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Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker (2018) – Children & Young People

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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.

Note about versions

This end-point assessment, and associated materials, replaces the existing Pearson End-point Assessment for Senior Healthcare Support Worker.

Apprentices registered on-programme up to 5 September 2018 will be assessed against the legacy February 2017 Assessment Plan. Any subsequent registrations will be assessed against the updated Assessment Plan published on the IfATE website on 3 October 2018.

Please refer to the table below for Qualification Numbers (QN) of the legacy EPAs and their corresponding replacements.

	Legacy QN	Replacement QN
Adult Nursing Support	603/3578/6	603/5627/3
Maternity Support	603/4039/3	603/5630/3
Theatre Support	603/4036/8	603/5632/7
Mental Health Support	603/3915/9	603/5631/5
Children and Young People	603/4209/2	603/5629/7
Allied Health Profession – Therapy Support	603/4210/9	603/5628/5

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Pearson End-point Assessments for Apprenticeship Standards

Introduction

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 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 Pearson Level 3 End-point Assessment for Senior Healthcare Support Worker (2020) – Children and Young People (QN 603/5629/7).

1 The Senior Healthcare Support Worker (2018) Children and Young People Apprenticeship

Overview

The end-point assessment in this specification relates to the Senior Healthcare Support Worker (2018) Apprenticeship.

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

Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people¹. They carry out a range of clinical and non-clinical healthcare or 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 may work in a range of services, for example hospital, community, a health or day-case unit, a birth centre, midwifery-led unit, someone's home, an operating theatre, a nursing or care home, an assessment centre, a hospice, a school, a prison, a GP surgery, a charity or voluntary organisation; working in partnership with individuals, families, carers and other service providers.

Duties are delegated to Senior Healthcare Support Workers in line with care plans². 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. The role is undertaken following a period of experience in healthcare during which Senior Healthcare Support Workers 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 Skills for Health 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

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.

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/Distinction.

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

- on-programme period of training and development, including achieving the required mathematics 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 Certificate³
- end-point assessment (EPA) – *Section 4* 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 (2018) Standard and Assessment Plan, please go to: www.instituteforapprenticeships.org/apprenticeship-standards/

to make sure new staff are supported, skilled and assessed as competent to carry out their roles.

³ Care Certificate: for more details see <http://www.skillsforhealth.org.uk/care-certificate>. The Care Quality Commission (CQC) expects 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.

2 Senior Healthcare Support Worker (2018) – Children and Young People End-point Assessment

Structure

The end-point assessment for the Senior Healthcare Support Worker (2018) – Children and Young People Apprenticeship consists of the following three assessment components:

- a multiple-choice test
- an observation of practice
- a professional discussion.

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

End-point assessment components	Duration	Component grading
Multiple-choice test	90 minutes	Pass/Distinction
Observation of practice	120 minutes (+/- 10%)	Pass
Professional discussion	60 minutes (+/- 10%)	Pass/Distinction

The end-point assessment is triggered by the employer when the gateway requirements have been met and has determined the readiness of the apprentice. Delivery of all training, development and review activities up to the end-point are considered as being on-programme. The independent end-point assessor (IEA) must not have been involved in any on-programme training, development or assessment of the apprentice.

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 IEA to ensure best fit with local needs:

- multiple-choice test. The apprentice sits the test under examination conditions (90 minutes)
- observation of practice. The IEA observes the apprentice in the course of their normal work for 120 minutes (+/- 10% at the discretion of the IEA) and leads the question and answer session for 10 minutes (+/- 10% at the discretion of the IEA)
- professional discussion. The professional discussion takes place between the IEA and the apprentice for 60 minutes (+/- 10% at the discretion of the IEA).

The +/- 10% tolerances are applied at the discretion of the IEA to provide scope for an apprentice to demonstrate their full abilities.

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

There is detailed information about each of these end-point assessment components in *Section 4*.

Grading

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

Observation of practice	Multiple-choice test	Professional discussion	Overall EPA grade
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Pass	Distinction	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 IEA.

Gateway requirements

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) expects 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 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 portfolio to underpin the professional discussion. The apprentice documents and reflects on their development (knowledge and skills) as well as their approach to the workplace (the values and behaviours). The portfolio 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*.

Gateway must be confirmed before the multiple-choice test can be booked. Test format should be requested at this stage.

Care Certificate

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 professional discussion assessment, should this be required.

Language of assessment

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

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 4* 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

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 planning 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

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 resit or retake only those components that they have previously failed. Resits and retakes are permitted after one month and within 12 months of the final assessment component being attempted, but not after 12 months. Apprentices can only achieve a pass grade on resitting and retaking any assessment component except where the apprentice has failed due to exceptional circumstances.

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.

Booking reassessment

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.

3 End-point assessment components

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

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Component 1: Multiple-choice test

Purpose

The multiple-choice test 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 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
1. Health and wellbeing	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 1.2 The types of information you need to collate when obtaining a client history, and ways to record and share it 1.3 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 1.4 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 1.5 How to perform basic life support and use adjuncts to support resuscitation
2. Duty of care and candour safeguarding, equality and diversity	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
3. Person-centred care, treatment and support	3.1 Why it is important to gain consent, even when it is difficult

Standards area	Apprenticeship Standard outcomes
4. Communication	4.1 Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes 4.2 How verbal and non-verbal communication may relate to an individual's condition 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
5. Personal, people and quality improvement	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 5.2 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 5.3 Behaviours expected from a role model; the principles of training and mentoring
6. Health, safety and security	6.1 How to handle hazardous materials 6.2 Move and position people, equipment or other objects safely in line with agreed ways of working 6.3 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

Children and Young People standards

Standards area	Apprenticeship Standard outcomes
7. Assist with clinical tasks	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 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 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 7.4 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 7.5 Specific moving and positioning techniques to use with CYP 7.6 Where to source equipment and resources 7.7 Importance of shared communication across the multidisciplinary team, including appropriate escalation 7.8 The discharge process, the availability of services offered by the extended health and social care system

Standards area	Apprenticeship Standard outcomes
8. Activities of daily living	8.1 The importance of promoting family-centred care, including the participation of the CYP and families/carers in the delivery of care 8.2 Common childhood illnesses, their impact on the activities of daily living and ways in which you can support CYP to develop, maintain and recover 8.3 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 8.4 How to support CYP to wash, dress, and use the toilet; ways to manage situations in which they cannot do these things for themselves 8.5 How to help CYP to be mobile and the importance of rest and sleep 8.6 The implications of national and global immunisations programmes 8.7 The impact of long-term illness and hospitalisation can have on CYP
9. Child development	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 milestones; puberty; therapeutic play and distraction techniques 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

Format

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

Test items	A test consisting of 60 multiple-choice questions worth 1 mark each. Total of 60 marks: 40 for the core knowledge (Part A) and 20 for option knowledge (Part B). All questions are independent of each other and will not necessarily be sequenced in the order of the standards.
Duration	90 minutes
Number of marks	60
Grading	Pass /Distinction To achieve a Pass with the live paper, apprentices must achieve at least 24 marks; and for a Distinction, apprentices must achieve 45+ marks.

Content to be assessed

This section details the technical content to be assessed in the multiple-choice 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 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 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.

The SAM for this end-point assessment is reduced by 50%, and as such has 20 questions on the core standards, and 10 for each specialism.

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 test.

Delivery and conduct

This multiple-choice test is currently available onscreen, and available in a paper-based format on request. 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. The multiple-choice test is available on-demand.

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. 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 Apprenticeship Standard observation outcomes, where they must be able to demonstrate all elements of the outcomes. Skills and behaviours not fully seen during the observation period may be further tested during the question and answer session, which must follow immediately after the observed period. The question and answer session will take 10 minutes (+/-10% at the discretion of the assessor).

The apprentice will be graded as a fail if they do not meet all of the observation requirements in the Apprenticeship Standard, they fail to meet the pass criteria outlined in the table on the following page, or the independent end-point assessor has to stop the observation because they have observed unsafe practice.

The references in parenthesis refer to the specific outcomes from the Apprenticeship Standards covered in each criterion.

Pass criteria based on the Apprenticeship Standard outcomes

The apprentice meets all the core skills and behaviour requirements in the Apprenticeship Standard by:

1. Safely assisting registered healthcare professionals within their agreed scope of practice (C1, C5)
2. Accurately gathering client information (C1)
3. Treating people with dignity and following the principles for equality, diversity and inclusion (behaviours, C1, C2, C3)
4. Taking a person-centred approach when assisting with individuals' needs (behaviours, C1, C2, C3, C5))
5. Responding appropriately to limitations in mental capacity (C1)
6. Providing basic life support in a timely manner and in line with policy and procedures (C1)
7. Adhering to health and safety legislation (C6)
8. Safely moving individuals and equipment (C6)
9. Applying infection prevention and control techniques in line with policy and procedures (C6)
10. Using a range of communication methods appropriate to the individual and situation (behaviours, C1, C4)
11. Collecting and storing information and data in line with policy and procedures (C1, C4)
12. Working effectively as part of a team (behaviours, C3, C5)

Children and Young People

Pass criteria based on the Apprenticeship standard outcomes

The apprentice meets all the skills requirements from their chosen option by:

13. Safely assisting registered nurses with nursing tasks and other clinical tasks, including discharge, determined by their local work setting and in line with legislation (5.1)
14. Supporting children and young people before, during and after clinical and therapeutic procedures in line with local policy and procedures (5.1)
15. Using age appropriate communication techniques to engage children, young people and their carers in making decisions (5.1)
16. Recognising and responding to limitations in mental capacity in line with local policy and procedures (5.1)
17. Accurately monitoring and maintaining the clinical environment, equipment and resources in line with local policy and procedures (5.1)
18. Supporting children and young people to develop skills for everyday life (for example play, rest, learn, eat, sleep, wash and dress) in line with local policy and procedures (5.2)
19. Proactively developing positive relationships with children and young people and their carers, supporting them to develop through therapeutic play and learning (5.2, 5.3)

Format

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

Context	The apprentice will be observed in their normal work environment carrying out the daily responsibilities of their role. It is expected that apprentices will be observed interacting with multiple individuals during the assessment period.
Duration	120 minutes (+10 mins Q&A)
Grading	Pass/fail. All outcomes must be met to achieve a Pass.

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.
2. The apprentice must be able to demonstrate all the 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 can be found in Pearson's *Additional Resources* document.
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 duration of 120 minutes (+/-10%).
If at the end of 120 minutes the apprentice has not had the opportunity to demonstrate all the outcomes, then the observation assessment period may be extended by 10% 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.
12. Skills and behaviours not fully seen during the observation period may be further tested during the questions and answer session, which must follow immediately after the observed period. The question and answer session will take 10 minutes (+/-10% at the discretion of the assessor).

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 training 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 provided in Pearson's *Additional Resources* document. 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 pass criteria in the table provided in the *Additional Resources* document.

The indicative actions 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.

Component 3: Professional discussion

Purpose

The professional discussion is a planned, structured competence-based discussion 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 portfolio, their ability to use relevant skills, behaviours and underpinning knowledge effectively to undertake their duties as a healthcare support worker.

The professional discussion will assess the following areas of the Apprenticeship Standard. The references in parenthesis refer to the specific outcomes from the Apprenticeship Standard covered in each criterion.

Core

Pass criteria based on the Apprenticeship Standard outcomes

The apprentice meets all the core knowledge, skill, values and behaviour requirements in the Apprenticeship Standard. They can:

1. Describe the indicators of good physical and mental health for the demographic group they work with and can describe a time where they have provided brief opportunistic advice on health and wellbeing (values, behaviours, C1)
2. Describe a time when they noted a deterioration in an individual in their care and the actions they took (values, behaviours, C1)
3. Explain their responsibilities in relation to safeguarding and what action they would take if they suspect abuse (values, behaviours, C2)
4. Explain the principles of equality, diversity and inclusion and can describe how discrimination occurs (values, behaviours, C2)
5. Explain how they would implement duty of care and candour (values, behaviours, C2)
6. Explain the meaning of person-centred care and how they apply this to their work to ensure a good experience for the individual (values, behaviours, C3)
7. Explain the meaning of 'clinical effectiveness' and describe a time where they have challenged practice in the place of work (values, behaviours, C3, C4, C5)
8. Maintain patient confidentiality throughout the professional discussion (C4)
9. Describe how they have used feedback to develop their own skills and performance (values, behaviours, C5)
10. Explain the meaning of 'risk' and 'risk assessment' and how they use risk assessment in their work to operate safely (values, behaviours, C6)

Children and Young People

Pass criteria based on the Apprenticeship Standard outcomes

The apprentice must also meet all the knowledge and skill requirements in the Apprenticeship Standard from their chosen option. They can:

11. Explain what is meant by a 'life limiting condition' and the impact this can have on child development and discuss how they supported a child/young person and their family at the end of their life (5.1)
12. Describe the main public health programmes in relation to children and young people and provide an example of where they have worked with children, young people and their carers to maximise their health potential (5.2)
13. Explain what is meant by 'transition' and relate this to how they support children and young people in their own work (5.3)

Distinction

Distinction criteria based on the Apprenticeship Standard outcomes

The apprentice meets all of core knowledge, skill, values and behaviour requirements in the Apprenticeship Standard for the core and their chosen specialism as for pass, and in addition, they can:

1. Describe how they have been proactive in their own development and can discuss **two** examples of how they have used reflection to have a positive impact on their work (behaviours, C3, C5)
2. Describe how they have acted as a role model to others and can discuss **two** examples of where they have mentored others within the scope and boundaries of their practice (behaviours, C5)
3. Discuss how they interact with other professionals including describing how they work to best practice (behaviours, C3, C4)
4. Discuss an example of when they have demonstrated supervisory leadership in their place of work (behaviours, C5)

Format

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

Structure and context	The independent end-point assessor will ask apprentices a series of questions that are targeted to elicit the evidence to meet the Pass 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. Apprentices will be required to present real work-based evidence from their portfolio to validate and support their responses to the professional discussion questions. The requirements for the portfolio can be found in Pearson's <i>Additional Resources</i> document.
Duration	60 minutes
Grading	Pass/Distinction

Required supporting evidence

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

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 content of the portfolio should be sufficient in volume and breadth to support assessment of the apprentice's knowledge skills and behaviours during the professional discussion. Appropriate consideration should be given to patient confidentiality, when constructing the portfolio.

The portfolio will typically contain accounts of activities to support demonstration of the outcomes from the Apprenticeship Standard, records of observations and work-related products like documentation and reports completed by the apprentice.

The apprentice will draw on the contents of their portfolio to underpin the discussion, selecting items on the day to inform and enhance the discussion. The assessor will not otherwise assess the portfolio.

The portfolio should be arranged in seven sections to align with the domains of the standard, as follows:

- Section 1: Health and wellbeing
- Section 2: Duty of care and candour, safeguarding, equality and diversity
- Section 3: Person-centred care treatment and support
- Section 4: Communication
- Section 5: Personal, people and quality improvement
- Section 6: Health, safety and security
- Section 7: Selected option.

Work-based evidence to support the professional discussion 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 portfolio 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 portfolio 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 professional discussion 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 professional discussion.

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 Apprenticeship 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 *Portfolio Authentication and Certification Declaration Form (Annexe 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. The apprentice's portfolio must be uploaded to the ACE360 system, which will then permit access for the IEA to review the evidence.
4. The independent end-point assessor will then review apprentices' evidence against the assessment criteria and evidence requirements on pages 56-70 of the *Additional Resources* document.

Delivery and conduct

This section provides information on how the professional discussion 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 professional discussion will last for approximately 60 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 professional discussion 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 and Distinction grade criteria (the evidence requirements can be found in Pearson's *Additional Resources* document).
3. The professional discussion 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 professional discussion but cannot take any active part in the assessment. The independent end-point assessor will facilitate the professional discussion and make all assessment decisions.
4. Apprentices must work independently when preparing for and taking part in the professional discussion. They must not share details of the questions or evidence to be provided with others.
5. When responding to the professional discussion 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 professional discussion 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 professional discussion and the professional discussion will be audio recorded to support assessment decisions and for verification purposes.
7. At the end of the professional discussion, the independent end-point assessor will review the responses provided by apprentices against the grade criteria and evidence requirements (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/Distinction grade criteria and the evidence requirements to judge the apprentice's performance in the professional discussion. 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, 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.

4 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
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

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

All of these publications are available on our website.

5 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

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

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- produced their portfolio 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: Portfolio Authentication and Certification Declaration Form

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

Annexe C: Observation Record

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

Guidance for Direct Observation Record

An 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.

An observation record is a source of evidence for the apprentice's portfolio and does not confer an assessment decision.

The 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 professional discussion
- be completed by someone with line management responsibility within the employer organisation and 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 about 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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