



Pearson

Pearson Level 2 End-point Assessment for Healthcare Support Worker

Specification date: October 2018

First assessment date: May 2018

Issue 2



Pearson and Apprenticeships

For new standards and on-programme learning, Pearson as the UK's largest awarding body is able to provide a range of qualifications, including BTECs that are globally recognised and benchmarked. As an approved assessment organisation for end-point assessment for a range of standards, Pearson provides assessment services in line with approved assessment plans. For further information, please visit our website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

ISBN 978 1 446 95968 8

All the material in this publication is copyright

© Pearson Education Limited 2018

Summary of changes to Pearson Level 2 End-point Assessment for Healthcare Support Worker specification

Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page number
Content for Components 1, 2 and 3 is no longer in this specification and can be found in the <i>Pearson Level 2 End-point Assessment for Healthcare Support Worker - Additional Resources</i> document	
Evidence requirements for Components 2 and 3 are no longer in this specification and can be found in the <i>Pearson Level 2 End-point Assessment for Healthcare Support Worker - Additional Resources</i> document	
<i>Annexes B, D & E</i> are no longer in this specification and can be found in the <i>Pearson Level 2 End-point Assessment for Healthcare Support Worker - Additional Resources</i> document	
<i>Annexe C: Evidence Portfolio Authentication and Certification Declaration Form</i> is now Annexe B	32

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Collaborative development

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

Contents

End-Point Assessments for the New Apprenticeship Standards	1
Introduction	1
1 The Healthcare Support Worker Apprenticeship	3
Overview	3
2 Healthcare Support Worker end-point assessment	5
Structure	5
Grading	6
Gateway requirements	7
Language of assessment	7
Availability of the end-point assessment	7
Preparing apprentices for the end-point assessment	8
End-point assessment planning and scheduling	8
Reassessment	9
3 End-point assessment components	10
4 Further information and useful publications	29
5 Contact us	30
Annexe A: End-point Assessment Gateway Declaration Form	31
Annexe B: Evidence Portfolio Authentication and Certification Declaration Form	32

End-Point Assessments for the New Apprenticeship Standards

Introduction

In October 2013, the government began the implementation of the plan to reform apprenticeships in England. The reform includes changes that move the design of apprenticeships into the hands of employers, with the aim of making them more rigorous and responsive to employers' needs. Employer groups, referred to as Trailblazers, now lead on the development of apprenticeships for occupations where they identify the need for apprentices.

One of the most significant changes in this reform 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, and learned throughout the apprenticeship programme. The end-point assessment can only be delivered by a registered assessment organisation that must be independent of the employer or any apprenticeship 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.

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. 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. An apprentice cannot be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

Pearson, as a registered assessment organisation, has been working closely with employers, further education providers and occupational experts 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 2 End-point Assessment for Healthcare Support Worker (QN 603/3004/1).

This specification and the accompanying *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* contains the information needed to prepare apprentices for the Healthcare Support Worker Apprenticeship end-point assessment. This document is available directly from Pearson once an EPA service agreement is in place.

It is important that both documents are read together so that apprentices and employers and/or training providers have all the relevant information they require for this end-point assessment.

1 The Healthcare Support Worker Apprenticeship

Overview

The end-point assessment in this specification relates to the Healthcare Support Worker Apprenticeship Standard and Assessment Plan (published 12 March 2015, updated 01 November 2016). The apprenticeship is at Level 2 and is for apprentices working in the role of a healthcare support worker.

The overall aim of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioral standards set by employers and is competent in their role as a Healthcare Support Worker.

Healthcare support workers work as part of a team providing high-quality and compassionate care to individuals¹. They carry out well-defined clinical duties² such as monitoring an individual's condition (by checking things like blood pressure, temperature or weight), and checking their overall progress, comfort and wellbeing. Depending on where they work, they may also help individuals to eat, drink, wash, dress or go to the toilet. Healthcare support workers prepare for healthcare activities carried out by other members of the healthcare team, looking after individuals before, during and/or after those activities in line with their care plan. They will also carry out non-clinical duties, which, depending on where they work, could include things like keeping records, making beds, tidying up their work area, and returning or cleaning the equipment used during a clinical activity. Healthcare support workers will be able to address straightforward problems in their day-to-day work, reporting concerns and changes to the appropriate person in a timely manner. They work in a range of healthcare settings³, and in teams that may include workers from both health and social care. Healthcare support workers report to a registered healthcare practitioner who will directly, or indirectly, supervise their work.

¹ **Individuals** – those requiring care and support may include patients, service users or clients.

² **Duties** – please note the list of duties is not exhaustive. Duties will vary depending on place of work and job description.

³ **Healthcare settings** – may include hospitals, community clinics or health centres, individuals' homes, nursing/care homes, hospices, mental health settings and GP surgeries. This list is not exhaustive.

Healthcare support workers will be able to work effectively in a team. They will always act within the limits of their competence, knowing who to ask for help and support if they are not sure. They will work within agreed ways of working, following the relevant standards, policies and protocols used in their workplace, including the Code of Conduct for Healthcare support workers and Adult Social Care Workers in England. During the first part of the apprenticeship, apprentices will be supported to achieve the Care Certificate⁴ which forms part of their induction and covers the fundamental skills needed to provide quality care.

The duration for this apprenticeship programme is 12–18 months. The typical duration is 12 months but this will depend on apprentices' previous experience and access to opportunities that give the full range of competencies.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment detailed in *Section 3*.

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

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 apprenticeship end-point assessment organisation, Pearson will claim for the certificate, on behalf of the apprentices.

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

The published Healthcare Support Worker Standard and Assessment Plan (published 12 March 2015, updated 01 November 2016) can be found at <https://www.instituteforapprenticeships.org/apprenticeship-standards/>.

⁴ **Care Certificate** – for more details see <http://skillsforhealth.org.uk/care-certificate>

2 Healthcare Support Worker end-point assessment

Structure

The end-point assessment for the Healthcare Support Worker Apprenticeship consists of the following three components:

- Multiple-choice Test
- Observation of Practice
- Interview (supported by evidence portfolio).

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

End-point assessment components	Duration	Component grading
Multiple-choice Test	60 minutes	Pass/Merit/Distinction
Observation of Practice	Minimum 90 minutes	Pass
Interview (supported by evidence portfolio)	30-60 minutes	Pass/Merit/Distinction

It is expected that the components are attempted in the order that they are shown here. It is expected that the test be taken before the end-point assessor visit, during which the observation of practice and interview will be assessed.

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

Grading

The table below shows how the grade for the end-point assessment is determined.

Multiple-choice test	Observation of practice	Interview (supported by evidence portfolio)	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

Gateway requirements

Apprentices should be recommended for their end-point assessments by their employer, only when the employer is confident that the apprentice is ready. Employers should gather views from the training provider and the apprentice to inform this decision.

Before progressing to the end-point assessment, all apprentices must be signed off by their employer and/or training provider, through the 'gateway'. This gateway sign off confirms that all apprentices have:

- the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and are therefore 'ready for end-point assessment'
- achieved the Care Certificate as part of their apprenticeship induction
- met the stated English and maths requirements (achieved at Level 1, attempted at Level 2)
- produced an evidence portfolio to support the interview, to the required portfolio of evidence specifications as described on *pages 24-26*.

Employers and/or training providers must complete an End-point Assessment Gateway Declaration form, to be signed by the employer and apprentice, which can be found in *Annexe A*. This form and the associated gateway evidence will be transferred to Pearson, before the end-point assessments take place. The form captures the mandatory pre-requisites for the end-point assessments and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

Language of assessment

The end-point assessment is conducted in English.

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

Availability of the end-point assessment

The end-point assessment will be available from May 2018.

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 based on the Apprenticeship Standard. 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 for the end-point assessment effectively, it is important that employers and/or training providers have a good understanding of the Apprenticeship Standard and the structure and format of the end-point assessment. Information on the end-point assessment and the individual components given in this specification will support employers and/or training providers in planning the learning programme and in designing formative assessment to prepare apprentices for the end-point assessment. To ensure that apprentices are ready for their end-point assessment, regular reviews of progress and readiness should be built into the training and development programme. The end-point assessment gateway must take place after a minimum of 12 months on-programme.

End-point assessment planning and scheduling

All components of the end-point assessment for an apprentice are expected to be completed in the order that they are shown, with the multiple-choice test to be taken prior to the assessor visit, and then the observation of practice and the interview (supported by evidence portfolio), to be completed during the assessor visit.

Once the employer and/or training provider are satisfied that the apprentice is ready for end-point assessment, an end-point assessment planning meeting will be held with the Pearson independent end-point assessor.

The purpose of the meeting is to share information with the independent end-point assessor to support the assessment process and to agree a plan for the upcoming assessment activities for apprentices. Pearson will liaise with the employer before the meeting to agree the information required. The independent end-point assessor will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time.

The end-point assessment-planning meeting may be conducted remotely using appropriate technology.

Apprentices must be registered and booked onto their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments.

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 i.e. reassessment for a given component is only permitted after all components have been attempted.

Reassessments are only available when an apprentice does not succeed in achieving a Pass grade or higher. Reassessment to improve a Pass or Merit grade is not permitted. Apprentices who achieve a Pass grade cannot complete a reassessment simply to achieve a higher grade.

Each reassessment must be taken at least one month from the date of the previous attempt, and within 12 months of the first attempt.

The number of times an apprentice is permitted to be reassessed within the 12-month timeframe is determined through discussion between the employer and Pearson.

If the apprentice fails to pass a given component, it is expected that the employer submits a request for relevant reassessment.

3 End-point assessment components

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

Component 1:	Multiple-choice Test	11
Component 2:	Observation of Practice	16
Component 3:	Interview (supported by evidence portfolio)	20

Component 1: Multiple-choice Test

Purpose

The Multiple-choice Test is an onscreen test that will assess apprentices' underpinning knowledge and understanding across the Apprenticeship Standard, in line with the Assessment Plan requirements. The following Apprenticeship Standard knowledge outcomes will be assessed by the multiple-choice test.

Standards area	Apprenticeship standard knowledge outcomes (what apprentices will know and understand):
1. Communication	
1 Communication	<ul style="list-style-type: none"> • Why it is important to communicate effectively at work; how to communicate with individuals that have specific language needs or wishes; ways to make yourself understood; how to reduce problems with communication • Legislation, policies and local ways of working about handling information; how to keep information confidential; why it is important to record and store patient information securely and what to do if you think information is not secure
2. Health intervention	
2.0 Health intervention	<ul style="list-style-type: none"> • How to do routine clinical tasks (e.g. check blood pressure, temperature, weight etc.) delegated from a registered nurse or other healthcare professional • The signs and symptoms of a person who is experiencing pain or discomfort • How to promote a person's physical health and wellbeing • How to support a person's comfort and wellbeing • The importance of hydration, nutrition and food safety • What the activities of daily living are and which activities you are expected to support in your role • The signs of a person whose health and wellbeing is deteriorating; how to report changes and deterioration

<p>2.1 Person-centred care and support</p>	<ul style="list-style-type: none"> • What it means to give ‘person-centred care and support’; why it is important to get consent, even when it is difficult; why it is important to get people actively involved in their own care; why it is important to give people choices about their care; and why treating people as valuable and unique individuals makes a big difference in how they feel
<p>2.2 Dementia, cognitive issues and mental health</p>	<ul style="list-style-type: none"> • The main forms of mental ill health and their impact on people’s lives; how to promote mental health and wellbeing • The possible signs of limitations in mental capacity and what to do when you notice them • The possible signs of mental ill health, dementia and learning disabilities in people; why depression, delirium and the normal ageing process may be mistaken for dementia; the importance of early diagnosis in relation to dementia and other cognitive issues • How to report changes or deterioration
<p>2.3 How to perform basic life support</p>	<p><i>See note below table</i></p>
<p>2.4 Physiological measurements</p>	<ul style="list-style-type: none"> • The range of physiological states that can be measured, including body temperature, weight, height, blood pressure, pulse and breathing rate • The normal range of physiological measurements
<p>3. Personal and people development</p>	
<p>3 Personal and people development</p>	<ul style="list-style-type: none"> • Your role and the responsibilities and duties of your job; why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct • Working relationships and the importance of working well with other people; who or where to go for help and support about anything related to your work • The importance of personal development and how to reflect on your work; how to create a personal development plan

4. Health, safety and security	
4.0 Health, safety and security	<ul style="list-style-type: none"> • Legislation, policies and local ways of working that relate to health and safety at work; your responsibilities, and the responsibilities of others, relating to health and safety at work • What to do in situations that could cause harm to themselves and others; how to handle hazardous materials and substances; what to do when there is an accident or sudden illness
4.1 Duty of care	<ul style="list-style-type: none"> • The meaning of 'duty of care' and why it is important; what support is available when you come across a difficult situation or when someone makes a complaint
4.2 Safeguarding	<ul style="list-style-type: none"> • Legislation, policies and local ways of working about 'safeguarding' and protection from abuse; the signs of abuse and what to do if you suspect abuse; how to reduce the chances of abuse as much as possible
4.3 Infection prevention and control	<ul style="list-style-type: none"> • Legislation, policies and local ways of working that help to prevent infection; the meaning of 'risk' and 'risk assessment'; the importance of good personal hygiene and hand washing; how to select the right personal protective equipment (PPE) such as gloves, aprons and masks; how infections start and spread; the importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection; the meaning of 'antimicrobial resistance'
4.4 Moving and handling	<ul style="list-style-type: none"> • Why people and objects need to be moved safely; how to move and position people safely; how to move and handle equipment and other objects safely; agreed ways of working when moving people and know how to identify any risks
5. Equality and diversity	
5 Equality and diversity	<ul style="list-style-type: none"> • Equality and diversity legislation, policies and local ways of working; why equality is important and how discrimination can happen at work

Note that standard 2.3 has been intentionally omitted from the test as it is not included in the requirements listed in the Assessment Plan, and will be assessed in component 3.

Format

The table below gives information about the structure, duration, number of marks and grading of the Multiple-choice Test.

Test structure	An onscreen test consisting of 60 multiple-choice questions, worth one mark each, where apprentices are presented with four options from which they select the correct answer. 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	60 marks.
Grading	Pass/Merit/Distinction.

Content

The range of content to be assessed in the test can be found in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.

All content is obligatory. The full breadth of content will be sampled over the life of the end-point assessment.

Sample assessment materials

Sample assessment materials (SAMs) are provided for this onscreen multiple-choice test. The SAMs are there to provide an example of what the actual test will look like. 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 test.

Delivery

Tests are available through the Edexcel Onscreen Testing System, which employers and/or training providers will be required to install and use for the delivery of onscreen tests. You will need to complete the Onscreen Testing Application and Technical Requirements form, available on our web site, and we will contact you regarding installation of the relevant software.

Registrations must be made on Edexcel Online. Registered apprentices will then need to be entered for specific testing occasions. Employers and/or training providers should ensure that apprentices are adequately prepared before each test attempt. The Edexcel Onscreen Testing System has a useful help facility that provides guidance on the functions and layout of the system. Assessors and invigilators should familiarise themselves with the screen and ensure that there is time for apprentices to fully explore the information on the help screen before starting the test. Onscreen assessments must comply with the requirements set out in Pearson's EPA Service document, which will be provided to you alongside this specification.

Grade boundaries

A Fail grade is determined by apprentices achieving 0-29 marks out of 60.

A Pass grade is determined by apprentices achieving 30-39 marks out of 60.

A Merit grade is determined by apprentices achieving 40-49 marks out of 60.

A Distinction grade is determined by apprentices achieving 50-60 marks out of 60.

Component 2: Observation of Practice

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 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.

Apprenticeship Standard observation outcomes (what apprentices will be able to do)

- 1. Communicate effectively with individuals**, their families, carers and healthcare practitioners, using a range of techniques, **keeping information confidential**
- 2. Handle information** (record, report and store information) related to individuals **in line with local and national policies**
- 3. Demonstrate person-centred care and support**
- 4. Treat people with dignity**, respecting individuals' diversity, beliefs, culture, values, needs, privacy and preferences
- 5. Show respect and empathy for those you work with**; have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent
- 6. Show discretion and self-awareness**
- 7. Work as part of a team**, seeking help and guidance when they are not sure
- 8. Maintain a safe and healthy working environment**
- 9. Use a range of techniques for infection prevention and control** including waste management, hand washing and the use of personal protective equipment (PPE)
- 10. Move and position individuals**, equipment and other items **safely**

Format

The table below gives information about the context, duration and availability of the Observation of Practice.

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	Minimum 90 minutes
Grading	The observation of practice is graded Pass/Ungraded. All outcomes must be met to achieve a Pass.

Content

The principles, concepts and practices underpinning the Apprenticeship Standard outcomes to be assessed in the Observation of Practice are detailed in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.

In order to provide sufficient and valid evidence to demonstrate the outcomes during the observation assessment, apprentices need to have a good understanding of these principles, concepts and practices, and sufficient time to practise using them in their own working environment and own job role.

Training and delivery approaches such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation will be useful in structured on-the-job learning to help apprentices develop the skills and behaviours linked to this assessment.

Delivery and conduct

This section provides information on how the Observation of Practice 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 elements not in bold (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 of 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. These indicative actions are detailed in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.
5. It is the responsibility of the employer to ensure the observation of practice is arranged for a period where 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 consent is granted in relation to each individual the apprentice is being observed with - it is essential 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 done 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 employer.
10. The assessor reserves the right to intervene or end the observation of practice should the apprentice pose risk to themselves or others.
11. The assessor will take notes during the observation.

Assessing performance

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.

Suggested ways in which each outcome may be demonstrated are provided by the indicative actions in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – 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: Interview (supported by evidence portfolio)

Purpose

The Interview (supported by evidence portfolio) is a planned structured competence-based discussion between the apprentice and the independent end-point assessor. The 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 the relevant skills, behaviours and underpinning knowledge effectively to undertake their duties as a healthcare support worker.

The Interview will assess the following Apprenticeship Standard interview outcomes.

Standards area	Apprenticeship Standard interview outcomes (what apprentices will be able to do)
Communication	<p>The apprentice includes evidence to show that they are able to:</p> <p>1.1 Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential</p> <p>1.2 Handle information (record, report and store information) related to individuals in line with local and national policies</p>
Health interventions	<p>The apprentice includes evidence to show that they are able to:</p> <p>2.1 Support individuals with long-term conditions, frailty and end of life care</p> <p>2.2 Assist with an individual's overall comfort and wellbeing</p> <p>2.3 Support individuals with activities of daily living</p> <p>2.4 Identify and respond to signs of pain or discomfort</p> <p>2.5 Promote mental and physical health and wellbeing</p> <p>2.6 Promote physical health and wellbeing of individuals</p> <p>2.7 Recognise deteriorations in health, long-term conditions, physiological measurements, skin integrity</p> <p>2.8 Report changes in physical and mental health needs</p> <p>2.9 Recognise limitations in mental capacity and respond appropriately</p>

Standards area	Apprenticeship Standard interview outcomes (what apprentices will be able to do)
	<p>2.10 Recognise and respond to signs of poor mental health, for example dementia, depression, anxiety or other cognitive issues</p> <p>2.11 Perform basic life support for individuals using appropriate resuscitation techniques and equipment in a simulated situation</p> <p>2.12 Undertake a range of physiological measurements using the appropriate equipment, including height, weight, temperature, pulse, breathing rate and blood pressure</p>
Personal and people development	<p>The apprentice includes evidence to show that they are able to:</p> <p>3.1 Take responsibility for, prioritise and reflect on their own actions and work</p> <p>3.2 Work as part of a team, seeking help and guidance when they are not sure</p> <p>3.3 Maintain and further develop their own skills and knowledge through development activities; maintain evidence of their personal development and actively prepare for and participate in appraisal</p>
Health, safety and security	<p>The apprentice includes evidence to show that they are able to:</p> <p>4.1 Maintain a safe and healthy working environment</p> <p>4.2 Take appropriate action in response to incidents or emergencies, following local guidelines</p> <p>4.3 Use a range of techniques for infection prevention and control, including waste management, hand washing and the use of personal protective equipment (PPE)</p> <p>4.4 Move and position individuals, equipment and other items safely</p>

Format

The table below gives information about the context, duration and availability of the Interview.

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. The evidence requirements are detailed in the <i>Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources</i> document.</p> <p>Apprentices will be required to present real work-based evidence from their portfolio to validate and support their responses to the interview questions. The requirements for the evidence portfolio are detailed on pages 24 – 26.</p>
Duration	30-60 minutes.
Grading	<p>The interview (supported by evidence portfolio) component is graded Pass/Merit/Distinction. The grade will be determined by the interview responses, but these interview responses must be validated by evidence from the evidence portfolio.</p> <p>All requirements must be met for the apprentices to achieve this component.</p> <p>All Pass criteria must be met for apprentices to achieve a Pass overall.</p> <p>All Pass and Merit criteria must be met for apprentices to achieve a Merit overall.</p> <p>All Pass, Merit, and Distinction criteria must be met for apprentices to achieve a Distinction.</p>

Note that format – i.e. the interview only being directly assessed, and updated grade criteria - represents an update to the approach outlined in the Assessment Plan.

The evidence portfolio

The evidence portfolio consists of samples of real work-based evidence to support apprentices' interview responses to show how they have met the grade criteria and the related evidence requirements

Evidence included in the portfolio must be:

- **Valid** – relevant and appropriate to the skills, behaviours and underpinning knowledge in the grade criteria
- **Authentic** – evidence be the work of the apprentice and not that of someone else or a group of people
- **Sufficient** – fully meet the standards (quality) detailed in the evidence requirements
- **Compliant** – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

As shown in the evidence requirements, observation records are a primary source of evidence for the portfolio. To support employers and training providers in producing these records, a template for recording observation outcomes, alongside guidance for its use, is provided in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document. Employers and/or training providers are advised to use this template to provide observation records for the portfolio. Observation records should also be accompanied by supporting evidence, such as work products that were created during the observation. Apprentices need to be mindful of issues of confidentiality and data protection in the use of work products.

Producing the portfolio

The evidence 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 months period. However, where appropriate, apprentices may use evidence generated prior to this point; for example, evidence related to development 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 portfolio, apprentices should explore the inter-relationships and overlaps between the different grade criteria and consider where they may be opportunities for using a specific piece of evidence to meet the requirements of multiple grade criteria. Apprentices must ensure that the evidence they include in their portfolio meets the stated evidence requirements for each grade criterion.

The portfolio can be presented 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 in the portfolio 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 portfolio. This includes ensuring that:

1. apprentices know when the three months period begins and have a clear date for submitting the portfolio
2. apprentices understand the quality and sources of evidence required to meet the grade criteria as detailed in the evidence requirements, which can be found in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.
3. they have arranged and conducted sufficient and appropriate observation assessments with apprentices to ensure that they will have suitable evidence for their portfolio, with the observation records aligning with the guidance in *Annexe A* of the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.
4. apprentices understand how to, and have practice in, writing reflective accounts

A Portfolio Brief that details the above requirements, to be issued to apprentices, has been provided in *Annexe B* of the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.

Handover of portfolios to Pearson ahead of the assessor visit

1. All portfolios must be submitted by apprentices to the relevant person in their organisation before the end-point assessment gateway. Each portfolio must be accompanied by a declaration of authenticity (*Annexe B*), which must be signed and dated by the apprentice and their trainer/tutor.
2. After submission, the portfolios 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. The portfolios are to be signed off by the employer as a part of the gateway requirements.
3. Following the gateway, the independent end-point assessor will contact employers to arrange a date for the handover of the portfolios – or a copy of the portfolios - for the cohort of apprentices to be assessed. The end-point assessor will review the portfolios in preparation for the interview assessment but will not directly assess them.

Content

The principles, concepts and work practices underpinning the Apprenticeship Standard outcomes that will be assessed in the interview are detailed in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document. This document is available directly from Pearson once your EPA service agreement is in place. Apprentices need to have a good understanding of these principles, concepts and work practices and sufficient opportunities to apply them in their own working environment in order to produce appropriate work-based evidence for their portfolio, and to interpret the questions and respond appropriately during the interview.

Delivery and conduct

This section provides information on the conditions for completing the interview assessment. It is important that this information is shared with apprentices prior to the period required for collecting evidence for the portfolio.

1. The interview will last 30-60 minutes (approximately).
2. Apprentices must not share details of the interview questions or evidence to be provided with others.
3. The interview will be facilitated by an independent end-point assessor who will use a series of questions to focus and guide the discussion with apprentices. The questions are designed to draw out the evidence required to meet the Pass, Merit and Distinction grade criteria detailed in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.
4. The interview will take place in a quiet place away from the apprentices' everyday working environment with no interruptions or distractions. Apprentices will be informed of the location before the time of the assessment.
5. When responding to the interview questions apprentices must present (i.e. talk through) appropriate (valid, authentic, sufficient and compliant) work-based evidence from their portfolio 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 explain what it shows and how it demonstrates that they have met the standards for the grade criteria. 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.
6. The independent end-point assessor will make notes of the evidence provided by apprentices during the interview and will be audio recorded to support assessment decisions and for verification purposes.
7. After the interview, the independent end-point assessor will then assess apprentices interview response, validated by the portfolio evidence, against the grade criteria in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document. Interview responses not supported by appropriate work-based evidence will not be considered as meeting the grade criteria.

8. Apprentices will need to achieve all criteria at a given grade, for that grade to be awarded for the interview (supported by the evidence portfolio) component overall (ie. 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).
9. The grade in the interview (supported by evidence portfolio) component will be combined with those achieved in the other two end point assessments to determine the overall end-point assessment grade. Please refer to page 7 for details on the end-point assessment overall grading.

Assessing performance

The independent end-point assessor will assess the apprentice's evidence through interview questions, which must be supported by evidence (comprising primarily of observation records) in their portfolio. No other sources of information will be used to make judgements about the quality and sufficiency of the 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).

The grade criteria, corresponding evidence requirements and further information regarding evidence types can be found in the *Pearson Level 2 End-point Assessment for Healthcare Support Worker – Additional Resources* document.

The evidence requirements describe the quality and source of work-based evidence suitable to meet each grade criterion.

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 Policy* (Pearson)
- *EPA Service document* (Pearson).

These publications will be made 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: End-point Assessment Gateway Declaration Form

Apprentice name:		
Gateway date:		
Evidence	Y/N	Comments (if applicable)
English and maths certificates (L1 or above)		
English and maths attempted (L2)		
Care Certificate		
Evidence portfolio		

Employer declaration

- I confirm that the apprentice has achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship.
- The apprentice has produced their evidence portfolio to the specified criteria.
- The apprentice has 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 agree to be put forward for my EPA.

Signature: _____ Date: _____

Annexe B: Evidence Portfolio Authentication and Certification Declaration Form

When submitting the portfolio, each apprentice and their trainer/tutor must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed upon satisfactory completion of the other two end-point assessment components.

Apprentice name:		
Pearson registration number:		
Submission type: (first or retake)	Submission date:	Submission time:
<p>Apprentice declaration</p> <p>a) I certify that the work submitted for this portfolio (such as reflective accounts) 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> <p>Apprentice signature: _____ Date: _____</p>		
<p>Tutor/trainer declaration</p> <p>I confirm that the work presented for the portfolio 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> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

October 2018

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.**

VAT Reg No GB 278 537121

