Highfield Level 2 End-Point Assessment for Level 2 Healthcare Support Worker

EPA-Kit

Assessing the Multiple-Choice Test

- Multiple-Choice Test Guidance

- Before the Assessment

- Multiple-Choice Test Criteria

Multiple-Choice Test - Guidance

Apprentices will complete a multiple-choice test. The 60- question multiple-choice test covers all knowledge requirements within the standard.

- To achieve a pass, apprentices must achieve a minimum of 30 out of 60
- To achieve a merit, apprentices must achieve a minimum of 40 out of 60
- To achieve a distinction, apprentices must achieve a minimum of 50 out of 60

The topics covered within the test are listed below:

- Communication
- Health Intervention
- Person-centred care and support
- Dementia, cognitive issues, mental health
- Basic life support
- Physiological measurements
- Personal and people development
- Health, safety and security
- Duty of care
- Safeguarding
- Infection prevention and control
- Moving and handling
- Equality and diversity

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

The criteria for the multiple-choice test are the knowledge-based criteria outlined below.

Before the assessment
- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the multiple-choice test

- In readiness for end-point assessment, the apprentice should complete the sample test that can be found in this EPA Kit

Multiple-Choice Test Criteria

The following pages include the criteria that are covered by the multiple-choice test.

Communication	
The apprentice will understand	*Indicative assessment criteria*
K1A . 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	• Identify reasons why people communicate at work • Explain how effective communication affects aspects of work in **healthcare settings** • Explain the benefits of observing an **individual's** reactions when communicating with them • Explain why it is important to find out an individual's specific language needs or wishes • Describe methods to use when communicating with individuals who have specific language needs or wishes • Identify communication problems • Describe ways to reduce communication problems and make yourself understood • Describe ways to check that communication has been understood • Identify sources of information and support or services to enable more effective communication
K1B. 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	• Identify **legislation** relating to the handling of information • Explain **policies** relating to the handling of information • Explain the impact of **local ways of working** on the handling of information • Define the term 'confidentiality' • Describe ways of handling confidential information securely • Describe situations where information normally considered to be confidential might need to be shared with agreed others

	• Identify types of patient information which are stored securely
	• Explain why the security of patient information is important
	• Explain how and when to seek advice about the security of information

Health Intervention

The apprentice will understand	Indicative assessment criteria
K2A. How to do routine clinical tasks delegated from a registered nurse or other healthcare professional	• Describe how to do a range of **routine clinical tasks** • Explain the importance of staying within limits of own competence and authority when performing routine clinical tasks
K2B. The signs and symptoms of a person who is experiencing pain or discomfort	• Describe causes of different types of pain or discomfort • List the signs and symptoms of different types of pain or discomfort
K2C. How to promote a person's physical health and wellbeing	• Explain how individual identity and self-esteem are linked with health, comfort and well-being • Describe attitudes and **approaches** that are likely to promote an individual's health and well-being
K2D. How to support a person's comfort and wellbeing	• Describe **methods** of supporting a person's comfort and well-being • Identify ways to contribute to an environment that promotes health, comfort and well-being
K2E. The importance of hydration, nutrition and food safety	• Explain the importance of hydration and nutrition in maintaining health and wellbeing • Explain the importance of food safety procedures, risk assessment, safe handling and behaviour • Explain how to promote hydration, nutrition and food safety in a **healthcare setting**
K2F. What the activities of daily living are and which ones you are expected to support in your role	• Describe a range of **activities of daily living** relevant to healthcare • Describe how own role fits within supporting **activities of daily living**

	• Explain the importance of staying within limits of own competence and authority when supporting **activities of daily living**
K2G. The signs of a person whose health and well-being is deteriorating; How to report changes and deterioration	• Describe signs that may indicate a person's health or well-being are deteriorating • Explain the importance of recognising that deterioration in health or well-being may occur without clear signs • Explain the process for reporting deterioration in health or well-being

Person-centred care and support

The apprentice will understand	*Indicative assessment criteria*
K3A. 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 Why treating people as valuable and unique individuals makes a big difference in how they feel	• Define **'person centred care and support'** • List **person centred values** • Explain the relationship between **person centred care and support** and own responsibilities as a healthcare support worker • Define the term **'consent'** • Explain the importance of gaining consent • Describe how to establish consent for an activity or action • Explain what steps to take if consent cannot be readily established • Define what is meant by **'active participation'** • Describe how active participation benefits an individual • Explain ways of encouraging active participation • Describe ways of reducing barriers to active participation • Identify ways of supporting an individual to make informed choices • Explain why risk-taking can be part of an individual's right to make choices

	• Explain how agreed risk assessment processes are used to support the right to make choices • Explain why a worker's personal views should not influence an individual's choices • Describe how to support an individual to question or challenge decisions concerning them that are made by others • Describe how to treat people as valuable and unique individuals • Explain the benefits to **wellbeing** of treating people as valuable unique individuals

Dementia, cognitive issues and mental health	
The apprentice will understand	*Indicative assessment criteria*
K4A. The main forms of mental ill health and their impact on people's lives How to promote mental health and wellbeing	• Identify the **main forms of mental ill health** • Describe the symptoms associated with the **main forms of mental ill health** • Explain how mental ill health impacts uniquely on people's lives • Explain the importance of mental health and wellbeing • Describe **ways to promote** positive mental health and wellbeing in **healthcare settings**
K4B. The possible signs of limitations in mental capacity and what to do when you notice them	• Define the term **'mental capacity'** • List possible signs of limitations in mental capacity • Explain actions to take when possible signs of limitations in mental capacity are noticed • Explain the importance of staying within limits of own competence and authority when identifying and acting upon signs of limitations in mental capacity
K4C. The possible signs of mental health, dementia and learning disability in people	• Describe possible signs of mental 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	• Explain the process of reporting possible signs of mental health, dementia or learning disabilities within **agreed ways of working** • Compare the symptoms of depression, delirium and the normal ageing process with the symptoms of dementia • Explain why depression, delirium and the normal ageing process may be mistaken for dementia • Explain the importance of staying within limits of own competence and authority when identifying symptoms of dementia • Describe ways in which dementia and other cognitive issues are diagnosed • Explain the consequences of failing to diagnose dementia and other cognitive issues at an early stage
K4D. How to report changes or deterioration	• Describe changes or deterioration which can occur to someone's mental health, dementia or cognitive issues • Explain how to report changes or deterioration • Explain the importance of reporting changes or deterioration

Basic life support

The apprentice will understand	*Indicative assessment criteria*
K5A. How to perform basic life support	• Define the term **'basic life support'** • Describe situations in which it would be necessary to perform **basic life support** in healthcare settings • Describe resuscitation techniques and equipment used to perform **basic life support** • Explain the importance of staying within limits of own competence and authority when performing **basic life support**

Physiological measurements

The apprentice will understand	Indicative assessment criteria
K6A. The range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate	• Define **'physiological state'** • Identify the **types of measurement** which can be used to determine physiological state • Explain how to take measurements
K6B. The normal range of physiological measurements	• Explain the **normal range of physiological measurements** • Explain the importance of the normal range of physiological measurements

Personal and people development

The apprentice will understand	Indicative assessment criteria
K7A. 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	• Describe **tasks and responsibilities** of own role • Outline how own role fits within the structure and context of the organisation • Outline limits of responsibility based on own training and expertise • Identify **statutory standards** that influence own role • Describe how statutory standards and codes of practice influence own role
K7B. 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	• Describe the importance of professional boundaries in healthcare • Explain how a professional relationship is different from a personal relationship • Compare the differences between professional relationships with individuals and **others** • Define the term **co-production** • Explain the importance of working in partnership with individuals and others • Give examples of how to work in partnership with individuals and others in the interests of the individual being supported • Identify areas of your work when help and support may be needed

	• Identify sources of help and support for areas of your own work
K7C. The importance of personal development and how to reflect on your work How to create a personal development plan	• Explain how to **use feedback from individuals and others** to support own learning and development • Explain why reflecting on work activities is an important way to develop own knowledge and skills • Define the term "**personal development plan**" • Describe **who should be involved** in agreeing a personal development plan • Describe the process for agreeing a personal development plan

Health, safety and security

The apprentice will understand	*Indicative assessment criteria*
K8A. Legislation, policies and local ways of working which relate to health and safety at work Your responsibilities and the responsibilities of others, relating to health and safety at work	• List legislation relating to general health and safety in a healthcare setting • Describe the main points of health and safety policies, procedures and local ways of working • Compare the main health and safety responsibilities of healthcare workers, employers and **individuals** • Identify tasks relating to health and safety that should only be carried out with special training • Describe how to access additional support and information relating to health and safety
K8B. What to do in situations that could cause harm to themselves and others How to handle hazardous materials and substances What to do when there is an accident or sudden illness	• Define what is meant by **"hazard"** and **"risk"** • Describe how to use a health and safety risk assessment • Explain how and when to report potential health and safety risks that have been identified • Describe how risk assessment can help address dilemmas between an individual's rights and health and safety concerns

	• Identify hazardous materials and substances that may be found in the **healthcare setting** • Describe safe practices for storing, using and disposing of hazardous materials and substances • Describe different types of accidents and sudden illness that may occur in a healthcare setting • Outline the procedures to be followed if an accident or sudden illness should occur • Explain why it is important for emergency first aid tasks only to be carried out by qualified first aiders

Duty of Care

The apprentice will understand	Indicative assessment criteria
K9A. The meaning of 'duty of care' and why it is important What support is available when you come across a difficult situation or when someone makes a complaint	• Define the term **'duty of care'** • Describe how duty of care relates to duty of candour • Explain why duty of care is important and how it affects own role • Describe difficult situations that may arise relating to duty of care • Explain where to get additional support and advice about how to resolve difficult situations • Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse • Explain the actions to take when receiving comments and complaints

Safeguarding

The apprentice will understand	*Indicative assessment criteria*
K10A. Legislation, policies and local ways of working about 'safeguarding' and protection from abuse The signs of abuse and what to do if you suspect abuse How to reduce the chances of abuse as much as possible	• Identify **legislation, policies and local ways of working** that relate to safeguarding and protection from abuse • Explain the roles of different agencies in safeguarding and protecting individuals from abuse • Identify reports into serious failures to protect individuals from abuse • Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse • List **types of abuse** • Identify the signs and/or symptoms associated with each type of abuse • Describe factors that may contribute to an individual being more vulnerable to abuse • Explain the actions to take if there are suspicions that an individual is being abused • Explain the actions to take if an individual alleges that they are being abused • Identify ways to ensure that evidence of abuse is preserved • Explain how the likelihood of abuse **may be reduced** • Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse

Infection prevention and control

The apprentice will understand	Indicative assessment criteria
K11A. Legislation, policies and local ways of working that help to prevent infection The meaning of 'risk' and 'risk assessment' The importance of good personal hygiene and hand washing How to select the right personal protective equipment (such as gloves, aprons and masks) How infections start and spread The importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection The meaning of 'antimicrobial resistance'	• Identify **legislation, policies and local ways of working** that help to prevent and control infection • Identify the **roles and responsibilities** in the prevention and control of infection • Define the term **'risk'** • Define the term **'risk assessment'** • Describe the potential risks in a **healthcare setting** in relation to infection control • Describe circumstances that are classified as high risk • Explain the importance of risk assessments in relation to infection control • Describe the process to follow when carrying out a risk assessment • Describe ways of minimising risk in a **healthcare setting** • Explain how the outcomes of risk assessments are communicated to other employees • Define the term **'personal hygiene'** • Describe the importance of maintaining high standards of personal hygiene • Describe the importance of hand washing • Outline workplace procedures relating to personal hygiene • Outline workplace procedures for hand washing and drying • Outline ways to ensure that own health and hygiene does not pose a risk to others • Explain the risks associated with poor personal hygiene and poor hand washing techniques • Explain why it is important to stay away from a **healthcare setting** when unwell

	- Outline current legislation and regulation relating to **personal protective equipment** - Describe different types of **personal protective equipment** - Outline employers and employees' responsibilities in relation to **personal protective equipment** - Explain how the level of risk determines the selection of the **personal protective equipment** used - Describe procedures on how **personal protective equipment** should be used correctly - Define the term **'infection'** - Identify common causes of infection - Describe how infections can spread - Describe procedures that are followed in **healthcare settings** to control infection - Explain the importance of cleaning, disinfecting and maintaining cleanliness for reducing the risk and spread of infection - Explain the consequences of inadequate cleaning, disinfecting and cleanliness in relation to the risk and spread of infection - Define the term **'antimicrobial resistance'** - Describe ways to reduce antimicrobial resistance

Moving and handling

The apprentice will understand	Indicative assessment criteria
K12A. Why people and objects need to be moved safely How to move and position people safely How to move and handle equipment and other objects safely Agreed ways of working when moving people and know how to identify any risks	• List the **states of functional mobility** a person who needs to be moved might have • Describe safe movement principles associated with moving people • Outline the types of handling or lifting equipment designed to be used for moving people and objects • Outline the potential impact to a person who is moved incorrectly • Outline the ways to ensure the dignity, health and safety of the person being moved • Outline the process for carrying out a manual handling risk assessment • Describe safe movement principles associated with manual handling • Outline the **potential injuries and ill health** associated with incorrect manual handling • Outline employers' and employees' duties relating to manual handling at work • Outline the consequences for non-compliance with health and safety requirements at work • Outline the purpose of types of equipment designed to be used for manual handling of objects • Describe the requirements for the testing, servicing and examination of manual handling and lifting equipment for objects • Outline the process of risk assessment in relation to moving a person • Outline the control measures that might be used to reduce the risks associated with moving people • State the content of a personal handling plan • Describe the requirements for the testing, servicing and examination of people handling or lifting equipment

Equality and diversity

The apprentice will understand	Indicative assessment criteria
K13A. Equality and diversity legislation, policies and local ways of working Why equality is important and how discrimination can happen at work	• Identify **legislation, policies and local ways of working** relating to equality, diversity and discrimination • Describe how legislation, policies and local ways of working apply to own role • Identify a range of sources of information, advice and support about equality, diversity and inclusion • Describe how and when to access information, advice and support about equality, diversity and inclusion • Explain the importance of equality in **healthcare settings** • Describe ways in which discrimination may deliberately or inadvertently occur in **healthcare settings** • Explain how practices that support equality and inclusion reduce the likelihood of discrimination