



Pearson

**Pearson Level 3  
End-point Assessment for  
Senior Healthcare Support Worker –  
Children and Young People**

**Specification – March 2019**

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*All information in this specification is correct at time of publication.*

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# Collaborative development

Pearson has worked in close collaboration with sector experts in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

## Important information

This specification has been developed to meet the requirements of the Senior Healthcare Support Worker (SHCSW) apprenticeship Standard and assessment plan that was approved by the Institute for Apprenticeships (IfA) on 31st October 2016. A subsequent version of the Standard and assessment plan was released by the IfA on 5th September 2018.

This EPA should be used to assess apprentices that started their apprenticeship programme before 5th September 2018. Apprentices who start their apprenticeship programme after this date should be assessed via an EPA that is developed to the requirements of the revised Standard.



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# 1 Pearson End-point Assessments for Apprenticeship Standards

## Introduction

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One of the most significant changes of the apprenticeship reform in England is the introduction of an independent end-point assessment.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard that have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard set by employers and is fully competent in the occupation.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training, when their employer and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered by a registered assessment organisation that must be independent of the employer or any training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the end-point assessment must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, has been working closely with occupational experts, employers and training providers in the development of end-point assessment tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry, and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the Senior Healthcare Support Worker Apprenticeship end-point assessment. (QN 603/4209/2)

## 2 The Senior Healthcare Support Worker – Children and Young People Apprenticeship

### Overview

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The end-point assessment in this specification relates to the Senior Healthcare Support Worker Apprenticeship.

The apprenticeship is at Level 3 and is for apprentices working in the role of a Senior Healthcare Support Worker – Children and Young People.

Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people<sup>1</sup>. They carry out a range of clinical and non-clinical healthcare and therapeutic tasks under the direct or indirect supervision of the registered healthcare practitioner, providing high-quality, compassionate healthcare, following standards, policies or protocols and always acting within the limits of their competence. Senior Healthcare Support Workers work in a range of services, for example hospitals, the community, health- or day-case units, birth centres, midwifery-led units, someone's home, operating theatres, nursing and care homes, assessment centres, hospices, schools, prisons, GP surgeries, charities and voluntary organisations. They work in partnership with individuals, families, carers and other service providers.

Duties are delegated to Senior Healthcare Support Workers in line with care plans<sup>2</sup>. Not all duties are routine and support workers will need to use their knowledge, experience and understanding to take decisions within their area of responsibility. They are accountable for their work and for reviewing the effectiveness of their actions. They undertake the role following a period of experience in healthcare during which they demonstrate best practice and act as a role model. They may supervise or guide the less experienced staff in their team. They will follow the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers.

Children and young people (CYP) senior healthcare support workers look after neonates, babies, infants, children and young people in a range of settings; and their duties will vary accordingly. Their supervisor will be a registered healthcare practitioner, in most instances a registered nurse. They will work within guidelines and legislation designed to protect and support children and young people, recognising the different needs and rights they have at different ages and stages of their development. Children and young people (CYP) senior healthcare support workers will promote person and family-centred care, working in partnership with parents, families and other services and agencies.

The purpose of the end-point assessment is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as Senior Healthcare Support Worker.

The typical duration for this apprenticeship is 18-24 months but this will depend on the apprentice's previous experience and access to opportunities to gain the full range of competences.

The overall apprenticeship is graded as Pass/Merit/Distinction.

To achieve the apprenticeship certificate, apprentices are required to complete successfully the:

- on-programme period of training and development, including achieving the required Maths and English qualifications and the Level 3 Diploma in Healthcare Support. The apprentice must also complete an induction that meets the 15 standards as set out in the Care Certificate<sup>3</sup>
- end-point assessment (EPA) – *Section 3* provides detailed information on the end-point assessment for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation, Pearson will claim the certificate on behalf of the apprentices.

Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate these clearly to apprentices.

To see the published Senior Healthcare Support Worker Standard and Assessment Plan, please go to:

[www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/)

## **Footnotes**

1 'People, person or individual' may include babies, infants, children, young people or adults. Individual options within the standard may specify an age range that apprentices will be expected to work with.

2 Care plans/care planning is used throughout this document to include care, therapy, intervention plans, treatment plans or sheets and planning processes. In some instances care plans may not exist or be used.

3 Care Certificate: for more details see <http://www.skillsforhealth.org.uk/care-certificate>. The Care Quality Commission (CQC) expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.

### 3 Senior Healthcare Support Worker – Children and Young People End-point Assessment

#### Structure

The end-point assessment for the Senior Healthcare Support Worker – Children and Young People Apprenticeship consists of the following three assessment components:

- a multiple-choice and short-answer question test
- an observation of practice
- an interview (supported by learning journal).

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Component grading
Multiple-choice and short-answer question test	60 minutes	Pass/Merit/Distinction
Observation of practice	Minimum 90 minutes	Pass
Interview (supported by learning journal)	45 minutes	Pass/Merit/Distinction

The assessment is agreed with the apprentice and their employer and takes place in the apprentice's normal place of work.

The assessment takes the following format, although the sequencing of the end-point assessment components is determined by the employer and assessor to ensure best fit with local needs:

- multiple-choice/short-answer test. The apprentice sits the test, which the independent assessor administers (60 minutes)
- practical observation. The assessor observes the apprentice in the course of their normal work (minimum of 90 minutes)
- interview (supported by learning journal). The interview takes place between the assessor and the apprentice at the end of the assessment (maximum of 45 minutes).

For final certification, the apprentice must have passed all components in the end-point assessment. At the conclusion of the end-point assessment, the independent assessor collates the evidence and determines the final grading for the apprenticeship. The grading decision is made solely by the independent assessor.

There is detailed information about each of these end-point assessment components in *Section 3*.

## Grading

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The table below shows how the grade from each end-point assessment component is combined to determine the overall end-point assessment grade.

Multiple-choice test	Observation of practice	Interview (supported by learning journal)	Overall EPA grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Merit
Merit	Pass	Distinction	Merit
Distinction	Pass	Pass	Merit
Distinction	Pass	Merit	Merit
Distinction	Pass	Distinction	Distinction

The final judgement on the competency of the apprentice, the grade to be awarded for each component and the overall grade rests with the independent assessor.

## Gateway requirements

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Before progressing to the end-point assessment, all apprentices must be signed off by their employer through the ‘gateway’. This gateway sign-off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore ‘ready for end-point assessment’. Employers should only recommend apprentices for end-point assessment when they are confident that apprentices are ready.

The gateway sign-off confirms that all apprentices have:

- met the 15 standards as set out in the Care Certificate. The Care Quality Commission (CQC) expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles
- met the stated Level 2 Mathematics and English requirements as these must be achieved before apprentices attempt the end-point assessment
- completed the specified regulated Level 3 Diploma in Healthcare Support occupational competence qualification
- completed their learning journal. The apprentice documents and reflects on their development (knowledge and skills) as well as their approach to the workplace (the values and behaviours). The learning journal is completed during the three months leading up to the planned date of the end-point assessment.

Employers must complete an end-point assessment *Gateway Declaration Form* (see *Annexe A*), with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the end-point assessments take place. The form captures the mandatory prerequisites for the end-point assessments and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

Evidence that the apprentices have met the gateway requirements must be provided to support the *Gateway Declaration Form*.

## Care Certificate

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In line with the assessment plan set by the trailblazer groups, apprentices must have achieved all 15 standards of the Care Certificate prior to entering the end-point assessment gateway. For audit purposes, Pearson requires a signed declaration to be provided from either the apprentice's employer and/or training provider to confirm that this requirement has been achieved. This declaration can be found in *Annexe A*.

The signed declaration and Care Certificate award statement (i.e. summary of achievement) should be submitted to Pearson as part of the gateway process and will be stored on internal systems to enable internal and external audit.

It is suggested that the apprentice's Care Certificate evidence is made available at the location where end-point assessment activity is being undertaken. This will then allow apprentices to use this information to enhance their interview assessment, should this be required.

## Language of assessment

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All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website.

## Preparing apprentices for the end-point assessment

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To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development should be a minimum of 12 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order to prepare apprentices effectively, employers and/or training providers should:

- have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment –*Section 3* of this specification gives detailed information on each end-point assessment component
- plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours
- use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

## End-point assessment planning and scheduling

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Employers and/or training providers must have an agreement in place to conduct end-point assessments with Pearson, and apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. There will be a number of checkpoint meetings with Pearson, prior to the employer or training provider booking the end-point assessment dates. Once the employer or training provider has booked those dates, Pearson will allocate an independent end-point assessor who will arrange a further planning meeting.

The purpose of the meeting is to share information with the independent end-point assessor, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent end-point assessor will agree a plan and schedule each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

Once the employer and/or training provider is satisfied that apprentices have met the Apprenticeship Standard and are ready for end-point assessment, they will complete the end-point assessment Gateway Declaration Form and submit the apprentice's gateway evidence to Pearson. Pearson will then verify this evidence, before end-point assessments take place.

## Reassessment

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If an apprentice fails to pass a component, reassessment of that component is permitted.

The apprentice must attempt all components of the end-point assessment on their first attempt. Should the apprentice fail any components, they are required to retake only those components that they have previously failed. Retakes are permitted after one month and within 12 months but not after 12 months.

The number of times an apprentice is permitted to retake the end-point assessment within the permitted 12-month period is capped at a maximum of two retakes, making a total of three attempts. The maximum grade available at retake is capped at Pass only after the first attempt.

## **Booking reassessment**

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The timescale for any reassessment will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others. Pearson will allocate an available independent end-point assessor to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

## 4 End-point assessment components

This section contains information for each component in the end-point assessment.

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# Component 1: Multiple-choice and short-answer test

## Purpose

The multiple-choice and short-answer test is a paper-based test that will assess apprentices' knowledge and understanding across all areas of the Apprenticeship Standard in line with the Assessment Plan requirements. The multiple-choice questions cover the core knowledge, and the short-answer questions cover the knowledge requirements in the apprentice's chosen option.

It will assess the following areas from the Apprenticeship Standard.

## Core standards

Standards area	Apprenticeship Standard outcomes
<b>1. Health and wellbeing</b>	<p>1.1 How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation</p> <p>1.2 The types of information you need to collate when obtaining a client history, and ways to record and share it</p> <p>1.3 The indicators for good physical and mental health in relation to the demographic of individuals you are working with; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions or other services if appropriate</p> <p>1.4 How to support a person's comfort and wellbeing, the signs of a person whose health and wellbeing is deteriorating or who is experiencing pain or discomfort</p>

Standards area	Apprenticeship Standard outcomes
	<p>1.5 The main types of mental ill health and their impact on people's lives; indicators for mental capacity, the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill health and learning disability in people; why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process, may be mistaken for mental ill health; how changes in cognition can impact health and wellbeing; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration</p> <p>1.6 How to perform basic life support and use adjuncts to support resuscitation</p>
<b>2. Duty of care and candour safeguarding, equality and diversity</b>	<p>2.1 Legislation, policies and local ways of working relating to duty of care, candour, raising concerns, safeguarding/protection from abuse, diversity, equality and inclusion; what they mean, why they are important, how to promote them to others</p> <p>2.2 How discrimination can happen; how to deal with conflicts between a person's rights and a duty of care</p> <p>2.3 The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible</p>
<b>3. Person-centred care, treatment and support</b>	<p>3.1 Why it is important to gain consent, even when it is difficult; how to undertake risk assessment in enabling a person-centred approach; why it is important to promote person-centred care, treatment and support</p> <p>3.2 Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique</p> <p>3.3 Why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users</p>

Standards area	Apprenticeship Standard outcomes
<b>4. Communication</b>	<p>4.1 Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes; how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour</p> <p>4.2 How verbal and non-verbal communication may relate to an individual's condition</p> <p>4.3 Legislation, policies and local ways of working relating to handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety; the audit process and how it relates to your role</p>
<b>5. Personal, people and quality improvement</b>	<p>5.1 Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer</p> <p>5.2 How to seek feedback, reflect on your actions; how to evaluate your work and create a personal development plan</p> <p>5.3 The importance of working well with others, your own health, wellbeing, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others</p> <p>5.4 Behaviours expected from a role model; the principles of training and mentoring</p> <p>5.5 The importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service</p>

Standards area	Apprenticeship Standard outcomes
<b>6. Health, safety and security</b>	<p>6.1 How to promote health and safety at work; what to do in situations that could cause harm; how to handle hazardous materials</p> <p>6.2 Move and position people, equipment or other objects safely in line with agreed ways of working</p> <p>6.3 The meaning of risk/risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work</p> <p>6.4 The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of personal protective equipment (PPE): gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise</p>

## Children and Young People - standards

Standards area	Apprenticeship standard outcomes
<b>7. Assist with clinical tasks</b>	<p>7.1 Current legal policy and service frameworks for CYP (e.g. The Children's Act 1989 and 2004); Mental Capacity Act in relation to CYP; the rights of CYP at different ages; safeguarding of CYP, consent and proxy consent, parental responsibility, and 'acting in a child's best interests'</p> <p>7.2 The clinical tasks you will routinely be expected to carry out within your role including reasonable adjustments; healthcare needs of CYP ways to promote self-management and independence</p> <p>7.3 Anatomy, physiology and pathophysiology of CYP; stages of development; functional changes associated with disease or injury; ways to support physical or learning disability</p> <p>7.4 What is meant by life-limiting conditions; and the impact this can have on child development; the end of life phase and factors which impact on the care of the dying or deceased in line with national and local guidelines</p> <p>7.5 Patient centred care; the parent/CYP bond; working in partnership with families and carers to deliver holistic family-centred care; the importance of families' choices and listening to the voice of the CYP, parent or carer; the importance of supporting CYP in the context of their social and educational need</p> <p>7.6 Specific moving and positioning techniques to use with CYP</p> <p>7.7 Where to source equipment and resources</p> <p>7.8 Importance of shared communication across the multidisciplinary team, including appropriate escalation</p> <p>7.9 The discharge process, the availability of services offered by the extended health and social care system</p>

Standards area	Apprenticeship standard outcomes
<b>8. Activities of daily living</b>	<p>8.1 The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care</p> <p>8.2 Approaches to promoting health and wellbeing through the national public health agenda; including the impact of a range of long term conditions on a CYP's physical and mental health and well-being</p> <p>8.3 Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover</p> <p>8.4 The importance of nutrition and hydration on health and development of CYP; methods for providing and supporting nutrition in CYP or supporting and encouraging breast feeding</p> <p>8.5 How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves</p> <p>8.6 How to help CYP to be mobile and the importance of rest and sleep</p> <p>8.7 The implications of national and global immunisations programmes</p> <p>8.8 The impact of long term illness and hospitalisation can have on CYP</p> <p>8.9 A range of parenting skills; how to promote bonding and attachment; the public health agenda in relation to CYP including immunisation, healthy eating, mental health and self-harm awareness; protection from abuse and neglect</p>

Standards area	Apprenticeship standard outcomes
<b>9. Child development</b>	<p>9.1 Development of the well and sick child including physical, intellectual, language, emotional, social, spiritual and moral development, expected developmental ages and the impact of illness on developmental milestone; puberty; therapeutic play and distraction techniques</p> <p>9.2 The key principles underpinning communication with CYP and families, carers, education providers or other services; age-appropriate communication techniques; including dealing with barriers to communication</p> <p>9.3 What is meant by transitions for CYP eg at school, socially, in family or from child to adult services; supporting independent decision making; signposting to other services</p> <p>9.4 The equipment and resources available to you; the client group you work with and how the equipment can be used for them including the types, purpose and function of the resources available and the criteria for provision of equipment</p>

## Format

The table below gives information about the nature of the test items, duration, number of marks and grading of the multiple-choice and short-answer test.

Test items	A paper-based test consisting of 30 multiple-choice questions worth 1 mark each, and four short-answer questions worth 5 marks each. Responses are set at a maximum of 250 words. All questions are independent of each other and will not necessarily be sequenced in the order of the standards.
Duration	60 minutes
Number of marks	50
Grading	Pass/Merit/Distinction To achieve a Pass with the live paper, candidates must achieve at least 20 marks; for a Merit, candidates must achieve between 30–37 marks; and for a Distinction, candidates must achieve 38+ marks.

## Content to be assessed

This section details the technical content to be assessed in the multiple-choice and short-answer test to demonstrate the required knowledge and understanding related to the Apprenticeship Standard outcomes stated on the previous page.

All of the technical content is mandatory for assessment and all content areas will be covered in every assessment. Full breadth of content will be sampled over the life of the end-point assessment. Therefore, it is essential that apprentices have full knowledge of this content before progressing to end-point assessment.

All legislation cited in the content is current at the time of publication. The multiple-choice and short-answer test will use the most recent legislation.

The range of content to be assessed in the test can be found in Pearson's *Additional resources* document for this end-point assessment. This document will be available directly from Pearson following approval to deliver this end-point assessment.

## Sample assessment materials

Sample assessment materials (SAMs) are provided for the multiple-choice and short-answer test. The SAMs provide an example of what the actual test will look like in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.

While SAMs can be used for practice with apprentices, as with any assessment the content covered and specific details of the questions asked will change in each version of the multiple-choice and short-answer test.

## Delivery and conduct

This test is currently available in a paper-based format. Tests must be taken in accordance with Pearson's test protocols, as referenced in the *EPA Delivery Guide* document which will be shared with you, alongside this specification.

Registrations must be made through Pearson's online systems. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt.

# Component 2: Observation

## Purpose

The primary purpose of the observation of practice is to assess the apprentice's ability to use a range of skills and demonstrate the appropriate behaviours in carrying out their duties as a senior healthcare support worker. The observation of practice involves apprentices being observed during the course of their normal work, in their normal place of work.

The observation of practice will be pre-planned with the apprentice, their line manager/employer and the independent end-point assessor, and should be scheduled for a time when the apprentice will have sufficient opportunities to meet the observation outcomes (below). Where possible, consent should be obtained from individuals or next of kin before the observation.

The observation of practice will assess the apprentice's performance against the following Apprenticeship Standard observation outcomes, where they must be able to demonstrate the elements of the outcomes in bold.

The observation will assess the following areas of the Apprenticeship Standard.

Apprenticeship Standard outcomes
<ol style="list-style-type: none"><li>1. <b>Treat people with dignity</b>, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</li><li>2. <b>Show respect and empathy for those you work with</b>, have the courage to challenge areas of concern, be adaptable, reliable and consistent</li><li>3. <b>Show discretion</b>, resilience and self-awareness</li><li>4. <b>Assist registered healthcare practitioners with clinical tasks</b>, working to best practice and <b>following care plans</b></li><li>5. <b>Communicate effectively with individuals</b> using a range of techniques, <b>observe and record verbal and non-verbal communication</b></li><li>6. <b>Follow the principles for equality, diversity and inclusion</b></li><li>7. <b>Demonstrate what it means in practice to promote and provide person-centred care and support</b></li><li>8. <b>Work as part of a team</b>, seek help and guidance when you are not sure</li><li>9. <b>Maintain a safe and healthy working environment</b></li><li>10. <b>Move and position individuals, equipment</b> and other items <b>safely</b></li><li>11. <b>Use a range of techniques for infection prevention and control appropriate to the task undertaken</b>, e.g. waste management, spillage, hand washing, use of personal protective equipment (PPE)</li></ol>

## Format

The table below gives information about the context, duration and grading of the observation.

Context	<p>The apprentice will be observed in their normal work environment carrying out the daily responsibilities of their role.</p> <p>It is expected that apprentices will be observed interacting with multiple individuals during the assessment period.</p>
Duration	90 minutes
Grading	<p>The practical observation is ungraded above a Pass by the independent assessor.</p> <p>All outcomes must be met to achieve a Pass.</p>

## Delivery and conduct

This section provides information on how the observation will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

1. The apprentice will be assessed against the full breadth of the observation outcomes, encompassing bold elements (which the apprentice must meet) and non-emboldened elements (which the apprentice must meet if the opportunity to do so occurs during the observation period).
2. The apprentice must be able to demonstrate all the bold outcome elements during the observation of practice, i.e. outcomes achieved in one attempt cannot be carried over to a subsequent reassessment attempt.
3. Each independent end-point assessor will assess one apprentice at a time.
4. The observation of practice assessment will take place in apprentices' normal working environment at a time where they are actively interacting with, and supporting, individuals. Apprentices must be informed when the observation will take place. The observation will be carried out by the independent end-point assessor, who will judge apprentices' performance against the outcomes. Indicative actions through which apprentices may be able to demonstrate each of the outcomes are on *pages 23-25*.
5. It is the responsibility of the employer to ensure the observation of practice is arranged for a period when apprentices are most likely to have sufficient opportunity to demonstrate the observation outcomes. It is expected that apprentices will be observed with multiple individuals during the observation assessment period.
6. Observation of activities involving groups of individuals are permitted if this is in line with the apprentice's usual way of working. However, employers need to consider whether this may limit opportunity for demonstration of outcomes. No more than one apprentice may be assessed during such group activities.
7. Employers need to ensure that consent is granted in relation to each individual with whom the apprentice is being observed – it is essential that employers are mindful of this when scheduling the observation. Employers will need to take the necessary steps to ensure compliance with relevant regulations, such as data protection legislation.
8. If the presence of the end-point assessor will become obtrusive, then the observation, or part of the observation, can be carried out at a distance (i.e. not in the same room) with the use of suitable technology. This will need to be discussed and agreed as part of the end-point assessment planning and scheduling process.

9. The observation of practice will last for a minimum duration of 90 minutes. If at the end of 90 minutes the apprentice has not had the opportunity to demonstrate all of the emboldened elements of the outcomes, then the observation assessment period may be extended at the discretion of the assessor and the employer.
10. The assessor reserves the right to intervene or end the observation of practice should the apprentice pose a risk to themselves or others.
11. The assessor will take notes during the observation.

Apprentices undertaking end-point assessment activities within healthcare settings are required to be observed in their 'normal' place of work while undertaking 'normal' duties. In some instances, apprentices may be working in areas which are inaccessible and/or unsuitable for an independent end-point assessor to observe; for example within a secure unit of a hospital.

Where apprentices' work locations restrict this component of end-point assessment being undertaken, it is suggested that the employer, and/or learning provider, make arrangements for suitable work to occur on similar wards, to enable apprentices to be observed and so fulfil this assessment component without disadvantaging the apprentice.

During the planning discussions, detail should be provided on the exact location of the observation, should this differ from the apprentice's 'normal' place of work to ensure accurate information is provided to Pearson and the independent end-point assessor.

## Assessing performance

The independent end-point assessor will assess apprentices' performance in the observation using the indicative actions shown below. No other sources of information will be used to make judgements about the quality and sufficiency of the apprentices' evidence.

The observation of practice is graded Pass/Fail. The independent end-point assessor will assess apprentices' performance in the observation against the observation outcomes.

Apprentices need to demonstrate sufficient competence against all outcomes to achieve a Pass. To meet each outcome, apprentices must meet the elements of the outcomes in bold, as well as the elements not emboldened unless they do not occur naturally during the observation period.

The indicative actions below provide suggested ways in which each outcome may be demonstrated. These are merely indicative, and are neither exhaustive nor mandatory. The decision regarding whether each outcome has been met rests with the independent end-point assessor.

Observation outcome	Indicative actions
1. <b>Treat people with dignity</b> , respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences	1.1 Show respect for individual's beliefs, culture, values and needs as appropriate to the situation 1.2 Show respect for individual's privacy and preferences as appropriate to the situation
2. <b>Show respect and empathy for those you work with</b> , have the courage to challenge areas of concern, be adaptable, reliable and consistent	2.1 Show respect towards a colleague through communication or behaviour 2.2 Use empathic communications (verbal or non-verbal) with colleagues 2.3 Raise areas of concern following organisational procedures 2.4 Show flexibility in carrying out own work and/or working with others 2.5 Carry out tasks to meet agreed timescales and in line with agreed ways of working

Observation outcome	Indicative actions
3. <b>Show discretion, resilience and self-awareness</b>	3.1 Show self-awareness in interactions with an individual or colleague 3.2 Demonstrate resilience through effective problem-solving skills at work 3.3 Demonstrate discretion when working with individuals and/or colleagues
4. <b>Assist registered healthcare practitioners with clinical tasks, working to best practice and following care plans</b>	4.1 Assist registered healthcare practitioners with clinical tasks 4.2 Demonstrate best practice by following standard organisational processes 4.3 Follow care plans when assisting registered healthcare practitioners with clinical tasks
5. <b>Communicate effectively with individuals using a range of techniques, observe and record verbal and non-verbal communication</b>	5.1 Use verbal communication skills appropriately 5.2 Use non-verbal communication skills appropriately 5.3 Observe changes in verbal and non-verbal communication of individuals as appropriate to the situation 5.4 Record observed changes in verbal and non-verbal communication of individuals as appropriate to the situation
6. <b>Follow the principles for equality, diversity and inclusion</b>	6.1 Demonstrate equality as part of work practice 6.2 Demonstrate diversity when working with individuals 6.3 Demonstrate inclusion when working with individuals
7. <b>Demonstrate what it means in practice to promote and provide person-centred care and support</b>	7.1 Provide care to individuals in line with their care plan 7.2 Provide opportunities for individuals to make decisions about their care, acquiring consent as appropriate to the situation 7.3 Supervise colleagues to promote person-centred care for individuals

Observation outcome	Indicative actions
8. <b>Work as part of a team, seek help and guidance when you are not sure</b>	8.1 Work effectively with different team members as appropriate to the situation 8.2 Seek help and guidance from senior team members when not sure about work practice 8.3 Supervise colleagues as appropriate to the situation
9. <b>Maintain a safe and healthy working environment</b>	9.1 Work safely in line with health and safety regulations and organisational policies and procedures 9.2 Support colleagues to maintain a safe and healthy working environment
10. <b>Move and position individuals, equipment and other items safely</b>	10.1 Use appropriate technique to safely move and position an individual in line with organisational requirements 10.2 Use appropriate technique to safely move manual handling equipment or other items as appropriate to the situation
11. <b>Use a range of techniques for infection prevention and control appropriate to the task undertaken, e.g. waste management, spillage, hand washing, use of personal protective equipment (PPE)</b>	11.1 Maintain personal hygiene standards in line with organisational requirements 11.2 Show appropriate 11-step hand washing technique 11.3 Correctly wear and dispose of personal protective equipment as appropriate for a situation 11.4 Maintain cleanliness of the workplace in line with organisational requirements 11.5 Manage waste, including storing and disposing waste, in line with the organisational policy



# Component 3:

## Interview (supported by learning journal)

### Purpose

The interview (supported by learning journal) is a planned structured competence-based interview between the apprentice and the independent end-point assessor. Its purpose is to assess the apprentice's level of competency linked to the relevant apprenticeship standard outcomes.

It gives apprentices the opportunity to showcase, using real work-based evidence from their learning journal, their ability to use relevant skills, behaviours and underpinning knowledge effectively to undertake their duties as a healthcare support worker.

The interview will assess the following areas of the Apprenticeship Standard.

Core	
Topic areas	Apprenticeship Standard outcomes
<b>1. Health and wellbeing</b>	<ul style="list-style-type: none"><li>1.1 Notice and report changes</li><li>1.2 Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so</li><li>1.3 Gather evidence to assist in obtaining a client history, review health-related data and information</li><li>1.4 Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing</li><li>1.5 Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort</li><li>1.6 Recognise limitations in mental capacity and respond appropriately</li><li>1.7 Work in partnership with the individual, their carer, families and the wider healthcare team</li><li>1.8 Perform basic life support for individuals</li></ul>

Core	
Topic areas	Apprenticeship Standard outcomes
<b>2. Duty of care and candour safeguarding, equality and diversity</b>	2.1 Implement a duty of care and candour 2.2 Safeguard and protect adults and children; promote the principles to others
<b>3. Person-centred care, treatment and support</b>	3.1 Promote clinical effectiveness, safety and a good experience for the individual
<b>4. Communication</b>	4.1 Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits
<b>5. Personal, people and quality improvement</b>	5.1 Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs 5.2 Escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately 5.3 Act as a role model; mentor peers; deliver training through demonstration and instruction 5.4 Take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisal
<b>6. Health, safety and security</b>	6.1 Take appropriate action in response to incidents or emergencies, following local guidelines 6.2 Undertake risk assessments

Allied Health Profession - Therapy Support	
Topic areas	Apprenticeship Standard outcomes
<b>7. Assist with clinical tasks</b>	<p>7.1 Assist nurses with delegated clinical tasks in line with current legislation and policy</p> <p>7.2 Support the Child and/or Young Person (CYP) before, during and after clinical or therapeutic procedures</p> <p>7.3 Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer</p> <p>7.4 Support life-limiting conditions and contribute to end of life care</p> <p>7.5 Recognise limitations in mental capacity and respond appropriately</p> <p>7.6 Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control</p> <p>7.7 Contribute to discharge from services</p> <p>7.8 Other clinical tasks are determined by your local work setting and policies eg physiological measurements, venepuncture, intravenous cannulation; tissue viability risk assessments; caring for wounds; obtaining and testing samples and other specimens</p>

Allied Health Profession - Therapy Support	
Topic areas	Apprenticeship Standard outcomes
<b>8. Activities of daily living</b>	<p>8.1 Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax</p> <p>8.2 Develop positive relationships with CYP</p> <p>8.3 Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition</p> <p>8.4 Support parents, families and carers to meet the needs of the CYP</p> <p>8.5 Support nutrition and hydration</p> <p>8.6 Support continence, washing and dressing</p> <p>8.7 Support mobility, rest, sleep, keeping safe or expressing sexuality</p> <p>8.8 Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP</p>
<b>9. Child development</b>	<p>9.1 Support the development of CYP through therapeutic play and learning</p> <p>9.2 Support CYP through transitions</p>

## Format

The table below gives information about the structure, context duration and grading of the interview.

Interview	
Structure and context	<p>The independent end-point assessor will ask apprentices a series of questions that are targeted to elicit the evidence to meet the Pass, Merit and Distinction grade criteria and related evidence requirements that can be found in Pearson's <i>Additional resources</i> document. This document is available directly from Pearson following approval to deliver this end-point assessment.</p> <p>Apprentices will be required to present real work-based evidence from their learning journal to validate and support their responses to the interview questions. The requirements for the learning journal can be found in Pearson's <i>Additional Resources</i> document.</p>
Duration	45 minutes
Grading	Pass/Merit/Distinction

Please note: grading criteria have been updated to map directly to the competencies for each interview requirement. Only the interview responses will be directly assessed – the learning journal will be used to support the interview, but will not be directly assessed.

These changes represent a deviation from the approaches outlined in the Assessment Plan.

## Required supporting evidence

Apprentices are required to provide work-based evidence to validate and support their responses in the interview.

Suitable work-based evidence includes:

- observation records
- reflective accounts
- expert witness testimony
- work products.

Observation records and expert witness testimonies provided as evidence must be completed by someone with line management responsibility in the employer organisation. They must have occupational expertise and a good understanding of the grade criteria and evidence requirements, which can be found in our *Additional Resources* document.

The learning journal must consist of samples of real work-based evidence gathered over the final three months of the apprenticeship and, where appropriate, relevant learning and development evidence.

The learning journal is not directly assessed but will be used to validate knowledge, skills and behaviours during the interview. The learning journal is completed in the three months leading up to the end-point assessment.

The learning journal may contain a range of sources of evidence but must contain a minimum of **three reflective accounts** to a total of 1000 words (+/- 10%) which demonstrate the apprentice's learning and application of knowledge in their chosen area of practice in addition to their values and behaviours.

Work-based evidence to support the interview must be:

- **valid** – relevant and appropriate to meet the skills and behaviours within the grade criteria
- **authentic** – evidence produced by the apprentice and not that of someone else or a group of people
- **sufficient** – fully meet the standards (quality) detailed in the evidence requirements, which can be found in Pearson's *Additional Resources* document
- **compliant** – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

Apprentices need to be mindful of issues of confidentiality and data protection in the use of work products.

## Selecting the work-based evidence

The learning journal is to be produced by apprentices in the final three months leading up to the end-point assessment gateway and forms a part of the gateway requirements. It is expected that evidence included in the learning journal will be generated in this final three-month period. However, where appropriate, apprentices may use evidence generated prior to this point; for example evidence related to developmental activities, or in instances where it may not be possible to generate specific evidence in the final three months due to lack of opportunity.

In selecting and compiling the evidence, apprentices should think how they can use evidence holistically, i.e. using a single piece of evidence to support their responses to multiple grade criteria. This will be particularly useful for evidencing behaviours. This approach reduces the volume of evidence to be collected and reduces the burden on the apprentices. Apprentices must ensure that the evidence they select meets the stated evidence requirements for each grade criterion.

Evidence submitted to support the interview can be presented as hard copy or digital; apprentices must discuss and agree the best format with their employer and/or training provider.

It is recommended that the work-based evidence is sequenced according to the numerical order of the grade criteria. Apprentices must clearly label each piece of evidence with the date it was generated, the number of the grade criteria it is satisfying and a suitable name to indicate what it is. Apprentices are not required to annotate the evidence but are advised to do this as good practice and to support them in presenting the evidence during the interview.

Employers and/or training providers are to support apprentices in producing their suitable work-based evidence. This includes ensuring that:

1. apprentices understand the quality and sources of evidence required to meet the Standard as detailed in the evidence requirements (these can be found in Pearson's *Additional Resources* document)
2. they have arranged and conducted sufficient and appropriate observation assessments with apprentices to ensure that they will have suitable evidence
3. apprentices understand how to, and have practice in, presenting and using their evidence in the assessment process.

## **Handover of evidence to Pearson ahead of the assessor visit**

1. All work-based evidence must be submitted by apprentices to the relevant person in their organisation before the end-point assessment gateway. The evidence must be accompanied by a *Declaration of Authenticity* (Appendix B), which must be signed and dated by the apprentice and their trainer/tutor.
2. After submission, the evidence must be stored securely by the employer and/or training provider in a locked cupboard/cabinet or electronically on a secure drive on a computer.
3. Following gateway, the independent end-point assessor will contact employers to arrange a date for the handover of evidence. The end-point assessor will review the evidence in preparation for the interview assessment but will not directly assess it.

## **Delivery and conduct**

This section provides information on how the interview will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

1. The interview will last for approximately 45 minutes and may be conducted face-to-face or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
2. The interview will be facilitated by an independent end-point assessor who will use a series of questions to focus and guide the interactions with the apprentice. The questions are designed to draw out the evidence required to meet the Pass, Merit and Distinction grade criteria (these can be found in Pearson's *Additional Resources* document).
3. The interview will take place in a quiet place away from the apprentice's everyday working environment with no interruptions or distractions. Their employer will inform apprentices of the location before the time of the assessment. An employer representative may be present during the interview but cannot take any active part in the assessment. The independent end-point assessor will facilitate the interview and make all assessment decisions.
4. Apprentices must work independently when preparing for and taking part in the interview. They must not share details of the questions or evidence to be provided with others.

5. When responding to the interview questions apprentices must present (i.e. talk through) their work-based evidence to validate their responses. In presenting the work-based evidence, apprentices must give a brief description of the context of the evidence and then clearly outline what it shows and how it demonstrates that they have met the standards. Apprentices need to be mindful of confidentiality and data protection when talking about their work-based evidence. Apprentices must ensure their work-based evidence is appropriate to support their interview responses, which demonstrates to the assessor that they have met the grade criteria. Responses not supported by appropriate work-based evidence will not be considered as meeting the grade criteria.
6. The independent end-point assessor will make notes of apprentices' responses during the interview and the interview will be audio recorded to support assessment decisions and for verification purposes.
7. At the end of the interview, the independent end-point assessor will review the responses provided by apprentices against the grade criteria (these can be found in Pearson's *Additional Resources* document) and make a decision on whether the apprentice has met these.

## Assessing performance

The independent end-point assessor will use the Pass/Merit/Distinction grade criteria and the evidence requirements to judge the apprentice's performance in the interview. No other sources of information will be used to make judgements about the quality and sufficiency of apprentice's evidence.

### **One piece of evidence may be used for multiple outcomes/to support responses to multiple questions.**

All elements of each grade criteria must be met for that grade to be awarded.

All grade criteria at a given grade must be met for that grade to be awarded for this component overall (i.e. all Pass criteria across all outcomes must be met for a Pass overall, all Merit criteria available across all outcomes must be met for a Merit overall, and all Distinction criteria available across all outcomes must be met for a Distinction overall).

Evidence requirements for the grading criteria can be found in Pearson's *Additional Resources* document for this end-point assessment. This document is available directly from Pearson following approval to deliver this end-point assessment.

1. Health and wellbeing	
Interview outcome(s)	Pass criteria
1.1 Notice and report changes 1.2 Recognise issues and deteriorations in mental and physical health, report and respond appropriately 1.6 Recognise limitations in mental capacity and respond appropriately 1.7 Work in partnership with the individual, their carer, families and the wider healthcare team	<b>1P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can accurately identify issues and deteriorations in mental and physical health, respond to these and report in line with organisational procedures while working in partnership with others to ensure best outcomes for individuals
Interview outcome(s)	Pass criteria
1.3 Gather evidence to assist in obtaining a client history, review health-related data and information	<b>2P</b> Apprentice is able to demonstrate, using appropriate work based evidence, that they can gather relevant and appropriate evidence to obtain a detailed client history and review health-related data for the improved care of individuals
Merit criteria	
	<b>2M</b> Apprentice is able to demonstrate, using work based evidence, that they can review health-related data and information to improve individual care, with a clear rationale

1. Health and wellbeing	
Interview outcome(s)	Pass criteria
1.4 Promote physical and mental health and wellbeing, providing opportunistic brief advice on health and wellbeing	<p><b>3P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can promote physical and mental health successfully and use available opportunities to provide valid advice on health and wellbeing</p> <p><b>Merit criteria</b></p> <p><b>3M</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can promote physical and mental health successfully, with a valid rationale for their choice of promotion methods, and use available opportunities to provide valid advice on health and wellbeing</p>
Interview outcome(s)	Pass criteria
1.5 Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort	<b>4P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can correctly identify signs of pain or discomfort and respond appropriately to assist with overall comfort of an individual
Interview outcome(s)	Pass criteria
1.8 Perform basic life support for individuals	<b>5P</b> Apprentice is able to demonstrate, using appropriate evidence, that they can perform basic life support for individuals in a simulated situation

2. Duty of care and candour, safeguarding, equality and diversity	
Interview outcome(s)	Pass criteria
2.1 Implement a duty of care and candour	<b>6P</b> Apprentice is able to effectively demonstrate that they can implement a duty of care and candour in line with regulations and organisational standards
Interview outcome(s)	Pass criteria
2.2 Safeguard and protect adults and children; promote the principles to others	<b>7P</b> Apprentice is able to demonstrate that they can follow work-based policies and procedures in the safeguarding and protection of adults and children and effectively promote these principles to others

3. Person-centred care, treatment and support	
Interview outcome(s)	Pass criteria
3.1 Promote clinical effectiveness, safety and a good experience for the individual	<b>8P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can promote clinical effectiveness, safety and a good experience for the individual

4. Communication	
Interview outcome(s)	Pass criteria
4.1 Handle information (record, report and store information) in line with local and national policies, keep information confidential; take part in audits	<b>9P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can appropriately record, report and store information in line with organisational policy and procedures to maintain confidentiality of information and take part in audits

5. Personal, people and quality improvement	
Interview outcome(s)	Pass criteria
5.1 Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs' 5.2 Escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately 5.3 Act as a role model; mentor peers; deliver training through demonstration and instruction 1.2 Support others to recognise issues and deteriorations in mental and physical health 4.1 Support others to handle information (record, report and store information) in line with local and national policies	<p><b>10P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can act as a role model and within limits of their own competence and authority when supporting the development of colleagues as required</p> <p><b>Merit criteria</b></p> <p><b>10M</b> Apprentice is able to demonstrate, using appropriate work-based evidence, engagement with the supervision and mentoring processes, including proactively delegating tasks and delivering training, with a clear rationale</p> <p><b>Distinction criteria</b></p> <p><b>10D</b> Apprentice is able to demonstrate, using appropriate work-based evidence, engagement with the supervision and mentoring processes, including proactively delegating tasks and delivering training, with reasoned justifications</p>

5. Personal, people and quality improvement	
Interview outcome(s)	Pass criteria
5.4 Take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisal	<p><b>11P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can take responsibility of own performance by participating in appraisal</p> <p><b>Merit criteria</b></p> <p><b>11M</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can take part in appraisal and self-reflection in order to maintain and develop their skills and knowledge, with clear rationale</p> <p><b>Distinction criteria</b></p> <p><b>11D</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they have taken responsibility of own performance and participated in appraisal to order to maintain and develop their skills and knowledge, with reasoned justifications</p>

6. Health, safety and security	
Interview outcome(s)	Pass criteria
6.1 Take appropriate action in response to incidents or emergencies, following local guidelines 6.2 Undertake risk assessments	<p><b>12P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can take appropriate actions, including risk assessments in response to an incident or an emergency in line with local guidelines</p>

## Children and Young People

7. Assist with clinical tasks	
Interview outcome(s)	Pass criteria
7.1 Assist nurses with delegated clinical tasks in line with current legislation and policy  7.8 Other clinical tasks are determined by your local work setting and policies e.g. physiological measurements, venepuncture, intravenous cannulation; tissue viability risk assessments; caring for wounds; obtaining and testing samples and other specimens	<b>13P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can assist nurses with delegated clinical tasks in line with industry best practice
Interview outcome(s)	Pass criteria
7.2 Support the Child and/or Young Person (CYP) before, during and after clinical or therapeutic procedures	<b>14P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can effectively support child and/or Young Person before, during and after clinical or therapeutic procedures
Interview outcome(s)	Pass criteria
7.4 Support life-limiting conditions and contribute to end of life care	<b>15P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can effectively support life-limiting conditions and end- of-life care

7. Assist with clinical tasks	
Interview outcome(s)	Pass criteria
7.5 Recognise limitations in mental capacity and respond appropriately	<b>This standard is a repeat of Core standard 1.6. Please refer to the pass criteria given for 1.6.</b>
Interview outcome(s)	Pass criteria
7.6 Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control	<b>16P</b> Apprentice is able to demonstrate, using appropriate evidence, that they can effectively monitor and maintain the environment, equipment and resources, perform first line calibration and manage stock control
Interview outcome(s)	Pass criteria
7.7 Contribute to discharge from services	<b>17P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can contribute to discharge of individuals from services

8. Activities of daily living	
Interview outcome(s)	Pass criteria
8.1 Support CYP to develop and maintain skills for everyday life, including the opportunities to play, learn and relax 8.4 Support parents, families and carers to meet the needs of the CYP 8.5 Support nutrition and hydration 8.6 Support continence, washing and dressing 8.7 Support mobility, rest, sleep, keeping safe or expressing sexuality	<b>18P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can effectively support CYP and/or family in delivery of care
8.2 Develop positive relationships with CYP 8.3 Help CYP to understand their own health and wellbeing, working in partnership with them, offering advice, information and support on how they manage their own condition 7.3 Communicate with the CYP using age appropriate communication and shared decision making with them, the family and carer 8.8 Assist with teaching parenting skills; encouraging public health awareness in relation to immunisation, nutrition, healthy diet, mental health, self-harm and other safeguarding issues that affect CYP	<b>19P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can effectively support CYP to understand their own health and wellbeing

## 9. Child development

Interview outcome(s)	Pass criteria
9.1 Support the development of CYP through therapeutic play and learning	<b>20P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can support the development of CYP through therapeutic play and learning
9.2 Support CYP through transitions	

## 5 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson work-based learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

Books, software and online resources for UK schools and colleges:

[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Equality and diversity policy* (Pearson)
- *EPA Service Guides* (Pearson).

Both publications are available on our website.

## 6 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

# Annexe A: Gateway Declaration Form

<b>Apprentice name:</b>		
<b>On-programme start date:</b>		
<b>Gateway date:</b>		
<b>Evidence</b>	<b>Y/N</b>	<b>Comments (if applicable)</b>
English and mathematics certificates (Level 2 or above)		
Level 3 Diploma in Healthcare Support		
Care Certificate		
Learning journal		

## Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- produced their learning journal to the specified criteria
- achieved the prerequisites listed above and is ready for their end-point assessment.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Annexe B: Learning Journal Authentication and Certification Declaration Form

<b>Apprentice name:</b>		
<b>Pearson registration number:</b>		
<b>Submission type: (first or retake)</b>	<b>Submission date:</b>	<b>Submission time:</b>
<b>Apprentice declaration</b> <p>a) I certify that the work submitted for this learning journal is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p>		
Apprentice signature: _____		Date: _____
<b>Tutor/trainer declaration</b> <p>I confirm that the work presented for the learning journal is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p>		
Tutor/trainer name: _____		
Tutor/trainer signature: _____		Date: _____



## Annexe C: Direct Observation Record

<b>Apprentice name:</b>	
<b>Apprentice number:</b>	
<b>Centre venue:</b>	
<b>Observation outcome(s):</b>	
Description of activity undertaken by apprentice and mapping to requirement	
<b>Evidence observed of achievement of the outcome(s)</b>	
<b>Manager name:</b>	
<b>Date:</b>	

## Guidance on the Direct Observation Record

A Direct Observation Record is used to provide a formal record of an assessor's observation of an apprentice's performance in their work activities. Observation records should be accompanied by other supporting evidence such as work products/outputs, where appropriate.

A Direct Observation Record is a source of evidence for the apprentice's learning journal and does not confer an assessment decision.

The Direct Observation Record will:

- provide primary evidence of performance
- record comments on how the observed performance shows achievement of the relevant outcome(s) – however this does not confirm achievement of the outcome(s)
- relate directly to the outcome and grade criteria for the learning journal and interview
- be completed by someone with line management responsibility in the employer organisation who has a good understanding of the EPA specification and grade criteria
- provide useful feedback to apprentices on the quality and sufficiency of their performance
- be sufficiently detailed to enable the independent end-point assessor to make a judgement on the quality and sufficiency of the performance to make subsequent assessment decisions
- be signed and dated by the manager conducting the observation.

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