

Level 6
Paramedic Degree Non-Integrated
Apprenticeship
ST0567/AP01

Assessment Plan

This assessment plan is to accompany the published Level 6 Paramedic Degree Apprenticeship standard:

<https://www.gov.uk/government/publications/apprenticeship-standard-paramedic-degree-apprenticeship>

This is a non-integrated apprenticeship degree programme that will typically take a minimum of 3 years (but may be longer depending on programme arrangements and the progress of the apprentice) to complete. It leads to a Paramedic BSc Honours degree that is contextualised for workplace occupational competency as a Paramedic.

The degree apprenticeship provides an apprenticeship route to encourage the recruitment of new talent to the paramedic workforce, and to complement other undergraduates undertaking the traditional academic route into paramedicine. The apprenticeship degree will support employers in producing competent paramedics by ensuring that apprentices develop the professional values and behaviours alongside the knowledge and skills required to work effectively as a paramedic.

End-Point Assessment Overview

This End-Point Assessment Plan (EPAP) describes arrangements for the synoptic assessment of Paramedic apprentices. The EPAP will be delivered by a chosen Independent End Point Assessment Organisation (EPAO) from the Education and Skills Register for Apprentice End Point Assessment Organisations (RoEPAO) by the employer. The apprentice's completion of the degree marks the end of the BSc (Hons) award at the Gateway, subject to ratified results. The successful completion of the EPA marks the end of the apprenticeship.

The End-Point Assessment comprises of:

- Situational Judgement Test
- Simulated Observation Assessment
- Professional Discussion

The EPA purpose and format are designed to holistically assess apprentices and reassure employers and the public of their competency and suitability for the role.

- This assessment strategy is designed to enable the apprentice to progress through a structured learning and assessment process. This plan provides training providers, employers and assessment organisations with details of **what** will be assessed; **how** the apprentice will be assessed; **who** will carry out the assessments and the **quality assurance** procedures and processes that will guarantee consistency and reliability.
- The apprenticeship must be assessed holistically at end point by an independent end point assessment organisation that is registered by the Education and Skills Funding Agency (ESFA).
- A rigorous quality assurance process must be in place to oversee the quality of the end point assessment.



1. Recommended On -Programme training

The on-programme training and assessment of the apprenticeship **must** be delivered by employers in partnership with a Health and Care Professions Council ¹ approved training provider as this is linked to profession registration. The degree structure and content will need to be validated by the regulatory body for paramedics, the Health and Care Professions Council (HCPC)². These training providers must also be on the Register of Apprenticeship Training Providers (RoATP). The qualification that is delivered must be a HCPC approved license to practice qualification.

- The degree consists of academic and work-based learning through employment and the curricula, developed with the input of employers, professional bodies and service users, and is a blend of employer-defined knowledge, skills, behaviours and values that are cohesive and assessed (both formatively and summatively) as part of the degree.
- The completion of the paramedic degree apprenticeship demonstrates that the apprentice meets the knowledge, skills and behaviours of the Paramedic Degree Apprenticeship Standard, giving assurance that apprentices graduating from these programmes and passing their end point assessment are fit to meet the future needs of employers and service users.

- The BSc curricula is mapped to the Paramedic Degree Apprenticeship Standard and delivery of the curricula³ (including assessment) is via a series of ‘modules’ according to the university’s approach. The levels of knowledge and skill build as the apprentice gains more experience in the workplace and can use and apply their knowledge, skills and behaviours to demonstrate through performance, their growing competence.
- As the degree progresses the apprentice will focus on the specific area of paramedic practice in which they are employed as preparation for substantive employment in the role of paramedic. The recommended curricula modules cover the breadth and depth of the apprenticeship standard using formative and summative assessment methods that integrate the knowledge, skills, behaviour and values components. This will ensure that the apprentice is sufficiently prepared to undertake the independent synoptic End Point Assessment (EPA).

Throughout the mandatory qualifications, the apprentice will be assessed, using a range of assessment methods in the table below:

Qualification	Recommended Assessment Methods
HPCPC approved BSc (Hons) Paramedic Programme	Completion of portfolio, essays, practical assessments, scenario assessment, reflective accounts, presentations, projects
Level 3 Certificate Emergency Response Ambulance Driving	Direct Assessment, Direct Observation, Written Questions, Professional Discussion, Skills Test, Written Test, Reflection, Portfolio

2. Assessment Overview:

The approved published standard is broken down into four key areas:

Area	Standard – Paramedic Degree
1	Professional Values & Behaviours
2	Communication & Interpersonal Skills
3	Leadership, Management and Team Working
4	Paramedic Practice and Critical Clinical Decision Making

Area Assessed	Method	Testing Knowledge, Skills, Behaviours	Assessed by	Grading	Weighting
<ul style="list-style-type: none"> Professional Values & Behaviours Leadership Management and Team Working 	60 minutes Situational Judgement Test	Knowledge	EPAO	Fail, Pass, Distinction	30%
<ul style="list-style-type: none"> Professional Values & Behaviours Communication & Interpersonal Skills Leadership Management and Team Working Paramedic Practice and Critical Clinical Decision Making 	45 minutes Simulated Observation Assessment	Knowledge, Skills and Behaviours	EPAO	Fail, Pass, Distinction	50%
<ul style="list-style-type: none"> Communication & Interpersonal Skills Paramedic Practice and Critical Clinical Decision Making 	30 minutes Professional Discussion	Knowledge, Skills and Behaviours	EPAO	Fail, Pass, Distinction	20%

3. Assessment Gateway:

The assessment gateway will be determined by a number of factors. The apprentice must have successfully completed:

- a HCPC Approved BSc (Hons) Paramedic Programme holding ratified results
- Level 3 Certificate in Emergency Response Ambulance Driving
- Level 2 in Maths & English, or equivalent (if not already held)
- The apprentice must meet the 15 standards as set out in the Care Certificateⁱ

Once the above is achieved, evidence is in place, and the employer is satisfied that the apprentice has acquired their knowledge skills and behaviours in the standard they will make the necessary arrangements for the End Point Assessment, choosing an Independent End Point Assessment Organisation (EPAO) from the Education & Skills Funding Agency Register of End Point Assessment Organisations (RoEPAO)⁵.

4. End-Point Assessment:

Assessments can be taken in any order and the apprentice does not have to pass each individual assessment before being able to undertake the next.

What will be assessed:

Area of Standard Assessed	Content
<p>Knowledge:</p> <ul style="list-style-type: none"> • Professional Values & Behaviours • Leadership Management and Team Working 	<p style="text-align: center;">Situational Judgement Test</p> <p style="text-align: center;">60 minutes</p> <p style="text-align: center;">5 Situational Judgement Questions 25 Multi-Choice Questions</p> <ul style="list-style-type: none"> • The HCPC Standards of Proficiency-Paramedics, and the Standards of Conduct, performance and ethics • The statutory regulation, legislation that inform paramedic practice, including data protection, Duty of Candour and Safeguarding. • Clinical leadership theories and strategies • Clinical governance and maintaining/monitoring standards. <p style="text-align: center;">Further details provided in Appendix 1</p>
<p>Knowledge, skills and behaviours:</p> <ul style="list-style-type: none"> • Professional Values & Behaviours • Communication & Interpersonal Skills • Leadership Management and Team Working • Paramedic Practice and Critical Clinical Decision Making 	<p style="text-align: center;">One Simulated Observation Assessment</p> <p style="text-align: center;">45 minutes (+/-10%) (30 minutes observation and 15 minutes questioning)</p> <p style="text-align: center;"><i>One simulated scenario based on the following:</i></p> <p style="text-align: center;"><i>Frail, Elderly, Dementia & Isolation – covering:</i></p> <ul style="list-style-type: none"> • <i>Slips, Trips & Falls,</i> • <i>Mental Capacity, Safeguarding,</i> • <i>Clinical Decision Making, Assessment & Evaluation and Management of a Minor Injury,</i> • <i>Directory of Services, Alternative Pathways/Referral</i>
<p>Knowledge, skills and behaviours:</p> <ul style="list-style-type: none"> • Communication & Interpersonal Skills • Paramedic Practice and Critical Clinical Decision Making 	<p style="text-align: center;">Professional Discussion Assessment</p> <p style="text-align: center;">30 minutes (+/-10%)</p> <p>The professional discussion will be instigated and facilitated by the End Point Assessment Organisation and</p>

	<p>will assess the apprentice's skills, knowledge and behaviours in regard to the following:</p> <p>– A critical evaluation of the impact of inappropriate <i>Clinical Handover on the patient, other service users, multi-disciplinary team, organisations and the wider health economy</i></p> <p>The apprentice must be able to relate this to their practice. The apprentice will have no prior knowledge of the content of the critical evaluation. The professional discussion takes place between the independent assessor and the apprentice and lasts for 30 minutes (+/- 10%).</p> <p>The assessment will be designed to assess the apprentice's ability to provide person centred approaches, communication and interpersonal skills, and critical clinical decision making when handing the patient to the next area of care. The independent assessor uses the professional discussion to encourage a two-way dialogue. A professional discussion is not a question & answer approach.</p>
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How will the 'What' be assessed:

Area of Standard Assessed	Assessing Knowledge Skills & Behaviours	Method	Assessed by	Grading
<ul style="list-style-type: none"> • Professional Values & Behaviours • Leadership Management and Team Working 	<p>Knowledge</p>	<p>Situational Judgement Test - 60 minutes</p> <ul style="list-style-type: none"> • Part One - 5 written Situational Judgement Questions and • Part Two - 25 Multi-Choice Questions. <p>The questions will assess the apprentices', knowledge, leadership and teamwork by providing sound evidence-based answers to the situational questions in the two areas to be assessed from the Standard. Both Professional values and behaviours, leadership management and team working will be covered equally in the situational judgement and multiple-choice questions test overall. There are some critical areas where the questions must be passed for the apprentice to achieve a pass (so if they achieve 40% but haven't passed those then they can't achieve a pass)</p> <p style="text-align: center;">See Appendix 1</p> <p>The apprentice must achieve 40% in both the situational judgement questions (part one) and in the multiple-choice questions (part two).</p> <p>The test will take place in a controlled environment invigilated by the independent assessor.</p> <p>Part one-Situational Judgement Questions</p> <p>Each question will have 5 outcomes that the apprentice must rank in order of priority, in line with evidence-based practice. Each question will score a maximum of 5 marks. A total of 25 marks. The scoring for each question will be dependent upon the ranking order placed by the apprentice. I.e. if the</p>	<p>Independent Assessor from the EPAO</p>	<p>Fail, Pass, Distinction</p>

		<p>ranking is dangerous/unsafe then this will score 0, ranking in the correct order according to evidence-based practice will score 5. The EPAO must have a scoring matrix in place to determine the in-between ranking scores. The apprentice is required to score 10-16 out of 25 correctly as a minimum to score 40% - 64% pass or score 17+ for a Distinction.</p> <p>Part Two -Multiple-choice questions - will have four response options for each question, but only one answer will be correct. Multiple-choice questions will be scored 1 mark per question, total of 25 marks. The apprentice is required to give 10 - 16 correct answers as a minimum to score 40% - 64% pass or 17+ correct answers to score a Distinction.</p> <p>The grade boundaries are set to allow candidates to achieve Pass or Distinction grades, in order to get a distinction , both parts one & two must be a distinction.</p> <p>The end point assessment organisation must devise a bank of at least 15 situational judgement questions and 75 multiple choice questions. The end point assessment organisation must refresh 30% of questions every 18 months.</p>		
<ul style="list-style-type: none"> • Professional Values & Behaviours • Communication and Interpersonal Skills • Leadership Management and Team Working • Paramedic Practice and 	<p>Knowledge, skills and behaviours</p>	<p style="text-align: center;">Simulated Observation Assessment 45 minutes (+/- 10%)</p> <p>Will assess the apprentices' knowledge, skills and behaviours, and approach to paramedic practice and clinical decision making through direct observation using actors to simulate the exercise. (Apprentices are not permitted to undertake this role)</p> <p style="text-align: center;">See Appendix 2</p> <p>This assessment will take place between the apprentice and the independent assessor who will be observing and not taking an active role in the simulation exercises. The apprentice will be observed on one simulated scenario that covers the stated areas in a simulated environment.</p>	<p>Independent Assessor from the EPAO</p>	<p>Fail, Pass, Distinction</p>

Critical Clinical Decision Making		<p>The assessment will last 45 minutes (+/-10%)- with 30 minutes observation and 15 minutes questioning.</p> <p>The EPAO will design the scenario using the content areas specified in this assessment plan and in Appendix 2. The EPAO will hold a bank of 8 scenarios and must refresh 30% of these every 18 months.</p>		
<ul style="list-style-type: none"> • Communication & Interpersonal Skills • Paramedic Practice and Critical Clinical Decision Making 	<p>Knowledge, skills and behaviours</p>	<p style="text-align: center;">Professional Discussion 30 minutes (+/-10%).</p> <p>Will assess the apprentices' skills, knowledge and behaviours with regard to providing person centred approaches, communication and interpersonal skills, and critical clinical decision making when handing the patient to the next area of care and will be a facilitated professional discussion with the independent assessor to discuss:</p> <p>– A critical evaluation of the impact of inappropriate <i>Clinical Handover on the patient, other service users, multi-disciplinary team, organisations and the wider health economy</i></p> <p style="text-align: center;">See Appendix 3</p> <p>The Professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor.</p> <p>A structured template designed by the end point assessment organisation will be used for managing and marking the professional discussion to ensure consistency. The independent assessor must not use prompts or questions that would 'lead' the apprentice.</p> <p>The professional discussion will be based on a video of no more than 5 minutes duration showing a hand-over of a patient to the next area of care. The video must cover the areas to be assessed of communication, interpersonal skills, Paramedic Practice and critical clinical decision making.</p>	<p style="text-align: center;">Independent Assessor from the EPAO</p>	<p style="text-align: center;">Fail, Pass, Distinction</p>

		<p>The professional discussion will assess the apprentice's skills, knowledge and behaviours in the required areas.</p> <p>The apprentice is allowed an additional 10 minutes, prior to the professional discussion to watch the video scenario and make notes in preparation for the discussion from the video and surrounding the discussion content.</p> <p>The independent assessor will facilitate the professional discussion and will use the following content:</p> <ul style="list-style-type: none"> – A critical evaluation of the impact of inappropriate <i>Clinical Handover on the patient, other service users, multi-disciplinary team, organisations and the wider health economy</i> <p>This will evidence the required skills, knowledge and behaviours in Appendix 3. It is essential to use all areas of impact as stated above.</p> <p>The professional discussion takes place between the independent assessor and the apprentice and lasts for 30 minutes (+/- 10%).</p> <p>End point assessment organisations will need to ensure that the video used to introduce the professional discussion provides sufficient content for the apprentice to be able to discuss the impact of an inappropriate clinical handover.</p> <p>If the apprentice fails this assessment the EPAO shall provide written feedback to the apprentice and employer as it is important that the apprentice understands the impacts of an inappropriate clinical handover. The employer/training provider</p>		
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		<p>shall provide additional support/training to the apprentice for any resits.</p> <p>The End Point Assessment Organisation will hold a bank of 5 video scenarios, where 30% will be refreshed every 18 months.</p> <p>The End Point Assessment Organisation must have professional guidance in place for their independent assessors to ensure a reliable and fair assessment. The EPAO must ensure that its independent assessors are experienced in undertaking a professional discussion through induction and continuous professional development to ensure it does not turn into a question and answer method of assessment.</p>		
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Where will the assessment take place?:

The End Point Assessment will take place within facilities organised/arranged by the employer and chosen EPAO. The premises must be suitable for the intended purposes of this assessment plan.

Who will carry out the assessment:

The employer will choose from the Education and Skills Funding Agency's Register of End Point Assessment Organisations ⁵ to deliver the end point assessment. That Independent End Point Assessment Organisation (EPAO) will then carry out the assessments against this assessment plan.

The tools for assessment will be developed by the EPAO in order to provide reliability and consistency of assessment judgements. The EPAO is responsible for ensuring that any assessment tools implemented are suitable for the delivery of the assessment plan. Particular attention will be paid to ensuring that the tools are consistent and produce comparable results. To ensure that any assessor is competent they will be trained by the EPAO in this assessment process.

The following number of assessors are required for each assessment:

- Minimum of 1 independent assessor for the Situational Judgement Test
- Minimum of 2 independent assessors for the Simulated Observation Assessment
- Minimum of 1 independent assessor for the Professional Discussion

Within the team of independent assessors, the EPAO must assign a lead assessor who will deal with any onsite judgement queries or disagreements and ensure standardisation of assessment decisions by the EPAO Assessors. The decision of the lead assessor will be final in

any cases of disputes. The lead assessor is also responsible for providing the feedback against the assessment overview to the employer. A robust scoring matrix will be created by the EPAO, to evaluate the three assessment components in this assessment plan, against the skills, knowledge, values and behaviours from the Paramedic Degree Apprenticeship Standard. Each area will be scored to identify how well the apprentice has met the areas detailed above.

5. End Point Final Judgement:

The independent assessor(s) will make the recommended judgement and grade for each assessment method to the independent lead assessor. The independent lead assessor will be responsible for quality assuring the assessment decisions made by the independent assessors and for awarding the final overall grade. All documentation and decisions will be sent back to the EPAO for moderation and the conclusion of their internal quality assurance checks (IQA). The EPAO will inform the employer of the results. The employer will then notify the apprentice of the outcome. The independent lead assessor starts the IQA process to ensure the assessment decisions of the independent assessor(s) have applied the correct weighting and grading to each decision in line with this assessment plan.

6. Independence:

The EPAO must be registered on the Education and Skills Funding Agency's Register of End Point Assessment Organisation (RoEPAO) to deliver the Degree Paramedic Standard End Point Assessment. The EPAO cannot be the employer of the apprentice to ensure independence and to remain impartial, nor can any assessors from the EPAO be employed by the apprentice's employer.

7. Weighting & Grading

Grading	Fail	Pass	Distinction
Grade	<40%	40%-64%	65%+

In order for the apprentice to achieve an overall assessment grade (as detailed in section 8) the following table will be used.

The table applies a definition of the grading for each assessment method, to be applied by the independent assessor as follows:

Grading	Situational Judgement Test,	Weighting
Fail	<p>The apprentice does not meet all of the requirements highlighted in bold within Appendix 1. The apprentice has failed to demonstrate that they are able to apply the knowledge, skills and behaviours required by the standard required for the paramedic role in:</p> <ul style="list-style-type: none"> • professional values and behaviours • leadership, management and team working <p>They fail to meet the pass criteria outlined below.</p> <p>Part One - they score 9 or fewer to achieve a score of 39% or less and</p> <p>Part Two - they answer 9 or fewer questions correctly and score 39% or less</p> <p>If either, or both, parts are failed the outcome will be a fail</p>	30%

Pass	<p>The apprentice meets all of the requirements highlighted in bold within Appendix 1. The apprentice has demonstrated that they are able to apply the knowledge, skills and behaviours required by the standard required for the paramedic role in:</p> <ul style="list-style-type: none"> • professional values and behaviours • leadership, management and team working <p>Part One - they score 10-16 to achieve a score of 40-64% and Part Two - they correctly answer 10-16 multi-choice questions to score 40-64%.</p> <p>The apprentice must pass both Part One and Part Two to achieve a pass</p>	
Distinction	<p>The apprentice meets all of the knowledge, skills and behaviour requirements listed as highlighted in bold within Appendix 1. The apprentice has demonstrated that they are able to apply the knowledge, skills and behaviours required by the standard for the paramedic role in:</p> <ul style="list-style-type: none"> • professional values and behaviours • leadership, management and team working <p>Part One - they achieve a score of 17+ to achieve 65%+ and Part Two - they correctly answer 17+ multi-choice questions and so score 65%+.</p> <p>The apprentice must achieve 65%+ in both Part One and Part Two to achieve a distinction</p>	

Grading	Simulated Observation Assessment	Weighting
Fail	<p>The apprentice does not meet all of the requirements highlighted in bold within Appendix 2. The apprentice has failed to demonstrate that they are able to apply the knowledge, skills and behaviours required by the standard for the paramedic role in:</p> <ul style="list-style-type: none"> • professional values and behaviours • communication and interpersonal skills • leadership, management and team working • paramedic practice and critical clinical decision making <p>They fail to meet the pass criteria outlined below. Scores 39% or below</p>	
Pass	<p>The apprentice meets all of the requirements highlighted in bold within Appendix 2. The apprentice has demonstrated that they are able to apply the knowledge, skills and behaviours required by the standard for the paramedic role in:</p> <ul style="list-style-type: none"> • professional values and behaviours • communication and interpersonal skills • leadership, management and team working • paramedic practice and critical clinical decision making <p>This will be demonstrated by: practicing safely by adhering to workplace and legislation for safe practice; showing an understanding of the role of a paramedic communicating appropriately with patients and team members; behaving professionally; acting within the limits of competence; practicing accurately and consistently; selecting and using materials and equipment correctly. Scores 40-64%</p>	50%
Distinction	<p>The apprentice meets all of the knowledge, skills and behaviour requirements highlighted in bold within Appendix 2. The apprentice has demonstrated that they are able to apply the knowledge, skills and behaviours required by the standard for the paramedic role in:</p> <ul style="list-style-type: none"> • professional values and behaviours • communication and interpersonal skills • leadership, management and team working 	

	<ul style="list-style-type: none"> paramedic practice and critical clinical decision making <p>Plus, the apprentice consistently gives examples from their day to day work that shows they have a breadth of experience and are able to deal with complexity, making successful adjustments to practice when necessary. They make links between different topics and areas and consider their practice holistically. They demonstrate a highly motivated and self-managing approach to their work. They are able to find solutions to problems and can give at least two examples of doing so independently whilst still acting within the limits of their competence and the boundaries of their role.</p> <p>Scores 65%+</p>	
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Grading	Professional Discussion	
Fail	<p>The Apprentice does not meet all of the knowledge, skills and behaviour requirements highlighted in bold within Appendix 3. The apprentice has failed to demonstrate that they are able to apply the knowledge, skills and behaviours required by the Standard and for the paramedic role in:</p> <ul style="list-style-type: none"> communication and interpersonal skills and paramedic practice and critical clinical decision making <p>They fail to meet the pass criteria below.</p> <p>Scores 39% or below</p>	
Pass	<p>The apprentice meets all of the knowledge, skills and behaviour requirements highlighted in bold within Appendix 3. The apprentice demonstrates application of the knowledge, skills and behaviours required by the standard for the role of paramedic in:</p> <ul style="list-style-type: none"> communication and interpersonal skills and paramedic practice and critical clinical decision making <p>The apprentice covers the content of the Professional Discussion brief to the standards required. Generally, the apprentice articulates successful application of the skills, knowledge and behaviours required within their role and is able to provide examples from their day to day work that show this. They demonstrate a grasp of processes and procedures. They may deal with topics individually rather than holistically, but their understanding and application are, in the main, accurate. They are able to show that they understand and adhere to occupational behaviours and carry out their role in a responsible manner whilst still acting within the limits of their competence and the boundaries of their role.</p> <p>Scores 40-64%</p>	20%
Distinction	<p>The apprentice meets all of the knowledge, skills and behaviour requirements highlighted in bold within Appendix 3 which are required in the Standard for the role of paramedic in:</p> <ul style="list-style-type: none"> communication and interpersonal skills and paramedic practice and critical clinical decision making <p>The apprentice answers the professional discussion brief in full, plus the apprentice consistently gives examples from their day to day work that shows they have a breadth of experience and are able to deal with complexity, making successful adjustments to practice when necessary. They make links between different topics and areas and consider their practice holistically. They demonstrate a highly motivated and self-managing approach to their work. They are able to find solutions to problems and can give at least two examples of doing so independently whilst still acting within the limits of their competence and the boundaries of their role.</p> <p>Scores 65%+</p>	

8. Overall Assessment Grade:

In order for the apprentice to achieve an overall assessment grade of pass or distinction (as detailed in section 7) all 3 areas of assessment must individually meet or exceed the required pass mark of 40%. In cases of any area of assessment scoring less than 40% the overall grade will be fail.

The successful apprentice receives an overall grade of Pass or Distinction which is determined by the independent lead assessor using the following table and the apprentice's individual scores to decide the final grade. A fail in any assessment method results in a fail overall and for a pass the apprentice must pass all assessments:

Situational judgement - part one 15% weighting (Must pass both part one and part two)	Situational Judgement - part two (MCQ) 15% weighting (Must pass both part one and part two)	Simulated Observation 50% weighting	Professional Discussion 20% weighting	Overall Grade
Distinction	Distinction	Distinction	Distinction	Distinction
Pass	Pass	Pass	Distinction	Pass
Pass	Pass	Distinction	Pass	Distinction
Distinction	Distinction	Pass	Pass	Pass
Distinction	Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Pass	Distinction	Distinction
Distinction	Pass	Pass	Pass	Pass
Distinction	Distinction	Distinction	Pass	Distinction

9. Resits

The number of resits will be determined by the employer and where a resit is permitted the grading of the resit assessment will be capped at 40% and pass only, unless there are exceptional circumstances accounting for the original fail (as determined by the end-point assessment organisation). Apprentices are only required to resit the assessment method they did not pass. Permitted resits should be no longer than 6 months from their initial assessment and additional learning must be provided to ensure patient safety and employer assurance at all times.

A resit must not be used for an apprentice wishing to move from 'pass' to 'distinction'.

10. End Point Assessment – Summary of Roles & Responsibilities:

Assessor	Role
Employer	<ul style="list-style-type: none"> To conduct on-programme assessment decisions, to provide the apprentice with the requirements as laid out by the regulated qualifications and BSc (Hons) award. To agree the readiness of the apprentice for the EPA. To arrange an EPAO from the ESFA register of apprentice assessment organisations to deliver this assessment plan. To provide suitable premises for the purposes of this assessment plan.

	<ul style="list-style-type: none"> • Where possible to provide the Assessors access to the clinical specialist equipment needed to conduct the assessments to maintain affordability. • To arrange resits where applicable
HEI	<ul style="list-style-type: none"> • To conduct on programme assessment decisions to provide the apprentice with the requirements as laid out by the validated paramedic degree apprenticeship programme. • Carry out all the required learning and assessment to allow the apprentice to be eligible for HCPC registration; subject to ratified results. • To award the BSc (Hons) Degree subject to ratified results.
EPAO Assessors	<ul style="list-style-type: none"> • To make assessment decisions following this assessment plan. • To ensure they remain impartial to their assessment decisions • Occupationally current against the National Occupational Standards No 9 – Assess Learner Achievement ¹¹ • To make necessary adjustments when making assessment decisions for those who have learning difficulties
EPAO Lead Assessor	<ul style="list-style-type: none"> • To quality assure the assessment process • To ensure consistent and standardised assessment decisions of EPAO assessors. • To ensure documentation used by EPAO Assessors are valid and fit for purpose. • To plan and facilitate the delivery of this assessment plan. • To make the final decision based on information & evidence provided by the EPAO Assessors. • To deal with any assessment decision queries or appeals. • To notify the employer of the apprentice outcome. • To remain current against the National Occupational Standards No 9 – Assess Learner Achievement ¹¹ & National Occupational Standards No 11 – Internally Monitor and Maintain Quality of Assessment ¹¹ • To ensure assessment times are adjusted where apprentices present themselves with diagnosed learning difficulties
Independent End Point Assessment Organisation	<ul style="list-style-type: none"> • Designs and provides the End Point Assessment • Provide internal quality assurance checks for consistency of assessment decisions • Appoints and trains Independent Assessors & Lead Assessors • Recruit, manage and support end-point assessors and lead assessors • Recruit, manage and support independent verifiers, to moderate assessors and assessment materials

11. Quality Assurance – Internal:

Internal quality assurance is carried out by the registered independent end point assessment organisation:

The registered independent end point assessment organisation will:

- Provide internal quality assurance checks for consistency of assessment decisions
- Appoint and train Independent Assessors and Lead Assessors
- Guarantee Independent Assessors attend annual standardisation programmes
- Provide assessment materials and assessment equipment for the End Point Assessment
- Operate an appeals procedure in case of dispute

- Inform the apprentice and employer of the assessment outcome
- Develop, administer and maintain the end-point assessment process
- Recruit, manage and support end-point assessors and lead assessors
- Recruit, manage and support independent verifiers, to moderate assessors and assessment materials
- Ensure the vocational experience and assessment competence of independent assessors and lead assessors
- Develop and manage a process of internal quality assurance and annual standardisation
- Securely develop and manage the range of assessment criteria and materials required for the end-point assessment
- Hold a bank of scenario- based questions and situational scenario assessment materials
- Develop professional guidance for the Professional Discussion.
- Develop annual review procedures and processes to verify:
 - Training providers
 - Assessment criteria
 - Assessment materials
 - Assessors and Lead Assessors
 - Grade and Awards
 - Practical Assessment Environments
- Develop and maintain a bank of lead assessor reporting materials
- Develop and maintain assessor reporting documentation that collates assessor comments and provides, the grade achieved and suggestions for future development.
- All assessors must be occupationally competent⁹ and current¹⁰ in the area in which they are assessing, as well as conforming to the standards below:

HCPC Registered Paramedic or any other Registered Health Professional in the specific field of practice for which the apprentices are being assessed.
Minimum of 3 years' experience post registration in their sector
Hold a formal assessor qualification or evidence of competence of the National Occupational Standards of Assessing No9 (assess learner achievement)

The lead assessor, in addition to the above requirements must also evidence the understanding of internal quality assurance of assessment process and practice relevant to parts of National Occupational Standards of quality assurance No11 (internally monitor and maintain quality of assessment).

The lead assessor will be responsible for:

- Quality assurance of the assessment process

- Ensure consistent and standardised assessment decisions of EPAO assessors.
- Ensure documentation used by EPAO Assessors are valid and fit for purpose.
- Plan and facilitate the delivery of this assessment plan.
- Make the final decision based on information & evidence provided by the EPAO Assessors.
- Deal with any assessment decision queries or appeals.
- Notify the employer of the apprentice outcome.
- Remain current against the National Occupational Standards No 9 – Assess Learner Achievement ¹¹ and National Occupational Standards No 11 – Internally Monitor and Maintain Quality of Assessment ¹¹
- Ensure assessment times are adjusted where apprentices present themselves with diagnosed learning difficulties

12. Quality Assurance – External:

An Employer Group approach will be used, under the Association of Ambulance Chief Executives (AAACE).

This approach is to ensure that the end-point assessment deliverables against this assessment plan is consistent across the country, in a variety of businesses to the same standard of competence.

The membership will be reviewed on an annual basis and will be open to other applicable organisation representatives.

The Fees of this group must only cover the costs to deliver the EQA requirements and will not be profit making basis.

13. Implementation:

Affordability:

Indications show the likely costs to deliver the end-point assessment will not exceed 20% of the funding band. To ensure affordability, where possible, the employer will allow the independent end point assessment organisation access to onsite specialist clinical equipment.

The approach presented offers an affordable solution to assessment for this apprenticeship. The approach is robust and will ensure the end point assessment will meet the needs of all employers including those from public and private sectors.

It is believed that the approach is manageable and feasible as the necessary expertise already exists within the sector. Utilising existing expertise will ensure a sufficiency of qualified assessors with a good geographical spread. Under these conditions the anticipated uptake of the apprenticeship in the first year within England is approximately 100 starts.

This approach to independent assessment is evidenced based and sector specific and has been tested with employers who have confirmed that it is the preferred approach. Cost analysis verified that this approach was the most cost-effective method of all.

Professional Body & Association Recognition:

Health and Care Professions Council (regulatory body) – www.hcpc.co.uk a regulator set up to protect the public. To do this, they keep a Register of health and care professionals (www.hcpc-uk.co.uk/aboutregistration/theregister/) who meet their Standards (www.hcpc-uk.co.uk/aboutregistration/standards/) or training, professional skills, behaviour and health.

College of Paramedics (professional body) - www.collegeofparamedics.co.uk - The College of Paramedics is the recognised professional body for paramedics in the UK. The College represents its members in all matters affecting their clinical practice and supports them to achieve the highest standards of patient care.

Volumes:

Once the apprenticeship reaches steady state it is anticipated that there will be in the region of 550 new starts a year.

14. References:

¹ Health and Care Professions Council (2017) Education Providers. Available at: www.hcpc-uk.co.uk/audiences/educationproviders/

² Health and Care Professions Council (2014) Standards of Proficiency – Paramedics. Available at: www.hcpc-uk.org/assets/documents/1000051CStandards_of_Proficiency_Paramedics.pdf

³ College of Paramedics (2015) *Paramedic Scope of Practice Policy*. Available at: www.collegeofparamedics.co.uk/college-governance/policies

⁴ Skills for Health – Care Certificate. Available at: www.skillsforhealth.org.uk/standards/item/216-the-care-certificate

⁵ Register of End Point Assessment Organisations. Available at: www.gov.uk/government/collections/register-of-apprentice-assessment-organisations

⁶ British Medical Journals. Available at:

[http://emj.bmj.com/content/30/5/350.short?utm_source=TrendMD&utm_medium=cpc&utm_campaign=Emerg Med J TrendMD-0](http://emj.bmj.com/content/30/5/350.short?utm_source=TrendMD&utm_medium=cpc&utm_campaign=Emerg_Med_J_TrendMD-0)

⁷ Health and Care Professions Council (2016) Standards of Conduct, performance and ethics.

Available at: [www.hcpc-](http://www.hcpc-uk.org/assets/documents/10004EDFStandardsOfConduct,PerformanceAndEthics.pdf)

[uk.org/assets/documents/10004EDFStandardsOfConduct,PerformanceAndEthics.pdf](http://www.hcpc-uk.org/assets/documents/10004EDFStandardsOfConduct,PerformanceAndEthics.pdf)

⁸ College of Paramedics (2015) 3rd Edition Revised Curriculum. Available at:

www.collegeofparamedics.co.uk/publications/professional-standards

⁹ Assessors & Lead Assessors must hold a recognised occupational qualification in the area in which they are assessing and must have held such qualification for a minimum of 3 years.

¹⁰ Assessors & Lead Assessors must be current in their recognised occupational qualification in the area in which they are assessing. e.g. an up to date CPD record of professional development related to the area in which they are assessing.

¹¹ www.sqa.org.uk/files_ccc/Appendix%209%20-%20NOS_learn_and_dev.pdf

ⁱCare Certificate: for more details see <http://www.skillsforhealth.org.uk/care-certificate>

Appendix 1 - Situational Judgement Test Matrix

Through the situational judgement test (parts one & two) the apprentice must show that they meet all the requirements in **bold**. The End Point Assessment Organisation is responsible for designing the Situational Judgement Questions and the Multi-Choice Questions to allow the assessor to be able to see that the apprentice has shown their understanding of the knowledge required.

(see section 8 for further details).

Knowledge	The paramedic will know and understand:
Professional values and behaviours	<ul style="list-style-type: none"> • The HCPC Standards of Proficiency-Paramedics, and the Standards of Conduct, performance and ethics • The QAA Subject Benchmark Statement-Paramedics • The statutory regulation, legislation that inform paramedic practice, including data protection, Duty of Candour and Safeguarding • The importance of maintaining currency of knowledge and skills through continuing professional development • Your role and responsibilities and that of other health and social care professionals; how practice should be adapted to meet the changing needs of service users • The value of critical reflection, research and evidence-based practice and the need to undertake further study to continuously improve the service user experience
Leadership, management and team working	<ul style="list-style-type: none"> • Human factors, patient safety and team working as applied to health and social care generally and paramedic practice specifically • Clinical leadership theories and strategies • Coaching and mentoring theories and strategies • Clinical governance and maintaining/monitoring standards • Your leadership role in disaster management, major incidents and public health emergencies according to your level of competence

Appendix 2 - Simulated Observation Assessment Matrix

Through the simulated observation the apprentice must provide evidence of meeting all the requirements in **bold**. The End Point Assessment Organisation is responsible for designing a structured observation process that will allow the independent assessor to record that the apprentice has showcased these knowledge, skills and behaviour outcomes in the simulated observation. (see section 8 for further details).

Knowledge	The paramedic will know and understand:
Professional values and behaviours	<ul style="list-style-type: none"> • The HCPC Standards of Proficiency-Paramedics, and the Standards of Conduct, performance and ethics • The QAA Subject Benchmark Statement-Paramedics • The statutory regulation, legislation that inform paramedic practice, including data protection, Duty of Candour and Safeguarding • The importance of maintaining currency of knowledge and skills through continuing professional development • Your role and responsibilities and that of other health and social care professionals; how practice should be adapted to meet the changing needs of service users • The value of critical reflection, research and evidence-based practice and the need to undertake further study to continuously improve the service user experience
Communication and interpersonal skills	<ul style="list-style-type: none"> • How to use communication and interpersonal skills to assess, and engage with, service users, carers and other appropriate people, and how to modify practice • The range, scope and limitations of operational relationships between paramedics and other health and social care professionals, and work effectively as part of a multi-professional/disciplinary team
Leadership, management and team working	<ul style="list-style-type: none"> • Human factors, patient safety and team working as applied to health and social care generally and paramedic practice specifically • Clinical leadership theories and strategies • Coaching and mentoring theories and strategies • Clinical governance and maintaining/monitoring standards • Your leadership role in disaster management, major incidents and public health emergencies according to your level of competence
Paramedic practice and Critical Clinical Decision Making	<ul style="list-style-type: none"> • The structure and function of the human body relevant to paramedic practice • Human psychology and sociology, relevant to the acquisition and maintenance of health, sufficient to provide a context for critical clinical decision making and patient management • Relevant pharmacology and the administration of therapeutic medications, including pharmacodynamics and pharmacokinetics • How paramedic principles are expressed and translated into action through several different assessment and management approaches • The clinical leadership problem-solving and decision-making processes associated with paramedic practice as a registered healthcare professional • The relevant course of action, based on a rational decision-making process which includes a critical consideration of personal scope of practice and service user choice • Decision making skills to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice • The conditions and emergencies encountered in paramedic practice, including assessment, treatment and management.

Skills and behaviours	The paramedic will be able to:
Professional values and behaviours	<ul style="list-style-type: none"> • Promote and protect the interests of service users, carers and others through safe, compassionate, person-centred practice • Practice autonomously within your scope of practice, recognising when to delegate or refer to others • Be responsible and accountable for maintaining confidentiality • Work in partnership with other health and social care professionals, agencies, service users, carers and families in all settings • Practise safely, competently and effectively in accordance with the law
Communication and Interpersonal Skills	<ul style="list-style-type: none"> • Communicate appropriately and effectively with all service users, carers and others across the lifespan in a professional, caring and compassionate manner using a wide range of strategies and interventions • Work with other health and social care professionals as part of a multi-professional/disciplinary team
Leadership, management and team working	<ul style="list-style-type: none"> • Provide leadership in paramedic care, coordinate inter-professional/disciplinary care when needed, and liaise with specialist teams to meet the needs of service users and carers. • Implement strategies to promote, exchange and evaluate collaborative working within a multi-professional/disciplinary team.
Paramedic practice and Critical Clinical Decision Making	<ul style="list-style-type: none"> • Assess, evaluate and manage a service user's condition, based on their criticality, and apply evidence-informed treatment to currently accepted best practice • Supply and administer medicines in accordance with current legislative requirements • Assess and meet the full range of essential physical and mental health needs of service users, and maintain dignity and well-being • Make shared decisions with service users, carers and others • Utilise critical problem-solving skills to make clinical decisions as part of the wider healthcare team • Manage complex and unexpected urgent and emergency situations, while having a critical understanding of principles and concepts of paramedic practice and how these inform and guide rational clinical decision-making activities.

Appendix 3 - Professional Discussion Matrix

Professional discussion is not simply a question and answer session but a two- way conversation between the apprentice and assessor. During the professional discussion the apprentice must be assessed against all the elements listed as core. Core requirements are **in bold**.

A structured template, designed by the end point assessment organisation, will be used for the professional discussion to ensure consistency (see section 8 for further details).

Knowledge	The paramedic will know and understand:
Communication and interpersonal skills	<ul style="list-style-type: none"> How to use communication and interpersonal skills to assess, and engage with, service users, carers and other appropriate people, and how to modify practice The range, scope and limitations of operational relationships between paramedics and other health and social care professionals, and work effectively as part of a multi-professional/disciplinary team
Paramedic practice and Critical Clinical Decision Making	<ul style="list-style-type: none"> The structure and function of the human body relevant to paramedic practice Human psychology and sociology, relevant to the acquisition and maintenance of health, sufficient to provide a context for critical clinical decision making and patient management Relevant pharmacology and the administration of therapeutic medications, including pharmacodynamics and pharmacokinetics How paramedic principles are expressed and translated into action through several different assessment and management approaches The clinical leadership problem-solving and decision-making processes associated with paramedic practice as a registered healthcare professional The relevant course of action, based on a rational decision-making process which includes a critical consideration of personal scope of practice and service user choice Decision making skills to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice The conditions and emergencies encountered in paramedic practice, including assessment, treatment and management.

Skills and behaviours	The paramedic will be able to:
Communication and Interpersonal Skills	<ul style="list-style-type: none"> Communicate appropriately and effectively with all service users, carers and others across the lifespan in a professional, caring and compassionate manner using a wide range of strategies and interventions Work with other health and social care professionals as part of a multi-professional/disciplinary team
Paramedic practice and Critical Clinical Decision Making	<ul style="list-style-type: none"> Assess, evaluate and manage a service user's condition, based on their criticality, and apply evidence-informed treatment to currently accepted best practice Supply and administer medicines in accordance with current legislative requirements Assess and meet the full range of essential physical and mental health needs of service users, and maintain dignity and well-being Make shared decisions with service users, carers and others Utilise critical problem-solving skills to make clinical decisions as part of the wider healthcare team Manage complex and unexpected urgent and emergency situations, while having a critical understanding of principles and concepts of paramedic practice and how these inform and guide rational clinical decision-making activities.