

# END-POINT ASSESSMENT PLAN FOR THE HEALTHCARE SUPPORT WORKER APPRENTICESHIP STANDARD

APPRENTICESHIP STANDARD REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0216	2	No

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### Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the healthcare support worker apprentices. End-point assessment organisations (EPAOs) must follow this when designing and delivering their 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 spend at least 20% of their on-programme time completing off-the-job training.

This EPA has 2 EPA methods.

The grades available for each EPA method are:

EPA method 1 - observation of practice with questions:

- fail
- pass

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

- fail
- pass
- distinction

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

- fail
- pass
- distinction

## EPA summary table

<p><b>On-programme (typically 12 months)</b></p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics qualifications at Level 2<sup>1</sup>, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>• is working at or above the occupational standard as a healthcare support worker</li> <li>• has the evidence required to pass the gateway and is ready to take the EPA</li> </ul> <p>Apprentices must have passed English and mathematics qualifications at Level 1 and have taken the tests for Level 2<sup>1</sup>.</p> <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p>
<p><b>End-point assessment (typically 3 months)</b></p>	<p>Grades available for each method: Observation of Practice with questions</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA and apprenticeship can be graded: fail</p>

	<ul style="list-style-type: none"> <li>• pass</li> <li>• distinction</li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• Re-take and re-sit grade cap: pass</li> <li>• Re-sit timeframe: 3 months</li> <li>• Re-take timeframe: 6 months</li> </ul>

<sup>1</sup>For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

## Length 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 the apprentice is working at or above the occupational standard as a healthcare support worker. They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

Apprentices must meet the following gateway requirements before starting their EPA. These are:

- achieved English and mathematics Level 1 and taken the tests for Level 2 1.
- for the professional discussion underpinned by a portfolio of evidence apprentices must submit: a portfolio of evidence

The portfolio of evidence requirements are as follows:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the KSBs that will be assessed by the professional discussion

- The portfolio of evidence will typically contain 8 discrete pieces of evidence (2 per grading theme)
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:
  1. Witness testimonials
  2. Written report of a case-based discussion
  3. Written report of supporting an intervention
  4. Clinical supervision reflection (relating to K25 and S25)
  5. Work-based observation
  6. Evidence of ongoing professional development
  7. Mapping document showing how the evidence provided meets the KSBs
- This is not a definitive list; other evidence sources are possible. 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 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 must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- The portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion assessment method and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

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

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

## 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 an observation with questions, an independent assessor observes an apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation.

The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the observation of practice with questions.

## 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 EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks' notice of the observation. The observation must take 2 hours.

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

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

EPAOs must manage invigilation of apprentices at all times 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 before it begins. 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 as shown in the mapping.

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning included in the overall assessment time is 30 minutes. The total time for the observation element is 90 minutes. The time for questions asked during the observation is included in the overall assessment time.

The independent assessor must ask at least 4 questions during the observation. To remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks rather than disrupting the apprentice's flow.

Follow-up questions are allowed. 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. These questions are in addition to the set number of questions for the observation. The independent assessor can also ask questions to clarify answers given by the apprentice.

## **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 their competency across the KSBs as shown in the mapping.

### **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 EPA method to the highest available grade.

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 weeks to review the supporting documentation.

Apprentices must have access to their portfolio of evidence during the professional discussion.

Apprentices 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.

For the professional discussion, the independent assessor must ask at least 8 questions. Follow-up questions are allowed. 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 professional discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the professional discussion.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

## 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

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs 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 employer

## Mapping of KSBs to grade themes

### Observation of Practice with questions - Observation

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Working to protocol K1 K2 K3 K4 S1 S2 S3 S4</p>	<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>	<p>N/A</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
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)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Communication K15 K18 K19 S15 S18 S19 B2</p>	<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>	<p>Show respect and empathy for those you work with (B2)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Health, safety, stock and equipment management</p> <p>K12 K13 K20 K21 S12 S13 S20 S21</p>	<p>Local systems to order and manage supplies and stocks (K12)</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 storage of supplies and equipment (S12)</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>	<p>N/A</p>

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)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
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

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
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

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
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



# Grading

## Observation of Practice with questions

Fail - does not meet pass criteria

<b>THEME</b> <b>KSBs</b>	<b>PASS</b> <b>Apprentices must demonstrate all the pass descriptors</b>
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>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	Selects and applies communication techniques to promote understanding appropriate to the needs of the individual(s), showing

<p>S15 S18 S19 B2</p>	<p>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>
<p>Health, safety, stock and equipment management K12 K13 K20 K21 S12 S13 S20 S21</p>	<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 the pass descriptors	DISTINCTION Apprentices must demonstrate all 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>	<p>Evaluates the impact of reflective practice on their way of working (K25, S25)</p>
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</p>	<p>Reviews the extent to which their support has maximised the health, wellbeing and positive lifestyle choices of individuals (K17, S17)</p>

	<p>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>	
<p>Quality K26 K27 S26 S27</p>	<p>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)</p>	<p>Evaluates how far the evidence they have collected has contributed to improvement activities in the workplace</p> <p>(K26, K27, S26, S27)</p>
<p>Risk, health and safety K22 S22</p>	<p>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)</p>	<p>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)</p>

## 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	RESPONSIBILITY
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements.</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• 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</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• 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</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• 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</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily</li> </ul>

	<ul style="list-style-type: none"> <li>• pass the certificate to the apprentice upon receipt from the EPAO.</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> </ul>



	<ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have, and apply appropriately, an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA.</li> <li>• confirm the gateway requirements have been met and the EPA is begun as quickly as possible.</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level 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</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> </ul>

	<ul style="list-style-type: none"> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures.</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPAO. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest.</li> </ul>

## 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 (IQA)

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
<p>K1 The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.</p>	<p>Observation of Practice with questions</p>
<p>K2 The scope of practice, limitations of own competence and who to ask for support</p>	<p>Observation of Practice with questions</p>
<p>K3 The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice</p>	<p>Observation of Practice with questions</p>
<p>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</p>	<p>Observation of Practice with questions</p>
<p>K5 The signs and symptoms that an individual is in pain, distress or discomfort</p>	<p>Observation of Practice with questions</p>
<p>K6 The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes</p>	<p>Observation of Practice with questions</p>
<p>K7 Techniques and principles to perform basic life support</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K8 The physiological states, their normal ranges and the correct tools or equipment used to measure them</p>	<p>Observation of Practice with questions</p>
<p>K9 The importance of prescribed medication and the limitations of own role in relation to medication</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K10 The principles of hydration, nutrition and food safety</p>	<p>Observation of Practice with questions</p>
<p>K11</p>	<p>Observation of Practice with questions</p>

<p>The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities</p>	
<p>K12 Local systems to order and manage supplies and stocks</p>	<p>Observation of Practice with questions</p>
<p>K13 Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances</p>	<p>Observation of Practice with questions</p>
<p>K14 Local systems to manage appointments, including IT and telephone systems, how and where to sign-post individuals</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K15 Communication techniques to maximise understanding including for individuals with specific communication needs or wishes</p>	<p>Observation of Practice with questions</p>
<p>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</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K17 The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K18 Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology</p>	<p>Observation of Practice with questions</p>
<p>K19 The principles and organisational policies for confidentiality, duty of confidence and disclosure</p>	<p>Observation of Practice with questions</p>
<p>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)</p>	<p>Observation of Practice with questions</p>

<p>K21 The health and safety legislation, the principles of safe moving and handling of equipment and other objects and assistance of individuals</p>	<p>Observation of Practice with questions</p>
<p>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</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K23 The principles of continuing personal development and the local arrangements for appraisal and supervision</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K24 The principles of the 'Care Certificate'</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K25 The principles of reflective practice</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K26 The principles of 'quality improvement'</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K27 Ways to source evidence to support improvement in the workplace</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p>S1 Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role</p>	<p>Observation of Practice with questions</p>
<p>S2 Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed</p>	<p>Observation of Practice with questions</p>
<p>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</p>	<p>Observation of Practice with questions</p>
<p>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</p>	<p>Observation of Practice with questions</p>
<p>S5 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing</p>	<p>Observation of Practice with questions</p>
<p>S6 Recognise and respond to changes in individuals' health and wellbeing</p>	<p>Observation of Practice with questions</p>
<p>S7 Perform basic life support</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S8 Undertake physiological measurements, selecting and using the correct tools or equipment</p>	<p>Observation of Practice with questions</p>
<p>S9 Assist the registered practitioner in encouraging individuals to take or use their prescribed medication</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S10 Promote access to fluids and nutrition in line with an individual's care plan</p>	<p>Observation of Practice with questions</p>



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	Observation of Practice

Move and handle equipment or other items safely and assist individuals	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

<b>BEHAVIOUR</b>	<b>ASSESSMENT METHODS</b>
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

