

# Highfield Level 3 End-Point Assessment for ST0217 Senior Healthcare Support Worker

## Learning Journal Templates

## Learning Journal – evidence referencing grids

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The following pages contain documentation that may be used by apprentices to collate, reference and organise their learning journal. The evidence column should be used to document what the apprentice has presented to cover the criteria. The location column should document the location of the evidence within the portfolio. The apprentice must ensure that the portfolio is cross-referenced to the assessment criteria clearly and coherently in order for the assessor to locate and understand relevant and valid evidence.

## Mapping example:

### Option 1 Senior HCSW (Adult Nursing Support)

| Assist with Clinical Tasks 1.1 |  |                          |                       |
|--------------------------------|--|--------------------------|-----------------------|
| Ref                            | Standards  | Evidence                 | Location              |
| S1.1.1                         | Assist nurses with delegated clinical tasks  | E1 - OBS                 | REFLECTION 1 – PAGE 1 |
| S1.1.2                         | Undertake a range of physiological measurements on adults  | E2 - OBS                 | REFLECTION 1 – PAGE 2 |
| S1.1.3                         | Assist with tissue viability risk assessments  | E3 - OBS                 | REFLECTION 1 – PAGE 1 |
| S1.1.4                         | Assist with caring for wounds  | E4 - OBS                 | REFLECTION 1 – PAGE 1 |
| S1.1.5                         | Obtain and test samples and other specimens  | E2 - OBS                 | REFLECTION 1 – PAGE 2 |
| S1.1.6                         | Support frailty, end of life care  | E4 - OBS                 | REFLECTION 1 – PAGE 2 |
| S1.1.7                         | Contribute to discharge from services  | E5 – MEETING MINUTES     | REFLECTION 1 – PAGE 3 |
| S1.1.8                         | Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control | E6 – OBS/MEETING MINUTES | REFLECTION 1 – PAGE 3 |
| S1.1.9                         | Recognise limitations in mental capacity and respond appropriately   | E7 & 4 - OBS             | REFLECTION 1 – PAGE 3 |

**Candidate Number:**

**Name:**

**Standard: Level 3 Senior Healthcare Support Worker**

**Pathway:**

### Option 1 Senior HCSW (Adult Nursing Support)

| Assist with clinical tasks (Skills 1.1) |  |          |          |
|---|--|----------|----------|
| Ref                                     | Assessment Criteria  | Evidence | Location |
| S1.1.1                                  | Assist nurses with delegated clinical tasks  |          |          |
| S1.1.2                                  | Undertake a range of physiological measurements on adults  |          |          |
| S1.1.3                                  | Assist with tissue viability risk assessments  |          |          |
| S1.1.4                                  | Assist with caring for wounds  |          |          |
| S1.1.5                                  | Obtain and test samples and other specimens  |          |          |
| S1.1.6                                  | Support frailty, end of life care  |          |          |
| S1.1.7                                  | Contribute to discharge from services  |          |          |
| S1.1.8                                  | Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control |          |          |
| S1.1.9                                  | Recognise limitations in mental capacity and respond appropriately   |          |          |

| Activities of daily living (Skills 1.2) |  |          |          |
|---|--|----------|----------|
| Ref                                     | Assessment Criteria  | Evidence | Location |
| S1.2.1                                  | Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and wellbeing; support carers to meet the needs of the adult; advise and inform adults on managing their own condition |          |          |
| S1.2.2                                  | Support adults to eat, drink   |          |          |
| S1.2.3                                  | Support adults to wash and dress and use the toilet  |          |          |
| S1.2.4                                  | Support adults to be mobile, rest, sleep, keep safe or express their sexuality   |          |          |

### Option 2 Senior HCSW (Maternity Support)

| Assist with clinical tasks (Skills 2.1) |  |          |          |
|---|--|----------|----------|
| Ref                                     | Assessment Criteria  | Evidence | Location |
| S2.1.1                                  | Assist the maternity team with delegated clinical tasks  |          |          |
| S2.1.2                                  | Recognise any deterioration in mental and emotional wellbeing and respond appropriately  |          |          |
| S2.1.3                                  | Assist the midwife with teaching bathing, breastfeeding, parenting skills and post-natal exercises                                 |          |          |
| S2.1.4                                  | Undertake a range of physiological measurements using the appropriate equipment  |          |          |
| S2.1.5                                  | Obtain and test venous and capillary blood samples and other specimens   |          |          |
| S2.1.6                                  | Assist other practitioners with performing ultrasound scan   |          |          |
| S2.1.7                                  | Provide support to other practitioners with instrumental deliveries  |          |          |
| S2.1.8                                  | Carry out Emergency First Aid and assist midwife with neonatal resuscitation   |          |          |
| S2.1.9                                  | Support women with general personal hygiene, carrying it out for those unable to, including care for women with urethral catheters |          |          |

| Assist with caring for babies (Skills 2.2) |   |          |          |
|--|---|----------|----------|
| Ref  | Assessment Criteria   | Evidence | Location |
| S2.2.1                                     | Identify baby and provide wristband or label in line with local security procedures   |          |          |
| S2.2.2                                     | Undertake a range of physiological measurements on babies using the appropriate equipment including weight, temperature, breathing rate, heart rate and oxygen saturation |          |          |
| S2.2.3                                     | Care for the physical needs of babies undertaking routine healthy baby observations and reporting any abnormalities   |          |          |

|        |   |  |  |
|--------|---|--|--|
| S2.2.4 | Support parents to meet the hygiene and nutritional needs of baby |  |  |
|--------|---|--|--|

| Support mothers and birthing partners (Skills 2.3) |   |          |          |
|--|---|----------|----------|
| Ref  | Assessment Criteria   | Evidence | Location |
| S2.3.1   | Support parents/carers to interact with and care for their new-born baby  |          |          |
| S2.3.2   | Provide reassurance to mothers and birthing partners, working in partnership with families to support individuals |          |          |

### Option 3 Senior HCSW (Theatre Support)

| Assist healthcare practitioners with delegated clinical tasks (skills 3.1) |   |          |          |
|--|---|----------|----------|
| Ref  | Assessment Criteria   | Evidence | Location |
| S3.1.1   | Provide support to the surgical team when preparing and delivering operative and invasive procedures; perform the non-scrubbed circulating role; position individuals |          |          |
| S3.1.2   | Complete pre and post-operative checklists  |          |          |
| S3.1.3   | Take part in team briefing, patient sign in, timeout, sign out and debriefing   |          |          |
| S3.1.4   | Undertake a range of physiological measurements on adults, babies or children using the appropriate equipment   |          |          |
| S3.1.5   | Measure and record an individual's body fluid balance   |          |          |
| S3.1.6   | Prepare the clinical environment, provide support for pre and post-operative anaesthesia and recovery   |          |          |
| S3.1.7   | Assist in receiving, handling and dispatching clinical specimens or blood products  |          |          |
| S3.1.8   | Support end of life care and care of the deceased   |          |          |



| Support individuals (Skills 3.2) |  |          |          |
|----------------------------------|--|----------|----------|
| Ref                              | Assessment Criteria  | Evidence | Location |
| S3.2.1                           | Act as an advocate for the unconscious and conscious patient who could be a baby, child or adult; provide reassurance before, during and after surgery |          |          |
| S3.2.2                           | Transport individuals, checking correct documentation goes with them and that any equipment used is cleaned and returned                               |          |          |

| Equipment and resources (Skills 3.3) |  |          |          |
|--------------------------------------|--|----------|----------|
| Ref                                  | Assessment Criteria  | Evidence | Location |
| S3.3.1                               | Prepare and provide surgical instrumentation and supplementary items for the surgical team |          |          |
| S3.3.2                               | Carry out counts for swabs, sharps, instruments and disposable items                       |          |          |

#### Option 4 Senior HCSW (Mental Health Support)

| Assist with delegated clinical tasks and therapeutic interventions (Skills 4.1) |  |          |          |
|---|--|----------|----------|
| Ref   | Assessment Criteria  | Evidence | Location |
| S4.1.1  | Assist registered practitioners with delegated mental health tasks and therapeutic interventions in line with current legislation and policy   |          |          |
| S4.1.2  | Undertake a range of physiological measurements on adults  |          |          |
| S4.1.3  | Apply specific communication skills to build and sustain relationships with individuals and carers being aware of where barriers may exist; observe and record verbal and non-verbal communication, recognising how it may be relevant to the individual's condition |          |          |
| S4.1.4  | Implement strategies to promote mental wellbeing; implement strategies to support individuals with mental ill health   |          |          |
| S4.1.5  | Identify ways mental health may be affecting an individual's emotions, thinking and behaviour and respond accordingly  |          |          |
| S4.1.6  | Observe, record and report changes; use proactive approaches to manage behaviour which challenges  |          |          |

| Support individuals (Skills 4.2) |  |          |          |
|----------------------------------|--|----------|----------|
| Ref                              | Assessment Criteria  | Evidence | Location |
| S4.2.1                           | Take an active approach in supporting service users or carers to manage their condition, including during change and transitions, recognising the impact of mental ill health on them and others enable and empower individuals to actively participate in society |          |          |
| S4.2.2                           | Promote a recovery based approach enabling the individual to manage their condition  |          |          |

| Risk assessment and risk management (Skills 4.3) |   |          |          |
|--|---|----------|----------|
| Ref  | Assessment Criteria   | Evidence | Location |
| S4.3.1   | Identify situations when you need additional support to communicate and build relationships |          |          |
| S4.3.2   | Involve carers and family members in risk management processes                              |          |          |

### Option 5 Senior HCSW (Children and Young People Support)

| Assist with clinical tasks (Skills 5.1) |  |          |          |
|---|--|----------|----------|
| Ref                                     | Assessment Criteria  | Evidence | Location |
| S5.1.1                                  | Assist nurses with delegated clinical tasks in line with current legislation and policy  |          |          |
| S5.1.2                                  | Support the CYP before, during and after clinical or therapeutic procedures  |          |          |
| S5.1.3                                  | Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer                      |          |          |
| S5.1.4                                  | Support life-limiting conditions and contribute to end of life care  |          |          |
| S5.1.5                                  | Recognise limitations in mental capacity and respond appropriately   |          |          |
| S5.1.6                                  | Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control |          |          |
| S5.1.7                                  | Contribute to discharge from services  |          |          |

| Activities of daily living (Skills 5.2) |  |          |          |
|---|--|----------|----------|
| Ref                                     | Assessment Criteria  | Evidence | Location |
| S5.2.1                                  | Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax   |          |          |
| S5.2.2                                  | Develop positive relationships with CYP  |          |          |
| S5.2.3                                  | Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition |          |          |
| S5.2.4                                  | Support parents, families and carers to meet the needs of the CYP  |          |          |
| S5.2.5                                  | Support nutrition and hydration  |          |          |
| S5.2.6                                  | Support continence, washing and dressing   |          |          |
| S5.2.7                                  | Support mobility, rest, sleep, keeping safe or expressing sexuality  |          |          |

|        |   |  |  |
|--------|---|--|--|
| S5.2.8 | Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP |  |  |
|--------|---|--|--|

| Child development (Skills 5.3) |  |          |          |
|--------------------------------|--|----------|----------|
| Ref                            | Assessment Criteria  | Evidence | Location |
| S5.3.1                         | Support the development of CYP through therapeutic play and learning |          |          |
| S5.3.2                         | Support CYP through transitions                                      |          |          |

### Option 6 Senior HCSW (Allied Health Professions – Therapy Support)

| Assist with delegated therapeutic or clinical tasks and interventions (Skills 6.1) |  |          |          |
|--|--|----------|----------|
| Ref  | Assessment Criteria  | Evidence | Location |
| S6.1.1   | registered practitioners with delegated therapeutic or clinical tasks and interventions in line with current legislation and policy  |          |          |
| S6.1.2   | Assist with clinical risk assessments  |          |          |
| S6.1.3   | Contribute to referrals to or discharge from services  |          |          |
| S6.1.4   | Monitor and maintain the environment   |          |          |
| S6.1.5   | Recognise the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing on the therapeutic or clinical task or intervention and adapt as appropriate |          |          |
| S6.1.6   | Enable individuals to meet optimum potential   |          |          |
| S6.1.7   | Record interventions and progress against defined outcome measures   |          |          |

| Support, educate and enable individuals with their health and wellbeing (Skills 6.2) |   |          |          |
|--|---|----------|----------|
| Ref  | Assessment Criteria   | Evidence | Location |
| S6.2.1   | Provide support in line with care plans   |          |          |
| S6.2.2   | Enable individuals and their carer or family to participate in care plans, where appropriate encouraging independence and self-reliance, promoting self-management and skills for everyday life |          |          |
| S6.2.3   | Enable health and wellbeing by supporting or facilitating individual or group sessions  |          |          |
| S6.2.4   | Support people to engage in the community and access activities or resources in line with their treatment goals   |          |          |

| Equipment and resources (Skills 6.3) |  |          |          |
|--------------------------------------|--|----------|----------|
| Ref                                  | Assessment Criteria  | Evidence | Location |
| S6.3.1                               | Identify, order or fit a defined range of equipment or resources   |          |          |
| S6.3.2                               | Demonstrate or teach safe and appropriate use of equipment   |          |          |
| S6.3.3                               | Identify when equipment, or its use, is unsafe, adapting within a given range or escalating                  |          |          |
| S6.3.4                               | Use equipment and resources therapeutically in a safe, effective way in line with local policy and procedure |          |          |

| Values  |          |          |
|---|----------|----------|
|   | Evidence | Location |
| Care: Being caring and compassionate            |          |          |
| Honesty: Being honest to individuals and others |          |          |
| Commitment: Being conscientious and committed   |          |          |

| Behaviours   |          |          |
|--|----------|----------|
|  | Evidence | Location |
| Dignity: Treating people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences |          |          |
| Respect: Showing respect and empathy for those you work with   |          |          |
| Courage: Having the courage to challenge areas of concern and work to best practice  |          |          |
| Adaptability: Being adaptable, reliable and consistent   |          |          |
| Discretion: Showing discretion towards others  |          |          |
| Resilience: Showing resilience and self-awareness  |          |          |
| Supervisory Leadership: Showing supervisory leadership   |          |          |



## Learning Journal – observation template

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This observation template could be used to document direct observation of the apprentice in the workplace.

|                                      |  |                  |  |
|--------------------------------------|--|------------------|--|
| <b>Apprentice name:</b>              |  |                  |  |
| <b>Observer name and occupation:</b> |  |                  |  |
| <b>Date of observation:</b>          |  | <b>Location:</b> |  |

| Standard.<br>Ref. | Commentary<br>What has been observed and how it links to criteria | Criteria<br>covered |
|-------------------|---|---------------------|
|                   |   |                     |

|                              |  |
|------------------------------|--|
| <b>Apprentice signature:</b> |  |
| <b>Observer signature:</b>   |  |

## Learning Journal – reflection template

Reflection is essential for personal and professional development. It is the process of thinking about oneself and one's experiences in an evaluative, critical and self-aware manner. Reflection involves exploring what happened during a particular activity, event or day. Considering what went well and what did not go so well. Identifying what you might do differently next time and how you intend to put change into practice or how this will inform future practice. The reflection template could be used to demonstrate the apprentices learning and application of knowledge in practice, their values and behaviours within their learning journal.

| Date  |  | Standard Covered: |  | Outcomes Covered: |
|---|--|-------------------|--|-------------------|
| <b>Introduction:</b> Brief overview of what the apprentice intends to reflect on                        |  |                   |  |                   |
|   |  |                   |  |                   |
| <b>Main body: Concepts and theories to current and future practice</b>                                  |  |                   |  |                   |
| Describe what happened  |  |                   |  |                   |
|   |  |                   |  |                   |
| Evaluate the activity: What went well? What didn't go so well? Any concepts/theories that support this? |  |                   |  |                   |
|   |  |                   |  |                   |
| What could you do to improve? How is this informed by concepts/theories/evidence?                       |  |                   |  |                   |
|   |  |                   |  |                   |
| How would you put these improvements into practice next time? How does it inform future practice?       |  |                   |  |                   |
|   |  |                   |  |                   |
| <b>Conclusion: Summary of your main points</b>  |  |                   |  |                   |
|   |  |                   |  |                   |

## Learning Journal – declaration of authentication

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I confirm that the evidence provided within the journal has been produced and authenticated in accordance with the Senior Healthcare Support Worker Apprenticeship Standard, Assessment Plan and EPA Kit and that production of the learning journal was carried out under the specific conditions for assessment gateway and end-point assessment for this standard.

**Apprentice  
Signature**

**Date:**

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**Employer  
Signature**

**Date:**

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**Training  
provider  
Signature**

**Date:**

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