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Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner

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Summary of changes to Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page number
Reference to word count for short answer questions has been removed	11

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.

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End-Point Assessments for the New 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, and which are learned throughout the apprenticeship programme. The end-point assessment can be delivered only by a registered assessment organisation, which 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 that 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 and the accompanying *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document contain the information needed to prepare apprentices for the Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner (QN 603/3291/8).

The *Additional Resources* 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 Assistant Practitioner Apprenticeship

Overview

The end-point assessment in this specification relates to the Healthcare Assistant Practitioner Apprenticeship Standard and Assessment Plan (published 19 May 2016). The apprenticeship is at Level 5 and is for apprentices working in the role of an Assistant Practitioner.

Assistant Practitioners work as part of the wider health and social care team. They have direct contact with patients, service users and clients, providing high-quality and compassionate care. Assistant Practitioners work at a level above that of Healthcare Support Workers and have a more in-depth understanding of factors that influence health and ill-health (for example anatomy and physiology). 'Assistant Practitioner' is a job title applied to a wide variety of roles that have been developed locally by employers to meet individual service need. On successful completion of this standard, individuals will have obtained the core skills, knowledge and values, and behaviours to become an Assistant Practitioner.

Examples of common work activities include assisting in total patient assessment, co-ordination of care (including referrals to other practitioners) and higher clinical skills such as catheterisation, wound care and discharge planning¹. Assistant Practitioners can be found working in a range of areas such as Cancer Services, Physiotherapy, Genito-Urinary Medicine, Orthopaedics, Hospice Care, Mental Health, Social Care, Community, Occupational Therapy, Learning Disabilities as well as hybrid roles that cross traditional occupational areas². Assistant Practitioners will therefore develop additional skills and knowledge based on their employer's requirements and depending on the clinical or professional area in which they are working.

¹list is not exhaustive

²list is not exhaustive

Responsibilities and duties of the role

An Assistant Practitioner works under the supervision of a Registered Practitioner³ in accordance with employer policy, protocols and standard operating procedures. The Registered Practitioner remains accountable for the appropriate and effective delegation of activities and must ensure that the Assistant Practitioner has the competency, confidence and expertise to carry out such activities. Having accepted the activity, the Assistant Practitioner is accountable for their actions. In a situation where the Assistant Practitioner feels they do not have the necessary skills or ability, they must alert the Registered Practitioner immediately.

The duration for this apprenticeship programme is 18–24 months.

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 (IfA), through a process administered by the Education and Skills Funding Agency (ESFA). As the apprenticeship end-point assessment organisation (EPAO), 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 them clearly to apprentices.

The published Healthcare Assistant Practitioner Standard and Assessment Plan ST0215 (published 19 May 2016) can be found at:
www.instituteforapprenticeships.org/apprenticeship-standards/.

³Registered Practitioner – may include registered nurses, AHP practitioners, medical, healthcare science and dental practitioners as well as registered social workers

2 Healthcare Assistant Practitioner end-point assessment

Structure

The end-point assessment for the Healthcare Assistant Practitioner Apprenticeship consists of the following three components:

- Multiple-choice and Short Answer Test
- Observation of Practice
- Interview (supported by reflective journal).

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

End-point assessment components	Duration	Component grading
Multiple-choice and Short Answer Test	90 minutes	Pass/Merit/Distinction
Observation of Practice	Minimum 90 minutes	Pass
Interview (supported by reflective journal)	30–60 minutes	Pass/Merit/Distinction

It is expected that the components are attempted in the order that they are shown here.

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 and short answer test	Observation of practice	Interview (supported by reflective journal)	Overall EPA grade
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Merit
Merit	Pass	Distinction	Merit
Distinction	Pass	Pass	Merit
Distinction	Pass	Merit	Merit
Distinction	Pass	Distinction	Distinction

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 15 standards required by the Care Quality Commission (as set out in the Care Certificate)
- illustrate their application of the knowledge, skills and behaviours within the Standard holistically
- Level 2 mathematics and English
- a regulated Level 5 occupational competence qualification
- a reflective journal – the apprentice reflects on their knowledge and skills development as well as their approach to the workplace (the values and behaviours) as described on *pages 21–23*.

Employers and/or training providers must complete an *End-point Assessment Gateway Declaration Form*, to be signed by the employer and apprentice, the form 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 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.

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 within *Annexe A* in the specification.

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 on their professional discussion assessment, should this be required.

Undertaking observations within Healthcare settings

Apprentices undertaking end-point assessment activities within healthcare settings are required to be observed in their “normal” place of work whilst undertaking “normal duties”. In some instances, apprentices may be working in areas which are inaccessible for an Independent End-point Assessor to observe; for example within a secure unit of a hospital.

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

During the planning discussions, detail should be provided on the exact location of the observation, should this differ from the apprentice’s “normal place of work” to ensure accurate information is provided to Pearson and the Independent End-point Assessor.

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 July 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 18 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 18 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. The multiple-choice and short answer test are to be taken either before or during the assessor visit, with the observation of practice and the interview (supported by a reflective journal) 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 on to 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 permitted only after all components have been attempted.

Apprentices who achieve a Pass grade cannot complete a reassessment simply to achieve a higher grade.

It is expected, as per the assessment plan, that retakes take place at least one month after the previous (failed) attempt.

Details on retake funding can be found within the ESFA funding rules: www.gov.uk/guidance/sfa-funding-rules.

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.

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 and Short Answer Test

Purpose

The Multiple-choice and Short Answer Test is a paper-based 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 are assessed through the multiple-choice and short answer test.

Standards area	Apprenticeship standard knowledge outcomes (what apprentices will know and understand):
1	Principles and philosophy of health and social care
2	Physiology, organisation and function of the human body
3	Lifespan development and healthcare needs from prenatal to end of life/bereavement
4	Research and development in the health and social care sector to inform and improve quality of care
5	Provision and promotion of holistic person-centred care and support, duty of care and safeguarding of individuals
6	Importance of the strategic environment in health and social care and the implications for the individual
7	Importance of current evidence-based practice within scope of the role

Format

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

Test structure	<p>A paper-based test consisting of:</p> <ul style="list-style-type: none">• 40 multiple-choice questions, worth 1 mark each, where apprentices are presented with four options from which they select the correct answer• four short answer items, worth 5 marks each, where apprentices are presented with a scenario and question. <p>All questions are independent of each other and will not necessarily be sequenced in the order of the standards.</p>
Duration	90 minutes.
Number of marks	60 marks.
Grading	Pass/Merit/Distinction.

Content

The content and topic/knowledge areas related to the Apprenticeship Standard outcomes to be assessed in the Multiple-choice and Short Answer Test are detailed in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document.

Legislation cited in the content is current at the time of publication. The Multiple-choice and Short Answer Test will cover the most recent legislation.

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

Sample assessment materials

Sample assessment materials (SAMs) are provided for this paper-based, multiple-choice and short answer test. The SAMs give an example of what the actual test will look like. They 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 will change in each test.

Delivery

This test is currently available in a paper-based format. Tests must be taken in accordance with Pearson's test protocols, which will be shared with you, alongside this specification.

Bookings must be made via Pearson's systems. Invigilation arrangements will be made during the planning meeting that takes place before the EPA.

Employers and/or training providers should ensure that apprentices are adequately prepared before each test attempt.

Grade boundaries

A Fail grade is determined by apprentices achieving 0–23 marks out of 60.

A Pass grade is determined by apprentices achieving 24–35 marks out of 60.

A Merit grade is determined by apprentices achieving 36–44 marks out of 60.

A Distinction grade is determined by apprentices achieving 45–60 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 an assistant practitioner. 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. It 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 complex sensitive information through a variety of methods**
2. **Manage information, keeping accurate records and ensuring confidentiality**
3. **Use** and promote **a range of techniques to prevent the spread of infection**, including hand hygiene, the use of personal protective equipment (PPE) and waste management
4. Promote and **maintain a safe and healthy working environment**
5. **Identify and manage risks**
6. **Demonstrate** and promote **what it means in practice to provide person-centred care and support**
7. **Treat people with dignity**, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences
8. **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
9. **Show discretion and self-awareness**
10. **Promote effective inter-professional and multidisciplinary team working with** peers, colleagues and staff from other agencies

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 emboldened 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 5 End-point Assessment for Healthcare Assistant Practitioner – 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.

Delivery and conduct

This section gives 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 non-emboldened elements (which the apprentice must meet if the opportunity to do so occurs during the observation period).
2. The apprentice must be able to demonstrate all the bold outcome elements during the observation of practice, i.e. outcomes achieved in one attempt cannot be carried over to a subsequent reassessment attempt.
3. Each independent end-point assessor will assess one apprentice at a time.
4. The Observation of Practice assessment will take place in apprentices' normal working environment at a time where they are actively interacting with, and supporting, individuals. Apprentices must be informed when the observation will take place. The observation will be carried out by the independent end-point assessor, who will judge apprentices' performance against the outcomes. Indicative actions through which apprentices may be able to demonstrate each of the outcomes. These indicative actions are detailed in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – 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 that consent is granted in relation to each individual with whom the apprentice is being observed – it is essential that employers are mindful of this when scheduling the observation. Employers will need to take the necessary steps to ensure compliance with relevant regulations, such as data protection legislation.

8. If the presence of the end-point assessor will become obtrusive, then the observation, or part of the observation, can be carried out at a distance (i.e. not in the same room) with the use of suitable technology. This will need to be discussed and agreed as part of the end-point assessment planning and scheduling process.
9. The observation of practice will last for a minimum duration of 90 minutes. If at the end of 90 minutes the apprentice has not had the opportunity to demonstrate all of the emboldened elements of the outcomes, then the observation assessment period may be extended at the discretion of the assessor and 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.

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 5 End-point Assessment for Healthcare Assistant Practitioner – 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 Reflective Journal)

Purpose

The Interview (supported by a Reflective Journal) is a planned and 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 reflective journal, their ability to use the relevant skills, behaviours and underpinning knowledge effectively to carry out their duties as an Assistant Practitioner.

The Interview will assess the following Apprenticeship Standard interview outcomes.

Standards area	Apprenticeship Standard interview outcomes (what apprentices will be able to do)
1. Case Management	Manages own work and case load, and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.
2. Supervision and Teaching	Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.

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, which are in the <i>Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources</i> document.</p> <p>Apprentices will be required to present real work-based evidence from their reflective journal to validate and support their responses to the interview questions. The requirements for the reflective journal are given on <i>pages 21–23</i>.</p>
Duration	30–60 minutes.
Grading	<p>The interview (supported by a reflective journal) 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 reflective journal.</p> <p>All requirements must be met for the apprentices to achieve this component.</p> <p>Demonstrating an assessment criterion at Merit or Distinction will demonstrate that corresponding criterion at lower grades have been achieved, e.g. if 1M is achieved, 1P and 2P will also have been achieved.</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 reflective journal

Description

The grade criteria and their related evidence requirements are in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document. The evidence requirements describe the quality and source of work-based evidence suitable to meet each grade criteria.

Evidence included in the reflective journal must be:

- **Valid** – relevant and appropriate to the skills, behaviours and underpinning knowledge in the grade criteria
- **Authentic** – evidence must 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 reflective journal. 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 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document. Employers and/or training providers are advised to use this template to provide observation records for the reflective journal. Observation records should also be accompanied by supporting evidence – guidance is provided in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document. Apprentices need to be mindful of issues of confidentiality and data protection in the use of work products.

Producing the reflective journal

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

In selecting and compiling the reflective journal, apprentices should explore the interrelationships and overlaps between the different grade criteria and consider where there 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 reflective journal meets the stated evidence requirements for each grade criterion.

The reflective journal can be presented as hard copy or in digital format. 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 reflective journal is sequenced according to the numerical order of the grade criteria. Apprentices must label clearly 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 reflective journal. This includes ensuring that:

1. apprentices know when the three-month period begins and have a clear date for submitting the reflective journal
2. apprentices understand the quality and sources of evidence required to meet the grade criteria as detailed in the evidence requirements (*Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – 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 reflective journal, with the observation records aligning with the guidance in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document
4. apprentices understand how to, and have practice in, writing reflective accounts.

A reflective journal brief, to be issued to apprentices, is given in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document, it details the above requirements.

Handover of reflective journals to Pearson ahead of the assessor visit

1. All reflective journals must be submitted by apprentices to the relevant person in their organisation before the end-point assessment gateway. Each reflective journal 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 reflective journals 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 reflective journals 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 reflective journals – or a copy of the reflective journals – for the cohort of apprentices to be assessed. The end-point assessor will review the reflective journals in preparation for the interview assessment but will not directly assess them.

Content

This section, which is in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document, details the Apprenticeship Standard outcomes that will be assessed in the interview, and the principles, concepts and work practices underpinning them. 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 reflective journal, 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 before the period required for collecting evidence for the reflective journal.

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 5 End-point Assessment for Healthcare Assistant Practitioner – 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 reflective journal 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 that 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 the interview will be audio recorded to support assessment decisions and for verification purposes.

7. After the interview, the independent end-point assessor will assess apprentices' interview responses, validated by the reflective journal evidence, against the grade criteria in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document. Interview responses that are 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 reflective journal) 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.
9. The grade in the interview (supported by the reflective journal) 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 5* for details on the end-point assessment overall grading.

Assessing performance

The grading criteria and related evidence requirements for this component are in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document.

The independent end-point assessor will assess the apprentice's evidence through interview questions, which must be supported by evidence in their reflective journal. 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 criterion 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.

Further information regarding evidence types can be found in the glossary in the *Pearson Level 5 End-point Assessment for Healthcare Assistant Practitioner – Additional Resources* document.

4 Further information and useful publications

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

- Pearson 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)
Regulated Level 5 occupational competence qualification		
English and maths certificates (Level 2 or above)		
Care Certificate		
Reflective journal		

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 reflective journal 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: Reflective Journal Authentication and Certification Declaration Form

When submitting the reflective journal, 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 on 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 reflective journal (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 reflective journal 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.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

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