

Provider Readiness Report – Healthcare Support Worker (Level 2)

Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards.

Standard	Link to standard
Assessment Plan (end-point)	Link to assessment plan
Organisations involved with development of the standard for Healthcare Support Worker	Led by organisations including: Barchester Healthcare, Care UK, Derby Hospitals NHS Foundation Trust, Health Education England, Hospice UK, Ipswich Hospital NHS Trust, James Paget University Hospitals NHS Foundation Trust, Mid Essex Hospitals NHS Trust, Norfolk and Norwich University Hospitals NHS Foundation Trust, Norfolk & Suffolk NHS Foundation Trust, North Bristol NHS Trust, North East London NHS Foundation Trust, Poole Hospital NHS Foundation Trust, Royal College of Midwifery Royal College of Nursing, Solent NHS Trust, South Devon Healthcare NHS Foundation Trust in conjunction with Torbay & Southern Devon Care Trust, Southern Health NHS Foundation Trust, St Giles Hospice, The Priory Group, The Royal Devon & Exeter NHS Foundation Trust, Unison University Hospitals Birmingham NHS Foundation Trust, University Hospital Southampton NHS Foundation Trust, Walsall Healthcare NHS Trust, Yeovil District Hospital NHS Foundation Trust, Skills for Health
SASE Overlap	Replaces Level 2 framework in Clinical Healthcare Support
Mandatory Qualification(s) on standard	No qualification requirements
Recommended Qualification(s) suggested by trailblazer group in assessment plan	None
Maximum Core Government Contribution (CGC), subject to employer contribution (15/16 & 16/17)	£2000 maximum CGC, subject to employer £1000 contribution. The price of on-programme training and end-point assessment is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher, the maximum CGC remains the same and the employer would need to pay the difference in full.

	<p>The employer may be eligible for incentive payments, which they can use as they wish. See current funding rules for further guidance.</p>
Anticipated volume	High
Level	2
English and maths Requirements	<p>For Level 2 apprenticeships, apprentices must achieve Level 1 English and maths and take the test for Level 2 prior to taking their end-point assessment.</p> <p>SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
End-point assessment methods	<ul style="list-style-type: none"> • A multiple choice test • An observation of practice undertaken in the workplace • An evidence portfolio and interview

Supporting Information and Glossary of Terms

Assessment Role	Notes
Employer	<ul style="list-style-type: none"> • Supports the apprentice throughout their training and development by ensuring a high quality learning environment, including trained workplace mentors/assessors • Carries out regular reviews with the apprentice and training provider • May undertake direct observations of the apprentice which form part of the evidence portfolio (to be agreed with the training provider at the outset of the apprenticeship programme) • Determines when the apprentice is ready to attempt the end-point assessment
Learning provider	<ul style="list-style-type: none"> • Provides ongoing training for the apprentice • Provides tools and processes to support the apprentice • Carries out regular reviews with the apprentice and employer • Undertakes direct observation of the apprentice which form part of the evidence portfolio • Advises the employer when the apprentice is ready to undertake the end-point assessment • The learning provider could be a college, independent training provider or the employer training department subject to being on the Register of Training Organisations (ROTO)
End-point assessment organisation	<p>Employers must select an end-point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations The RoAAO;</p> <ul style="list-style-type: none"> • Takes no part in the training of those apprentices for whom they complete end-point assessments. • Devises and administers the end-point assessment • Recruits and trains independent assessors • Ensures assessors are occupationally competent, are able to assess the performance of the apprentice in all components of the end-point assessment and are able to determine the grade achieved • Maintains robust quality assurance processes

Term	General Definition within Trailblazers
On-Programme	<p>This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required.</p> <p>Preparation for the end-point assessment should be completed in this phase. This is an area of significant interest for apprenticeship training providers.</p>

Gateway	Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway. For example, English and maths minimum requirements. The gateway components are therefore the key outputs of the on-programme training period.
Trainer	<p>The term trainer is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training provider to deliver some or all parts of the on-programme phase of training.</p> <p>This includes delivering any mandated qualifications, preparation for the end-point assessment and all gateway components. The trainer has no status within the end-point assessment, unless specifically referenced and approved within the assessment plan (for example being a signatory to a portfolio or a panel interview).</p> <p>The trainer must be occupationally competent in the knowledge and skills required by the apprentice, either currently working or having recently worked in the healthcare sector, and they must be able to maintain this competence in order to deliver the knowledge and skills undertaken in the workplace setting where apprentices are working.</p>
Independent Assessor	Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end-point assessment organisation.

Themes	Considerations / Implications for Delivery	Resources
<p>Recruitment/ Entry requirements:</p>	<p>Employers who are considering supporting a member of staff onto an apprenticeship need to consider whether:</p> <ul style="list-style-type: none"> • The job description of the potential apprentice matches the standard's job profile • The current level of English and maths of the apprentice will enable success at Level 1 and study at Level 2 • The apprentice is new in post and has not achieved a Care Certificate or has already achieved the Care Certificate with their employer or a previous employer • Support in the form of mentorship/workplace assessor is available to the apprentice in the workplace in terms of on-the-job skills development, assessment and support to work alongside their off-the-job learning and development programme • Have a high quality learning environment that will give the apprentice exposure to work activities that enable them to practice the skills required to complete the workplace assessment and be properly prepared for the end-point assessment. <p>Whilst there are no entry requirements for the apprenticeship, providers would need to be mindful of the English and maths level of potential apprentices. For example, if learners were initially assessed at below Entry L3 for English and maths, providers would need to build in a significant amount of English and maths support to enable them to achieve Level 1 qualifications and then stretch them further to enable them to feel comfortable to sit a Level 2 English and maths test.</p> <p>Alternatively, a recruitment strategy could be for providers to work with employers and their staff to develop, prior to the apprenticeship, a development programme (for example as part of a traineeship programme) to bring the learner up to Entry Level 3 prior to applying for an apprenticeship.</p> <p>Employer HR policy/terms and conditions will also need to be considered with regard to the usual practice if an employee does not achieve the Care Certificate within the first 3 months of employment as this would impact on the apprentice being able to continue their employment as an apprentice.</p>	

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<p>On programme components: <i>to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for end-point assessment</i></p>	<p><u>Initial assessment</u> – A robust initial assessment process will need to be in place, to support the development of an agreed learning plan, to ensure that the substantial learning that is required is planned for. The initial assessment would need to cover for example, any prior learning and the assessment of the skills, knowledge, values and behaviours (KVSBs) that underpin the standard in addition to the apprentice’s preferred learning style. From that initial assessment a learning plan can be put in place to develop the apprentice in their role and to prepare the apprentice for the requirements of the end-point assessment. This initial assessment will be used to determine the off-the-job training required.</p> <p><u>English and maths</u> - Apprentices without Level 1 English and maths will need to achieve this level and take the test for Level 2 English and maths as part of the gateway, prior to end-point assessment.</p> <p>Where potential apprentices have below Entry Level 3 skills it has been suggested that a support programme that concentrates on improving entry level skills would be necessary. This could involve recruitment from a traineeship programme.</p> <p>Although English and maths formal qualifications are required as part of the apprenticeship, the skills learned whilst on programme should be related to the workplace in order that the achievement of these qualifications does have an impact on the service that the apprentice is providing, to both the service users and their employing organisation.</p> <p><u>Induction</u> - which is specific to the apprentice’s workplace and as a minimum meets the standards of the Care Certificate.</p> <p>The assessment of the Care Certificate is the responsibility of the employer. The employer could choose for the Training Provider to complete the assessment.</p> <p><u>KSVBs</u> - Whilst there is no mandated qualification to underpin this standard, employers may choose for a qualification to be part of an agreed training plan and include, for example, the L2 Diploma in Clinical Healthcare Support.</p> <p>Delivery to a standard that does not contain a qualification would be new for apprenticeship providers however, this affords flexibility in terms of how the employer, provider and apprentice can work together to develop the learning and development, for example by developing a co-delivery model in partnership, that will ensure apprentices are competent and have the opportunity to excel in their job role.</p> <p>If a vocational qualification is to be included, it will need to be agreed in advance of the</p>	<p>The Standard</p> <p>The Assessment Plan</p> <p>SFA funding guidance:</p> <p>Apprenticeship standards quality statement</p> <p>Embedded functional skills materials</p> <p>The Care Certificate</p> <p>http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate</p> <p>Skills for Health information and resources</p>

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	<p>apprentice commencing the standard to ensure that there are full opportunities available in the workplace and by the training provider to meet the requirements of the qualification whilst also meeting the requirements of the apprenticeship standard.</p> <p>A thorough initial assessment process is vital when planning for the on and off-the-job training.</p> <p>As apprentices may be new to the role it will be important for a provider to use a range of techniques to identify existing KSVBs through for example, interviews and skills scans to be carried out covering their job role and the requirements of the standard. This could be used as a self-assessment tool to monitor the apprentice's progress towards end-point assessment.</p> <p>Apprentices should be afforded the opportunity to practice their skills in the workplace, supervised by a mentor/work-place assessor, as they progress through to the end-point assessment to ensure that in addition to gaining knowledge, they can apply this to practice.</p> <p>The learning and development off-the-job programme could focus on for example, gaps in the work placement/job role, resources available at the workplace and the best place for apprentices to develop KSVBs. For example, apprentices could learn certain skills much more effectively away from the workplace and within a group situation. The benefits of using group work to the employer and apprentice include :</p> <ul style="list-style-type: none"> • Development of KSVBs • Confidence in speaking and listening • Practice skills safely within a simulated environment, for example using simulation manikins/equipment or ensure safe practice with simulated or volunteer patients/clients. Any simulated activity must reflect current workplace practices and be with equipment that is up to date, fully functioning and reflect that used in current practice where the apprentices work on non-patients <p><u>Preparation and practice for end-point assessment</u></p> <p>The end-point assessment covers the following components:</p> <ul style="list-style-type: none"> • A multiple choice test • An observation of practice undertaken in the workplace • An evidence portfolio and an interview 	

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	<p>The interview may test some of the activities that are required during the observation of practice which did not occur naturally.</p> <p>The training provider will want to make sure that practice opportunities for each of the assessment components is planned and practiced throughout the on-programme learner journey. The employer is vital to ensure that these opportunities are afforded to the apprentice to ensure that the decision that the apprentice is ready for the end-point assessment is sound. This will include for example, routine knowledge tests, support for the apprentice to prepare for interviews (research skills and preparation), writing effective reflective account statements and experiencing being observed by a stranger.</p> <p>The portfolio of evidence needs to be completed during the final 3 months of the on-programme period and will contain direct observation of the candidates in the workplace, expert witness statements and may contain reflective accounts. Workplace support for the apprentice to compile the portfolio will be required. The employer and training provider will agree who will undertake the direct observations that will form part of the evidence portfolio.</p>	
<p>Delivery models/ Infrastructure: <i>the drive towards effective competence-based and situational training</i></p>	<p>Built into all new apprenticeship standards is the need for 20% off-the-job training and development prior to taking the end-point assessment. The definition of what could be included in the 20% is not defined in any guidance.</p> <p>For training providers who have traditionally delivered health apprenticeship frameworks with a combined knowledge/competency qualification, the delivery of the standard could be very different.</p> <p>There is the option for employers to choose to include a qualification; the assessment plan does state “An apprentice may complete a regulated vocational qualification during the on-programme phase of the apprenticeship” and therefore providers will need to discuss with employers at the outset, whether a qualification is needed prior to the apprentice commencing their apprenticeship and how this will be funded.</p> <p>Providers will need to carry out a detailed initial assessment of the learner and their job role requirements prior to agreeing the content of the training and the identification of any regulated qualifications. The consideration should also include the opportunity for the apprentice to take advantage of other training opportunities that would be normal when working within a healthcare setting, for example moving and handling, infection control procedures, health and safety procedures etc.</p> <p>The first 3 months of the learning programme would cover the induction and the</p>	<p>The Standard Assessment Plan</p> <p>The Employer Brief (under development) to accompany the plan will provide description of high level learning outcomes to support employers and providers to prepare apprentices for assessment</p>

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	<p>achievement of the Care Certificate. The employer is responsible for this as they would usually complete this training and would need to ensure that the assessors within the workplace are trained and able to meet the requirements of the Care Certificate in order to undertake this assessment. However, the training provider does need to be involved in order that the information can be used to inform the apprenticeship learning plan. Completion of the Care Certificate could highlight areas for improvement/strengths or further information on the learning style of the apprentice.</p> <p>Employers will need to identify a mentor work-place assessor to work alongside the apprentice to ensure that they are able to practice the skills that they are developing and to ensure that any concerns/issues are dealt with promptly as they occur. This mentor/work-place assessor could complete some or all of the direct observation required for the portfolio of evidence.</p> <p>To support the apprentice in their job role a mixed learning model, to work in collaboration with the employer, will be required to underpin the standard. Example provision includes:</p> <ul style="list-style-type: none"> • Clinical skills labs (simulated environment) for day or block release • Knowledge workbooks supported by blended learning • Mapping of off-the-job requirements into the standard • E-learning - also use of webinars/conferencing facilities • Pre-reading to accompany support sessions • Group work - to develop confidence and teach values and behaviours - underlying principles. <p>The existing training within an organisation could be utilised, however, this does need to be mapped to the standard and the assessment plan to ensure that the content is not assumed and therefore instances where the training received by the apprentice does not meet the standard as required of the apprenticeship.</p> <p>Initial assessment and self-assessment will need to be completed to ensure that the learning plan is appropriate; this should be completed with the apprentice, employer and training provider to ensure that the optimum use of resources is maintained and to ensure that there is a clear plan for the apprentice.</p> <p>Releasing staff will be a challenge for employers. Therefore, it is important for providers to highlight how the off-the-job training benefits the development of some of the more difficult areas of development to focus on within the workplace. To cover off duty rotas</p>	

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	<p>and issues in terms of release of more than one apprentice at the same time, it may also be necessary for training providers to develop e-learning and more blended delivery models to ensure that the needs of multiple learners within an organisation are met.</p> <p>As some of the organisational training will be considered statutory/mandatory, this can only be funded using the apprenticeship funding if it is included in the standard.</p> <p><u>English and maths</u>: to support the achievement of Level 1 and Level 2, the use of embedded and contextualised English and maths learning materials can be supported by employers at the workplace.</p> <p>Apprentices on the programme would need to be stretched to Level 2, building their confidence and skills to sit the Level 2 test. E-learning and other online practice materials could support the apprentices to improve their skills. The commitment to this, from the employer and the apprentice, would need to be clear at the start of the apprenticeship programme.</p> <p><u>Preparation for end-point assessment</u></p> <p>The portfolio of evidence will need to demonstrate how the knowledge, skills and behaviours have been put into practice within the organisation. It does need to demonstrate:</p> <ul style="list-style-type: none"> • Communication • Health interventions • Personal and people development • Health, safety and security <p>The employer will need to ensure that there are opportunities within the workplace for apprentices to gather evidence for their portfolio (which will include direct observations). The employer will need to ensure that staff who are undertaking these direct observations have the occupational competence and experience to make decisions on performance.</p> <p>As 20% of the standard needs to be completed off-the-job, but can be in the workplace, employers will need to ensure that this time is protected and can be written into the contract with the apprentice, employer and the training provider. Some employers have roles that offer mentoring/support to individuals undertaking an educational programme within the organisation. These roles also need to be available to support the apprentice throughout their educational programme.</p>	

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<p>Resources: <i>materials/ resources/ equipment</i></p>	<p>Training providers who have delivered apprenticeships and /or health programmes previously may find that they do already have English and maths embedded materials.</p> <p>E-learning/workbooks to develop knowledge and understanding. However, these will need to be reviewed to ensure that they do meet the requirements of the standard.</p> <p>Other resources which may be required:</p> <ul style="list-style-type: none"> • Robust recruitment processes and initial assessment tools • Pre-apprenticeship programmes e.g. traineeships • Specific equipment that meets the requirements of the standards; this may be within the workplace or within the training provider's premises. The use of any equipment needs to ensure that there is current occupational expertise to demonstrate good practice. • E-learning materials that demonstrate that learning has taken place. • Opportunity to practice the training already completed within the workplace so that the apprentice can be deemed as competent at the end of the apprenticeship. • Competency booklets for completion in the workplace to demonstrate practice and competence. • Individual learning plans • Schemes of work that indicate milestones throughout the apprenticeship journey • Monitoring, tracking and feedback tools • Details of progression opportunities • Facilities for sessions to be delivered in the workplace • Preparation activities for the end-point assessment 	
<p>Staffing: <i>Staff qualifications and skills needed</i></p>	<p>Staffing and skills have been referred to during this report directly relating to the delivery of this standard.</p> <p>Staffing and skills will relate to:</p> <ul style="list-style-type: none"> • The employer • The training provider • The end-point assessment centre <p>It is envisaged, that in addition to the actual delivery of the apprenticeship and the KSVBs, there will also be administration support required to ensure that the process is streamlined and that the employer is able to access any levy funding that they may have contributed.</p>	

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	<p>For training providers, there is also the necessity to have the staffing resource to claim the funding and to pay the employer any incentive payments as they become eligible.</p> <p>Training providers will need to have a staffing resource that is able to negotiate the contracts by employer and by individual apprentice due to the nature of the training that they will individually require, based upon the robust initial assessment.</p>	
<p>Costing: <i>costs associated with the resources</i></p>	<p>CAP – 1 is currently £2000.</p> <p>Due to the potential individual learning plans and the wide range of support that may be required, there may be insufficient funding to fully support the intricacies of this standard. There will be the additional cost of registration/certification/internal moderation etc. if the employer chooses to include a regulated vocational qualification.</p> <p>The cost of the end-point assessment also needs to be considered; this is expected to be no more than 10% of the overarching cost of the apprenticeship standard.</p> <p>There may be some cost saving by the use of e-learning and the possibility of larger groups of apprentices coming together for some of the taught elements, however, the impact of this on staffing levels for service user care will need to be reviewed.</p> <p>Employers could share training opportunities with other organisations. This would maximise the opportunities to share experiences/good practice across the health sector. Rotating apprentices around hospital or GP services would mean a shared training opportunity and could strengthen KSVBs and would increase awareness that could be shared with the independent assessor at the final interview.</p>	<p>SFA Funding guidance</p> <p>FA website example contracts, costings for on-programme activity</p>
<p>Marketing / Communication: <i>promoting the offer to employers/ apprentices</i></p>	<p>The change from frameworks to standards does need to be communicated to healthcare organisations in order that they fully understand the training that will be available to apprentices.</p> <p>Individual Training Providers will be best placed to inform those employers that they are currently working with and may decide to complete with the employer, some raising of awareness sessions for staff within healthcare organisations.</p> <p>There will be a national campaign to raise awareness of the apprenticeship reforms however, these will need to be contextualised for specific sectors.</p> <p>The trailblazer group (with support from Health Education England and Skills for Health) will be planning a marketing and communications campaign that will promote the standards at events/conferences and through the development of marketing</p>	<p>BIS/NAS materials</p> <p>Skills for Health and Health Education England websites</p>

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	materials.	
End-point Assessment:	<p>The decision that the apprentice is ready for end-point assessment is confirmed by the apprentice, employer and the training provider. The process for requesting the end-point assessment activity will be confirmed with the independent assessment organisation at the point when the specific organisation has been selected.</p> <p>In preparation for end-point assessment, a decision is made that the apprentice is now ready to complete the end-point assessment and the employer will notify the independent assessment organisation that the apprentice is ready for final assessment. As outlined earlier the end-point assessment covers the following components:</p> <ul style="list-style-type: none"> • A multiple choice test • An observation of practice undertaken in the workplace • An evidence portfolio and an interview <p>The apprentice undertakes the end-point assessment with an independent assessor who will oversee the multiple choice test, undertake the practical observation, review the evidence portfolio and lead the final interview.</p> <p>An observation of practice will need to be completed at the end-point assessment. The standard does detail the requirements of this independent assessor in relation to the skills and qualifications they need to have. The requirements for the observation are detailed within the assessment plan although it is recognised that there may be some activities that may not be naturally occurring, these are “non-emboldened” in the assessment plan for ease of recognition, and these activities will then form part of the final interview with the apprentice and independent assessor.</p> <p>There is the opportunity within the on-programme phase for the apprentice to be observed in the workplace in preparation for this.</p> <p>The independent assessor judges whether the apprentice has passed or failed the end-point assessment at the end of the final interview. If the apprentice is successful, the final grade is determined by the independent assessor. The assessment plan details the requirements to achieve a pass, merit and distinction. The observation of practice can only be graded as a “pass”.</p> <p>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-sit only those</p>	<p>Assessment Plan RoAAO</p>

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	<p>components which they have previously failed. Resits 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. The end-point assessment will be completed at a time agreed by all parties. All activities of the end-point assessment do not need to be completed on the same day.</p>	
<p>Managing relationships with Employer and Apprentices: <i>employer/ provider/ apprentice contracts</i></p>	<p>Within previous sections there has been reference to the need for the apprentice, employer and the training provider to work very closely together.</p> <p>It is essential that the contract/apprenticeship agreement clearly details the role of each within the apprenticeship standard.</p> <p>Initial assessment is key to ensure that the individual needs of the apprentice are incorporated into the learning plan and that the cost to the employer clearly details the service that is to be offered.</p> <p>As there is currently no end-point assessment organisation and therefore no cost of final end-point assessment associated to this, it is difficult to identify if the amount of funding that is available is sufficient to cover the cost of all of the training and the end-point assessment. Training providers do need to ensure that the relationship with the employer is well managed to ensure that any incentive payments are made on a timely basis. The contract should detail the review process whilst on programme to ensure that the apprentice is reaching the required milestones and does achieve in a timely fashion.</p>	<p>SFA funding guidance</p>
<p>Sub-Contracting relationships: <i>Lead provider role and potential for collaboration on apprenticeship delivery</i></p>	<p>Some of the training may need to be subcontracted if it is not readily available from the training provider. This could be part of the KSVB requirements or it may be in relation to the English and maths elements.</p> <p>The lead provider would manage the relationship with the employer and the apprentice to ensure that communication is clear.</p> <p>The lead provider will request fees from the employer or use the digital voucher scheme for levy paying employers (from April 17). Fees will then be forwarded to the subcontractor as agreed.</p> <p>Monitoring and tracking will be completed by the subcontractor for their part of the delivery and will be communicated to the employer and lead provider as agreed. Possibly by the use of an electronic recording system.</p>	<p>SFA funding guidance</p>