

Apprenticeships in

Health and Social Care

Pearson Level 2 End-point Assessment for
Healthcare Support Worker (2022)



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Note about versions

This EPA, the Pearson Level 2 End-point Assessment for Healthcare Support Worker (2022) (QN 610/2019/9) and associated materials, replaces the existing Pearson Level 2 End-point Assessment for Healthcare Support Worker (603/3004/1).

Apprentices registered on-programme up to 31 October 2022 will be assessed against the legacy May 2016 (Version 1.0) Assessment Plan. Any subsequent registrations will be assessed against the updated Assessment Plan published on the IfATE website on 30 November 2022.

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1 The Healthcare Support Worker Apprenticeship

What are Pearson End-point Assessments?

End-point Assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

Purpose

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

This occupation is found in the health and care sectors. Healthcare Support Workers work in a range of healthcare settings. They can also be found in social care settings where the scope of the role they carry out requires them to be responsible for a range of clinical tasks. These roles are becoming more common as health and social care services in some areas become integrated, or where residential and nursing homes are caring for residents who have health and care needs, are unwell or reaching the end of their life, but have not been transferred to a hospital or primary-care setting.

The broad purpose of the occupation is to provide high-quality and compassionate person-centred care and support based on individual needs and setting. Daily activities for a Healthcare Support Worker will vary according to the workplace and will be determined by the needs of the individuals they are caring for.

Healthcare Support Workers check the overall comfort, wellbeing and progress of individuals in their care. They support individuals with their daily activities including eating, drinking, washing, dressing and going to the toilet. They carry out clinical activities such as measuring and monitoring blood pressure, temperature or weight, checking wounds or applying dressings. They prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during and/or after those activities in line with their care plan. They will also carry out non-clinical duties such as handling enquiries, signposting or escorting people, keeping records, making beds, tidying the work area, and returning or cleaning equipment used during a clinical activity.

In their daily work, an employee in this occupation interacts with:

- patients, service users, carers and their families
- registered healthcare professionals – for example, doctors, nurses and other allied health professionals
- social care staff including registered managers, adult care workers and social workers
- administration, management and other staff such as cleaners, drivers, porters and receptionists.

An employee in this occupation will be responsible for working within the limits of their competence and agreed ways of working to provide a defined range of healthcare tasks as part of the wider health and social care team.

Healthcare Support Workers in health settings typically report to a registered healthcare practitioner who will directly or indirectly supervise their work. Healthcare Support Workers in adult social care settings typically report to a Registered Manager, Service Manager and, in the case of Personal Assistants, to the individual with whom they work.

Healthcare Support Workers can address straightforward problems in their daily work, reporting concerns and changes to the appropriate person in a timely manner. They must communicate effectively and be able to adhere to strict standards, including legislation, when handling sensitive and confidential information. They must maintain a safe and healthy working environment and keep their knowledge and skills up to date through continuous professional development.

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Summary of End-point Assessment

EPA Title	Pearson Level 2 End-point Assessment for Healthcare Support Worker (2022)
Qualification number (QN)	610/2019/9
Regulation start date	01/02/2023
First Pearson assessment	November 2023
Assessment Methods	<ul style="list-style-type: none"> • Assessment Method 1: Observation of Practice with questions • Assessment Method 2: Professional Discussion underpinned by a portfolio of evidence <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The typical duration for this apprenticeship is 12 months, but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	<ul style="list-style-type: none"> • Employer must be confident that the apprentice is ready. • English and mathematics certificates (L1 or above). • Portfolio of evidence.
Time period for completion of EPA	The EPA should be completed within an EPA period lasting typically for three months.
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the End-point Assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.

3 EPA structure

Pearson Level 2 End-point Assessment for Healthcare Support Worker

The EPA for the Healthcare Support Worker apprenticeship consists of the following two assessment methods:

- Assessment method 1: Observation of Practice with questions
- Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

The table below gives a summary of the structure of the End-point Assessment.

End-point Assessment methods	Duration	Assessment method grading
Observation of Practice with questions	90 minutes <ul style="list-style-type: none">• 60 minutes observation• 30 minutes questions	Fail/Pass
Professional Discussion underpinned by a portfolio of evidence	60 minutes	Fail/Pass/Distinction

These assessment methods can take place in any order.

EPA Grading

The grading for this EPA is Pass/Distinction

The EPA methods contribute equally to the overall EPA grade.

Within each individual assessment method, apprentices must demonstrate all the pass descriptors to achieve a pass. To achieve a distinction, apprentices must demonstrate all the pass descriptors **and** all of the distinction descriptors.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. To gain an overall distinction the apprentice must get a distinction in the Professional Discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

The table below shows how the grade from each End-point Assessment method is combined to determine the overall End-point Assessment grade.

EPA assessment method 1	EPA assessment method 2	Overall EPA grade
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe A*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

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

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign-off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe A*.

Employers must complete a *Gateway Declaration Form* (see *EPA resource pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

5 End-point Assessment Methods

Assessment Method 1: Observation of Practice with questions

Structure

The Observation of Practice with questions assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Observation	
Summary	The apprentice is observed working in their normal working environment carrying out normal work tasks. There is a question-and-answer session at the end, which assesses areas that were not covered in the observation.
Duration	Total: 2 hours <ul style="list-style-type: none"> • Observation: 90 minutes • Question-and-answer session: 30 minutes.
Grading	Fail/Pass Apprentices must demonstrate all the pass descriptors to achieve a pass. The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i> .
Preparation	Apprentices must use the documents published in the <i>EPA resource pack</i> to support their preparation. The details of how the observation will be operated will be agreed at the EPA planning meeting.
Delivery and conduct	The observation will take place in the apprentice's normal working environment. Simulation is not permitted. The IEA will take notes. If the IEA does not observe a particular area, then situational 'what-if' questions will be asked as part of the question-and-answer session. The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.
Assessment	The IEA observes and asks the apprentice questions and judges their performance against the grading criteria using the evidence requirements for guidance, published in the <i>EPA resource pack</i> .

Standards Assessed

The observation assesses the following knowledge, skills and behaviours from the apprenticeship standard.

Apprenticeship standard outcomes	
K1	The legislation, policies, standards, local ways of working and codes of conduct that apply to own role
K2	The scope of practice, limitations of own competence and who to ask for support
K3	The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice
K4	The principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse
K5	The signs and symptoms that an individual is in pain, distress or discomfort
K6	The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes
K8	The physiological states, their normal ranges and the correct tools or equipment used to measure them
K10	The principles of hydration, nutrition and food safety
K11	The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities
K12	Local systems to order and manage supplies and stocks
K13	Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances
K15	Communication techniques to maximise understanding including for individuals with specific communication needs or wishes
K18	Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology
K19	The principles and organisational policies for confidentiality, duty of confidence and disclosure
K20	The principles of infection prevention and control, and the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE)
K21	The health and safety legislation, the principles of safe moving and handling of equipment and other objects, and assistance of individuals
S1	Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role

Apprenticeship standard outcomes	
S2	Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed
S3	Work as part of a multi-disciplinary team to provide safe, non-discriminatory, person-centred care and support in line with individual's established consent
S4	Implement a duty of care, recognising and responding to safeguarding and protection concerns, and acting in the best interest of individuals to ensure they do not come to harm
S5	Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing
S6	Recognise and respond to changes in an individuals' health and wellbeing
S8	Undertake physiological measurements, selecting and using the correct tools or equipment
S10	Promote access to fluids and nutrition in line with an individual's care plan
S11	Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care
S12	Contribute to the storage of supplies and equipment
S13	Contribute to the cleaning, disinfecting and disposal of materials and equipment
S15	Communicate with individuals using techniques designed to facilitate understanding
S18	Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology
S19	Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality
S20	Maintain a safe and healthy working environment, using a range of techniques for infection prevention and control, including hand hygiene and the use of personal protective equipment (PPE)
S21	Move and handle equipment or other items safely, and assist individuals
B1	Treat people with dignity
B2	Show respect and empathy for those you work with

Assessment Method 2: Professional Discussion underpinned by a portfolio of evidence

Structure

The Professional Discussion underpinned by a portfolio of evidence assesses apprentices' knowledge, skills and behaviours from the apprenticeship standard in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Professional Discussion	
Summary	<p>This assessment will take the form of a Professional Discussion, which must be appropriately structured to draw out the best of the apprentice's competence and cover the knowledge, skills and behaviours (KSBs) assigned to this assessment method.</p> <p>The discussion is underpinned by a portfolio of evidence that apprentices prepare during the on-programme part of their apprenticeship. The portfolio is not directly assessed – it supports the discussion.</p>
Duration	60 minutes.
Portfolio	Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses during the assessment. This portfolio is submitted prior to the assessment.
Grading	<p>Pass/Distinction</p> <p>Apprentices must demonstrate all the pass descriptors to achieve a pass. To achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>.</p>
Preparation	Apprentices must use the documents published in the <i>EPA resource pack</i> to support their preparation.
Delivery and conduct	<p>The Professional Discussion will be conducted face to face or remotely.</p> <p>The IEA will ask the apprentice a range of broad questions and apprentices will present their work-based evidence in response.</p> <p>This must take place in a quiet environment away from the apprentice's normal working environment.</p> <p>The IEA will take notes and the Professional Discussion will be audio or video recorded.</p>

Professional Discussion

Assessment	The IEA will review the apprentice's responses against the Pass and distinction grade criteria using the evidence requirements in the <i>EPA resource pack</i> as guidance.
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Standards Assessed

The Professional Discussion assesses the following knowledge, skills and behaviours from the apprenticeship standard.

Apprenticeship standard outcomes

K7	Techniques and principles to perform basic life support
K9	The importance of prescribed medication and the limitations of own role in relation to medication
K14	Local systems to manage appointments, including IT and telephone systems, how and where to signpost individuals
K16	The meaning of 'capacity', the differences between mental illness, dementia and learning disability, and the impact of these conditions on an individual's needs
K17	The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required
K22	The meaning of 'risk' in the workplace, and ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses
K23	The principles of continuing personal development, and the local arrangements for appraisal and supervision
K24	The principles of the Care Certificate
K25	The principles of reflective practice
K26	The principles of quality improvement
K27	Ways to source evidence to support improvement in the workplace
S7	Perform basic life support
S9	Assist the registered practitioner in encouraging individuals to take or use their prescribed medication
S14	Support others with appointments, enquiries and referrals
S16	Recognise and respond to limitations in an individual's mental capacity
S17	Act on opportunities to support others to maximise their health, wellbeing and positive lifestyle choices

Apprenticeship standard outcomes	
S22	Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace
S23	Participate in appraisal and supervision to support ongoing personal development
S24	Participate in training and development activities including the Care Certificate Standards
S25	Reflect on own practice
S26	Contribute to improvement activities in the workplace – for example, collecting and logging data for audit
S27	Use evidence to make suggestions for improving practice
B3	Be adaptable, reliable and consistent

6 Delivery of End-point Assessment

End-point Assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to the ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The End-point Assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe A*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point Assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment, then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner and invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally).

Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

9 Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- <https://qualifications.pearson.com/en/contact-us.html>

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

- www.pearsonschoolsandcolleges.co.uk

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10 Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that End-point Assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment methods	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their End-point Assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Retake	An apprentice requires further learning after failing an assessment method before they can be re-entered for it.
Resit	An apprentice fails an assessment method, but is able to be re-entered immediately without any further learning.
Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.

Term	Description
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Assessment Plan

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the Healthcare Support Worker apprentices. End-point Assessment organisations (EPAOs) must follow this when designing and delivering their EPA.

Healthcare Support Worker apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of End-point Assessment organisations (RoEPAO).

A full-time apprentice typically spends 12 months on-programme (this means in training before the gateway) working towards competence as a Healthcare Support Worker. All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing on-the-job training.

This EPA has 2 EPA methods.

The grades available for each EPA method are:

EPA method 1 – Observation of Practice with questions:

- fail
- pass.

EPA method 2 – Professional Discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction.

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

- fail
- pass
- distinction.

<p>On-programme (typically 12 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. Training towards English and mathematics qualifications at Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p>End-point Assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice’s employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a Healthcare Support Worker • has the evidence required to pass the gateway and is ready to take the EPA. <p>Apprentices must have passed English and mathematics qualifications at Level 1 and have taken the tests for Level 2.</p> <p>For the Professional Discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point Assessment (which will typically take 3 months)</p>	<p>Grades available for each method:</p> <p>Assessment method 1: Observation of Practice with questions:</p> <ul style="list-style-type: none"> • fail • pass. <p>Assessment method 2: Professional Discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction. <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction.
<p>Resits and retakes</p>	<p>Retake and resit grade cap: pass</p> <p>Resit timeframe: 3 months</p> <p>Retake timeframe: 6 months</p>

Duration of End-point Assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA is commenced as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think the apprentice is working at or above the occupational standard as a Healthcare Support Worker. They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

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

- They must have achieved English and mathematics Level 1 and taken the tests for Level 2.
- For the Professional Discussion underpinned by a portfolio of evidence, apprentices must submit a portfolio of evidence.

The portfolio of evidence requirements are as follows:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship.
- The portfolio of evidence must contain evidence related to the KSBs that will be assessed by the Professional Discussion.
- The portfolio of evidence will typically contain 8 discrete pieces of evidence (2 per grading theme).
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:
 - Witness testimonials
 - Written report of a case-based discussion
 - Written report of supporting an intervention
 - Clinical supervision reflection (relating to K25 and S25)
 - Work-based observation
 - Evidence of ongoing professional development
 - Mapping document showing how the evidence provided meets the KSBs.

This is not a definitive list; other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the KSBs mapped to this method.

- The portfolio should not include reflective accounts or any methods of self-assessment except where evidencing K25 or S25.
- Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice concerning this.
- The portfolio of evidence must be submitted to the EPAO at the gateway.

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

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

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

Assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Observation of Practice with questions

Overview

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

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

Rationale

This EPA method is being used because:

- this is a practical role, best demonstrated through completing activities in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method.

Delivery

The observation of practice with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour, and they must be as unobtrusive as possible. The EPAO must give an apprentice 2 weeks' notice of the observation.

The observation must take 2 hours.

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

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

EPAOs must manage invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- Working as part of the healthcare team.
- Providing care and support to individuals.
- Communicating in a way that facilitates understanding.
- Maintaining the health and safety of the workplace, individuals, colleagues and themselves through safe work practices.
- Adhering to protocols relevant to their role, the service or intervention they are providing and the organisation in which they are working. These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning included in the overall assessment time is 30 minutes. The total time for the observation element is 90 minutes. The time for questions asked during the observation is included in the overall assessment time. The independent assessor must ask at least 4 questions during the observation. To remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks rather than disrupting the apprentice's flow.

Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation. The independent assessor can also ask questions to clarify answers given by the apprentice.

Professional Discussion underpinned by a portfolio of evidence

Overview

In the Professional Discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

Rationale

This EPA method is being used because:

- it allows for assessment of knowledge, skills and behaviours that do not occur on a predictable or regular basis
- it allows assessment of responses where there are a range of potential answers that cannot be tested through the observation
- it can be conducted remotely, potentially reducing cost
- a Professional Discussion is a well-recognised method of checking knowledge, skills and behaviours, and is widely used within the health sector.

Delivery

The Professional Discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The purpose of the independent assessor's questions will be to assess the depth of the apprentice's understanding of the KSBs.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

The EPAO must give an apprentice 2 weeks' notice of the Professional Discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

Apprentices must have access to their portfolio of evidence during the Professional Discussion.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence. However, the portfolio of evidence is not directly assessed.

The Professional Discussion must last for 60 minutes. The independent assessor can increase the time of the Professional Discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

For the Professional Discussion, the independent assessor must ask at least 8 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. The Professional Discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the Professional Discussion.

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

The independent assessor will make all grading decisions.

Assessment location

The Professional Discussion must take place in a suitable venue selected by the EPAO (for example, the EPAO's or employer's premises).

The Professional Discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The Professional Discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

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

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

EPAOs must ensure that apprentices have a different set of questions in the case of resits or retakes.

EPAOs must produce the following materials to support the Professional Discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials that include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
 - EPA guidance for the apprentice and employer.

Grading

Observation of Practice with questions

Fail – does not meet pass criteria

Theme KSBs	Pass <i>Apprentices must demonstrate all the pass descriptors</i>
Working to protocol K1 K2 K3 K4 S1 S2 S3 S4	<p>Works within the limits of the role of a Healthcare Support Worker and adheres to legislation, policies, standards codes of conduct and local ways of working (K1, S1)</p> <p>Recognises when something is outside of their scope of practice or their own competence, and uses the escalation and reporting mechanisms relevant to their role (K2, S2)</p> <p>Establishes consent from, or checks that consent has been established with, the individual, and works with others from the multi- disciplinary team to provides safe, person-centred and non-discriminatory care (K3, S3)</p> <p>Applies the principles of duty of care, recognising and responding to safeguarding and/or protection concerns to ensure individuals do not come to harm (K4, S4)</p>
Provision of care K5 K6 K8 K10 K11 S5 S6 S8 S10 S11 B1	<p>Checks and responds to signs and symptoms that an individual's health is changing or if they are in pain, distress or discomfort acting to maximise their dignity, comfort and wellbeing and following the correct procedure for reporting the changes or situation (K5, K6, S5, S6, B1)</p> <p>Undertakes physiological measurements on an individual, selecting and using the correct tools or equipment (K8, S8)</p> <p>Checks the care plan and provides the correct, safe access to fluids and nutrition (K10, S10)</p> <p>Works according to the care plan and the individual's desired outcomes to support them with the activities of daily living in a way that supports and maximises independence (K11, S11)</p>

Theme KSBs	Pass <i>Apprentices must demonstrate all the pass descriptors</i>
Communication K15 K18 K19 S15 S18 S19 B2	<p>Selects and applies communication techniques to promote understanding appropriate to the needs of the individual(s), showing respect and empathy in line with organisational policies and procedures (K15, S15, B2)</p> <p>Records, stores, reports, shares or discloses information correctly and in line with national and local policy and legislation, using technology safely and securely and maintaining confidentiality at all times (K18, K19, S18, S19)</p>
Health, safety, stock and equipment management K12 K13 K20 K21 S12 S13 S20 S21	<p>Uses and stores equipment and supplies correctly in line with organisational policy and procedures for the safe supply and management of stock (K12, S12)</p> <p>Cleans, disinfects or disposes of materials or equipment in line with organisational policy and procedures for handling hazardous materials and substances safely (K13, S13)</p> <p>Applies the correct infection prevention and control measures to the tasks they are carrying out, including hand hygiene and use of personal protective equipment (PPE) (K20, S20)</p> <p>Moves and handles equipment or other items and assists individuals safely and in line with health and safety legislation (K21, S21)</p>

Professional Discussion underpinned by a portfolio of evidence

Fail – does not meet pass criteria

Theme KSBs	Pass <i>Apprentices must demonstrate all the pass descriptors</i>	Distinction <i>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</i>
CPD and reflection K23 K24 K25 S23 S24 S25 B3	<p>Explains how they take part in appraisal and supervision, summarising the impact on their ongoing personal development. Discusses how they have been adaptable, reliable and consistent in their approach to work tasks. (K23, S23, B3)</p> <p>Outlines the principles of the Care Certificate, and describes how it has contributed to their training and development (K24, S24)</p> <p>Identifies times when they reflect on their own practice, explaining their choices and describing the impact it has on their daily work (K25, S25)</p>	Evaluates the impact of reflective practice on their way of working (K25, S25)

Theme KSBs	Pass <i>Apprentices must demonstrate all the pass descriptors</i>	Distinction <i>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</i>
Provision of care K7 K9 K14 K16 K17 S7 S9 S14 S16 S17	<p>Describes the techniques and principles for providing basic life support and how they apply them in their own practice (K7, S7)</p> <p>Describes how they assist registered practitioners in encouraging individuals to take or use prescribed medicines within the limitations of their own role and organisational policy (K9, S9)</p> <p>Explains how they have supported others with appointments, enquiries and/or referrals using relevant IT and telephone systems (K14, S14)</p> <p>Defines mental capacity and describes the difference between mental illness, dementia and learning disability, giving an example of when they recognised and responded to an individual's mental capacity (K16, S16)</p> <p>Explains the principles of health promotion, outlining the services available and how referrals are made, acting on opportunities to support others in maximising their health, wellbeing and positive lifestyle choices (K17, S17)</p>	<p>Reviews the extent to which their support has maximised the health, wellbeing and positive lifestyle choices of individuals (K17, S17)</p>

Theme KSBs	Pass <i>Apprentices must demonstrate all the pass descriptors</i>	Distinction <i>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</i>
Quality K26 K27 S26 S27	Identifies how they contribute to quality improvement activities in the workplace by giving examples of how they have helped to collect data or used evidence to make improvements to practice (K26, K27, S26, S27)	Evaluates how far the evidence they have collected has contributed to improvement activities in the workplace (K26, K27, S26, S27)
Risk, health and safety K22 S22	Defines risk in relation to their place of work and describes their actions when raising concerns and reporting incidents, errors or near misses in line with organisational policies and procedures (K22, S22)	Evaluates the impact on the organisation of their response to identified risks, incidents, or errors and/or near misses in their place of work (K22, S22)

Overall EPA grading

The EPA methods contribute equally to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction.

Independent assessors must individually grade the observation of practice with questions and Professional Discussion underpinned by a portfolio of evidence according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade. Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. To gain an overall distinction, the apprentice must get a distinction in the Professional Discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Observation of Practice with questions	Professional Discussion underpinned by a portfolio of evidence	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Resits and retakes

Apprentices who fail one or more EPA method(s) can take a resit or a retake at the employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. A resit does not need further learning, whereas a retake does.

Apprentices should have a supportive action plan to prepare for a resit or a retake.

The employer and EPAO agree the timescale for a resit or retake. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Failed EPA methods must be re-sat or retaken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a resit or retake, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

Roles	Responsibilities
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% on-the-job training as arranged by the employer and training provider • understand the purpose and importance of the EPA • undertake the EPA including meeting all gateway requirements.
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% on-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for the EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required – for example, company policies) • ensure that the EPA is scheduled with the EPAO for a date and time that allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

Roles	Responsibilities
	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice upon receipt from the EPAO.
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials, including specifications and marking materials (for example, mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders

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

Roles	Responsibilities
	<ul style="list-style-type: none"> • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures.
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the on-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan) • monitor the apprentice's progress during any training- provider-led on-programme learning • advise the employer, upon request, on the apprentice's readiness for the EPA

Roles	Responsibilities
	<ul style="list-style-type: none">• remain independent from delivery of the EPAO. Where the training provider is the EPA (i.e. a HEI), there must be procedures in place to mitigate against any conflict of interest.

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made.

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
 - meet the following minimum requirements – the assessor must be occupationally competent against the standard and keep up to date with continuing professional development (CPD)
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades

- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution).

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises.

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of KSBs to assessment methods

Knowledge	Assessment methods
K1 The legislation, policies, standards, local ways of working and codes of conduct that apply to own role.	Observation of Practice with questions
K2 The scope of practice, limitations of own competence and who to ask for support	Observation of Practice with questions
K3 The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice	Observation of Practice with questions
K4 The principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse	Observation of Practice with questions
K5 The signs and symptoms that an individual is in pain, distress or discomfort	Observation of Practice with questions
K6 The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes	Observation of Practice with questions
K7 Techniques and principles to perform basic life support	Professional Discussion underpinned by a portfolio of evidence
K8 The physiological states, their normal ranges and the correct tools or equipment used to measure them	Observation of Practice with questions
K9 The importance of prescribed medication and the limitations of own role in relation to medication	Professional Discussion underpinned by a portfolio of evidence
K10 The principles of hydration, nutrition and food safety	Observation of Practice with questions
K11 The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities	Observation of Practice with questions
K12 Local systems to order and manage supplies and stocks	Observation of Practice with questions

Knowledge	Assessment methods
K13 Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances	Observation of Practice with questions
K14 Local systems to manage appointments, including IT and telephone systems, how and where to signpost individuals	Professional Discussion underpinned by a portfolio of evidence
K15 Communication techniques to maximise understanding including for individuals with specific communication needs or wishes	Observation of Practice with questions
K16 The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs	Professional Discussion underpinned by a portfolio of evidence
K17 The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required	Professional Discussion underpinned by a portfolio of evidence
K18 Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology	Observation of Practice with questions
K19 The principles and organisational policies for confidentiality, duty of confidence and disclosure	Observation of Practice with questions
K20 The principles of infection prevention and control, and the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE)	Observation of Practice with questions

Knowledge	Assessment methods
K21 The health and safety legislation, the principles of safe moving and handling of equipment and other objects, and assistance of individuals	Observation of Practice with questions
K22 The meaning of 'risk' in the workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses	Professional Discussion underpinned by a portfolio of evidence
K23 The principles of continuing personal development and the local arrangements for appraisal and supervision	Professional Discussion underpinned by a portfolio of evidence
K24 The principles of the Care Certificate	Professional Discussion underpinned by a portfolio of evidence
K25 The principles of reflective practice	Professional Discussion underpinned by a portfolio of evidence
K26 The principles of 'quality improvement'	Professional Discussion underpinned by a portfolio of evidence
K27 Ways to source evidence to support improvement in the workplace	Professional Discussion underpinned by a portfolio of evidence

Skills	
S1 Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role	Observation of Practice with questions
S2 Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed	Observation of Practice with questions
S3 Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with an individual's established consent	Observation of Practice with questions
S4 Implement a duty of care, recognising and responding to safeguarding and protection concerns, and acting in the best interest of individuals to ensure they do not come to harm	Observation of Practice with questions
S5 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing	Observation of Practice with questions
S6 Recognise and respond to changes in individuals' health and wellbeing	Observation of Practice with questions
S7 Perform basic life support	Professional Discussion underpinned by a portfolio of evidence
S8 Undertake physiological measurements, selecting and using the correct tools or equipment	Observation of Practice with questions
S9 Assist the registered practitioner in encouraging individuals to take or use their prescribed medication	Professional Discussion underpinned by a portfolio of evidence
S10 Promote access to fluids and nutrition in line with an individual's care plan	Observation of Practice with questions
S11 Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care	Observation of Practice with questions

Skills	
S12 Contribute to the storage of supplies and equipment	Observation of Practice with questions
S13 Contribute to the cleaning, disinfecting and disposal of materials and equipment	Observation of Practice with questions
S14 Support others with appointments, enquiries and referrals	Professional Discussion underpinned by a portfolio of evidence
S15 Communicate with individuals using techniques designed to facilitate understanding	Professional Discussion underpinned by a portfolio of evidence
S16 Recognise and respond to limitations in an individual's mental capacity	Professional Discussion underpinned by a portfolio of evidence
S17 Act on opportunities to support others to maximise their health, wellbeing and positive lifestyle choices	Professional Discussion underpinned by a portfolio of evidence
S18 Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology	Observation of Practice with questions
S19 Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality	Observation of Practice with questions
S20 Maintain a safe and healthy working environment using a range of techniques for infection prevention and control, including hand hygiene and the use of personal protective equipment (PPE)	Observation of Practice with questions
S21 Move and handle equipment or other items safely, and assist individuals	Observation of Practice with questions
S22 Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace	Professional Discussion underpinned by a portfolio of evidence
S23 Participate in appraisal and supervision to support ongoing personal development	Professional Discussion underpinned by a portfolio of evidence
S24 Participate in training and development activities including the Care Certificate Standards	Professional Discussion underpinned by a portfolio of evidence

Skills	
S25 Reflect on own practice	Professional Discussion underpinned by a portfolio of evidence
S26 Contribute to improvement activities in the workplace – for example, collecting and logging data for audit	Professional Discussion underpinned by a portfolio of evidence
S27 Use evidence to make suggestions for improving practice	Professional Discussion underpinned by a portfolio of evidence

Behaviours	
B1 Treat people with dignity	Observation of Practice with questions
B2 Show respect and empathy for those you work with	Observation of Practice with questions
B3 Be adaptable, reliable and consistent	Professional Discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Observation of Practice with questions

KSBs grouped by theme	Knowledge	Skills	Behaviour
Working to protocol K1 K2 K3 K4 S1 S2 S3 S4	<p>The legislation, policies, standards, local ways of working and codes of conduct that apply to own role (K1)</p> <p>The scope of practice, limitations of own competence and who to ask for support (K2)</p> <p>The principles of 'person-centred care and support', including principles of equality, diversity and inclusion, active participation, consent and choice (K3)</p> <p>The principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse (K4)</p>	<p>Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role (S1)</p> <p>Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed (S2)</p> <p>Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with an individual's established consent (S3)</p> <p>Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm (S4)</p>	N/A

KSBs grouped by theme	Knowledge	Skills	Behaviour
Provision of care K5 K6 K8 K10 K11 S5 S6 S8 S10 S11 B1	<p>The signs and symptoms that an individual is in pain, distress or discomfort (K5)</p> <p>The signs and symptoms that an individual's health and wellbeing is changing and ways to report changes (K6)</p> <p>The physiological states, their normal ranges and the correct tools or equipment used to measure them (K8)</p> <p>The principles of hydration, nutrition and food safety (K10)</p> <p>The activities of daily living and ways to support individuals in developing and maintaining their independence in carrying out these activities (K11)</p>	<p>Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing (S5)</p> <p>Recognise and respond to changes in individuals' health and wellbeing (S6)</p> <p>Undertake physiological measurements, selecting and using the correct tools or equipment (S8)</p> <p>Promote access to fluids and nutrition in line with an individual's care plan (S10)</p> <p>Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care (S11)</p>	Treat people with dignity (B1)

KSBs grouped by theme	Knowledge	Skills	Behaviour
Communication K15 K18 K19 S15 S18 S19 B2	<p>Communication techniques to maximise understanding, including for individuals with specific communication needs or wishes (K15)</p> <p>Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology (K18)</p> <p>The principles and organisational policies for confidentiality, duty of confidence and disclosure (K19)</p>	<p>Communicate with individuals using techniques designed to facilitate understanding (S15)</p> <p>Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology (S18)</p> <p>Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality (S19)</p>	<p>Show respect and empathy for those you work with (B2)</p>

KSBs grouped by theme	Knowledge	Skills	Behaviour
Health, safety, stock and equipment management K12 K13 K20 K21 S12 S13 S20 S21	<p>Local systems to order and manage supplies and stocks (K12)</p> <p>Methods to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances (K13)</p> <p>The principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of personal protective equipment (PPE) (K20)</p> <p>The health and safety legislation, the principles of safe moving and handling of equipment and other objects, and assistance of individuals (K21)</p>	<p>Contribute to the storage of supplies and equipment (S12)</p> <p>Contribute to the cleaning, disinfecting and disposal of materials and equipment (S13)</p> <p>Maintain a safe and healthy working environment using a range of techniques for infection prevention and control, including hand hygiene and the use of personal protective equipment (PPE) (S20)</p> <p>Move and handle equipment or other items safely, and assist individuals (S21)</p>	N/A

Professional Discussion underpinned by a portfolio of evidence

KSBs grouped by theme	Knowledge	Skills	Behaviour
CPD and reflection K23 K24 K25 S23 S24 S25 B3	<p>The principles of continuing personal development and the local arrangements for appraisal and supervision (K23)</p> <p>The principles of the Care Certificate (K24)</p> <p>The principles of reflective practice (K25)</p>	<p>Participate in appraisal and supervision to support ongoing personal development (S23)</p> <p>Participate in training and development activities including the Care Certificate Standards (S24)</p> <p>Reflect on own practice (S25)</p>	Be adaptable, reliable and consistent (B3)
Provision of care K7 K9 K14 K16 K17 S7 S9 S14 S16 S17	<p>Techniques and principles to perform basic life support (K7)</p> <p>The importance of prescribed medication and the limitations of own role in relation to medication (K9)</p> <p>Local systems to manage appointments, including IT and telephone systems, how and where to signpost individuals (K14)</p> <p>The meaning of 'capacity', the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs (K16)</p>	<p>Perform basic life support (S7)</p> <p>Assist the registered practitioner in encouraging individuals to take or use their prescribed medication (S9)</p> <p>Support others with appointments, enquiries and referrals (S14)</p> <p>Recognise and respond to limitations in an individual's mental capacity (S16)</p> <p>Act on opportunities to support others to maximise their health, wellbeing and positive lifestyle choices (S17)</p>	N/A

KSBs grouped by theme	Knowledge	Skills	Behaviour
	The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required (K17)		

KSBs grouped by theme	Knowledge	Skills	Behaviour
Quality K26 K27 S26 S27	The principles of 'quality improvement' (K26) Ways to source evidence to support improvement in the workplace (K27)	Contribute to improvement activities in the workplace – for example, collecting and logging data for audit (S26) Use evidence to make suggestions for improving practice (S27)	N/A
Risk, health and safety K22 S22	The meaning of 'risk' in the workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses (K22)	Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace (S22)	N/A

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