



APPRENTICESHIP STANDARD

HEALTHCARE ASSISTANT PRACTITIONER

FULL SPECIFICATION

Level	5
Duration	18 Months (Not including EPA)
Maximum Funding	£12,000
Code	ST0215
QN	603/7609/0



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About

FutureQuals

FutureQuals works together with employers and industry experts to develop End-Point Assessments, materials and tools. We provide a first class service for your End-Point Assessment needs and we ensure that we support your employees in every step towards their End-Point Assessment.

Our processes ensure that the apprentice has sufficient knowledge, skills and behaviours in their area of work, as determined by the Level 5 Healthcare Assistant Practitioner Apprenticeship Standard and Assessment Plans.

FutureQuals is a recognised and approved End-Point Assessment Organisation and appears on the Register of End-Point Assessment Organisations (RoEPAO). FutureQuals are the EPAO within Future(Awards & Qualifications) Ltd.

More information on our processes and End-point Assessment can be found on our website or by contacting us at EPAO@futurequals.com.

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The Healthcare Assistant Practitioner Role

Overview of the Role

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

Some examples of common work activities include assisting in total patient assessment, coordination of care (including referrals to other practitioners) and higher clinical skills such as catheterisation, wound care and discharge planning.

Assistant Practitioners can be found working in a range of areas such as Cancer Services, Physiotherapy, Genito-Urinary Medicine, Orthopaedics, Hospice Care, Mental Health, Social Care, Community, Occupational Therapy, Learning Disabilities as well as hybrid roles that cross traditional occupational areas. Assistant Practitioners will therefore develop additional skills and knowledge based on their employer's requirements depending on the clinical or professional area within which they are working.

Responsibilities and duties of the role

An Assistant Practitioner works under the supervision of a Registered Practitioner ('Registered practitioner' - may include registered nurses, AHP practitioners, medical, health care science and dental practitioners as well as registered social workers) in accordance with employer policy, protocols and standard operating procedures. The Registered Practitioner remains accountable for the appropriate and effective delegation of activities and must ensure that the AP has the competency, confidence and expertise to carry out such activities. Having accepted the activity, the AP is accountable for their actions. In a situation where the AP feels they do not have the necessary skills or ability then they must alert the Registered Practitioner immediately.

Introduction to End-point Assessment

Summary of Assessment

On completion of this apprenticeship the individual will be a competent and job-ready Assistant Practitioner in the health sector. The apprenticeship standard provides a high level description of the skills, knowledge, values and behaviours required of the Assistant Practitioner 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, higher education institutions and training providers. When the apprenticeship is delivered by high-quality training providers in partnership with employers, assessed by a ESFA registered independent assessment organisation and overseen by the quality assurance process it ensures that apprentices become competent Assistant Practitioners in Health.

During the apprenticeship programme, the apprentice must have successfully completed a regulated level 5 occupational competence qualification. 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 End-point 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. A reflective journal completed by the apprentice and an interview.

End-point Assessment Process

Summary of the End-point Assessment



Note:

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 the qualification 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 End-point Assessor who will oversee the multiple choice & short answer test, undertake the practical observation, assess the reflective journal and lead the final interview. The sequencing of the End-point Assessment components is determined by the employer and FutureQuals to ensure best fit with local needs.

5. The Independent End-point 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 End-point Assessor.

End-point Assessment Overview

The EPA will be started when FutureQuals has confirmed that all gateway requirements have been met.

Assessment Method	Area Assessed	Assessed By	Grading
Multiple choice & short answer test	<p>The multiple choice & short answer test assesses the following knowledge components of the apprenticeship standard:</p> <ol style="list-style-type: none"> 1. Principles and philosophy of health and social care 2. Physiology, organisation and function of the human body 3. Lifespan developments and healthcare needs from prenatal to end of life/bereavement 4. Research and development in the health and social care sector to inform and improve quality of care 5. Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals 6. Importance of the strategic environment in health and social care and the implications for the individual 7. Importance of current evidence based practice within scope of the role 	FutureQuals	Pass / Merit / Distinction
Observation of practice	<p>The observation of practice is 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 complex sensitive information through a variety of methods 2. Manage information, keeping accurate records and ensuring confidentiality 3. Use and promote a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management 4. Promote and maintain a safe and healthy working environment 5. Identify and manage risks 6. Demonstrate and promote what it means in practice to provide person centred care and support 7. Treat people with dignity, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences 8. Show respect and empathy for those you work with; have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent 	FutureQuals	Ungraded above Pass

	<p>9. Show discretion and self-awareness</p> <p>10. Promote effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies</p> <p>11. Provide appropriate leadership within the scope of the role</p> <p>12. Undertake defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner</p>		
<p>Reflective journal and interview</p>	<p>The reflective journal is completed by the apprentice in the 3 months <u>leading up to</u> the End-point Assessment. The apprentice reflects on the development of the following components from the apprenticeship standard:</p> <ol style="list-style-type: none"> 1. Case Management 2. Supervision and Teaching <p>The reflective account must also include evidence of the values and behaviours being applied in the context of case management and supervision and teaching.</p> <p>The final interview takes the form of a professional discussion to enable the apprentice to further showcase their knowledge, skills and behaviours.</p> <p>The Independent End-point Assessor (IEPA) selects the areas they wish to explore with the apprentice after reviewing responses to the multiple choice & short answer test, the reflective journal and the outcome of the observation of practice.</p>	<p>FutureQuals</p>	<p>Pass / Merit / Distinction</p>

On-programme Training, Development and Assessment

Apprentices usually take 18 - 24 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
- Formal programmes of lectures, seminars and workshops that are provided as part of their regulated qualification
- Mentoring/buddy support
- Completion of portfolios, essays, reflective accounts and projects through which the apprentice gathers evidence of their progress
- Structured one to one reviews of their progress with their employer and/or training provider

Apprentices will complete a regulated Level 5 Occupational Competence Qualification such as a Foundation Degree, other Level 5 Diploma of Higher Education or the Level 5 Diploma for Assistant Practitioners in Healthcare whilst on programme, prior to moving on to End-point Assessment.

The qualification must evidence what the apprentice has achieved during the apprenticeship, covering these knowledge areas of the apprenticeship standard:

- The principles and philosophy of health and social care
- Physiology, organisation and function of the human body
- Lifespan developments and healthcare needs from prenatal to end of life/bereavement
- Research and development in the health and social care sector to inform and improve quality of care.

The qualification must evidence what the apprentice has achieved during the apprenticeship, covering these skills areas of the apprenticeship standard:

- Responsibilities and duty of the role
- Personal Development
- Team Working
- Assessment
- Communication
- Person-centred care and wellbeing
- Physiological Measurements
- Risk Management
- Equality and Diversity
- Quality

Assessment Gateway

Before going forward for End-point Assessment the apprentice must have completed:

- the 15 standards required by the Care Quality Commission [as set out in the Care Certificate]
- Level 2 maths and English
- A regulated Level 5 occupational competence qualification
- A reflective journal. The apprentice reflects on their knowledge and skills development as well as their approach to the workplace (the values and behaviours). 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.

Judgement on whether the apprentice is ready for the End-point Assessment is taken by the employer who should gather views from the training provider and the apprentice to inform this decision. Apprentices should not be put forward for the End-point Assessment before they are ready.

Administering the End-point Assessment

The End-point Assessment is triggered by the employer when the gateway requirements have been met, and after determining the readiness of the apprentice. Delivery of all training, development and review activities up to the end point are considered as being on-programme. The Independent End-point Assessor 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:

- **Multiple choice/short answer test** - The apprentice sits the test which the Independent End-point Assessor administers (90 minutes)
- **Practical observation** - The Independent End-point Assessor observes the apprentice in the course of their normal work (minimum of 90 minutes)
- **Reflective journal and interview** - The Independent End-point Assessor assesses the journal generated by the apprentice. This takes place between the Independent End-point 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 End-point Assessor collates the evidence and determines the final grading for the apprenticeship.

The grading decision is made solely by the Independent End-point Assessor.

End-Point Assessment methods

Component 1 – Multiple Choice & Short Answer Test:

The multiple choice & short answer test covers all knowledge requirements within the standard:

- Principles and philosophy of health and social care
- Physiology, organisation and function of the human body
- Lifespan developments and healthcare needs from prenatal to end of life/bereavement
- Research and development in the health and social care sector to inform and improve quality of care
- Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals
- Importance of the strategic environment in health and social care and the implications for the individual
- Importance of current evidence based practice within scope of the role

There are; **40** multiple choice (1 mark each) and **4** short answer questions (5 marks each) (maximum 250 word answers).

The grade boundaries are set to allow candidates to achieve *Pass*, *Merit* and *Distinction* grades according to the following table:

Combined Multiple Choice and Short Answer Score	Grade
40 – 59%	Pass
60 – 74%	Merit
75%	Distinction

Component 2: Observation of Practice

The independent End-point Assessor spends a minimum of 90 minutes observing the apprentice during the course of their normal work in their normal place of work.

To pass the observation of practice the apprentice **must** be able to meet the following requirements in **bold**:

- **Communicate complex sensitive information through a variety of methods**
- **Manage information, keeping accurate records and ensuring confidentiality**
- **Use** and promote **a range of techniques to prevent the spread of infection** including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management
- Promote and **maintain a safe and healthy working environment**
- **Identify and manage risks**
- **Demonstrate** and promote **what it means in practice to provide person centred care and support**
- **Treat people with dignity**, respecting individual's diversity, beliefs, culture, values, needs, privacy and preferences
- **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
- **Show discretion and self-awareness**
- **Promote effective inter-professional and multi-disciplinary team working** with peers, colleagues and staff from other agencies
- **Provide appropriate leadership within the scope of the role**
- **Undertake defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner**

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 End-Point Assessor.

Component 3: Reflective Journal and Interview

The apprentice produces a written account of 2000 words (+/- 10%) reflecting on the development of the following components from the apprenticeship standard:

- **Case Management** - Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.
- **Supervision and Teaching** - Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.

The reflective account must also include evidence of the values and behaviours being applied in the context of case management and supervision and teaching.

The final interview takes place between the Independent End-point 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. The Independent End-point Assessor checks and clarifies any matters arising from the multiple choice & short answer test results, the reflective journal and from the outcome of the observation of practice. The independent End-point Assessor uses professional discussion techniques to encourage a two-way dialogue.

The reflective journal and interview is graded as Pass, Merit or Distinction by the Independent End-point Assessor where:

- **Pass** - Meets the standard

The reflective journal content is organised and uses a recognised referencing system, uses appropriate language and sentence construction but with some inaccuracies in grammar and spelling, is able to relate some concepts and theories to practice, makes satisfactory connections between learning and future practice, does not go outside word limit, is able to engage in professional discussion and is able to provide evidence that supports practice. Combined evidence demonstrates the knowledge, skills and behaviours set out in the Standard have been met.

- **Merit** - Exceeds the standard

The reflective journal content is well organised and uses a recognised referencing system, uses appropriate language and sentence construction with accurate grammar and spelling, is able to relate a range of concepts and theories to their practice, makes good connections between learning and future practices, does not go outside word limit, is able to engage in and actively take forward professional discussion and provides evidence that demonstrates a good level of analysis and synthesis across the range of theories and concepts applied to their practice.

- **Distinction** – Far exceeds the standard

The reflective journal content is highly structured and uses a recognised referencing system extensively, uses appropriate language and sophisticated sentence construction with accurate grammar and spelling, is able to relate a wide range of concepts and theories to their practice, draws conclusions and makes insightful connections between learning and future practices, does not go outside word limit, is able to engage in professional discussion in a way that demonstrates a very good or exceptional knowledge of the concepts and theories they apply to their practice including an awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge

Independence

End-point Assessments are carried out by qualified staff from an independent End-point Assessment organisation, such as FutureQuals. As required FutureQuals is on the ESFA Register of Apprenticeship Assessment Organisations (RoEPAOs). The apprenticeship certificate will only be issued if approved by FutureQuals as the independent assessment organisation.

Roles and responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: <ul style="list-style-type: none"> ○ Participate fully in their training and development ○ Actively contribute to their performance review ○ Contribute to the decision on the timing of their End-point Assessment
Employer	As a minimum, employers should: <ul style="list-style-type: none"> ○ Support the apprentice throughout their training and development ○ Conduct reviews to monitor progress ○ Determine when the apprentice is competent and ready to attempt the End-point Assessment
FutureAssess (The EPAO)	As a minimum, EPAOs will: <ul style="list-style-type: none"> ○ Take no part in the training of those apprentices for whom they complete End-point Assessment ○ Devise and administer the End-point Assessment ○ Recruit and train Independent End-point Assessors ○ Ensure Independent End-point 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 ○ Maintain robust quality assurance processes ○ Actively participate in the quality assurance procedures described in this assessment plan
Independent End-point Assessors (IEPAs)	As a minimum, FutureQuals IEPAs should: <ul style="list-style-type: none"> ○ Understand the occupational standard and End-point Assessment plan ○ Deliver the End-point Assessment in-line with the EPA plan ○ Comply to the IQA requirements of the EPAO ○ Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest ○ Administer and oversee the multiple choice & short answer knowledge test ○ Assess the apprentice in the course of their normal work ○ Assess the reflective journal and conduct the final interview ○ Determine the final apprenticeship grade
Training Provider (TP)	As a minimum, the training provider should: <ul style="list-style-type: none"> ○ Provide on-going training for the apprentice ○ Provide tools and processes to support the apprentice ○ Carry out regular reviews with the apprentice and employer ○ Advise the employer when the apprentice is ready to undertake the End-point Assessment

Reasonable adjustments

FutureQuals have in place clear and fair arrangements for making reasonable adjustments to the assessment method for the End-point Assessment for this apprenticeship standard.

This includes how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA 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:

Component 1: MCQ/Short Answer Test	Component 2: Observation of Practice	Component 3: Reflective Journal & interview	Overall grading
Pass	Pass	Pass	Pass
Pass	Pass	Merit	Pass
Pass	Pass	Distinction	Merit
Merit	Pass	Pass	Pass
Merit	Pass	Merit	Merit
Merit	Pass	Distinction	Merit
Distinction	Pass	Pass	Merit
Distinction	Pass	Merit	Merit
Distinction	Pass	Distinction	Distinction

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.

Re-sits and re-takes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

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 timeframe is determined by the employer.

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions.

FutureQuals is registered on the Register of End-point Assessment Organisations (RoEPAOs) and as such will as a minimum:

- Appoint Independent End-point Assessors who are competent to deliver the End-point Assessment and will be **occupationally competent** – (*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 delivery however the assessor involved in the End-point Assessment must be occupationally competent across the whole apprenticeship standard).

- Be a registered healthcare professional in the related field of practice
 - Hold, or be working towards, a formal assessor qualification
 - Have experience of working in a health or social care setting within the last 2 years
-
- Provide training for Independent End-point Assessors in terms of good assessment practice, operating the assessment tools and grading
 - 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
 - Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
 - Hold an internal annual standardisation event which focusses on current assessment practices and issues which have arisen
 - Ensure Independent End-point Assessors participate in standardisation events on an ongoing basis and at least once per year.
 - Meet annually with all other assessment organisations for Assistant Practitioner to share practices and resolve issues which have arisen

External Quality Assurance (EQA)

External quality assurance is provided by Ofqual through regulation of the End-point Assessment. All organisations that offer End-point Assessment for this Standard will be recognised awarding organisations by demonstrating to Ofqual that they meet the General Conditions of Recognition. The QAN for this EPA is 603/7609/0.

Contact Us

For more information about the EPAO, FutureQuals or the EPA please contact us on:

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Annex A: Knowledge, skills and behaviours (KSBs)

The Occupational Standard provides a high-level description of the knowledge, skills, behaviours and values required of the Healthcare Assistant Practitioner apprentice, outcomes in the standard have been referenced as follows:

Knowledge	
K1. The principles and philosophy of health and social care	
K2. The physiology, organisation and function of the human body	
K3. Lifespan developments and healthcare needs from prenatal to end of life/bereavement	
K4. Research and development in the health and social care sector to inform and improve quality of care	
K5. Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals	
K6. The importance of the strategic environment in health and social care and the implications for the individual	
K7. The importance of current evidence based practice within scope of the role	
Skills	
S1. Responsibilities and duty of the role	Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner.
S2. Case Management	Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs.
S3. Supervision and Teaching	Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required.
S4. Personal Development	Maintains and further develops own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.
S5. Team Working	Promotes effective inter-professional and multi-disciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role.
S6. Assessment	Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice.
S7. Communication	Demonstrates the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.
S8. Person-centred care and wellbeing	Promotes and understands the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance.
S9. Physiological Measurements	Undertakes physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to care plan. Reports changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role.
S10. Risk Management	Infection Prevention and Control: Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management.

	<p>Health and safety: Promotes and maintains a safe and healthy working environment</p> <p>Risk Management: Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.</p>
S11. Equality and Diversity	Promotes and advocates Equality, Diversity and Inclusion (EDI).
S12. Quality	Proactively makes recommendations to improve the quality of service delivery.
Behaviours	
<p>Assistant Practitioners must always:</p> <p>B1. Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences</p> <p>B2. Respect and adopt an empathetic approach</p> <p>B3. Demonstrate courage to challenge areas of concern and work to best practice</p> <p>B4. Be adaptable</p> <p>B5. Demonstrate discretion</p>	
Values	
<p>Assistant Practitioners must be:</p> <p>V1. Honest</p> <p>V2. Caring</p> <p>V3. Compassionate</p> <p>V4. Conscientious</p> <p>V5. Committed</p>	

Annex B: EPA mapping

This annex provides a description of how the knowledge, skills, behaviours and values required of the Healthcare Assistant Practitioner apprentice will be assessed:

Standard	Assessment method	KSB and values
K1. The principles and philosophy of health and social care	MC & SA	K
K2. The physiology, organisation and function of the human body	MC & SA	K
K3. Lifespan developments and healthcare needs from prenatal to end of life/bereavement	MC & SA	K
K4. Research and development in the health and social care sector to inform and improve quality of care	MC & SA	K
K5. Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals	MC & SA	K
K6. The importance of the strategic environment in health and social care and the implications for the individual	MC & SA	K
K7. The importance of current evidence based practice within scope of the role	MC & SA	K
S1. Responsibilities and duty of the role		
S2. Case Management	RJ & I	S
S3. Supervision and Teaching	RJ & I	S
S4. Personal Development	INT	S
S5. Team working	OB	S
S6. Assessment	INT	S
S7. Communication	OB	S
S8. Person-centred care and wellbeing	OB	S
S9. Physiological Measurements	INT	S
S10. Risk Management	OB	S
S11. Equality and Diversity	INT	S
S12. Quality	INT	S
B1. Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences		
B2. Respect and adopt an empathetic approach	OB	B
B3. Demonstrate courage to challenge areas of concern and work to best practice	OB	B
B4. Be adaptable	OB	B
B5. Demonstrate discretion	OB	B
V1. Honest		
V2. Caring	RJ & I	V
V3. Compassionate	RJ & I	V
V4. Conscientious	RJ & I	V
V5. Committed	RJ & I	V

Key:

- MC & SA - Multiple choice & short answer test
- OB – Observation of practice
- RJ & I – Reflective Journal & interview
- INT – Interview

Annex C: Session Checklist for EPAs

As part of FutureQuals' requirements, we ask the Independent Lead End-point Assessor (ILEPA) to complete a session checklist for face to face group assessment days.

The checklist is for information only and must be completed at the start of the assessment day itself. An idea of what is included on the checklist is displayed.

To be discussed	Discussed with who	Details
Health & Safety	To be discussed with IEPAs on the day	<ul style="list-style-type: none"> Assessment pack unopened Rooms available and fit for purpose Equipment available and fit for purpose Fire exits and evacuation points noted Conflicts of interest – between IEPAs and apprentices
Health & Safety	To be discussed with the apprentices	<ul style="list-style-type: none"> Arrangements in the events of a fire (including everyone has time adjusted if in the unlikely event of an alarm) Toilets Food arrangements, where they can be brought if applicable
Introduction for the day	Discussed with apprentices	<ul style="list-style-type: none"> Welcome and introductions How the day will run through Overview of assessments Checking ID requirements Outline that feedback will not be given on the day FutureQuals website has all the policies relating to EPA and contact details for the office Register taken and correct Explain that a survey email and link will be given out at the end of the whole EPA
Other Points	Discuss with apprentices individually as required	<ul style="list-style-type: none"> Any adjustments for individuals Check IDs of apprentices Confirm that all relevant Gateway evidence has been submitted – relevant to the EPA Standard for the day
Confirmed		<ul style="list-style-type: none"> Occurrence Log on the Assessment & Materials Tracker

Annex D: Policies and Procedures

Full access to our policies and procedures can be found on our website or shared in customer's individual SharePoint folder.

A list of our common policies and procedures can be found below.

- Appeals and enquiries about results policy
- Conflicts of Interest Policy
- Fair Access Policy
- Internal Quality Assurance Policy
- Moderation & Internal Verification Process
- Mitigating Circumstances Policy
- Reasonable Adjustment Policy
- Non-conformance Policy
- Equality and Diversity Policy

In order to maintain effective and efficient End-point Assessment procedures, we have implemented a non-conformance policy that runs alongside our FutureQuals Operations Manual, found on our website.

A brief idea of what is considered as Non-conformance is listed below:

- Late submission of Gateway Declaration Form – not giving FutureQuals the minimum time period of 10 working days' notice
- Late submission of Gateway Evidence
- Late submission of P.O/ payment
- Additional or different apprentice(s) other than those listed on the Gateway Declaration.

Should FutureQuals make any additions or changes to our policies and procedures, then a notification will be sent out via relevant lines of communication. It is the responsibility of the employer/training provider(s) and associate(s) to ensure they are using the most relevant and correct policy.



APPRENTICESHIP STANDARD
HEALTHCARE ASSISTANT PRACTITIONER



FutureQuals®



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