

Trail-blazers Apprenticeship Standard Handbook



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Customer Service Apprenticeship Standard Qualification

Role / Occupation: Customer Service Practitioner

Overview: The role of a customer service practitioner is to deliver high quality products and services to the customers of their organisation. Your core responsibility will be to provide a high quality service to customers which will be delivered from the workplace, digitally, or through going out into the customer's own locality. These may be one-off or routine contacts and include dealing with orders, payments, offering advice, guidance and support, meet-and-greet, sales, fixing problems, after care, service recovery or gaining insight through measuring customer satisfaction. You may be the first point of contact and work in any sector or organisation type.

Your actions will influence the customer experience and their satisfaction with your organisation. You will demonstrate excellent customer service skills and behaviours as well as product and/or service knowledge when delivering to your customers. You provide service in line with the organisation's customer service standards and strategy and within appropriate regulatory requirements. Your customer interactions may cover a wide range of situations and can include; face-to-face, telephone, post, email, text and social media.

Duration: The apprenticeship will take a minimum of 12 months to complete

Entry requirements: Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship.

Link to professional registration: Completion of this apprenticeship will lead to eligibility to join the Institute of Customer Service as an Individual member at Professional level.

Level: This apprenticeship standard is set at Level 2

Assessment Plan: Customer Service Practitioner (Level 2)

Summary of Assessment

This should be read in conjunction with the standards. The whole programme will be completed in no less than 12 months. In agreement with the apprentice, employer and provider, the apprentice may start the end point assessment at the earliest after 12 months on programme.

On-Programme Learning

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by individuals as well as by the breadth of experience an employer can offer prior to the minimum of 12 months after which end-point assessment will take place.

Employers should work closely with any training provider to plan and deliver support and training appropriately. This working closely will add value to the employer as it centres on real work competencies demonstrated in a real work environment.

To drive quality and consistency through on-programme learning employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- Training providers may support ensuring the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and training providers could carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors, workplace coaches, etc. They should agree how any issues are to be resolved together.
- Apprentices may develop and maintain examples of their work throughout their apprenticeship that cover the full standard. This could be in the form of a portfolio or other tracking method to be reviewed on-programme at intervals agreed by the employer and training provider, for example at 3, 6 and 9 months.

Assessment Gateway

The end point assessment is synoptic and takes place at the end of the apprentice’s learning and development, after a minimum of 12 month’s on programme learning.

The employer, and, if appropriate in conjunction with the Training Provider, will formally sign-off that the apprentice has met the minimum requirements in regards to knowledge, skills and behaviours within the standard and confirm they are ready to move on to the end assessment. This will happen during a meeting involving the apprentice, their line manager and the trainer.

End Point Assessment

For each of the three assessment methods, all pass criteria (100%) must be achieved to progress and complete the apprenticeship programme, as outlined below and identified in Annex A.

For a distinction to be awarded, apprentices must also achieve a distinction in each assessment method.

| Assessment Method | Weighting | Duration | To achieve a pass | To achieve a Distinction |
|--------------------------|------------------|--|--------------------------|--|
| Apprentice Showcase | 65% | After a minimum of 12 months on-programme learning | 100% | You must meet all of the pass criteria AND 70% of the distinction criteria |
| Practical Observation | 20% | Minimum of 1 hour | 100% | You must meet all of the pass criteria AND 80% of the distinction criteria |
| Professional | 15% | 1 hour | 100% | You must meet all of the pass |

| | | | | |
|------------|--|--|--|--|
| Discussion | | | | criteria AND 75% of the distinction criteria |
|------------|--|--|--|--|

Apprentice Showcase

The apprentice showcase is compiled after 12 months of on-programme learning. The Apprentice Showcase enables apprentices to reflect and present examples of their development over the whole on-programme period. With guidance from the employer and/or training provider the apprentice will select appropriate evidence from the on programme portfolio to demonstrate the minimum requirements of the standard at the final stage of the programme as an 'Apprentice Showcase'. This will attest to professional competence at the level.

The apprentice showcase will be reviewed and assessed by the independent assessor. The evidence contained in the apprentice showcase will be assessed against the following areas of the standard as highlighted:

- Understanding the organisation
- Meeting regulations and legislation
- Systems and resources
- Product and service knowledge
- Influencing skills
- Personal organisation
- Dealing with customer conflict and challenge
- Developing self
- Being open to feedback
- Team working

Employers within the sector have strongly expressed that end point assessment methods should be flexible, and where possible delivered virtually due to the impact of demand fluctuation on the quality of customer service within the sector. The apprentice showcase, as agreed by the employer and apprentice with the assessment organisation, can therefore be assessed face to face or remotely. It can be showcased by the learner through the delivery of a presentation or by a virtual form of assessment such as submission of a report, storyboard, journal etc to the assessment organisation.

The apprentice showcase will be assessed against an externally set brief, written by the assessment organisation, working with Employers and other stakeholders, as appropriate, to ensure consistency

It is expected that the externally set brief will include elements such as work-based evidence, including customer feedback, recordings, manager statements, and witness statements. It will also include evidence from others, such as mid-and-end of year performance reviews, and feedback. It is important to acknowledge that the employer and training provider will work together throughout the on-programme learning, ensuring all learning is consistently applied throughout the Apprenticeship and not just at the End Point Assessment or in the Apprentice Showcase. The apprentice will then present to the Independent Assessor to provide an opportunity for them to interview the apprentice and delve deeper in to the learning and experience. This is to ensure rigor, competence and independence.

Practical Observation & Professional Discussion

The practical observation and professional discussion provides the opportunity for substantial synoptic assessment across the standard and must include customer interaction.

Practical Observation

The practical observation will be pre-planned and scheduled to when the apprentice will be in their normal place of work and will be carried out by the Independent Assessor. The observation should enable the apprentice to evidence their skills, knowledge and behaviour from across the standard to demonstrate genuine and demanding work objectives. Each situation within the observation will be different, and examples are, handling a general enquiry, dealing with a customer complaint or a need for further information or detail, but it is mandatory that the observation covers as a minimum: presentation, equality, interpersonal skills, communication and personal organisation. Those areas of the standard which are not able to be evidenced during the observation will be discussed subsequently as part of the professional discussion with the Independent Assessor.

Professional Discussion

The professional discussion will be a structured discussion between the apprentice and the Independent Assessor, following the observation, to establish the apprentice's understanding and application of knowledge, skills and behaviours. The professional discussion will need to take place in a suitable environment and should last for a maximum of one hour. The discussion will be against set criteria in the occupational brief to ensure standardisation and consistency. It will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. Please see Appendix A at the end of this Assessment plan for the Occupational brief.

The purpose of the professional discussion is to:

- clarify any questions the Independent Assessor has from their assessment of the learner journey and practical observation;
- confirm and validate judgements about the quality of work;
- explore aspects of the work, including how it was carried out, in more detail;
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the practical observation;
- ask questions in relation to personal development and reflection;
- provide a basis for the Independent Assessor to make a decision about the grade to be awarded.

The Independent Assessor will plan the professional discussion in advance and in conjunction with the apprentice and employer. It will follow the occupational brief which will be subject to internal and external quality assurance, as described in section 9.

The professional discussion will be graded by the Independent Assessor based on the standard and grading criteria. Final judgement and the overall grade for the apprenticeship will be made by the Independent Assessor following completion of both the practical observation and professional discussion. 6. Independence

The assessment decisions need to be taken by Independent Assessors. To ensure consistent and reliable judgements the Independent Assessor must meet the following criteria:

- understanding of the customer service sector and of the role covered by the apprenticeship
- current occupational competence of 2 years or more.
- no direct relationship with the apprentice
- hold or working towards a qualification to undertake assessment and verification activity (i.e. PGCE, Cert Ed or Assessor/Verifier qualifications) and/ or have significant knowledge and expertise in providing consistent and appropriate judgements of a candidate's skill and ability.

Summary of roles and responsibilities

| Assessor | Role |
|---|---|
| The Employer | <ul style="list-style-type: none"> ▪ Brings a view of the apprentice working with them in the workplace through the apprenticeship ▪ Works with the training provider to carry out a continuous review of the evidence generated by the apprentice as part of the on-programme assessment process ▪ Supports 'on the job' training and offers relevant experience ▪ Decides on the timing of final assessment with the support of the Training Provider |
| Training Provider (This function could be undertaken by the Employer) | <ul style="list-style-type: none"> ▪ Brings a view of the apprentice from supporting them through the apprenticeship ▪ Works collaboratively with the employer on the behaviours of the apprentice ▪ Delivers 'off the job' training ▪ Works with the employer and undertakes assessment of the apprentice against the standards as part of the on-programme assessment process ▪ Supports the employer on deciding the timing of final assessment |
| Independent Assessor | <ul style="list-style-type: none"> ▪ Provides an independent view as they will not have had any prior involvement with the apprentice ▪ Brings added rigor and consistency to the assessment through their wider industry perspective, knowledge and experience ▪ Assesses all components of the final end assessment independently using externally set marking/grading criteria ▪ Participates in regular standardisation events |
| Independent Assessment | <ul style="list-style-type: none"> ▪ Designs and offers the end assessments ▪ Sources, allocates and manages the Independent Assessors |
| Organisation | <ul style="list-style-type: none"> ▪ Runs standardisation events with Independent Assessors ▪ Provides internal/external verification to ensure consistency of assessment decisions |

End-Point Grading

The apprenticeship includes Pass and Distinction grades which are applied at the end point assessment with the final grade based on the performance in the apprentice showcase, the practical observation and a professional discussion.

A pass apprentice will competently perform their role demonstrating application of the knowledge, skills and behaviours against the whole standard in line with organisation and regulatory requirements and ensuring customer satisfaction.

A distinction apprentice, in addition to meeting the pass criteria, will consistently performs above the required level for the role.

If any part of the assessment is not sufficient when first submitted, there will be an opportunity for resubmission, or observation or professional discussion to be repeated, however multiple assessment opportunities are not expected; all parties should be confident that the apprentice is ready to start the end point assessment with practice runs taking place before formal assessment is completed. Should the Apprentices fail any part of the end point assessment further development must be provided prior to a re-take. If the apprentice re-sits with no additional learning the individual employer will be responsible for bearing the cost.

The final grade will be based on the final end assessment. The apprentice must achieve the minimum pass threshold in each of the end assessment components and will be awarded a final grade based on the weighted average of these end assessment components.

Quality Assurance

Internal Quality Assurance

Approved Independent Assessment Bodies (IAB) must have in place a robust mechanism for internal quality assurance. This should include the ongoing monitoring and support of the independent assessment team, including regular standardisation meetings. Standardisation meetings should be undertaken annually to ensure the assessment system is consistent and reliable.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

Independent Assessment Organisations who wish to offer end point assessment against the standard will need to be on the Skills Funding Agency's Register of Apprentice Assessment Organisations (RoAAO).

Apprenticeship Standard for Team Leader/Supervisor

Occupation: A team leader/supervisor is a first line management role, with operational/project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include: supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

Roles/Occupations may include: Supervisor, Team Leader, Project Officer, Shift Supervisor, Foreperson, and Shift Manager.

Entry Requirements: The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher.

Duration - Typically this apprenticeship will take 12 – 18 months
Qualifications – Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point **assessment**.
Progression – On completion, apprentices may choose to register as Associate members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

Level - Level 3

The assessment approach is critical, being robust, challenging and testing, and will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard, whichever Training Provider is delivering the Apprenticeship, and whichever Independent Assessment Organisation undertakes the End Point Assessment.

The approach has been designed to be:

- Appropriate, relevant and feasible in a wide range of contexts
- Consistent across these contexts
- Affordable and manageable based on the number of potential learners.

Summary of Assessment

Each Training Provider will develop its own apprenticeship programme and will map it to the outcomes required in the standard.

On-programme assessment

It is strongly recommended that on programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment takes place.

It is recommended, but not required, that this comprise of:

Completion and achievement of a relevant Level 3 Diploma in Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits).

Where a qualification is not used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope which can be evidenced

- Regular performance reviews between apprentice and line manager

- Development of a portfolio of evidence
- Feedback from line manager, peers and direct reports (including 180/360 degree feedback or equivalent)

The decision to Gateway to the End Point Assessment will be taken by the line manager (employer) and apprentice with input from the Training Provider.

Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses
- Assessment of competency through competency based interview
- Assessment of portfolio of evidence
- Continuing Professional Development Log reviewed and professional discussion/question and answer session.

The End Point Assessment requires apprentices to demonstrate they have achieved the standard.

The decision to Gateway to the End Point Assessment will be taken by the line manager (employer) and apprentice with input from the Training Provider.

Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses
- Assessment of competency through competency based interview
- Assessment of portfolio of evidence
- Continuing Professional Development Log reviewed and professional discussion/question and answer session.

Assessment Overview

The Independent Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: fail/pass/merit/distinction.

All candidates must participate in all three elements of the End Point Assessment and achieve a minimum of 50% for each component.

| Assessment Method | Area Assessed | Assessed By | Weighting |
|--|--|------------------------|-----------|
| Knowledge Test using scenarios and questions | Knowledge of leading people, managing people, building relationships, communication, operational management, | Independent Assessment | 30% |

| | | | |
|--|---|-------------------------------------|-----|
| | project management, finance | Organisation | |
| Structured competency based interview | Knowledge and application of learning relating to leading people, managing people, building relationships, communication, operational management, project management, finance | Independent Assessment Organisation | 30% |
| Assessment of portfolio of evidence | Application of knowledge and demonstration of skills and behaviours relating to leading people, managing people, building relationships, communication, operational management, project management, finance, self-awareness, management of self and decision making, taking responsibility, inclusivity, being agile, professionalism . | Independent Assessment Organisation | 20% |
| Professional discussion relating to CPD activity | Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace | Independent Assessment Organisation | 20% |

On-programme Assessment

This is typically a 15 - 18 month apprenticeship with an integrated approach to the assessment of knowledge, skills and behaviours.

The On-Programme Assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the End Point Assessment, which may include preparation for the interview, collation of the portfolio (eg provision of recordings of professional discussions).

The programme will cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake End Point Assessment.

It is recommended, but not required, that the On-programme assessment includes:

- Completion and achievement of a relevant Level 3 Diploma in Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits) or training providing underpinning knowledge or training with regular assessments to an equivalent standard, quality and scope which can be evidenced.
- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities
- Regular performance reviews undertaken by the employer
- Development of a portfolio of evidence including reports, assignments, evidence of tasks undertaken, demonstrations, presentations
- Observations (recorded by the training provider)
- Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)

- Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches

It is recommended that where possible the evidence collected makes use of video or audio technologies.

- The use of the Level 3 Diploma (or equivalent) in the on-programme delivery is recommended as it ensures the development and assessment of the knowledge areas required by the standard in a consistent manner, and is valued by employers and individuals.
- The portfolio of evidence will demonstrate the skills and behaviours learned and applied. Assessment will monitor ongoing performance of the apprentice, and the training provider and employer must support the apprentice and provide guidance as required.
- Apprentices without Level 2 in English and Maths will need to achieve these prior to taking the end-point assessment. It is also recommended that the apprentice is supported to become digitally literate where this is important to their role.

Assessment Gateway

The line manager (employer) will make the decision as to when the apprentice is ready, based on their being competent and performing in their role. This decision will be supported by input from the training provider.

End Point Assessment

Following successful completion of the Gateway, the training provider will submit the candidates' details to the independent assessment organisation (which will have been chosen by the employer).

What will be assessed?

The knowledge, skills and behaviours required of a team leader/supervisor as set out in the standard will be assessed during the End Point Assessment.

How will it be assessed?

The End Point Assessment will comprise:

Knowledge Test

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage. It should be set at a level which would be expected to be achieved through a Level 3 Diploma (or equivalent) or from training of an equivalent standard, quality and scope.

A series of different scenarios and situations will be used, with a series of questions requiring responses which will demonstrate the apprentice's knowledge of that particular topic. The knowledge test may be delivered online or be paper-based, and is likely to be

multiple choices. The assessment organisation will set out the test specifications including the number of questions to be included, time allowed, and conditions for invigilation, to ensure consistency and quality.

Structured Competency Based Interview

Knowledge requirements and their application will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage.

The interview can be conducted using a range of media (telephone interview, live media, online or written), whichever is the most appropriate for the apprentice.

Assessment of portfolio of evidence • The Portfolio A portfolio of evidence will be reviewed and assessed by the independent assessor, who makes a judgement on the quality of the work. It will comprise a collection of evidence (preferably in an online portfolio with written, audio and video evidence) which might include: – Written statements – Reports – Presentations – Performance reviews between employer and apprentice – Observations (recorded by the training provider) – Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider) – Feedback from line manager, direct reports and peers including 180/360 degree feedback approaches

The evidence contained in the portfolio will comprise of complete and/or discrete pieces of work that cover the totality of the Team Leader/Supervisor Apprenticeship Standard. This will be a range of materials and documents generated over the period of the apprenticeship and which provide evidence of the apprentices' ability to apply and demonstrate team leading and management concepts.

The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The portfolio will also show how the apprentice has demonstrated the behaviours, especially around contact with others, team work and areas where they have exceeded the requirements of the role. This can be in the form of manager's report, emails, customer comments, peer review etc.

The employer and the training provider will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard. The use of video and audio evidence is encouraged to provide "real time" demonstrations and application.

The standard should be used as setting the broad parameters for this portfolio and scoring criteria will be developed through the employer group.

Professional Discussion relating to CPD activity

The apprentice will provide evidence of any additional learning/CPD undertaken during the apprenticeship, which will include: – Activity undertaken during the Level 3 diploma, including any assignments or projects – Details of any formal or informal learning undertaken – Details of any professional discussions undertaken or support provided through Professional Bodies

The Independent Assessor will undertake a professional discussion with the apprentice to identify the objective of the activity, and reflect on the outcome and how learning gained was applied.

Who will assess it?

The selected Independent Assessment Organisation will be responsible for all aspects of the End Point Assessment.

The competency based interview and scenario testing, full portfolio of evidence and CPD log with associated interview discussions, are reviewed against the standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard. During this process the Independent Assessor will be able to ask for further information from the apprentice, employer or training provider if required.

The End Point Assessment comprises a range of assessment methods, including a knowledge test, written portfolio and interview, to build in rigour and ensure that all components of the Standard have been fully tested and met. Guidance will be provided on possible Learning Outcomes and Assessment Criteria.

There will not be a panel of assessors - there will only be one independent assessor involved and they will make the final decision as to whether the standard has been met or not and the apprentice has passed.

It is expected that the independent assessor will have experience of leadership and management within a range of types and sizes of organisation, and hold a relevant leadership and management qualification at a minimum of a Level 5 (or equivalent) or have significant occupational experience. Ideally the assessor will be an experienced professional manager and as such be a registered Chartered Manager, or at least full members of either CMI or ILM.

End Point Assessment – final judgement

The Independent Assessor will make the final judgement as to whether the apprentice has fully met the requirements of the Standard.

The Independent Assessor will be from an organisation that is on the Register of Apprentices Assessment Organisations. It is expected that there will be a number of different organisations on the Register able to undertake the End Point Assessment.

End Point Assessment – grading

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

The Independent Assessor will award marks based on their assessment of the structured competency based interview and scenario test, written portfolio, and professional discussion relating to CPD activity.

The marks will be based on how the evidence presented contributes to:

- What the apprentice has shown they can do against the requirements of their job role
- How the apprentice has approached their work and learning, and the way they have completed the task(s)
- Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships.

| End Point Assessment Evidence | Weighting | Maximum Mark | Minimum Mark |
|---|-----------|--------------|--------------|
| Knowledge Test | 30% | 30 | 15 |
| Structured competency-based interview | 30% | 30 | 15 |
| Submission of Portfolio | 20% | 20 | 10 |
| Professional discussion of CPD activity | 20% | 20 | 10 |

Apprentices will need to achieve at least 50 per cent within each part of the End Point Assessment to be able to pass the apprenticeship.

The marks, which already include the weighting for each component, will then be combined to give the final grading:

Grade Total Mark Distinction 70+ Merit 60+ Pass 50+ Fail Less than 50

Independence

The Independent Assessment Organisation will be responsible for the End Point Assessment. As such they will have had no involvement in the delivery of the on-programme activities, and previous contact with the apprentice, and will be fully independent and impartial.

End Point Assessment – summary of roles and responsibilities

| Assessor | Role |
|-------------------------------------|--|
| Independent Assessment Organisation | To carry out the independent End Point Assessment and assess whether the apprentice has met all the requirements of the standard |

| | |
|-------------------|---|
| Employer | To support the apprentice in the workplace and ensure readiness for the End Point Assessment. Provide further supporting evidence/endorsements if required by the assessor. |
| Training Provider | To provide administrative support for the End Point Assessment. |

Quality Assurance – internal

All Independent Assessment Organisations will be registered on the Register of Apprenticeship Assessment Organisations, and chosen by the employer.

The Independent Assessment Organisation will be responsible for internal quality assurance of the End Point Assessment process. To ensure that assessments are run correctly (in relation to running, marking, standardising and reporting outcomes) it is expected that they will:

- Uphold the rigour of a Level 3 Apprenticeship standard – Provide training to the assessors in relation to systems and process – Ensure assessors have the relevant experience and level of qualification – Undertake sampling of assessments (it is anticipated this would be 40% of assessments undertaken) – Standardise the assessment decision of assessors and consider external moderation of assessments – Hold meetings with assessors to provide updates and share good practice at least twice a year – Seek feedback from employers and training providers as to satisfaction with the service provided – Meet any requirements set in relation to external QA (see below)
- They will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes. They will also report on any concerns identified as to the quality of any on-programme training or assessment practices.
- If used, the Level 3 Diploma in Management must sit on the Register of Regulated Qualifications and therefore will be subject to Ofqual regulation.
 - Any appeals in relation to the outcome of the End Point Assessment will be initially managed by the Independent Assessment Organisation, and escalated to the external quality assurance organisation/group as appropriate.

Apprenticeship Standard for Operations/Departmental Manager

An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading

and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

Entry Requirements: The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher.

Duration - Typically this Apprenticeship will take 2 ½ years.

Qualifications – Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment.

Progression – On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.

Level - Level 5.

Assessment Plan

An operations/departmental manager is generally someone who is able to manage teams and/or projects, and has responsibility for planning, delivering and achieving departmental goals and objectives. They are accountable to a more senior manager, head of department or small business owner, and are responsible for the operational and/or policy delivery of the organisation's strategy.

It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation. It will typically take up to 2 ½ years to complete, although the exact duration will be dependent on the previous experience of the individual.

This apprenticeship has been designed to provide access to development opportunities for as wide a range of individuals as possible. This includes individuals who are at the start of their career and who wish to take their first steps into professional management, as well as those who may already have developed practical experience but who wish to develop their theoretical understanding of management skills.

On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.

The assessment approach will ensure that apprentices meet the skills, knowledge and behaviour outcomes as defined in the Standard, whichever Training Provider is delivering the Apprenticeship, or Independent Assessment Organisation is delivering the End Point Assessment.

The approach has been designed to be:

Appropriate, relevant and feasible in a wide range of contexts

Consistent across these contexts

Affordable and manageable based on the number of potential learners.

Summary of Assessment

Each Training Provider will develop its own apprenticeship programme and will map this to the required outcomes in the standard.

On-programme assessment

It is strongly recommended, but not required, that on programme assessment of knowledge, skills and behaviour outcomes en-route to the final synoptic end point assessment takes place. This could comprise of:

- Completion and achievement of a relevant Level 5 Diploma in Leadership & Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits). Where a qualification is not used, there should be provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope which can be evidenced
- Work based project
- Development of a portfolio of evidence
- Regular Performance Reviews Regular performance reviews between apprentice and line manager.
- Feedback from line manager, direct reports, peers and customers/stakeholders (inc 180/360 degree feedback or equivalent)

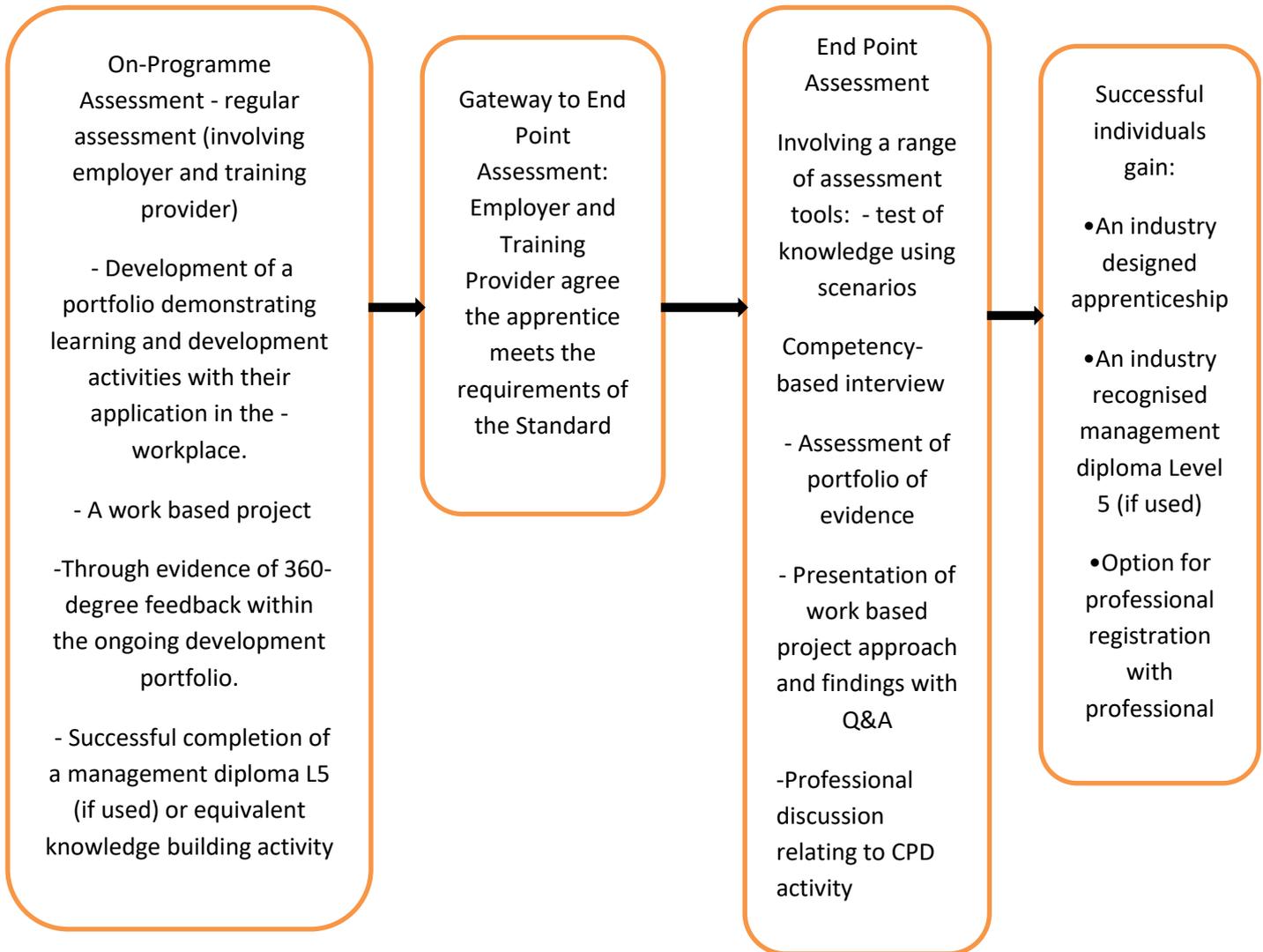
- The decision on readiness to progress to the End Point Assessment will be taken by the line manager and apprentice with input from the Training Provider.

Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses
- Assessment of competency through a structured competency based interview
- Assessment of portfolio of evidence
- Presentation on work based project with Question and Answer session
- Continuing Professional Development Log reviewed and professional discussion

The Assessment Model is as follows



Assessment Overview

The following sets out the key assessment information for the End Point Assessment.

Achievement of the apprenticeship will depend on apprentices successfully completing a number of assessment activities. The methods used will ensure that the apprentice is assessed across the whole of the published Operations/Departmental Manager Standard.

All candidates must participate in all elements of the End Point Assessment and achieve a minimum of 50% for each component.

| Assessment Method | Area Assessed | Assessed By | Weighting | |
|--------------------------------|--|------------------------|-----------|--|
| Knowledge Test using scenarios | Knowledge of leading people, managing people, building | Independent Assessment | 30% | |

| | | | | |
|--|---|-------------------------------------|------------|--|
| and questions | relationships, communication, operational management, project management, finance | Organisation | | |
| Structured competency based interview | Knowledge and application of learning relating to of leading people, managing people, building relationships, communication, operational management, project management, finance | Independent Assessment Organisation | 30% | |
| Assessment of portfolio of evidence | Application of knowledge and demonstration of skills and behaviours relating to leading people, managing people, building relationships, communication, operational management, project management, finance, self-awareness, management of self and decision making, taking responsibility, inclusivity, being agile, professionalism | Independent Assessment Organisation | 20% | |
| Assessment of the Work based Project followed by a presentation on Work based Project – with Q&A session | The approach, implementation and outcomes of the work based project, and how learning was applied. | Independent Assessment Organisation | 20% | |
| Professional Discussion | Evidence of CPD, training and personal development activities and how learning was applied to the role and workplace | Independent Assessment Organisation | 10% | |

At this End Point Assessment, the candidate’s knowledge, full portfolio, work-based project and presentation and CPD learning will be assessed against the standard, to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard.

On-programme Assessment

This is typically a 2 ½ year apprenticeship with an integrated approach to the assessment of knowledge, skills and behaviours.

The On-Programme Assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of performance against the final outcomes defined in the standard.

The programme will cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the work based project and move to End Point Assessment.

It is recommended but not required that the On-programme assessment includes:

- Completion and achievement of a relevant Level 5 Diploma in Leadership & Management or equivalent management qualification and recognised by Ofqual, equating to at least 370 hours Total Qualification Time (37 credits) or provision of underpinning knowledge and training with regular assessments to an equivalent standard, quality and scope which can be evidenced.
- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities
- Regular performance reviews undertaken by a senior manager
- Development of a portfolio of evidence including reports, evidence of tasks undertaken, demonstrations, presentations, assignments, emails, observations
- Undertaking a work based project typically during the last 6 months of the apprenticeship
- Feedback from line manager, direct reports, peers and customers/stakeholders through 360 degree feedback (or equivalent mechanism)*
- It is recommended that wherever possible the evidence collected makes use of video or audio technologies

The use of the Level 5 Diploma (or equivalent) in the on-programme delivery is recommended as it ensures the development and assessment of the knowledge areas required by the standard in a consistent manner, and is valued by employers and individuals.

Towards the end of the programme, the apprentice will undertake a synoptic work-based project, which will bring together elements of their learning from different parts of the programme and show their accumulated knowledge and understanding of management and its application in their organisation. The topic/coverage of the project will be agreed between the employer, provider and apprentice, and will be of benefit to the business.

The portfolio of evidence and work based project will demonstrate the skills and behaviours. Assessment will monitor ongoing performance of the apprentice, and the training provider and employer must support the apprentice and provide guidance as required.

There will be regular reviews (at least quarterly) between employer and training provider with a formal assessment of progress.

Apprentices without level 2 English and Maths will need to be assessed at this level prior to taking the end-point assessment. It is also recommended that the apprentice is supported to become digitally literate where this is important to their role.

Assessment Gateway

The employer will make the decision as to when the apprentice is ready, based on their being competent and performing in their role. This decision will be supported by input from the training provider.

End Point Assessment

Following successful completion of the Gateway, the training provider will submit the apprentices' details to the independent assessment organisation (which will have been chosen by the employer).

What will be assessed?

The knowledge, skills and behaviours required of an operations/departmental manager as set out in the standard will be assessed during the End Point Assessment.

How will it be assessed?

The End Point Assessment comprises a range of assessment methods, to build in rigour and ensure that all components of the Standard have been fully tested and met.

The End Point Assessment will comprise:

Knowledge Test

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage. It should be set at a level which would be expected to be achieved through a Level 5 Diploma (or equivalent) or from training of an equivalent standard, quality and scope.

A series of different scenarios and situations will be used, with a series of questions requiring responses which will demonstrate the apprentice's knowledge of that particular topic. The knowledge test may be delivered online or be paper-based, and is likely to be multiple choices. The assessment organisation will set out the test specifications including the number of questions to be included, time allowed, and conditions for invigilation, to ensure consistency and quality.

Structured Competency Based Interview

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage. The interview can be conducted using a range of media (telephone interview, live media, online or written), whichever is the most appropriate for the apprentice.

Assessment of portfolio of evidence

The Portfolio The completed portfolio will be assessed by the Independent Assessor who makes their own judgement on the quality of the work. It will comprise a collection of evidence (preferably in an online portfolio with written, audio and video evidence) which might include:

- Written statements
- Project plans
- Reports

- Observations (by Training Provider)
- Professional Discussion between Provider and Apprentice
- Presentations
- Performance reviews
- Feedback from line manager, direct reports, colleagues, customers and stakeholders (captured through discussion)
- Peer feedback – 180/360 degree assessment type approach

The evidence contained in the portfolio will comprise of complete and/or discrete pieces of work that cover the totality of the Operations/Departmental Manager Apprenticeship Standard. This will be a range of materials and documents generated over the period of the apprenticeship and which provide evidence of the apprentices' ability to apply and demonstrate management and leadership concepts.

The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their very best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives.

The portfolio will also show how the apprentice has demonstrated the behaviours, especially around contact with others, team work and areas where they have exceeded the requirements of the role. This can be in the form of manager's reports, emails, customer comments, peer review etc.

The employer and the training provider will assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard.

Presentation on Work based Project with Q&A session

The Work Based Project is one that represents the skills, knowledge and behaviours in the Standard. It provides a substantive evidence base from a business related project to demonstrate the application of skills and knowledge. The project will take place towards the end of the apprenticeship – likely to be during the 6 months

Each project must enable the following to be demonstrated:

- The application of knowledge and skills to meet the outcomes in the standard
- The approach to planning and completion of the project
- The application of behaviours from the standard

The practical requirements for the delivery of synoptic projects.

It is designed to assess apprentices in a consistent way, irrespective of their workplace and training provider. The employer and training provider will work together with the apprentice to agree a project that is achievable within the employer's business constraints whilst meeting the needs of the Standard. The project should be conducted as part of the apprentice's normal work. The employer should make allowance, in terms of time and resource, for the project to be undertaken. Any elements which need to be undertaken outside of normal work should be agreed between the

employer, apprentice and training provider so that apprentices are not disadvantaged in any way from performing their job and meeting the requirements of the project.

The completed project work will be submitted to the independent assessor who will ensure that it demonstrates competence across the Apprenticeship Standard.

The Presentation The presentation focuses on the outcomes of the Work Based Project. It will be given to a panel comprising the independent assessor, training provider and employer.

The apprentice will deliver a 15 minute presentation which describes the objectives and outputs of their work based project, and will demonstrate:

- What the apprentice set out to achieve
- What they have produced in the project
- How they approached the work and dealt with any issues
- Confirm the demonstration of appropriate interpersonal and behavioural skills

The presentation will be assessed, and guidance on the nature of the presentation and assessment criteria will be agreed to ensure consistency in approaches and that all key areas are explored. The primary focus of the presentation will be on the work undertaken during the project, however during the question and answer session the panel will be able to explore the apprentices' broader experiences to demonstrate that the knowledge and skills defined in the standard have been met.

Practical requirements for the presentation:

The presentation will take place following the completion for the project and the preparation of the final report

The apprentice will receive appropriate notice of their presentation time (a minimum of 7 days' notice)

- A structured brief will be used to support the presentation to ensure a consistent approach
- The presentation will be of 15 minutes duration
- The Q&A session will be for 15 minutes duration
- The presentation will be conducted face to face or via live media, whichever is the most appropriate for the apprentice and employer.
- The apprentice must be put at ease to enable them to do their best

Question and Answer session: The apprentice will provide responses to a series of competency based questions put to them by the panel members. The questions will require the apprentice to draw on their experiences throughout their apprenticeship but will also focus on the findings/recommendations made within their Work Based Project activity.

Further guidance will be developed by the employer group and provider steering group, on the nature of presentation and the assessment criteria used, as well as a template for the question and answer session.

Professional Discussion relating to Continuing Professional Development

The apprentice will provide evidence of any additional learning/CPD undertaken during the apprenticeship, which will include:

- Activity undertaken during the Level 5 Diploma or learning activity
- Details of any formal or informal learning undertaken
- Details of any professional discussions undertaken or support provided through Professional Bodies.

The Independent Assessor will undertake a professional discussion with the apprentice to identify the objective of the activity, and reflect on the outcome and how learning gained was applied.

Who will assess it?

The selected Independent Assessment Organisation will be responsible for all aspects of the End Point Assessment.

The structured competency based interview and scenario testing, full portfolio of evidence (including responses to the question and answer session), and professional discussion, are reviewed against the standard to ensure that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the standard.

A panel comprising the Independent Assessor, the employer and training provider will receive the work based project presentation, and ask questions of the apprentice, relating to the work based project as well as more widely across the standard. The Independent Assessor will chair this panel.

Based on all of the assessment method outcomes, the independent assessor will make the final decision as to whether the standard has been met or not and the apprentice has passed. It is expected that the independent assessor will have experience of leadership and management within a range of types and sizes of organisation, and hold a relevant leadership and management qualification at a minimum of a Level 6 (or equivalent), or have significant occupational experience. Ideally the assessor will be an experienced professional manager and as such be a registered Chartered Manager, or at least full members of either CMI or ILM.

End Point Assessment – final judgement

The Independent Assessor will make the final judgement as to whether the apprentice has fully met the requirements of the Standard. The Independent Assessor will be from an organisation that is on the Register of Apprentice Assessment Organisations. It is expected that there will be a number of different organisations on the Register.

End Point Assessment – grading

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100. The assessor will award marks based on their assessment of the components within the End Point Assessment.

The marks will be based on how the evidence presented contributes to:

- What the apprentice has shown they can do against the requirements of their job role

- How the apprentice has approached and the way they have completed the task(s)
- Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships.

| End Point Assessment Evidence | Weighting | Maximum Mark | Minimum Mark to be attained |
|--|-----------|--------------|-----------------------------|
| Knowledge Test using scenarios and questions | 30% | 30 | 15 |
| Structured Competency based interview | 20% | 20 | 10 |
| Assessment of Portfolio of Evidence | 20% | 20 | 10 |
| Work based project, presentation and Q&A session | 20% | 20 | 10 |
| CPD Log / Professional Discussion | 10% | 10 | 5 |

The marks will then be combined to give the final grading:

| Grade | Total Mark |
|-------------|--------------|
| Distinction | 70+ |
| Merit | 60+ |
| Pass | 50 |
| Fail | Less than 50 |

The scoring and grading mechanism will be developed by the assessment organisation and externally quality assured by the External Quality Assurance organisation, to ensure the grading approach reflects:

What constitutes an outstanding operations/departmental manager:

- Someone who is not just good, but also has the potential to improve quickly and someone who is not just confident and fully capable of doing the job, but someone who regularly goes beyond expectations.
- Market value: what employers across sectors would constitute as an outstanding and exemplary team leader / supervisor, demonstrated in a way that is transferable across employers

Independence

The Independent Assessment Organisation will be responsible for the End Point Assessment. As such they will have had no involvement in the delivery of the on-programme activities, and no previous contact with the apprentice, and will be fully independent and impartial.

End Point Assessment – summary of roles and responsibilities

| Assessor | Role |
|-------------------------------------|---|
| Independent Assessment Organisation | To carry out the independent End Point Assessment and assess whether the apprentice has met all the requirements of the standard |
| Employer | To support the apprentice in the workplace and ensure readiness for the End Point Assessment. To attend the panel presentation and question and answer session, provide further supporting evidence/endorsements as required. |
| Training Provider | To provide administrative support for the End Point Assessment |

Quality Assurance – internal

All Independent Assessment Organisations will be registered on the Register of Apprentice Assessment Organisations, and will be chosen by the employer.

The Independent Assessment Organisation will be responsible for internal quality assurance of the End Point Assessment process. To ensure that assessments are run correctly (in relation to running, marking, standardising and reporting outcomes) it is expected that they will:

- Uphold the rigour of a Level 5 Apprenticeship standard
- Provide training to the assessor in relation to systems and process ☐ Ensure assessors have relevant experience and qualifications
- Undertake sampling of assessor work (it is anticipated this would be 40% of assessments undertaken)
- Standardise the assessment decision of assessors and consider external moderation of assessments Hold meetings with assessors to provide updates and share good practice at least twice a year
- Seek feedback from employers and training providers as to satisfaction with the service provided
- Meet any requirements set in relation to external QA.
- If used, the Level 5 Diploma (or equivalent) in Leadership & Management must sit on the Register of Regulated Qualifications and therefore will be subject to Ofqual regulation.
- They will also be responsible for undertaking any reporting requirements and provision of information relating to performance and outcomes. They will also report on any concerns identified as to the quality of any on-programme training or assessment practices.
- Any appeals in relation to the outcome of the End Point Assessment will be initially managed by the Independent Assessment Organisation, and escalated to the external quality assurance organisation/group as appropriate

Professional Body Recognition

On completion, apprentices may choose to register as members with the Chartered Management Institute and/or the Institute of Leadership & Management, to support their professional career development and progression.

By the end of the Apprenticeship, successful apprentices with more than 3 years of management experience, and a Level 5 diploma, will have met the requirements to become a full member of the Chartered Management Institute, and will also be eligible to achieve Chartered Manager status should they wish. The apprentice will also meet the requirements for membership of the Institute of Leadership and Management.

Further development/progression routes will be available, which include higher level qualifications and professional development leading to Fellow or Chartered Fellow status. Consistency

The assessment methods described above are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. The processes described in this section are designed to ensure the consistent application of the assessment processes and Standard.

APPRENTICESHIP STANDARD FOR HEALTHCARE SUPPORT WORKER (HCSW)

Typical job titles: Healthcare Assistant, Healthcare Support Worker, Nursing Assistant, Nursing Auxiliary.

Occupational profile: Healthcare support workers (HCSWs) work as part of a team providing high quality and compassionate care to individuals¹. You will carry out well-defined routine clinical duties like monitoring an individual's conditions (by checking things like blood pressure, temperature or weight), checking on their overall progress, comfort and wellbeing. Depending on where you work, you may also help them to eat, drink, wash, dress or go to the toilet. You will 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. You will also carry out non-clinical duties and, depending on where you work, this could include things like keeping records, making beds, tidying up your work area, returning or cleaning the equipment used during a clinical activity. You will be able to address straightforward problems in your day to day work, reporting concerns and changes to the appropriate person in a timely manner. HCSWs work in a range of healthcare settings and your team may include workers from both health and social care. You will report to a registered healthcare practitioner who will directly or indirectly supervise your work.

Responsibilities and duty of the role: You will be able to work effectively as part of a team. You will always act within the limits of your competence, knowing who to ask for help and support if you are not sure. You will work within agreed ways of working, following the relevant standards, policies and protocols used in your workplace including the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. During the first part of this apprenticeship you will be supported to achieve the Care Certificate which forms part of your induction and covers the fundamental skills needed to provide quality care.

Additional information: There are no entry requirements to the apprenticeship but employers may run their own selection process. Apprentices without Level 1 English and Maths will need to achieve this level and take the test for Level 2 English and Maths prior to completion of their Apprenticeship.

Level: 2

Duration: 12 to 18 months

Apprenticeship Standard for a Healthcare Support Worker (HCSW)

Assessment Plan /Summary of Assessment

On completion of this apprenticeship the individual will be a competent and job-ready Healthcare Support Worker. The apprenticeship standard provides a high level description of the skills, knowledge, values and behaviours required of the Healthcare Support Worker apprentice. The assessment plan describes how the apprentice is assessed at the end of their apprenticeship and by whom. The assessment plan has been informed by ongoing consultation with employers, professional bodies, awarding organisations and training providers. When delivered by high-quality training providers in partnership with employers, assessed by a Skills Funding Agency registered independent assessment organisation and overseen by the quality assurance process it ensures that apprentices become competent Healthcare Support Workers. This can be the first step in a rich and fulfilling career in healthcare. The purpose of the end point assessment is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard. End point assessment:

- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship
- Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work
- Tests the knowledge acquired by the apprentice throughout the apprenticeship.

The end point assessment includes the following components:

1. A multiple choice test
2. An observation of practice undertaken in the workplace
3. An evidence portfolio completed by the apprentice with an interview.

Apprenticeship Standard for a Senior Healthcare Support Worker (Senior HCSW)

Assessment Plan /Summary of Assessment

On completion of this apprenticeship the individual will be a competent and job-ready Senior Healthcare Support Worker. The apprenticeship standard provides a high level description of the skills, knowledge, values and behaviours required of the Senior Healthcare Support Worker apprentice. The assessment plan describes how the apprentice is assessed at the end of their apprenticeship and by whom. The assessment plan has been informed by ongoing consultation with employers, professional bodies, awarding organisations and training providers. When delivered by high-quality training providers in partnership with employers, assessed by a Skills Funding Agency registered independent assessment

organisation and overseen by the quality assurance process it ensures that apprentices become competent Senior Healthcare Support Workers. This can be part of a rich and fulfilling career in healthcare.

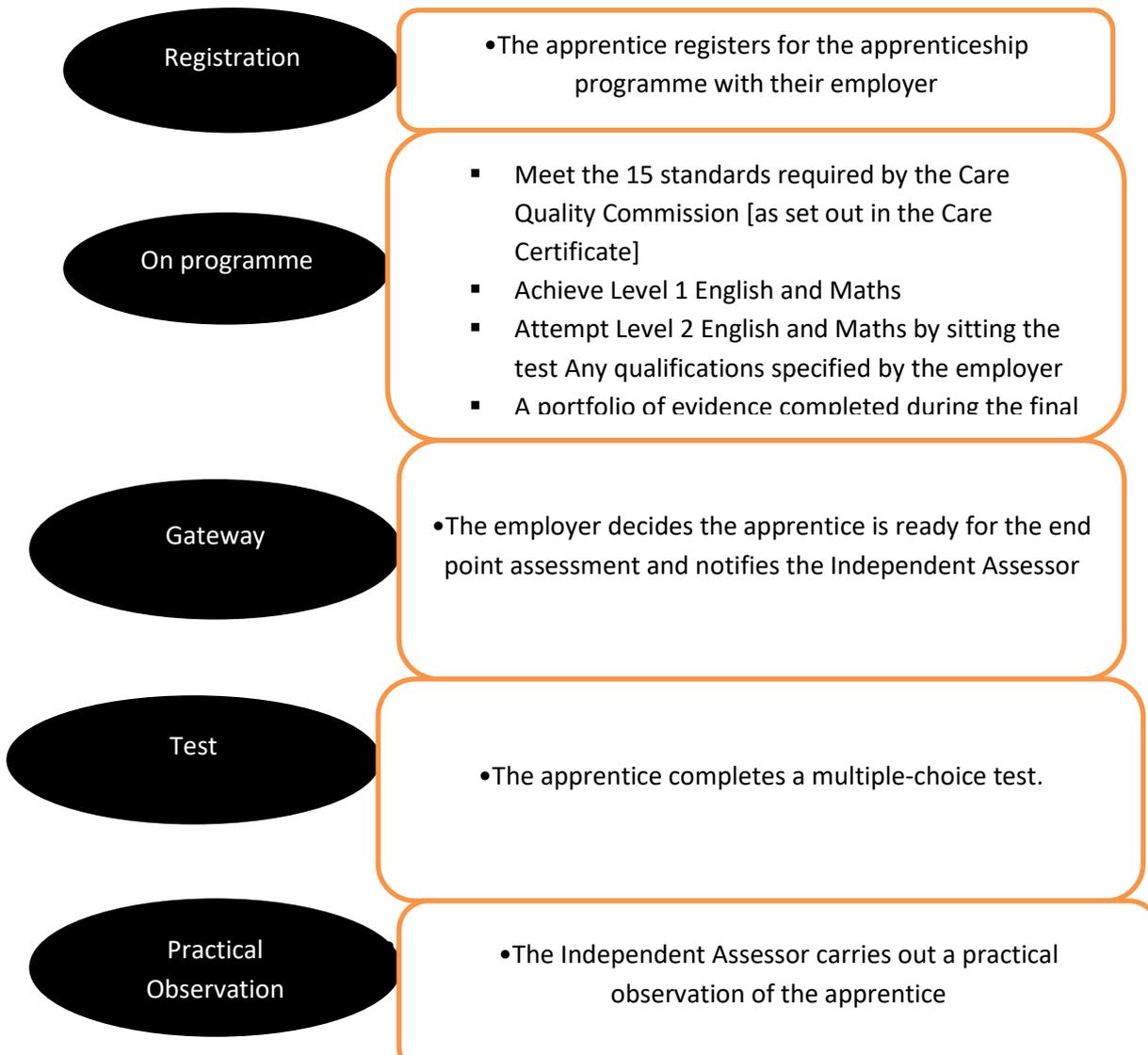
The purpose of the end point assessment is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard. End point assessment:

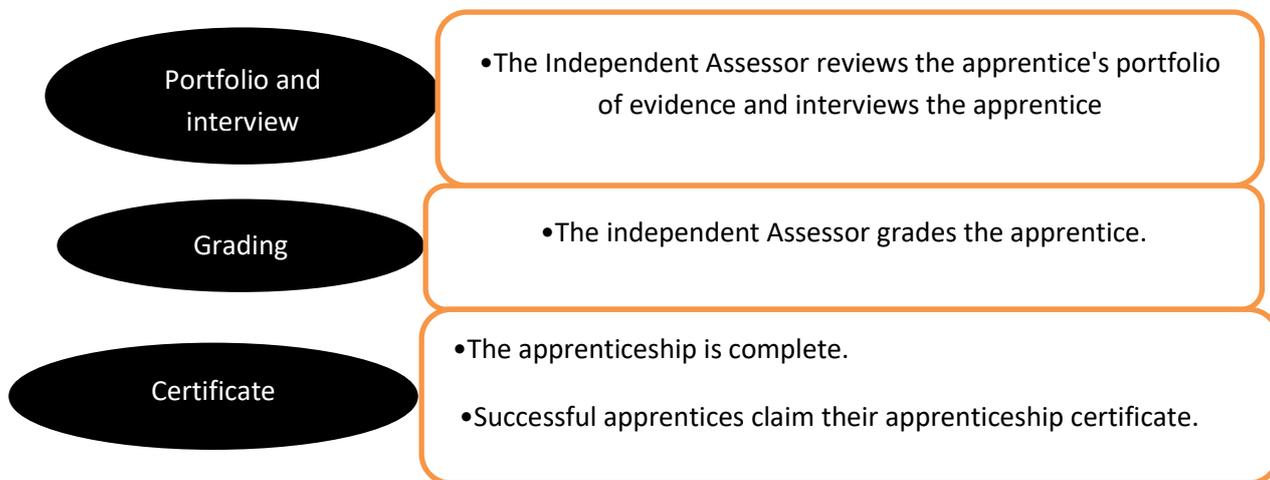
- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship
- Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work
- Tests the knowledge acquired by the apprentice throughout the apprenticeship

The end point assessment includes the following components:

1. A multiple choice and short answer test
2. An observation of practice undertaken in the workplace
3. An learning journal completed by the apprentice with an interview

Assessment Flowchart





1. The apprentice registers for the apprenticeship programme with their employer
2. The apprentice completes the agreed period of on-programme training
3. The apprentice has sufficient experience, knowledge and skills (including maths and English requirements) and reaches the gateway where they become eligible to attempt the end point assessment.
4. The apprentice undertakes the end point assessment with an independent assessor who will oversee the multiple choice test, undertake the practical observation, review the evidence portfolio and lead the final interview. The sequencing of the end point assessment components is determined by the employer and assessor to ensure best fit with local needs.
5. The independent assessor judges whether the apprentice has passed or failed the end point assessment at the end of the final interview. If the apprentice is successful, the final grade is determined by the independent assessor.

Assessment Overview

| Assessment Method | Area Assessed | Assessed by | Grading |
|----------------------|--|-------------------------------------|------------------------------|
| Multiple Choice Test | The multiple choice test assesses the following knowledge components of the apprenticeship standard: 1. Communication 2. Health interventions 3. Personal and people development 4. Health, safety and security 5. Equality and diversity | Independent Assessment Organisation | Pass Merit Distinction |
| Observation of | The observation of practice is | Independent | Ungraded |

| | | | |
|----------------------------------|--|-------------------------------------|------------------------|
| practice | <p>undertaken in the workplace to assess higher level skills and behaviours. During the observation of practice the apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively and handle information 2. Demonstrate person centred care and support 3. Treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences; 4. Show respect and empathy for those you work with; have the courage to challenge areas of concern, be adaptable, reliable and consistent; 5. Work to best practice in carrying out delegated clinical duties 6. Show discretion and self-awareness 7. Work as part of a team, seeking help and guidance when they are not sure 8. Maintain a safe and healthy working environment 9. Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE) 10. Move and position individuals, equipment and other items safely | Assessment Organisation | above Pass |
| Evidence Portfolio and Interview | <p>The evidence portfolio is completed by the apprentice in the 3 months leading up to the end point assessment. The portfolio must include direct observation in the workplace as the primary source of evidence.</p> <p>The portfolio must contain reflective accounts completed by the apprentice which demonstrate their learning and application of knowledge in practice, their values and behaviours.</p> <p>The apprentice is required to evidence the knowledge and skill requirements of the following areas the apprenticeship standard in the portfolio:</p> <ol style="list-style-type: none"> 1. Communication 2. Health interventions 3. Personal and people development | Independent Assessment Organisation | Pass Merit Distinction |

| | | | |
|--|--|--|--|
| | <p>4. Health, safety and security</p> <p>The interview takes the form of a question and answer session to enable the apprentice to further showcase their knowledge, skills and behaviours from across the Standard. The assessor selects the areas they wish to explore with the apprentice after reviewing responses to the multiple choice test, the evidence portfolio and the outcome of the observation of practice.</p> | | |
|--|--|--|--|

Assessment Overview

Apprenticeship Standard for a Senior Healthcare Support Worker (Senior HCSW)

| Assessment Method | Area Assessed | Assessed by | Grading |
|-------------------------------------|--|-------------------------------------|------------------------------|
| Multiple choice & short answer test | <p>The multiple choice questions cover the core knowledge:</p> <ol style="list-style-type: none"> 1. Health and well-being 2. Duty of care and candour, safeguarding, equality and diversity 3. Person centred care and support 4. Communication 5. Personal, people and quality improvement 6. Health, safety and security <p>The short answer questions cover the knowledge requirements in the apprentice's chosen option:</p> <p>Option 1 – Senior HCSW (Adult Nursing Support)</p> <ul style="list-style-type: none"> • Assist with clinical tasks • Activities of daily living <p>Option 2 – Senior HCSW (Maternity Support)</p> <ul style="list-style-type: none"> • Assist with clinical tasks • Assist with caring for babies • Support mothers and birthing partners <p>Option 3 – Senior HCSW (Theatre Support)</p> <ul style="list-style-type: none"> • Assist healthcare practitioners with delegated clinical tasks • Support individuals <ul style="list-style-type: none"> • Equipment and resources <p>Option 4 – Senior HCSW (Mental Health Support)</p> <ul style="list-style-type: none"> • Assist with delegated clinical tasks and therapeutic interventions • Support individuals • Risk assessment and risk management | Independent Assessment Organisation | Pass Merit Distinction |
| Observation | The observation of practice is undertaken in the | Independent | Ungraded |

| | | | |
|--------------------------------|--|-------------------------------------|------------------------|
| of practice | <p>workplace to assess higher level skills and behaviours. During the observation of practice the apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences 2. Show respect and empathy for those you work with, have the courage to challenge areas of concern, be adaptable, reliable and consistent 3. Show discretion, resilience and self-awareness 4. Assist registered healthcare practitioners with clinical tasks, working to best practice and following care plans 5. Communicate effectively using a range of techniques, observe and record verbal and non-verbal communication 6. Follow the principles for equality, diversity and inclusion 7. Demonstrate what it means in practice to promote and provide person centred care and support 8. Work as part of a team, seek help and guidance when you are not sure 9. Maintain a safe and healthy working environment 10. Move and position individuals, equipment and other items safely 11. Use a range of techniques for infection prevention and control, eg waste management, spillage, hand washing, use of Personal Protective Equipment (PPE) | Assessment Organisation | above pass |
| Learning journal and Interview | <p>journal and Interview</p> <p>The learning journal is completed by the apprentice in the 3 months leading up to the end point assessment.</p> <p>The journal must contain a minimum of 3 reflective accounts completed by the apprentice which demonstrate their learning and application of knowledge in practice, their values and behaviours. The apprentice is required to evidence the knowledge and skill requirements set out in their chosen option:</p> <p>Option 1 – Senior HCSW (Adult Nursing Support)</p> <ul style="list-style-type: none"> • Assist with clinical tasks • Activities of daily living <p>Option 2 – Senior HCSW (Maternity Support)</p> <ul style="list-style-type: none"> • Assist with clinical tasks • Assist with caring for babies • Support mothers and birthing partners <p>Option 3 – Senior HCSW (Theatre Support)</p> <ul style="list-style-type: none"> • Assist healthcare practitioners with delegated clinical tasks | Independent Assessment Organisation | Pass Merit Distinction |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Support individuals • Equipment and resources Option 4 – Senior HCSW (Mental Health Support) • Assist with delegated clinical tasks and therapeutic interventions • Support individuals • Risk assessment and risk management The interview takes the form of a professional discussion to enable the apprentice to further showcase their knowledge, skills and behaviours from across the Standard. The assessor selects the areas they wish to explore with the apprentice after reviewing responses to the multiple choice test, the learning journal and the outcome of the observation of practice. | | |
|--|---|--|--|

On-programme Training, Development and Assessment Apprentices usually take 12 months to complete this apprenticeship during which they participate in training, development and on-going review activities. These typically include:

- Induction which is specific to their workplace and at a minimum meets the 15 standards required by the Care Quality Commission [as set out in the Care Certificate]
- Study days and training courses
- Mentoring/buddy support
- Completion of workbooks or a portfolio through which the apprentice gathers evidence of their progress
- Structured one to one reviews of their progress with their employer and/or training provider

An apprentice may complete a regulated vocational qualification during the on-programme phase of their apprenticeship.

Assessment Gateway Before going forward for end point assessment the apprentice must have completed:

- The apprentice must meet the 15 standards required by the Care Quality Commission [as set out in the Care Certificate]
- Level 1 maths and English
- An evidence portfolio. The apprentice documents their knowledge and skills development as well as their approach to the workplace (the values and behaviours). Evidence must be gathered following completion of their programme of training and development and during the 3 months leading up to the planned date of the end point assessment.

Before going forward for end point assessment the apprentice must have attempted Level 2 maths and English.

Administering the End Point Assessment

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

The date and timing of the assessment is agreed with the apprentice and their employer and takes place in the apprentice's normal place of work. The assessment takes the following format, although the sequencing of the end point assessment components is determined by the employer and assessor to ensure best fit with local needs:

- Multiple choice tests. The apprentice sits the test which the independent assessor administers (60 minutes)
- Practical observation. The assessor observes the apprentice in the course of their normal work (minimum of 90 minutes)
- Evidence portfolio and interview. The assessor assesses the evidence portfolio generated by the apprentice. The interview takes place between the assessor and the apprentice at the end of the assessment (minimum of 30 minutes, maximum of 60 minutes)

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

Should the apprentice fail any components they are required to re-take only those components which they have previously failed. Re-takes are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to re-take the end point assessment within the permitted 12 month time frame is determined by the employer.

End Point Assessment

Multiple Choice Test: The multiple choice test covers all knowledge requirements within the standard:

Communication:

1. The principles of communication and how to adapt according to the needs of individuals
2. Legislation, policies and ways of working in relation to handling information

Health interventions:

1. The range of normal physiological measurements and how to measure blood pressure, temperature, height, weight, breathing and pulse rates.

2. Signs of when an individual is in pain and when their physical and/or mental health is deteriorating
3. The effects of limitation on mental capacity and how this affects practice
4. The importance good nutrition and hydration and the effects of poor nutrition and hydration
5. The principles of health promotion
6. The range of activities of daily living
7. The principles of patient centred care and support and consent

Personal and people development

1. The importance of working within your scope of practice, code of conduct and agreed ways of working
2. Sources of additional support
3. The importance of personal development and how to plan for development activities

Health, safety and security

1. Legislation, policies and ways of working in relation to health and safety at work
2. The principles of duty of care
3. The signs of abuse; legislation, policies and ways of working in relation to safeguarding and protection from abuse
4. Legislation, policies and ways of working that help to prevent infection; the spread of infection and antimicrobial resistance
5. Risks associated with moving and handling objects and individuals

Equality and diversity .

Legislation, policies and ways of working in relation to equality, diversity and inclusion.

There are 60 questions of equal weighting in this test and the grade boundaries are set to allow candidates to achieve Pass, Merit and Distinction grades where Pass = 30 - 39 correct answers Merit = 40 – 49 correct answers Distinction = 50 and above correct answers

Observation of Practice The independent assessor spends a minimum of 90 minutes observing the apprentice during the course of their normal work in their normal place of work. During the observation of practice the apprentice must be able to meet the following requirements in bold:

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

The practical observation is ungraded above a Pass by the independent assessor.

Evidence Portfolio and Interview Apprentices collect evidence for the portfolio once they have completed their on-programme training and development. This is normally in final 3 months of the apprenticeship. The portfolio must include direct observation in the workplace as the primary source of evidence. The portfolio must contain reflective accounts completed by the apprentice which demonstrate their learning and application of knowledge in practice, their values and behaviours. The portfolio evidences what the apprentice has achieved during the apprenticeship, covering these areas of the apprenticeship standard.

Communication: The apprentice includes evidence to show that they are able to:

1. Communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential
2. Handle information (record, report and store information) related to individuals in line with local and national policies

Health interventions: The apprentice includes evidence to show that they are able to:

1. Support individuals with long term conditions, frailty and end of life care
2. Identify and respond to signs of pain or discomfort
3. Promote physical health and wellbeing of individuals
4. Assist with an individuals' overall comfort and wellbeing
5. Support individuals with activities of daily living
6. Recognise deteriorations in health, long term conditions, physiological measurements, skin integrity
7. Report changes in physical and mental health needs
8. Promote mental and physical health and wellbeing
9. Recognise limitations in mental capacity and respond appropriately
10. Recognise and respond to signs of poor mental health for example dementia, depression, anxiety or other cognitive issues
11. Perform basic life support for individuals using appropriate resuscitation techniques and equipment in a simulated situation
12. Undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure

Personal and people development the apprentice includes evidence to show that they are able to:

1. Take responsibility for, prioritise and reflect on their own actions and work
2. Work as part of a team, seeking help and guidance when they are not sure
3. Maintain and further develop their own skills and knowledge through development activities; maintain evidence of their personal development and actively prepare for and participate in appraisal

Health, safety and security. The apprentice includes evidence to show that they are able to:

1. Maintain a safe and healthy working environment
2. Take appropriate action in response to incidents or emergencies following local guidelines

3. Use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)

4. Move and position individuals, equipment and other items safely. The final interview takes place between the independent assessor and the apprentice and lasts for a minimum of 30 minutes and a maximum of 60 minutes.

The purpose of the interview is to enable the apprentice to further showcase their knowledge, skills and behaviours from across the Standard. The assessor checks and clarifies any matters arising from the multiple choice test results, the evidence portfolio or from the observation of practice. The portfolio and interview is graded as Pass, Merit or Distinction by the independent assessor where Pass = Meets the standard. The portfolio comprises of a range of valid sources of evidence, short reflective accounts show satisfactory evidence and ability to relate concepts and theories to practice, evidence broadly relates to the Standard and is partially mapped to the knowledge, skills and behaviour requirements, is able to answer questions clearly and correctly and more fully with secondary questioning. Combining evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.

Merit = Exceeds the standard The portfolio comprises of a range of valid sources of evidence, short reflective accounts show evidence of relating concepts and theories to practice, evidence directly relates to the Standard and is mostly mapped to the knowledge, skills and behaviour requirements, is able to respond to questions clearly, correctly and fully without secondary questioning and there is some evidence of enhanced understanding through wider reading

Distinction = Far exceeds the standard The portfolio comprises of a creative range of valid sources of evidence, reflective accounts show evidence of relating concepts and theories to practice and ability to make connections between learning and future practice, all evidence directly and succinctly relates to the Standard and is accurately and fully mapped to the knowledge, skills and behaviour requirements, is able to respond to questions correctly and engage in wider discussion demonstrating understanding of concepts and theories achieved through extensive reading .

Independence End point assessments are carried out by staff from independent end-point assessment organisations on the Skills Funding Agency's Register of Apprenticeship Assessment Organisations. An apprenticeship certificate is only issued if approved by the independent assessor.

Roles and Responsibilities

| | |
|-------------------|---|
| Apprentice | <ul style="list-style-type: none">▪ Participates fully in their training and development▪ Actively contributes to their performance review▪ Contributes to the decision on the timing of their end point assessment |
| Employer | <ul style="list-style-type: none">▪ Supports the apprentice throughout their training and development |

| | |
|--------------------------|---|
| | <ul style="list-style-type: none"> ▪ Conducts reviews to monitor progress ▪ Undertakes direct observations of the apprentice which form part of the evidence portfolio ▪ Determines when the apprentice is ready to attempt the end point assessment |
| Training Provider | <ul style="list-style-type: none"> ▪ Provides on-going training for the apprentice ▪ Provides tools and processes to support the apprentice ▪ Carries out regular reviews with the apprentice and employer ▪ Undertakes direct observations of the apprentice which form part of the evidence portfolio ▪ Advises the employer when the apprentice is ready to undertake the end point assessment. |
| Assessment Organisation | <ul style="list-style-type: none"> ▪ Takes no part in the training of those apprentices for whom they complete end point assessments ▪ Devises and administers the end point assessment ▪ Recruits and trains independent assessors ▪ Ensures assessors are occupationally competent, are able to assess the performance of the apprentice in all components of the end point assessment and are able to determine the grade achieved <ul style="list-style-type: none"> ▪ Maintains robust quality assurance processes. ▪ Actively participates in the quality assurance procedures described in this assessment plan |
| Assessor | <ul style="list-style-type: none"> ▪ Administers and oversees the multiple choice/short answer knowledge test ▪ Assesses the apprentice in the course of their normal work ▪ Assesses the evidence portfolio and conducts the final interview ▪ Determines the final apprenticeship grade |

Quality Assurance

Assessment organisations that deliver end point assessment for the Healthcare Support Worker apprenticeship must be accepted by the Skills Funding Agency onto the Register of Apprenticeship Assessment Organisations. Skills Funding Agency registered end point assessment organisations develop the assessments and supporting materials. Assessments are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations.

Only assessors appointed by the apprenticeship end point assessment organisation will be able to carry out the end point assessment. Assessors must:

- Be occupationally competent in the appropriate field of practice occupationally competent means that each assessor must be capable of carrying out the full requirements within the competence they are assessing. Occupational competence must be at an individual function level which might mean different people being involved during the on-programme

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End-point Grading

The successful apprentice receives an overall grade of Pass, Merit or Distinction. The grade is derived from the components of the end point assessment using the following table

| Observation of practice | MCQ test | Portfolio & Interviews | Overall grade |
|-------------------------|-------------|------------------------|---------------|
| Pass | Pass | Pass | Pass |
| Pass | Pass | Merit | Pass |
| Pass | Pass | Distinction | Merit |
| Pass | Merit | Pass | Pass |
| Pass | Merit | Merit | Merit |
| Pass | Merit | Distinction | Merit |
| Pass | Distinction | Pass | Merit |
| Pass | Distinction | Merit | Merit |
| Pass | Distinction | Distinction | Distinction |

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

Apprenticeship Standard for Lead Adult Care Worker

As a Lead Adult Care Worker you will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. You will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery you will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will in some circumstances have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting others to comply with expected standards and behaviours. Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers this standard also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

These are the personal attributes and behaviours expected of all Adult Care Workers carrying out their roles:

- Care – is caring consistently and enough about individuals to make a positive difference to their lives
- Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect
- Courage – is doing the right thing for people and speaking up if the individual they support is at risk
- Communication – good communication is central to successful caring relationships and effective team working
- Competence – is applying knowledge and skills to provide high quality care and support
- Commitment – to improving the experience of people who need care and support ensuring it is person centred.

Duration: 12-24 months

Level: 3

- Qualifications Level 3 Diplomas in Health and Social Care (Adults) for England (QCF). This is the qualification that is promoted and valued by employers.
- Industry-specific requirements undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting. The Care Certificate must be achieved as part of the Apprenticeship Standard.

Lead Adult Care Worker – Assessment Strategy

Summary of Assessment

The Lead Adult Care Worker Apprenticeship is an integrated programme of knowledge and skills acquisition, developed alongside core behaviours expected of a competent worker operating in a regulated field. The award of the apprenticeship certificate will signify recognition of competence in a role and enable progression to higher levels of skills development.

This assessment strategy, when delivered by high-quality learning providers and assessed by independent assessment organisations will ensure that candidates can progress towards the achievement of an Lead Adult Care Worker Apprenticeship as the first step in a career as a professional care worker. Independent assessment organisations referenced within this plan must be on the SFA register of apprenticeship assessment organisations.

Apprentices must undertake a programme of study in a suitable care setting and complete the Care Certificate as part of a high-quality induction programme. The Care Certificate, which builds on the previous Common Induction Standards (CIS) and National Minimum Training Standards, is a requirement for all apprentices on this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer’s responsibility to judge where the gaps are for staff to meet the additional standards in the Care Certificate. The Diploma in Health and Social Care level 3 (England) is completed with the support of a learning provider or employer who trains apprentices. Apprentices can only attempt the separate, mandatory end-point assessment once the recognised Diploma and Care Certificate have been attempted and achieved.

The synoptic end point assessment will include two distinct components. Firstly, the completion of a situational judgement test answered through a multiple choice exercise (but not necessarily undertaken as an online or computer-based test) and secondly a professional discussion. To achieve final certification, the apprentices must have completed and achieved these end point assessments in addition to the Care Certificate and the Diploma. The assessment will demonstrate that the apprentice can apply their knowledge, skills and behaviours in an integrated way and will satisfy the requirements for the award of an apprenticeship certificate.

Delivery of training and any qualification-based assessment up to the end point will be considered as being on programme. The end-point assessment will be the only assessment that can count towards the achievement of the apprenticeship certificate.

End-Point Assessment Overview

| Assessment Method | Area Assessed | Assessed by | Grading | Weighting |
|----------------------------|---|-------------------------------------|------------------------|-----------|
| Situational judgement test | <p>Knowledge All knowledge elements will be assessed in this component</p> <p>Skills</p> <ul style="list-style-type: none"> ▪ Undertake the main tasks and responsibilities according to their job role ▪ Communicate clearly and | Independent Assessment Organisation | Pass/Merit/Distinction | 50% |

| | | | | |
|-------------------------|---|-------------------------------------|------------------------|-----|
| | responsibly | | | |
| Professional Discussion | All knowledge and behaviours will be assessed in this component using a wide range of evidence sources including the self-assessment and testimonies from people who use services | Independent Assessment Organisation | Pass/Merit/Distinction | 50% |

A pass will be considered as the minimum attainment to achieve an apprentice certificate. Qualifications and On-programme Assessment It is recommended that apprentices are supported through their on-programme learning by their employer and or learning provider in the following elements:

- The Care Certificate
- Level 3 Diploma in Health and Social Care (England) (QCF) (Adult Care pathway only)
- Ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace, gathering evidence
- Completion of the Self-Assessment exercise

Assessment Gateway Before the apprentice is adjudged ready to undertake the end-point assessment by their employer and learning provider, they will need to:

- Achieve the Level 3 Diploma in Health and Social Care (England) (QCF) (Adult Care pathway only)
- Complete the Care Certificate
- Achieve Level 2 Literacy and Numeracy
- Undertake a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to the independent end point assessor as a source of evidence to prepare for the professional discussion.
- In the last three months of the apprenticeship following the completion of the Diploma, collate testimonies from people who use services. This must be submitted to the end point assessor to support the professional discussion assessment

End Point Assessment

What is being assessed? The Lead Adult Care Worker’s knowledge must include:

- The job they have to do, their main tasks and responsibilities
- The importance of having the right values and behaviours
- The importance of communication
- How to support individuals to remain safe from harm (Safeguarding

- How to champion health and wellbeing for the individuals they support and work colleagues
- How to work professionally, including their own professional development of those they support and work colleagues

The Lead Adult Care Worker’s skills must include being able to:

- Undertake the main tasks and responsibilities according to their job role
- Treat people with respect and dignity and honour their human rights
- Communicate clearly and responsibly
- Support individuals to remain safe from harm (Safeguarding)
- Champion health and wellbeing for the individuals they support
- Work professionally and seek to develop their own professional development

The Lead Adult Care Worker’s key behaviours are summed up by the “Six Cs”:

- Care – is caring consistently and enough about individuals to make a positive difference to their lives
- Compassion – is delivering care and support with kindness, consideration, dignity and respect
- Courage – is doing the right thing for people and speaking up if the individual they support is at risk
- Communication – good communication is central to successful caring relationships and effective team working
- Competence – is applying knowledge and skills to provide high quality care and support
- Commitment – to improving the experience of people who need care and support ensuring it is person centred

How will assessment be undertaken?

Situational judgement test: The situational judgement test will present the candidate with a range of real-life scenarios about which the learner will have to answer questions in a multiple choice format (60 Questions). The assessment will normally be undertaken online, under controlled conditions with a time limit applied. Questions will draw from the stated knowledge and skills elements of the standard and focus on the higher order competencies. Material may be drawn from any part of the apprenticeship standard.

The grading threshold will be:

Acceptable achievement (Pass) 40 correct answers Good achievement (Merit) 50 or more correct answers Outstanding achievement (Distinction) 55 or more correct answers Candidates achieving between 25 and 39 correct answers may retake the assessment on one further occasion within three months. Candidates achieving fewer than 25 correct answers will not be allowed to retake the assignment until they have completed a professional review of performance and acted on its findings.

Professional discussion

A professional discussion will be undertaken with an independent assessor. The discussion will be of no more than 45 minutes duration. Candidates can only apply to undertake the discussion component once the multiple choice assessment has been achieved. The discussion will draw questions and amplifications from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence including testimony from users of services and a sample of standardised candidate questions asked of every apprentice candidate in the interview. These questions will be developed and made open and public on the internet.

| | |
|-------------------------|---|
| Acceptable achievement | Pass using a standard interview record template (to be developed and shared with all assessment organisations) |
| Good achievement | Merit using a standard interview record template (to be developed and shared with all assessment organisations) |
| Outstanding achievement | Distinction using a standard interview record template (to be developed and shared with all assessment organisations) |

The situational judgement test will take place under examination conditions run by the independent assessment organisations. The professional discussion may take place in the workplace under controlled conditions.

Who will undertake the end-point assessment? End-point assessments will be carried out by staff from independent end-point assessment organisations on the Register of Apprenticeship Assessment Organisations. The situational judgement test will normally be undertaken online or face-to-face under controlled conditions with a time limit applied.

The independent assessor should be a qualified IQA with an understanding and knowledge of the sector. Current relevant occupational competence within the work place is also required. The assessor would also need to be qualified at or above the level they are assessing.

The criteria for the award of an apprenticeship – the final judgement Although employers may be involved in the professional discussion, the final decision on whether the apprentice has passed the end-point test lies solely with the independent assessor who will grade the apprenticeship according to the components set out in this plan.

Independence End point assessments will be conducted by an independent assessor drawn from the SFA's Register of Apprenticeship Assessment Organisations.

End-point – Summary of roles and responsibilities

| | |
|--------------------------|--|
| Assessor | |
| Employer | To agree a candidate's preparedness for the interview and to participate in the professional discussion. They will not have a role in final grading of the apprenticeship. |
| Learning Provider | To advise the employer on whether the apprentice is ready to undertake the end-point |

| | |
|--------------------------------|---|
| | test through review of the gateway steps such as testimony from people who use services and self-assessment |
| Assessment Organisation | To devise and administer the end-point situational judgement test and run assessment centres for such tests and professional discussions. |

Quality Assurance – internal

Internal quality assurance will be undertaken by independent end-point assessment organisations that will be expected to regularly compare judgements and grading decisions offered by their assessors for consistency. It is strongly recommended that they have:

Sound understanding of the sector (independent assessors who have worked in and have a qualification in adult care) and the assessment requirements for this Standard, together with the expertise to administer the Assessment Tools required.

- Capability to deliver assessments at the scale and with the levels of service required, giving confidence that this is a strategic part of their business.
- Geographical coverage required.
- Assessors with the background specified above
- Robust verification and quality assurance processes that can ensure the end point assessment is of the required standard.

Quality Assurance – external

External Quality Assurance will be led by an Adult Care Apprenticeship Board and conducted and managed by Skills for Care. The Board will consist of representatives of all sizes and types of adult care employers. Membership and control of this Board will be opened out to all care providers. The membership will choose a strategic board of a minimum of 10 and will ensure representation from organisations of different types and size (including SMEs) across different sectors. Members will serve for a term of three years. Supporting information on external quality assurance and links to how to apply to be a member of the board will be available through www.skillsforcare.org.uk. There will be a formal application process with a published skills matrix for candidates.

A separate operational group of at least six members will report to the Board and will have specific responsibility for conducting external quality assurance through Skills for Care. In the first three months of end-point assessments for the standard, 30% of results will be sampled. In the following three months, 25% will be sampled. Thereafter 10% of results will be sampled every three months. It will also convene standardisation meetings of end point assessment organisations twice a year. Membership of the operational group will be made up of representatives of care providers by appointment of the strategic board. Members will need to be involved in learning and development in their organisations.

Skills for Care will work with the Adult Care Apprenticeship Board to create and maintain database on which all end point assessment organisations will be required to record their results.

The dataset will require end-point assessors to note characteristics of the assessed candidate as well as detailed results of the assessment tests in order that a picture can be drawn of the pattern of assessment results. This will enable any anomalies in the pattern to emerge and be followed up by the operational board.

Sampled data will match grades awarded against profiles of locality, personal profile of the apprentice, type and location of employer and profile of their learning provider.

Funding of this system will be through a fixed fee per apprentice tested from the end-point organisations. This will be a non-profit-making exercise.

Precise details will be published at www.skillsforcare.org.uk It should be noted that all components forming part of the end-point assessment will be made available to every assessment organisation which is registered for the purpose of end-point assessment on SFA's Register of Apprenticeship Assessment Organisations. All online tests will therefore be made available as open-source or equivalent at www.skillsforcare.org.uk. End-point - Grading

A candidate will be required to complete and achieve a minimum of a Pass in both of the end-point assessment components as above in addition to achieving the pre-requisite components to allow the end point to be attempted. The grade for each component will appear on the achievement certificate. The final grade is decided by the following combinations:

Professional Discussion

| | | | |
|-----------------------------|-------|-------|-------------|
| Situational judgements test | Pass | Merit | Distinction |
| | | | |
| Pass | Pass | Merit | Merit |
| Merit | Pass | Merit | Distinction |
| Distinction | Merit | Merit | Distinction |

The professional discussion will carry the grade determining outcome.

All the knowledge and skills set out in the standard are of equal importance and therefore are equally weighted. That means that none of the competencies have been selected for specific inclusion in the end-point assessment. The end-point assessment can therefore draw on all competencies.

The knowledge based assessments will be graded, with outcomes on a scale that includes at least one grade above satisfactory performance. These will appear on the Apprenticeship Certificate.

Summary of the Assessment Model

