



HEALTHCARE SUPPORT WORKER

Key information

Reference: ST0216

Version: 1.1

Level: 2

Minimum duration to gateway: 12 months

Typical EPA period: 3 months

Maximum funding: £3000

Route: Health and science

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Lars code: 103

EQA provider: Ofqual

Example progression routes:

Senior healthcare support worker

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End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the healthcare support worker apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Healthcare support worker apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 12 months on-programme (this means in training before the gateway) working towards competence as a healthcare support worker. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has 2 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - observation of practice with questions:

- fail
- pass

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

<p>On-programme (typically 12 months)</p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must compile a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a healthcare support worker • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment (typically 3 months)</p>	<p>Grades available for each method:</p> <p>Observation of Practice with questions</p> <ul style="list-style-type: none"> • fail • pass <p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: 3 months • Re-take timeframe: 6 months

Duration of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA is begun as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules
- for the professional discussion underpinned by a portfolio of evidence the apprentice must submit a Portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 8 discrete pieces of evidence (2 per grading theme). Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- witness testimonials
- written report of a case-based discussion
- written report of supporting an intervention
- clinical supervision reflection (relating to K25 and S25)
- work-based observation
- Evidence of ongoing professional development
- Mapping document showing how the evidence provided meets the KSBs

This is not a definitive list; other evidence sources can be included. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the KSBs mapped to this method.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment except where evidencing K25 or S25. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

The apprentice must submit any policies and procedures as requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Observation of Practice with questions

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not permitted. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This EPA method is being used because:

- this is a practical role, best demonstrated through completing activities in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method.

Delivery

The observation of practice with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation of practice with questions.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks notice of the observation with questions.

The observation must take 2 hours.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations during the working day.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- working as part of the healthcare team
- providing care and support to individuals
- communicating in a way that facilitates understanding
- maintaining the health and safety of the workplace, individuals, colleagues and themselves through safe work practices
- adhering to protocols relevant to their role, the service or intervention they are providing and the organisation they are working in.

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The purpose of the questions is to allow the apprentice the opportunity to cover any KSBs not demonstrated during the observation.

The independent assessor must ask questions. Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 90 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 4 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence.

The independent assessor must make the grading decision. The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The observation of practice with questions must take place in the apprentice's normal place of work (for example their employer's premises or a customer's premises). Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation of practice with questions:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank

- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the discussion, an independent assessor and apprentice have a formal two-way conversation.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence. It gives the apprentice the opportunity to demonstrate their competency across the KSBs mapped to this EPA method.

Rationale

This EPA method is being used because:

- it allows for assessment of knowledge, skills and behaviours that do not occur on a predictable or regular basis
- it allows assessment of responses where there are a range of potential answers that cannot be tested through the observation
- it can be conducted remotely, potentially reducing cost
- a professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector.

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the depth of the apprentice's understanding of the KSBs.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

The EPAO must give an apprentice 2 weeks notice of the professional discussion.

The independent assessor must have at least 2 week(s) to review the supporting documentation. The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 8 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from their EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must make the grading decision. The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Grading

Observation of Practice with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
Working to protocol K1 K2 K3 K4 S1 S2 S3 S4	<p>Works within the limits of the role of a healthcare support worker and adheres to legislation, policies, standards codes of conduct and local ways of working (K1, S1)</p> <p>Recognises when something is outside of their scope of practice or their own competence and uses the escalation and reporting mechanisms relevant to their role (K2, S2)</p> <p>Establishes consent, or checks that consent has been established, from the individual and works with others from the multi-disciplinary team to provides safe, person-centred and non-discriminatory care (K3, S3)</p> <p>Comment #1</p> <p>Applies the principles of duty of care, recognising and responding to safeguarding and/or protection concerns to ensure individuals do not come to harm (K4, S4)</p>
Provision of Care K5 K6 K8 K10 K11 S5 S6 S8 S10 S11 B1	<p>Checks and responds to signs and symptoms that an individual's health is changing or if they are in pain, distress or discomfort acting to maximise their dignity, comfort and wellbeing and following the correct procedure for reporting the changes or situation (K5, K6, S5, S6, B1)</p> <p>Undertakes physiological measurements on an individual, selecting and using the correct tools or equipment (K8, S8)</p> <p>Checks the care plan and provides the correct, safe access to fluids and nutrition (K10, S10)</p> <p>Works according to the care plan and the individual's desired outcomes to support them with the activities of daily living in a way that supports and maximises independence (K11, S11)</p>
Communication K15 K18 K19 S15 S18 S19 B2	<p>Selects and applies communication techniques to promote understanding appropriate to the needs of the individual(s), showing respect and empathy in line with organisational policies and procedures (K15, S15, B2)</p> <p>Records, stores, reports, shares or discloses information correctly and in line with national and local policy and legislation, using technology safely and securely and maintaining confidentiality at all times (K18, K19, S18, S19)</p>
Health, safety, stock and equipment management K12 K13 K20 K21 S12 S13 S20 S21	<p>Uses and stores equipment and supplies correctly in line with organisational policy and procedures for the safe supply and management of stock (K12, S12)</p> <p>Cleans, disinfects or disposes of materials or equipment in line with organisational policy and procedures for handling hazardous materials and substances safely (K13, S13)</p> <p>Applies the correct infection prevention and control measures to the tasks they are carrying out, including hand hygiene and use of Personal Protective Equipment (PPE) (K20, S20)</p> <p>Moves and handles equipment or other items and assists individuals safely and in line with health and safety legislation (K21, S21)</p>

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
CPD and reflection K23 K24 K25 S23 S24 S25 B3	<p>Explains how they take part in appraisal and supervision, summarising the impact on their ongoing personal development. Discusses how they have been adaptable, reliable and consistent in their approach to work tasks. (K23, S23, B3)</p> <p>Outlines the principles of the Care Certificate and describes how it has contributed to their training and development (K24, S24)</p> <p>Identifies times when they reflect on their own practice, explaining their choices and describing the impact it has on their daily work (K25, S25)</p>	Evaluates the impact of reflective practice on their way of working (K25, S25)
Provision of care K7 K9 K14 K16 K17 S7 S9 S14 S16 S17	<p>Describes the techniques and principles for providing basic life support and how they apply them in their own practice (K7, S7)</p> <p>Describes how they assist registered practitioners in encouraging individuals to take or use prescribed medicines within the limitations of their own role and organisational policy (K9, S9)</p> <p>Explains how they have supported others with appointments, enquiries and/or referrals using relevant IT and telephone systems (K14, S14)</p> <p>Defines mental capacity and describes the difference between mental illness, dementia and learning disability, giving an example of when they recognised and responded to an individual's mental capacity (K16, S16)</p> <p>Explains the principles of health promotion, outlining the services available and how referrals are made, acting on opportunities to support others in maximising their health, well-being and positive lifestyle choices (K17, S17)</p>	Reviews the extent to which their support has maximised the health, wellbeing and positive lifestyle choices of individuals (K17, S17)
Quality K26 K27 S26 S27	Identifies how they contribute to quality improvement activities in the workplace, by giving examples of how they have helped to collect data or used evidence to make improvements to practice (K26, K27, S26, S27)	Evaluates how far the evidence they have collected has contributed to improvement activities in the workplace (K26, K27, S26, S27)
Risk, health and safety K22 S22	Defines risk in relation to their place of work and describes their actions when raising concerns and reporting incidents, errors or near misses in line with organisational policies and procedures (K22, S22)	Evaluates the impact on the organisation of their response to identified risks, incidents or errors and/or near misses in their place of work (K22, S22)

Overall EPA grading

The EPA methods contribute equally to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade the: observation of practice with questions and professional discussion underpinned by a portfolio of evidence according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. To gain an overall distinction the apprentice must get a distinction in the Professional Discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

OBSERVATION OF PRACTICE WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace

	<ul style="list-style-type: none"> • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan • make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
 - meet the following minimum requirements:
 - the assessor must be occupationally competent against the standard and keep up to date with continuing professional development (cpd).
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.	Observation of Practice with questions
K2 The scope of practice, limitations of own competence and who to ask for support	Observation of Practice with questions
K3 The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice	Observation of Practice with questions
K4 The principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse	Observation of Practice with questions
K5 The signs and symptoms that an individual is in pain, distress or discomfort	Observation of Practice with questions
K6 The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes	Observation of Practice with questions
K7 Techniques and principles to perform basic life support	Professional discussion underpinned by a portfolio of evidence
K8 The physiological states, their normal ranges and the correct tools or equipment used to measure them	Observation of Practice with questions
K9 The importance of prescribed medication and the limitations of own role in relation to medication	Professional discussion underpinned by a portfolio of evidence
K10 The principles of hydration, nutrition and food safety	Observation of Practice with questions
K11 The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities	Observation of Practice with questions
K12 Local systems to order and manage supplies and stocks	Observation of Practice with questions
K13 Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances	Observation of Practice with questions
K14 Local systems to manage appointments, including IT and telephone systems, how and where to sign-post individuals	Professional discussion underpinned by a portfolio of evidence
K15 Communication techniques to maximise understanding including for individuals with specific communication needs or wishes	Observation of Practice with questions
K16 The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs	Professional discussion underpinned by a portfolio of evidence
K17 The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required	Professional discussion underpinned by a portfolio of evidence

K18 Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology	Observation of Practice with questions
K19 The principles and organisational policies for confidentiality, duty of confidence and disclosure	Observation of Practice with questions
K20 The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of Personal Protective Equipment (PPE)	Observation of Practice with questions
K21 The health and safety legislation, the principles of safe moving and handling of equipment and other objects and assistance of individuals	Observation of Practice with questions
K22 The meaning of 'risk' in the workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses	Professional discussion underpinned by a portfolio of evidence
K23 The principles of continuing personal development and the local arrangements for appraisal and supervision	Professional discussion underpinned by a portfolio of evidence
K24 The principles of the 'Care Certificate'	Professional discussion underpinned by a portfolio of evidence
K25 The principles of reflective practice	Professional discussion underpinned by a portfolio of evidence
K26 The principles of 'quality improvement'	Professional discussion underpinned by a portfolio of evidence
K27 Ways to source evidence to support improvement in the workplace	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role	Observation of Practice with questions
S2 Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed	Observation of Practice with questions
S3 Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with individual's established consent	Observation of Practice with questions
S4 Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm	Observation of Practice with questions
S5 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing	Observation of Practice with questions
S6 Recognise and respond to changes in individuals' health and wellbeing	Observation of Practice with questions
S7 Perform basic life support	Professional discussion underpinned by a portfolio of evidence
S8 Undertake physiological measurements, selecting and using the correct tools or equipment	Observation of Practice with questions
S9 Assist the registered practitioner in encouraging individuals to take or use their prescribed medication	Professional discussion underpinned by a portfolio of evidence
S10 Promote access to fluids and nutrition in line with an individual's care plan	Observation of Practice with questions
S11 Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care	Observation of Practice with questions
S12 Contribute to the storage of supplies and equipment	Observation of Practice with questions
S13 Contribute to the cleaning, disinfecting and disposal of materials and equipment	Observation of Practice with questions
S14 Support others with appointments, enquiries and referrals	Professional discussion underpinned by a portfolio of evidence
S15 Communicate with individuals using techniques designed to facilitate understanding	Observation of Practice with questions
S16 Recognise and respond to limitations in an individual's mental capacity	Professional discussion underpinned by a portfolio of evidence
S17 Act on opportunities to support others to maximise their health, well-being and positive lifestyle choices	Professional discussion underpinned by a portfolio of evidence

S18 Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology	Observation of Practice with questions
S19 Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality	Observation of Practice with questions
S20 Maintain a safe and healthy working environment, using a range of techniques for infection prevention and control, including hand hygiene and the use of Personal Protective Equipment (PPE)	Observation of Practice with questions
S21 Move and handle equipment or other items safely and assist individuals	Observation of Practice with questions
S22 Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace	Professional discussion underpinned by a portfolio of evidence
S23 Participate in appraisal and supervision to support ongoing personal development	Professional discussion underpinned by a portfolio of evidence
S24 Participate in training and development activities including the Care Certificate Standards	Professional discussion underpinned by a portfolio of evidence
S25 Reflect on own practice	Professional discussion underpinned by a portfolio of evidence
S26 Contribute to improvement activities in the workplace, for example collecting and logging data for audit	Professional discussion underpinned by a portfolio of evidence
S27 Use evidence to make suggestions for improving practice	Professional discussion underpinned by a portfolio of evidence
BEHAVIOUR	ASSESSMENT METHODS
B1 Treat people with dignity	Observation of Practice with questions
B2 Show respect and empathy for those you work with	Observation of Practice with questions
B3 Be adaptable, reliable and consistent	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Observation of Practice with questions - Observation

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Working to protocol K1 K2 K3 K4 S1 S2 S3 S4	<p>The legislation, policies, standards, local ways of working and codes of conduct that apply to own role. (K1)</p> <p>The scope of practice, limitations of own competence and who to ask for support (K2)</p> <p>The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice (K3)</p> <p>The principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse (K4)</p>	<p>Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role (S1)</p> <p>Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed (S2)</p> <p>Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with individual's established consent (S3)</p> <p>Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm (S4)</p>	N/A
Provision of Care K5 K6 K8 K10 K11 S5 S6 S8 S10 S11 B1	<p>The signs and symptoms that an individual is in pain, distress or discomfort (K5)</p> <p>The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes (K6)</p> <p>The physiological states, their normal ranges and the correct tools or equipment used to measure them (K8)</p> <p>The principles of hydration, nutrition and food safety (K10)</p> <p>The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities (K11)</p>	<p>Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing (S5)</p> <p>Recognise and respond to changes in individuals' health and wellbeing (S6)</p> <p>Undertake physiological measurements, selecting and using the correct tools or equipment (S8)</p> <p>Promote access to fluids and nutrition in line with an individual's care plan (S10)</p> <p>Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care (S11)</p>	Treat people with dignity (B1)
Communication K15 K18 K19 S15 S18 S19 B2	<p>Communication techniques to maximise understanding including for individuals with specific communication needs or wishes (K15)</p> <p>Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology (K18)</p> <p>The principles and organisational policies for confidentiality, duty of confidence and disclosure (K19)</p>	<p>Communicate with individuals using techniques designed to facilitate understanding (S15)</p> <p>Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology (S18)</p> <p>Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality (S19)</p>	Show respect and empathy for those you work with (B2)
Health, safety, stock and equipment management	Local systems to order and manage supplies and stocks (K12)	Contribute to the storage of supplies and equipment (S12)	N/A

<p>K12 K13 K20 K21 S12 S13 S20 S21</p>	<p>Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances (K13)</p> <p>The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of Personal Protective Equipment (PPE) (K20)</p> <p>The health and safety legislation, the principles of safe moving and handling of equipment and other objects and assistance of individuals (K21)</p>	<p>Contribute to the cleaning, disinfecting and disposal of materials and equipment (S13)</p> <p>Maintain a safe and healthy working environment, using a range of techniques for infection prevention and control, including hand hygiene and the use of Personal Protective Equipment (PPE) (S20)</p> <p>Move and handle equipment or other items safely and assist individuals (S21)</p>	
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Professional discussion underpinned by a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
CPD and reflection K23 K24 K25 S23 S24 S25 B3	<p>The principles of continuing personal development and the local arrangements for appraisal and supervision (K23)</p> <p>The principles of the 'Care Certificate' (K24)</p> <p>The principles of reflective practice (K25)</p>	<p>Participate in appraisal and supervision to support ongoing personal development (S23)</p> <p>Participate in training and development activities including the Care Certificate Standards (S24)</p> <p>Reflect on own practice (S25)</p>	Be adaptable, reliable and consistent (B3)
Provision of care K7 K9 K14 K16 K17 S7 S9 S14 S16 S17	<p>Techniques and principles to perform basic life support (K7)</p> <p>The importance of prescribed medication and the limitations of own role in relation to medication (K9)</p> <p>Local systems to manage appointments, including IT and telephone systems, how and where to sign-post individuals (K14)</p> <p>The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs (K16)</p> <p>The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required (K17)</p>	<p>Perform basic life support (S7)</p> <p>Assist the registered practitioner in encouraging individuals to take or use their prescribed medication (S9)</p> <p>Support others with appointments, enquiries and referrals (S14)</p> <p>Recognise and respond to limitations in an individual's mental capacity (S16)</p> <p>Act on opportunities to support others to maximise their health, well-being and positive lifestyle choices (S17)</p>	N/A
Quality K26 K27 S26 S27	<p>The principles of 'quality improvement' (K26)</p> <p>Ways to source evidence to support improvement in the workplace (K27)</p>	<p>Contribute to improvement activities in the workplace, for example collecting and logging data for audit (S26)</p> <p>Use evidence to make suggestions for improving practice (S27)</p>	N/A
Risk, health and safety K22 S22	<p>The meaning of 'risk' in the workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses (K22)</p>	<p>Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace (S22)</p>	N/A

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	End-point assessment, standard and funding revised but remained.	01/11/2022	Not set	Not set
1.0	Approved for delivery. The funding band for this standard has been reviewed and remains at £3000 (Dec-2018).	19/05/2016	31/10/2022	Not set

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