to report changes or deterioration
<p>2.3 How to perform basic life support</p>	<p><i>See note below table</i></p>
<p>2.4 Physiological measurements</p>	<ul style="list-style-type: none"> • The range of physiological states that can be measured, including body temperature, weight, height, blood pressure, pulse and breathing rate • The normal range of physiological measurements
<p>3. Personal and people development</p>	
<p>3 Personal and people development</p>	<ul style="list-style-type: none"> • Your role and the responsibilities and duties of your job; why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct • Working relationships and the importance of working well with other people; who or where to go for help and support about anything related to your work • The importance of personal development and how to reflect on your work; how to create a personal development plan

Component 2: Observation of practice

Purpose

The primary purpose of the observation of practice is to assess the apprentice's ability to use a range of skills and demonstrate the appropriate behaviours in carrying out their duties as a healthcare support worker. The observation of practice involves apprentices being observed during the course of their normal work, in their normal place of work.

The observation of practice will be pre-planned with the apprentice, their line manager/employer and the independent end-point assessor, and should be scheduled for a time when the apprentice will have sufficient opportunities to meet the observation outcomes (below). Where possible, consent should be obtained from individuals or next of kin before the observation.

The observation of practice will assess the apprentice's performance against the following Apprenticeship Standard observation outcomes, where they must be able to demonstrate the elements of the outcomes in bold.

Apprenticeship Standard observation outcomes (what apprentices will be able to do)

- 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-centred care and support**
- 4. Treat people with dignity**, respecting individuals' 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**

Component 3: Interview (supported by evidence portfolio)

Purpose

The interview (supported by evidence portfolio) is a planned structured competence-based discussion between the apprentice and the independent end-point assessor. The purpose is to assess the apprentice's level of competency linked to the relevant apprenticeship standard outcomes

It gives apprentices the opportunity to showcase, using real work-based evidence from their portfolio, their ability to use the relevant skills, behaviours and underpinning knowledge effectively to undertake their duties as a healthcare support worker.

The interview will assess the following Apprenticeship Standard interview outcomes.

Standards area	Apprenticeship Standard interview outcomes (what apprentices will be able to do)
Communication	<p>The apprentice includes evidence to show that they are able to:</p> <ul style="list-style-type: none">1.1 Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential1.2 Handle information (record, report and store information) related to individuals in line with local and national policies
Health interventions	<p>The apprentice includes evidence to show that they are able to:</p> <ul style="list-style-type: none">2.1 Support individuals with long-term conditions, frailty and end of life care2.2 Assist with an individual's overall comfort and wellbeing2.3 Support individuals with activities of daily living2.4 Identify and respond to signs of pain or discomfort2.5 Promote mental and physical health and wellbeing2.6 Promote physical health and wellbeing of individuals2.7 Recognise deteriorations in health, long-term conditions, physiological measurements, skin integrity2.8 Report changes in physical and mental health needs2.9 Recognise limitations in mental capacity and respond appropriately

Standards area	Apprenticeship Standard interview outcomes (what apprentices will be able to do)
	<p>2.10 Recognise and respond to signs of poor mental health, for example dementia, depression, anxiety or other cognitive issues</p> <p>2.11 Perform basic life support for individuals using appropriate resuscitation techniques and equipment in a simulated situation</p> <p>2.12 Undertake a range of physiological measurements using the appropriate equipment, including height, weight, temperature, pulse, breathing rate and blood pressure</p>
Personal and people development	<p>The apprentice includes evidence to show that they are able to:</p> <p>3.1 Take responsibility for, prioritise and reflect on their own actions and work</p> <p>3.2 Work as part of a team, seeking help and guidance when they are not sure</p> <p>3.3 Maintain and further develop their own skills and knowledge through development activities; maintain evidence of their personal development and actively prepare for and participate in appraisal</p>
Health, safety and security	<p>The apprentice includes evidence to show that they are able to:</p> <p>4.1 Maintain a safe and healthy working environment</p> <p>4.2 Take appropriate action in response to incidents or emergencies, following local guidelines</p> <p>4.3 Use a range of techniques for infection prevention and control, including waste management, hand washing and the use of personal protective equipment (PPE)</p> <p>4.4 Move and position individuals, equipment and other items safely</p>

Format

The table below gives information about the context, duration and availability of the interview.

Context	<p>The independent end-point assessor will ask apprentices a series of questions that are targeted to elicit the evidence to meet the Pass, Merit and Distinction grade criteria and related evidence requirements on <i>pages 68–108</i>.</p> <p>Apprentices will be required to present real work-based evidence from their portfolio to validate and support their responses to the interview questions. The requirements for the evidence portfolio are given on <i>pages 69-70</i>.</p>
Duration	30-60 minutes.
Grading	<p>The interview (supported by evidence portfolio) component is graded Pass/Merit/Distinction. The grade will be determined by the interview responses, but these interview responses must be validated by evidence from the evidence portfolio.</p> <p>All requirements must be met for the apprentices to achieve this component.</p> <p>All Pass criteria must be met for apprentices to achieve a Pass overall.</p> <p>All Pass and Merit criteria must be met for apprentices to achieve a Merit overall.</p> <p>All Pass, Merit, and Distinction criteria must be met for apprentices to achieve a Distinction.</p>

Note that format – i.e. the interview only being directly assessed, and updated grade criteria – represents an update to the approach outlined in the Assessment Plan.

The evidence portfolio

Description

The grade criteria and their related evidence requirements are detailed on *pages 86-108*. The evidence requirements describe the quality and source of work-based evidence suitable to meet each grade criteria.

Evidence included in the portfolio must be:

- **Valid** – relevant and appropriate to the skills, behaviours and underpinning knowledge in the grade criteria
- **Authentic** – evidence be the work of the apprentice and not that of someone else or a group of people
- **Sufficient** – fully meet the standards (quality) detailed in the evidence requirements
- **Compliant** – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

As shown in the evidence requirements, observation records are a primary source of evidence for the portfolio. To support employers and training providers in producing these records, a template for recording observation outcomes, alongside guidance for its use, is provided in *Annexe B*. Employers and/or training providers are advised to use this template to provide observation records for the portfolio. Observation records should also be accompanied by supporting evidence, such as work products that were created during the observation. Apprentices need to be mindful of issues of confidentiality and data protection in the use of work products.

Producing the portfolio

The evidence portfolio is to be produced by apprentices in the final three months leading up to the end-point assessment gateway and forms a part of the gateway requirements. It is expected that evidence included in the portfolio will be generated in this final three months period. However, where appropriate, apprentices may use evidence generated prior to this point; for example, evidence related to development activities, or in instances where it may not be possible to generate specific evidence in the final three months due to lack of opportunity.

In selecting and compiling the portfolio, apprentices should explore the inter-relationships and overlaps between the different grade criteria and consider where they may be opportunities for using a specific piece of evidence to meet the requirements of multiple grade criteria. Apprentices must ensure that the evidence they include in their portfolio meets the stated evidence requirements for each grade criterion.