



HEALTHCARE SCIENCE ASSISTANT

Key information

Reference: ST0218

Version: 1.1

Level: 2

Typical duration to gateway: 14 months

Typical EPA period: 2 months

Maximum funding: £8000

Route: Health and science

Date updated: 14/02/2024

Approved for delivery: 10 May 2016

Lars code: 99

EQFA provider: Ofqual

Example progression routes:

Healthcare science associate

Review: This apprenticeship standard will be reviewed in three years.

End-point assessment plan

V1.1

Introduction and overview

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

Healthcare science assistant apprentices, their employers and training providers should read this document.

A full-time healthcare science assistant apprentice typically spends 14 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 2 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

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 14 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBS) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence • complete training towards the qualification listed in the healthcare science assistant apprenticeship standard <p>The qualification required is:</p> <p>Level 2 Diploma in Healthcare Science (603/0626/9)</p>
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice has attained sufficient KSBS to complete the apprenticeship.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • have passed Level 2 Diploma in Healthcare Science (603/0626/9) <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 the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 2 months</p>	<p>The grades available for each assessment method are below</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>Professional recognition</p>	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Academy for Healthcare Science for Healthcare Science Assistant Register (non-accredited)
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 3 months

- Re-take timeframe: typically 6 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 2 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed Level 2 Diploma in Healthcare Science (603/0626/9)
- submit a portfolio of evidence for the professional discussion underpinned by 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 14 discrete pieces of evidence. 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:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not rely on reflective accounts or any methods of self-assessment. Reflective accounts should only be used where appropriate to the KSBs. 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 professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

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 allowed. 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 the apprentice 2 weeks' notice of the observation with questions.

The observation must take 1.5 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 with questions cannot be split, except for comfort breaks or to allow the apprentice to move from one location to another. Such breaks will not count towards the total observed time.

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.

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 to protocol
- Providing services
- Communication and information governance
- Teamwork
- Health, safety and security

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

The independent assessor must ask questions. Questioning can occur both during and after the observation.

The purpose of the independent assessor's questions will be to explore the apprentice's knowledge and understanding. The independent assessor will ask at least one question against each grading theme.

The time for questioning is included in the overall assessment time. The independent assessor must ask at least 4 questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. 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. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the above set number of questions for the observation with questions and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when 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 suitable environment, for example 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 must maintain the security and confidentiality of EPA materials when consulting with 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 and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

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 is to assess the apprentice's competence against the following themes:

- Working to protocol
- Provision of clinical care
- Communication and information governance
- Health, safety and security
- Quality and improvement
- Innovation and research
- Reflection and CPD

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

The independent assessor must have at least 2 weeks 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 7 questions. 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. Follow-up questions are allowed where clarification is required.

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 must maintain the security and confidentiality of EPA materials when consulting with 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 the 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 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 S1 S2 S3 B1 B3 B6	Works within the limits of the role of a healthcare science assistant and adheres to legislation. Follows standard operating procedures, codes of conduct and ways of working (K1, K2, S1, S2, B6) Practices with probity, treating people with dignity, showing compassion, respect and empathy (K3, S3, B1, B3)
Providing services K5 K6 S5 S6	Provides technical and general information, advice and guidance that is accurate, and evidence based and appropriate to the scope and range of healthcare science services used to investigate, diagnose and treat disease within their work area and role (K5, K6, S5, S6)
Communication and information governance K13 K14 K15 K16 S13 S14 S15 S16	Selects written or verbal communication techniques appropriate to the needs of the individual and communicates basic information effectively (K13, K14, S13, S14) Records information accurately, logging, inputting, retrieving and storing information in line with protocols and explaining the importance of accuracy, information governance and confidentiality (K15, S15, K16, S16)
Team work K18 K20 K21 S18 S20 S21 B4	Works in partnership with others, showing leadership skills within the scope of the role and behaviours that are honest, conscientious and committed (K18, S18, B4) Works in a supportive way with colleagues, acting as a role model and showing leadership skills that are relevant to their own role in the team, showing an awareness of their own strengths, limitations and behaviours and the effect they may have on others (K20, K21, S20, S21)
Health, safety and security K22 K25 K26 S22 S25 S26	Follows the correct protocols and standing operating procedures to establish and maintain a safe and effective practice environment, applying the correct techniques for infection prevention and control (K26, S26) Follows safety guidelines to work safely including moving and transporting items such as individuals or equipment using the correct techniques (K22, K25, S22, S25)

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
Working to protocol K4 K19 S4 S19	<p>Describes the importance of mental health, wellbeing and resilience and outlines approach to promotion of own mental health, wellbeing and resilience (K4, S4)</p> <p>Describes where to go for help and support about own work-related issues and how to follow delegation, reporting and escalation protocols appropriate to own role (K19, S19)</p>	N/A
Provision of clinical care K7 K8 K9 K10 K11 K12 S7 S8 S9 S10 S11 S12 B2	<p>Describes own role in stock and equipment management and how they adhere to stock and equipment control policies (K7, S7)</p> <p>Describes the principles of person-centred care and how they uphold duty of care and safeguarding regulations. Describes how they support the provision of person centred care delivered by the wider healthcare team (K8, K9, S8, S9,)</p> <p>Describes how they follow policies and protocols that relate to informed consent and how they assist the wider healthcare team to enable individuals to make informed choices about their care. Describes the actions they take to protect the dignity, rights, and privacy of individuals (K10, K11, K12, S10, S11, S12)</p> <p>Describes how they champion equality and diversity in the workplace (B2)</p>	Explains how the provision of person-centred care may be different depending on the role they are undertaking or the task they are carrying out (K9, K10, S9, S10)
Communication and information governance K17 S17	Describes the policy or procedure for dealing with complaints and difficult situations and the protocols they follow for handling, escalating or reporting difficult situations and complaints (K17, S17)	N/A
Health, safety and security K23 K24 K27 S23 S24 S27	<p>Outlines the meaning and implications of 'risk' and 'risk assessment' and how they contribute to the risk management process in own workplace adhering to risk management guidelines (K23, S23)</p> <p>Describes how to respond to situations that could cause harm to self or others such as critical incidents or emergencies (K24, S24)</p> <p>Describes how to handle hazardous materials and substances in accordance with relevant guidelines and procedures (K27, S27)</p>	N/A
Quality and improvement K28 K29 K30 S28 S29 S30	<p>Describes the reasons why they need to follow the quality procedures and improvement protocols that relate to their role and how they impact on their own work (K28, S28)</p> <p>Explains how they contribute to the audit processes in their organisation, describing how it contributes to the maintenance and improvement of services. (K29, S29)</p> <p>Outlines how they contribute to the overall improvement of services, emerging practices and sustainability and how that impacts on the outcomes for individuals. (K30, S30)</p>	Explains ways in which quality procedures and improvement protocols can impact on the service they provide (K28, S29)
Innovation and research K31 K32 S31 S32	Outlines how they work in accordance with the regulatory frameworks for ethics, innovation or research and how they contribute to service improvement, innovation or research within the boundaries of own clinical and scientific practice (K31, K32, S31, S32)	Explains how service improvement, innovation and research, impact on their own work and that of their team (K31, S31)

<p>Reflection and CPD K33 K34 K35 S33 S34 S35 B5</p> <p>Describes how they keep own knowledge up to date and take part in a performance review or appraisal, including the development of an action plan. Describes how they respond to the outcome of the performance review and its impact on their practice (K34, K35, S34, S35, B5)</p> <p>Outlines the benefits of self-reflection and how it impacts on the quality of patient care they provide (K33, S33)</p>	<p>Explains the impact of reflective practice on their way of working and how they use reflection to improve their own performance. (K33, S33)</p>
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Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the observation of practice with questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA 'distinction', apprentices must achieve a pass in the observation of practice and a distinction in the professional discussion.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

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

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their 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. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should 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.

Failed assessment 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 an apprentice wishing to move from pass to a higher grade.

The 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"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship 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 • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • 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 apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with 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 appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
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 apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required

	<ul style="list-style-type: none"> • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • 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 the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 5 years or significant experience of the occupation or sector
- meet the following minimum requirements:
 - be occupationally competent against the standard
 - keep up to date with continuing professional development (cpd)

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
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- Academy for Healthcare Science for Healthcare Science Assistant Register (non-accredited)

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 The legislation, standard operating procedures, codes of conduct and ways of working that apply to own role.	Observation of practice with questions
K2 The scope of own role, including the limitations of own competence.	Observation of practice with questions
K3 The importance of probity, honesty and integrity in professional practice.	Observation of practice with questions
K4 The importance of mental health, wellbeing and resilience.	Professional discussion underpinned by a portfolio of evidence
K5 The scope and range of services within healthcare science used to investigate, diagnose and treat disease.	Observation of practice with questions
K6 The evidence base that underpins technical practice relevant to own role.	Observation of practice with questions
K7 Stock and equipment management relevant to own role.	Professional discussion underpinned by a portfolio of evidence
K8 The principles of person-centred care.	Professional discussion underpinned by a portfolio of evidence
K9 The meaning and importance of 'duty of care' and safeguarding.	Professional discussion underpinned by a portfolio of evidence
K10 The rights of individuals and own role with regard to giving informed consent.	Professional discussion underpinned by a portfolio of evidence
K11 The principles that underpin dignity, rights and privacy.	Professional discussion underpinned by a portfolio of evidence
K12 The importance of individuals being actively involved in making informed choices about their care.	Professional discussion underpinned by a portfolio of evidence
K13 How to explain technical terms in language others can understand.	Observation of practice with questions
K14 Barriers to communication and techniques for addressing them.	Observation of practice with questions
K15 The importance of information governance and confidentiality.	Observation of practice with questions
K16 The importance of accurate data and processes including digital considerations.	Observation of practice with questions
K17 The policy or procedure for complaints and difficult situations.	Professional discussion underpinned by a portfolio of evidence
K18 The importance of working within the multi-professional team and how healthcare science impacts on the wider delivery of services.	Observation of practice with questions

K19 Where to go for help and support.	Professional discussion underpinned by a portfolio of evidence
K20 The principles of leadership, role modelling and how it applies to own role and that of others in the team.	Observation of practice with questions
K21 The importance of being aware of own strengths, limitations and behaviours and how these affect colleagues and the wider team.	Observation of practice with questions
K22 Legislation and policies relating to health and safety at work and own responsibilities.	Observation of practice with questions
K23 The meaning and implications of 'risk' and 'risk assessment'.	Professional discussion underpinned by a portfolio of evidence
K24 What to do in situations that could cause harm to self or others such as critical incidents.	Professional discussion underpinned by a portfolio of evidence
K25 The principles of safe lifting and handling of individuals, equipment or other items.	Observation of practice with questions
K26 Infection prevention and control requirements relevant to own role.	Observation of practice with questions
K27 How to handle hazardous materials and substances.	Professional discussion underpinned by a portfolio of evidence
K28 The quality procedures and improvement protocols and regulations relevant to own role.	Professional discussion underpinned by a portfolio of evidence
K29 The audit cycle relevant to own role and how audit contributes to the maintenance and improvement of services.	Professional discussion underpinned by a portfolio of evidence
K30 The importance of delivering high quality service outcomes and continuous improvements (including sustainability) to benefit individuals and health services.	Professional discussion underpinned by a portfolio of evidence
K31 The regulatory framework that innovation or research is conducted, including research ethics and the implications for own role.	Professional discussion underpinned by a portfolio of evidence
K32 The importance of service improvement, innovation or research.	Professional discussion underpinned by a portfolio of evidence
K33 Reflective behaviours and the benefits of self-reflection in helping maintain and support the quality of patient care.	Professional discussion underpinned by a portfolio of evidence
K34 The role of appraisal and performance review.	Professional discussion underpinned by a portfolio of evidence
K35 How to prepare for and develop an action plan as part of performance review.	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Act in line with legislation, standard operating procedures, codes of conduct and ways of working that apply to own role.	Observation of practice with questions
S2 Work within the scope of the role, the limits of own knowledge and skills.	Observation of practice with questions
S3 Act in line with probity requirements.	Observation of practice with questions
S4 Promote own mental health, wellbeing and resilience.	Professional discussion underpinned by a portfolio of evidence
S5 Provide general information, advice and guidance about the scope and range of services relevant to role.	Observation of practice with questions
S6 Provide technical evidence-based advice, information and guidance relevant to role.	Observation of practice with questions
S7 Adhere to stock and equipment control policies.	Professional discussion underpinned by a portfolio of evidence
S8 Support the provision of person-centred care that is delivered by the wider healthcare team.	Professional discussion underpinned by a portfolio of evidence
S9 Support any care provided including adhering to the relevant requirements.	Professional discussion underpinned by a portfolio of evidence
S10 Follow policy and protocols that relate to informed consent.	Professional discussion underpinned by a portfolio of evidence
S11 Protect the dignity, rights and privacy of individuals.	Professional discussion underpinned by a portfolio of evidence
S12 Assist the wider healthcare team to enable individuals to make choices about their care.	Professional discussion underpinned by a portfolio of evidence
S13 Communicate basic information effectively verbally and in writing.	Observation of practice with questions
S14 Use techniques to facilitate understanding and reduce communication barriers.	Observation of practice with questions
S15 Keep accurate, confidential records including in a digital format.	Observation of practice with questions
S16 Produce reliable data by logging, inputting, retrieving and storing information within required governance processes.	Observation of practice with questions
S17 Follow protocols for handling, escalating or reporting difficult situations and complaints.	Professional discussion underpinned by a portfolio of evidence
S18 Work as part of the healthcare science team and the multi-professional team to provide healthcare science services.	Observation of practice with questions

S19 Follow delegation, reporting and escalation protocols appropriate to own role.	Professional discussion underpinned by a portfolio of evidence
S20 Act as a role model to others and show leadership skills relevant to own role.	Observation of practice with questions
S21 Contribute towards creating the conditions that assist the team in providing a supportive environment for colleagues.	Observation of practice with questions
S22 Work safely in the workplace following safety guidelines.	Observation of practice with questions
S23 Contribute to the risk management process in own workplace adhering to risk management guidelines.	Professional discussion underpinned by a portfolio of evidence
S24 Take appropriate action in response to incidents or emergencies.	Professional discussion underpinned by a portfolio of evidence
S25 Move and transport items safely for example individuals or equipment and items.	Observation of practice with questions
S26 Apply a range of techniques for infection prevention and control.	Observation of practice with questions
S27 Follow guidelines and procedures for handling hazardous materials and substances.	Professional discussion underpinned by a portfolio of evidence
S28 Follow procedures and improvement protocols to meet the requirements of quality standards relevant to own healthcare science practice.	Professional discussion underpinned by a portfolio of evidence
S29 Contribute to the audit process relevant to own role.	Professional discussion underpinned by a portfolio of evidence
S30 Offer suggestions for improving services, emerging practices and sustainability.	Professional discussion underpinned by a portfolio of evidence
S31 Work in accordance with the regulatory frameworks for ethics, innovation or research relevant to own role.	Professional discussion underpinned by a portfolio of evidence
S32 Assist service improvement, innovation or research within the boundaries of own clinical and scientific practice.	Professional discussion underpinned by a portfolio of evidence
S33 Reflect on own practice and keep own knowledge and skills up-to-date.	Professional discussion underpinned by a portfolio of evidence
S34 Take part in appraisal or performance review and ongoing continuing professional development.	Professional discussion underpinned by a portfolio of evidence
S35 Reply constructively to the outcome of feedback, performance review or appraisal.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1 Treat people with dignity.	Observation of practice with questions
B2 Champion equality and diversity.	Professional discussion underpinned by a portfolio of evidence
B3 Show compassion, respect and empathy.	Observation of practice with questions
B4 Be honest, conscientious and committed.	Observation of practice with questions
B5 Committed to continuously developing their own professional practice.	Professional discussion underpinned by a portfolio of evidence
B6 Committed to working to the standards of good practice for the Healthcare science professions.	Observation of practice with questions

Mapping of KSBs to grade themes

Observation of practice with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Working to protocol K1 K2 K3 S1 S2 S3 B1 B3 B6	The legislation, standard operating procedures, codes of conduct and ways of working that apply to own role. (K1) The scope of own role, including the limitations of own competence. (K2) The importance of probity, honesty and integrity in professional practice. (K3)	Act in line with legislation, standard operating procedures, codes of conduct and ways of working that apply to own role. (S1) Work within the scope of the role, the limits of own knowledge and skills. (S2) Act in line with probity requirements. (S3)	Treat people with dignity. (B1) Show compassion, respect and empathy. (B3) Committed to working to the standards of good practice for the Healthcare science professions. (B6)
Providing services K5 K6 S5 S6	The scope and range of services within healthcare science used to investigate, diagnose and treat disease. (K5) The evidence base that underpins technical practice relevant to own role. (K6)	Provide general information, advice and guidance about the scope and range of services relevant to role. (S5) Provide technical evidence-based advice, information and guidance relevant to role. (S6)	None
Communication and information governance K13 K14 K15 K16 S13 S14 S15 S16	How to explain technical terms in language others can understand. (K13) Barriers to communication and techniques for addressing them. (K14) The importance of information governance and confidentiality. (K15) The importance of accurate data and processes including digital considerations. (K16)	Communicate basic information effectively verbally and in writing. (S13) Use techniques to facilitate understanding and reduce communication barriers. (S14) Keep accurate, confidential records including in a digital format. (S15) Produce reliable data by logging, inputting, retrieving and storing information within required governance processes. (S16)	None
Team work K18 K20 K21 S18 S20 S21 B4	The importance of working within the multi-professional team and how healthcare science impacts on the wider delivery of services. (K18) The principles of leadership, role modelling and how it applies to own role and that of others in the team. (K20) The importance of being aware of own strengths, limitations and behaviours and how these affect colleagues and the wider team. (K21)	Work as part of the healthcare science team and the multi-professional team to provide healthcare science services. (S18) Act as a role model to others and show leadership skills relevant to own role. (S20) Contribute towards creating the conditions that assist the team in providing a supportive environment for colleagues. (S21)	Be honest, conscientious and committed. (B4)
Health, safety and security K22 K25 K26 S22 S25 S26	Legislation and policies relating to health and safety at work and own responsibilities. (K22) The principles of safe lifting and handling of individuals, equipment or other items. (K25) Infection prevention and control requirements relevant to own role. (K26)	Work safely in the workplace following safety guidelines. (S22) Move and transport items safely for example individuals or equipment and items. (S25) Apply a range of techniques for infection prevention and control. (S26)	None

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Working to protocol K4 K19 S4 S19	The importance of mental health, wellbeing and resilience. (K4) Where to go for help and support. (K19)	Promote own mental health, wellbeing and resilience. (S4) Follow delegation, reporting and escalation protocols appropriate to own role. (S19)	None
Provision of clinical care K7 K8 K9 K10 K11 K12 S7 S8 S9 S10 S11 S12 B2	Stock and equipment management relevant to own role. (K7) The principles of person-centred care. (K8) The meaning and importance of 'duty of care' and safeguarding. (K9) The rights of individuals and own role with regard to giving informed consent. (K10) The principles that underpin dignity, rights and privacy. (K11) The importance of individuals being actively involved in making informed choices about their care. (K12)	Adhere to stock and equipment control policies. (S7) Support the provision of person-centred care that is delivered by the wider healthcare team. (S8) Support any care provided including adhering to the relevant requirements. (S9) Follow policy and protocols that relate to informed consent. (S10) Protect the dignity, rights and privacy of individuals. (S11) Assist the wider healthcare team to enable individuals to make choices about their care. (S12)	Champion equality and diversity. (B2)
Communication and information governance K17 S17	The policy or procedure for complaints and difficult situations. (K17)	Follow protocols for handling, escalating or reporting difficult situations and complaints. (S17)	None
Health, safety and security K23 K24 K27 S23 S24 S27	The meaning and implications of 'risk' and 'risk assessment'. (K23) What to do in situations that could cause harm to self or others such as critical incidents. (K24) How to handle hazardous materials and substances. (K27)	Contribute to the risk management process in own workplace adhering to risk management guidelines. (S23) Take appropriate action in response to incidents or emergencies. (S24) Follow guidelines and procedures for handling hazardous materials and substances. (S27)	None
Quality and improvement K28 K29 K30 S28 S29 S30	The quality procedures and improvement protocols and regulations relevant to own role. (K28) The audit cycle relevant to own role and how audit contributes to the maintenance and improvement of services. (K29) The importance of delivering high quality service outcomes and continuous improvements (including sustainability) to benefit individuals and health services. (K30)	Follow procedures and improvement protocols to meet the requirements of quality standards relevant to own healthcare science practice. (S28) Contribute to the audit process relevant to own role. (S29) Offer suggestions for improving services, emerging practices and sustainability. (S30)	None
Innovation and research K31 K32 S31 S32	The regulatory framework that innovation or research is conducted, including research	Work in accordance with the regulatory frameworks for ethics, innovation or research relevant to own role. (S31)	None

	<p>ethics and the implications for own role. (K31)</p> <p>The importance of service improvement, innovation or research. (K32)</p>	<p>Assist service improvement, innovation or research within the boundaries of own clinical and scientific practice. (S32)</p>	
Reflection and CPD K33 K34 K35 S33 S34 S35 B5	<p>Reflective behaviours and the benefits of self-reflection in helping maintain and support the quality of patient care. (K33)</p> <p>The role of appraisal and performance review. (K34)</p> <p>How to prepare for and develop an action plan as part of performance review. (K35)</p>	<p>Reflect on own practice and keep own knowledge and skills up-to-date. (S33)</p> <p>Take part in appraisal or performance review and ongoing continuing professional development. (S34)</p> <p>Reply constructively to the outcome of feedback, performance review or appraisal. (S35)</p>	Committed to continuously developing their own professional practice. (B5)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	Occupational standard, endpoint assessment plan and funding band revised.	01/02/2024	Not set	Not set
1.0	Approved for delivery	10/05/2016	31/01/2024	Not set

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