

Level 2 Healthcare Support Worker Comparison v1.0 to v1.1

The main changes to the assessment plan are as follows:

- The overall grading is fail/pass/distinction.
- A portfolio of evidence must be gathered on-programme.
- There are 2 assessment methods. These are observation of practice with questions and professional discussion underpinned by portfolio of evidence.

New assessment criteria has been written by the trailblazer group and these changes are outlined below.

Observation of Practice with Question

The total duration for this assessment method is 2 hours. The observation element has a duration of 90 minutes, followed by 30 minutes for questioning.

The following table shows how the criteria for the observation of practice with questions from the updated assessment plan (v1.1) compare with the previous assessment plan (v1.0) and the areas of the standard.

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
Working to protocol	<p>WP1 Works within the limits of the role of a healthcare support worker and adheres to legislation, policies, standards, codes of conducts and local ways of working</p>	<p>C2.1 Legislation, policies and local ways of working about handling information PP1.1 Your role and the responsibilities and duties of your job PP1.2 Why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct HS1.1 Legislation, policies and local ways of working which relate to health and safety at work</p>	<p>Communication</p> <p>Personal and People Development</p> <p>Health, safety and security</p>

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
		<p>HS1.2 Your responsibilities and the responsibilities of others, relating to health and safety at work</p> <p>S1.1 Legislation, policies and local ways of working about ‘safeguarding’ and protection from abuse</p> <p>IC1.1 Legislation, policies and local ways of working that help to prevent infection</p> <p>ED1.1 Equality and diversity legislation, policies and local ways of working</p>	<p>Safeguarding</p> <p>Infection prevention and control</p> <p>Equality and diversity</p>
	<p>WP2 Recognises when something is outside of their scope of practice or their own competence and uses the escalation and reporting mechanisms relevant to their role</p>	<p>PP2.2 Who or where to go for help and support about anything related to your work</p>	
	<p>WP3 Establishes consent, or checks that consent has been established, from the individual and works with others from the multi-disciplinary team to provide safe, person-centred and non-discriminatory care</p>	<p>PC1.1 What it means to give ‘person-centred care and support’</p> <p>PC1.2 Why it is important to get consent, even when it is difficult</p> <p>PC1.3 Why it is important to get people actively involved in their own care</p> <p>PC1.4 Why it is important to give people choices about their care</p> <p>PC1.5 Why treating people as valuable and unique individuals makes a big difference in how they feel</p> <p>OB3.1 Demonstrate person-centred care and support</p> <p>PP2.1 Working relationships and the importance of working well with other people</p> <p>OB7.1/OB7.2 Work as part of a team, seeking help and guidance when you are not sure</p> <p>EPI3.2 Work as part of a team, seeking help and guidance when you are not sure</p>	<p>Person-centred care and support</p>

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
	<p>WP4 Applies the principles of duty of care, recognising and responding to safeguarding and/or protection concerns to ensure individuals do not come to harm</p>	<p>ED1.2 Why equality is important and how discrimination can happen at work</p> <p>DC1.1 The meaning of ‘duty of care’ and why it is important</p> <p>DC1.2 What support is available when you come across a difficult situation or when someone makes a complaint</p> <p>S1.2 The signs of abuse and what to do if you suspect abuse</p> <p>S1.3 How to reduce the chances of abuse as much as possible</p>	<p>Duty of Care</p>
<p>Provision of care</p>	<p>PC1 Checks and responds to signs and symptoms that an individual’s health is changing or if they are in pain, distress or discomfort acting to maximise their dignity, comfort and wellbeing and following the correct procedure for reporting the changes or situation</p>	<p>HI2.1 The signs and symptoms of a person who is experiencing pain or discomfort</p> <p>HI3.1 How to promote a person’s physical health and wellbeing</p> <p>HI4.1 How to support a person’s comfort and wellbeing</p> <p>HI7.1 The signs of a person whose health and wellbeing is deteriorating</p> <p>HI7.2 How to report changes and deterioration</p> <p>EPI2.2 Identify and respond to signs of pain or discomfort</p> <p>EPI2.3 Promote physical health and wellbeing of individuals</p> <p>EPI2.4 Assist with an individual’s overall comfort and wellbeing</p> <p>EPI2.6 Recognise deteriorations in health, long term conditions, physiological measurements, skin integrity</p> <p>EPI2.7 Report changes in physical and mental health needs</p>	<p>Health Intervention</p>

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
		<p>OB4.1/OB4.2 Treat people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, privacy and preferences</p> <p>EPI6.1 Treat people with dignity, respecting individual’s diversity, beliefs, culture, values, needs, privacy and preferences</p>	Dignity
	<p>PC2 Undertakes physiological measurements on an individual, selecting and using the correct tools or equipment</p>	<p>PM1.1 The range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate</p> <p>PM1.2 The normal range of physiological measurements</p> <p>EPI2.12 Undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure</p>	Physiological Measurements
	<p>PC3 Checks the care plan and provides the correct, safe access to fluids and nutrition</p>	<p>HI5.1 The importance of hydration, nutrition and food safety</p>	
	<p>PC4 Works according to the care plan and the individual’s desired outcomes to support them with the activities of daily living in a way that supports and maximises independence</p>	<p>HI6.1 What the activities of daily living are and which ones you are expected to support in your role</p> <p>EPI2.5 Support individuals with activities of daily living</p>	
Communication	<p>C1 Selects and applies communication techniques to promote understanding appropriate to the needs of the individual(s), showing respect and empathy in line with organisational policies and procedures</p>	<p>C1.1 Why it is important to communicate effectively at work</p> <p>C1.2 How to communicate with individuals that have specific language needs or wishes</p> <p>C1.3 Ways to make yourself understood</p> <p>C1.4 How to reduce problems with communication</p> <p>OB1/OB1.2 Communicate effectively with individuals, their families, carers and healthcare</p>	Communication

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
		<p>practitioners using a range of techniques, keeping information confidential</p> <p>EPI1.1 Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential</p> <p>OB5.1 Show respect and empathy for those you work with</p> <p>EPI6.2 Show respect and empathy for those you work with</p>	Respect
	<p>C2 Records, stores, reports, shares or discloses information correctly and in line with national and local policy and legislation, using technology safely and securely and maintaining confidentiality at all times</p>	<p>C2.2 How to keep information confidential</p> <p>C2.3 Why it is important to record and store patient information securely and what to do if you think information is not secure</p> <p>OB2.1/OB2.2 Handle information (record, report and store information) related to individuals in line with local and national policies</p> <p>EPI1.2 Handle information (record, report and store information) related to individuals in line with local and national policies</p>	
Health, safety, stock and equipment management	<p>HS1 Uses and stores equipment and supplies correctly in line with organisational policy and procedures for the safe supply and management of stock</p>	<p><i>New to v1.1</i></p>	Health, safety and security Infection prevention and control
	<p>HS2 Cleans, disinfects or disposes of materials or equipment in line with organisational policy and procedures for handling hazardous materials and substances safely</p>	<p>HS2.2 How to handle hazardous materials and substances</p> <p>IC1.6 The importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection</p>	

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
	<p>HS3 Applies the correct infection prevention and control measures to the tasks they are carrying out, including hand hygiene and use of Personal Protective Equipment (PPE)</p>	<p>OB8.1 Maintain a safe and healthy working environment EPI4.1 Maintain a safe and healthy working environment IC1.3 The importance of good personal hygiene and handwashing IC1.4 How to select the right personal protective equipment (such as gloves, aprons and masks) OB9.1/OB9.2 Use a range of techniques for infection prevention and control including waste management, handwashing and the use of personal protective equipment (PPE) EPI4.3 Use a range of techniques for infection prevention and control including waste management, handwashing and the use of personal protective equipment (PPE)</p>	
	<p>HS4 Moves and handles equipment or other items and assists individuals safely and in line with health and safety legislation</p>	<p>MH1.1 Why people and objects need to be moved safely MH1.3 How to move and handle equipment and other objects safely OB10.1/OB10.2 Move and position individuals, equipment and other items safely EPI4.4 Move and position individuals, equipment and other items safely</p>	<p>Moving and handling</p>

Professional Discussion Underpinned by a Portfolio of Evidence

The portfolio must be submitted at gateway and consists of evidence from during the on-programme period of the apprenticeship. The evidence should only relate to the KSBs that will be assessed in the professional discussion. The professional discussion will have a duration of 60 minutes.

The following table shows how the criteria for the professional discussion underpinned by a portfolio of evidence from the updated assessment plan (v1.1) compare with the previous assessment plan (v1.0) and the areas of the standard. Distinction criteria are in *italics*.

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
CPD and reflection	CR1 Explains how they take part in appraisal and supervision, summarising the impact on their ongoing personal development. Discusses how they have been adaptable, reliable and consistent in their approach to work tasks	PP3.1 The importance of personal development and how to reflect on your work PP3.2 How to create a personal development plan EPI3.3 Maintain and further develop your own skills and knowledge through development activities EPI3.4 Maintain evidence of your personal development and actively prepare for and participate in appraisal OB5.3 Be adaptable, reliable and consistent EPI6.4 Be adaptable, reliable and consistent	Personal and People Development Adaptability
	CR2 Outlines the principles of the Care Certificate and describes how it has contributed to their training and development	<i>New to v1.1</i>	
	CR3 Identifies times when they reflect on their own practice, explaining their choices and describing the impact it has on their daily work	PP3.1 The importance of personal development and how to reflect on your work EPI3.1 Take responsibility for, prioritise and reflect on your own actions and work	
	CR4 <i>Evaluates the impact of reflective practice on their way of working</i>	EP3.1 Take responsibility for, prioritise and reflect on your own actions and work	

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
Provision of care	<p>PC5 Describes the techniques and principles for providing basic life support and how they apply them in their own practice</p>	<p>BL1.1 How to perform basic life support EPI2.11 Perform basic life support for individuals using appropriate resuscitation techniques and equipment in a simulated situation</p>	Basic life support
	<p>PC6 Describes how they assist registered practitioners in encouraging individuals to take or use prescribed medicines within the limitations of their own role and organisational policy</p>	<p>HI1.1 How to do routine clinical tasks delegated from a registered nurse or other healthcare professional</p>	Health Intervention
	<p>PC7 Explains how they have supported others with appointments, enquiries and/or referrals using relevant IT and telephone systems</p>	<p><i>New to v1.1</i></p>	
	<p>PC8 Defines mental capacity and describes the difference between mental illness, dementia and learning disability, giving an example of when they recognised and responded to an individual’s mental capacity</p>	<p>DM1.1 The main forms of mental ill health and their impact on people’s lives DM2.1 The possible signs of limitations in mental capacity and what to do when you notice them DM3.1 The possible signs of mental health, dementia and learning disability in people DM3.2 Why depression, delirium and the normal ageing process may be mistaken for dementia DM3.3 The importance of early diagnosis in relation to dementia and other cognitive issues EPI2.9 Recognise limitations in mental capacity and respond appropriately EPI2.10 Recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues</p>	Dementia, cognitive issues and mental health
<p>PC9 Explains the principles of health promotion, outlining the services available and how referrals are made, acting on opportunities to support others in maximising their health, well-being and positive lifestyle choices</p>	<p>DM1.2 How to promote mental health and wellbeing DM4.1 How to report changes or deterioration EPI2.8 Promote mental and physical health and wellbeing</p>		

V1.1 topic area	V1.1 criteria – Assessment Plan and Highfield EPA kit	V1.0 criteria – Highfield EPA Kit	V1.0 Standard area(s)
	<i>PC10 Reviews the extent to which their support has maximised the health, wellbeing and positive lifestyle choices of individuals</i>	DM1.2 How to promote mental health and wellbeing EPI2.8 Promote mental and physical health and wellbeing	
Quality	Q1 Identifies how they contribute to quality improvement activities in the workplace, by giving examples of how they have helped to collect data or used evidence to make improvements to practice	<i>New to v1.1</i>	
	Q2 <i>Evaluates how far the evidence they have collected has contributed to improvement activities in the workplace</i>	<i>New to v1.1</i>	
Risk, health and safety	R1 Defines risk in relation to their place of work and describes their actions when raising concerns and reporting incidents, errors or near misses in line with organisational policies and procedures	HS2.1 What to do in situations that could cause harm to themselves or others HS2.3 What to do when there is an accident or sudden illness EPI4.2 Take appropriate action in response to incidents or emergencies following local guidelines IC1.2 The meaning of 'risk' and 'risk assessment'	Health, safety and security
	R2 <i>Evaluates the impact on the organisation of their response to identified risks, incidents or errors and/or near misses in their place of work</i>	<i>New to v1.1</i>	Infection prevention and control