

# End-Point Assessment Guidance and Specification for Healthcare Cleaning Operative ST0843/AP01 Level 2



*Image courtesy of Environmental Excellence*

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## Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Removal of the requirement for apprentices to attempt the upskill to L2 English and Maths Functional Skills prior to Gateway.	n/a	From 01/08/2022
Gateway Declaration Record updated – Appendix 1	n/a	From 01/08/2022

## Overview

The end-point assessment in this specification relates to the Healthcare Cleaning Operative Apprenticeship ST0843 version AP01. The apprenticeship is at Level 2 and is for apprentices who work in a healthcare environment carrying out a range of tasks to control infection, safety and sanitation for the health and wellbeing of service users.

This includes a range of public or private sector environments that require a high level of cleanliness to avoid the growth of bacteria, the spread of diseases and viruses and may include establishments that require cleaning to a healthcare standard to prevent adverse effects on the health of high-risk users.

Examples of establishments include hospitals, care homes where a range of cleaning methods are used, doctors or dentist surgeries where service user equipment is cleaned, healthcare settings such as prisons and schools where a range of cleaning methods are used and healthcare service equipment is cleaned, large childcare settings where deep cleans and the cleaning of equipment is required, large first aid facilities where a broad range of cleaning is required, and some leisure facilities where poolside and changing rooms are cleaned.

**Any healthcare setting must enable the apprentice to achieve the full breadth of the knowledge, skills and behaviours required in the assessment plan.**

The typical duration for this apprenticeship is 12 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as fail, pass or distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required Level 1 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd will claim for the certificate on behalf of the apprentices. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standards and accompanying assessment plan can be accessed via [the Institute for Apprenticeships and Technical Education](#).

<b>Standard Title</b>	Healthcare Cleaning Operative
<b>Level</b>	2
<b>Standard Number</b>	ST0843/AP01
<b>LARS Number</b>	532
<b>Named EQA organisation</b>	Ofqual
<b>Duration of Apprenticeship</b>	Typically, 12 months but the actual length of the apprenticeship will be decided by the employer
<b>Duration of End-Point Assessment</b>	3 months
<b>Date the Assessment Plan scheduled is for review</b>	This standard should be reviewed within 3 years of its approval date.
<b>Mandatory Qualifications within the Standard</b>	To meet the apprenticeship standards, apprentices must achieve a minimum of Level 1 Maths and Level 1 English.  There are no mandatory professional qualifications within this apprenticeship.
<b>End-Point Assessment Methods</b>	The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows: <ul style="list-style-type: none"> <li>➤ Knowledge Test</li> <li>➤ Observation with Questioning</li> <li>➤ Structured Interview underpinned by a Portfolio</li> </ul>

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Healthcare Cleaning Operative Apprenticeship and should be used in conjunction with the Healthcare Cleaning Operative Padlet<sup>1</sup> – End-Point Assessment Information for Apprentices, Providers and Employers.

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*The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.*

<sup>1</sup> A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

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

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

Professional Assessment Ltd (PAL) has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers and providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

### ***Apprenticeship Standard Objective***

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the Institute and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

### ***Progression***

On completion of the apprenticeship, the apprentice could progress into a supervisory or team leader role in the healthcare cleaning sector.

## **Who is Professional Assessment (PAL)?**

Professional Assessment Ltd provides services for providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

## **What is needed prior to end-point assessment?**

The employer and provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with a Level 1 qualification in English and maths as set by the apprenticeship standard.

PAL needs evidence of English and maths attainment. Please check with the EPA team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk) if you do not know which qualifications are accepted. Evidence must be in the form of a certificate.

The apprentice will be required to submit a completed portfolio evidence to PAL as part of the Gateway. The portfolio will be used to underpin the structured interview and more information is provided later on in this specification.

To confirm the Gateway review has taken place, the employer, provider, and apprentice are required to complete a Gateway Review Record, an example of which is included in the Appendix of this handbook<sup>2</sup>, alternatively, providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway record.

PAL will not confirm an EPA booking until the required evidence is submitted. For auditing purposes, the Gateway Review Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

Ideally, we also ask for the PAL apprenticeship certificate consent form, apprentice ID form and authentication of evidence form (where applicable) to be completed at the Gateway review and submitted. If the three documents are not made available at the gateway review, the independent end-point assessor will collect these documents, as part of the assessment planning process.

If the planning meeting is completed on-line, these documents will need to be shared as part of the assessment planning process and emailed to [epasupportservices@professionalassessment.co.uk](mailto:epasupportservices@professionalassessment.co.uk).

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<sup>2</sup> The gateway record may change in design and content based on revisions to standards - for the latest document please refer to the relevant Padlet that PAL will have provided training providers or can provide directly to employers and apprentices.



The recommended approach during the on-programme assessment (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the line manager and provider.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the provider.

### *Language of assessment*

All components of the end-point assessment will be conducted in English.

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

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

### *How is end-point assessment delivered?*

The apprentice will be assessed to the apprenticeship standard using three discrete assessment methods. The assessment is synoptic, i.e., takes a view of the overall performance of the apprentice in their job. Each assessment method should directly assess the knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the independent end-point assessor as follows:

- Knowledge Test.
- Observation with Questioning.
- Structured Interview underpinned by a Portfolio.

There is no mandated assessment sequence. Assessments can be combined, so it is permissible to undertake more than one assessment on one day.

The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.





In order to pass apprentices must achieve a pass in all assessment methods; apprentices who fail one or more method will fail the end-point assessment.




In order to achieve a distinction apprentices must achieve a distinction in the structured interview, and a pass in the knowledge test and observation.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

The following chart sets out the sequences of the Gateway and end-point assessment.

**Note – the assessments can be taken in any order.**

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.		<ul style="list-style-type: none"> <li>• ESFA advised of EPAO.</li> <li>▪ EPAPro log-in credentials provided.</li> <li>▪ Access to a range of assessment guidance materials available.</li> </ul>
Gateway review held between training provider, employer, and apprentice to confirm assessment readiness. <ul style="list-style-type: none"> <li>• Evidence provided that Level 1 English and maths requirements have been achieved and tests at Level 2 attempted.</li> <li>• A completed portfolio of evidence is a requirement at Gateway.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Declaration received that the apprentice is ready for assessment.</li> <li>▪ Gateway evidence received.</li> <li>▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.</li> </ul>
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule.		<ul style="list-style-type: none"> <li>▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Healthcare Cleaning Operative assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible.</li> <li>▪ ID and certificate request confirmation confirmed.</li> </ul>
Apprentice undertakes the observation and verbal questioning.		<ul style="list-style-type: none"> <li>▪ Observation and questioning assessment completed.</li> <li>▪ Observation assessment duration 1 hour 45 minutes plus 15 minutes for questioning (2 hours in total). It may be split into discrete sections held over a maximum of 1 working day (7.5 hours).</li> <li>▪ Observation and response to questions assessed. Assessment graded.</li> </ul>

Apprentice/Employer/Training Provider		PAL
<p>Apprentice undertakes the structured interview.</p> <p>Apprentice undertakes the knowledge test.</p>		<ul style="list-style-type: none"> <li>▪ Portfolio submitted at Gateway reviewed by the independent assessor and relevant interview points prepared. Assessment date agreed at the planning meeting.</li> <li>▪ Interview assessment duration 60 minutes +10% at the independent assessor's discretion.</li> <li>▪ Interview completed, responses to questions assessed. Assessment graded.</li> <li>▪ 30 multiple-choice question test.</li> <li>▪ Test duration 60 minutes maximum (unless reasonable adjustments are applied by PAL).</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Overall grading undertaken – independent assessor confirms to PAL grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan.</li> <li>▪ IQA undertaken.</li> <li>▪ Assessment outcome provided within the assessment window timeframe.</li> </ul>
<p>Employer informed of the outcome of end-point assessment via email from <a href="mailto:epasupportservices@professionalassessment.co.uk">epasupportservices@professionalassessment.co.uk</a>.</p> <p>Apprentice and provider are copied into the communication.</p>		<ul style="list-style-type: none"> <li>▪ Assessment report will record decision and grade. If a resit or retake is required, it is important the relevant parties refer to the summary record.</li> <li>▪ Assessment decision data collated and used to inform standardisations processes and quality assurance.</li> <li>▪ Confirmed assessment outcome provided to the provider and Apprenticeship service.</li> <li>▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved.</li> <li>▪ Data provided to the regulator as necessary.</li> </ul>

### Who can carry out end-point assessment?

Independent assessors/the end-point assessment organisation for this standard are required to:

- Have excellent knowledge and understanding of the apprenticeship standard.
- Hold, or be working towards a recognised current workplace assessment qualification.
- Must attend at least one standardisation event annually.
- Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.

All assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

PAL will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the pass criteria have been met.

### ***Internal Quality Assurance Requirements***

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staff are subject to the requirements of an independent assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake Continuous Professional Development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably and fairly by all independent assessors. Policies can be shared upon request, please contact [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk). Essential policies are also available via our website.

In accordance with these policies PAL will:

- Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
- Ensure independent assessors for this standard meet with the assessment plan competency requirements.
- Train and develop all independent assessors to ensure reliable and consistent assessment of the Healthcare Cleaning Operative Standard.
- Apply robust quality assurance and verification processes to assessments, e.g. the use of standard formats, moderation and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

### ***External Quality Assurance Requirements***

External quality assurance for the Healthcare Cleaning Operative Apprenticeship is undertaken by Ofqual.

### ***Standardisation and Moderation***

All independent assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with independent assessors carrying out end-point assessment to ensure that it is being administered safely, securely and in line with PAL guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Grading

This apprenticeship includes fail, pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all of the pass descriptors.

To achieve a distinction overall, the apprentice must achieve a distinction in the structured interview and a pass in the knowledge test and observation.

Please see **Tables 1 and 2** for grading descriptors.

Grades from each method of assessment will be combined as follows.

Knowledge Test	Observation with Questioning	Structured Interview	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

## Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include a minimum of 20 per cent off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, employers and/or providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

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

- Registration with a relevant professional body to provide access to HCO resources, wider networks, and CPD activities.
- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager.

## ***End-point assessment planning and scheduling***

Employers and/or providers<sup>3</sup> must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or provider has confirmed a gateway date, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

The purpose of the planning meeting is to share information with PAL to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of 3 months at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and providers to check this requirement has been met, before submitting gateway evidence.

## ***Reassessment***

PAL's resit and retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original assessor, but if this is not possible PAL reserves the right to assign a different assessor.

## ***Resits and Retakes***

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. The apprentice's employer will need to agree with PAL that either a resit or retake is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment method only.

Any assessment method resit or retake must be taken within the maximum end-point assessment period, otherwise the entire EPA must be taken again, unless in the opinion of PAL exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

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<sup>3</sup> Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

## *Reassessment requirements for each component*

**Knowledge test:** if the apprentice does not achieve the pass mark for the test, a further, different test will be carried out.

**Observation with questioning:** if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the observation and questioning on their first assessment attempt, a further, different observation and questioning assessment will be carried out.

**Structured interview:** if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the interview on their first assessment attempt, a further, different full interview assessment of the apprentice will be carried out.

## *Capping*

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless PAL determines there are exceptional circumstances requiring a resit or retake.

## *Booking Reassessments*

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

## *Portfolio of Evidence*

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the interview.

The independent assessor will review the portfolio evidence and use it to identify areas for the interview, and it is the interview that will assess the apprentice's understanding and learning.

The portfolio should be produced over a period from the commencement of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard. It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. PAL will undertake authenticity checks regarding portfolio evidence as part of the structured interview assessment.

## *How can a healthcare cleaning operative prepare for and complete the portfolio of evidence?*

The employer and provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for the structured interview method of assessment.

Please refer to **Table 2** for the knowledge, skills and behaviours required to be assessed by the interview and evidenced in the portfolio.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the structured interview (PAL has provided a mapping document - please see the Healthcare Cleaning Operative Padlet).
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.

Please note - PAL will not accept a portfolio of evidence submitted without a completed mapping document and an employer statement of validity.

The portfolio **may contain** the following items as evidence:

- Written statements by the apprentice.
- Annotated work products such as daily and periodic cleaning schedules, risk assessments, hazard reporting.
- Annotated photographs and specifications.
- Video clips (10 minutes maximum) of the apprentice working in their role – the apprentice must be identifiable in all video clips.
- Observations of performance, documented by the training provider or employer.
- Recorded question and answer sessions between the apprentice and training provider.
- Ongoing professional discussions between the apprentice and their training provider that relate to work undertaken by the apprentice throughout their programme.
- Client or customer feedback and/or witness testimonies that endorse the work of the apprentice.
- Witness testimony from the line manager.

The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally will be presented electronically.

PAL has provided suggestions of potential portfolio evidence – **please note, this is not an exhaustive or mandatory list.**

**Potential evidence from the apprentice could include:**

- Copies of **risk assessments** with an explanation of how you use them in your role.
- Your organisation's **polices for personal hygiene** including handwashing, uniform and personal presentation and how you ensure that you follow them correctly. You could use pictures with a description, or short video clips of yourself carrying out procedures.
- Examples of how you have followed instructions/guidance when dealing with areas of infection or Covid-19 procedures.
- Examples of how you have used a standard operating procedure to clean equipment – what did you do to disassemble and clean the equipment correctly?



➤ Examples of:

- The different types of instructions that you follow.
- What types of equipment and materials you would gather for those instructions.
- What the classification of the task is?
- What the correct colour coding is?

**You will need to provide examples of different types of tasks.**

- Carrying on from the tasks you have used above, give examples of how you have used different cleaning techniques for different types of soiling.

You could:

- Keep a diary detailing tasks you have carried out and what techniques you used?
- Ask your line manager to write a witness testimony about your work.
- Take photographs of your work and write about what you are doing in the pictures. You need to be identifiable in the photographs.
- Take short videos of your tasks and talk about what you are doing on the video. You need to be identifiable in the video.
- Your training provider could carry out an observation of you carrying out your cleaning tasks; they may ask you questions about what you are doing.
- Use job cards, work schedules or standard operating procedures and discuss how you use these with your training provider.
- Write an account of how you have dealt with any problems such as a discussion with the nursing team about who cleans up a spillage.
- Write an account of having noticed an issue with cleanliness of other areas, poor storage of equipment, misuse of PPE or with a patient which you had to report. What procedures did you follow? If you have not dealt with any actual examples, explain what you *would* do?
- Explain your organisation's procedures for spotting and reporting signs of pest infestation. If you have had to report anything, write a statement about what you did, or have a discussion with your trainer about it.

## Assessment Methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the independent assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and provider. A final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a record of assessment by accessing EPAPro. User guides are available for providers and employers that detail how reports can be viewed.

## Knowledge test

### Key facts about the knowledge test

The knowledge test will comprise of multiple-choice questions (MCQ) which test the knowledge areas of the standard.

The assessment will be comprised of 30 MCQ and the apprentice must choose one correct answer from four responses per question – each question is worth one mark.

The apprentice has 60 minutes to complete the test.

The test is externally marked, and results are communicated to the end-point assessor. Typically, apprentices will be formally notified of fail grades only.

The assessment is available in both paper-based and online formats.

### Knowledge test grade boundaries

Total Mark	Grade
19-30 marks	Pass
0-18 marks	Fail

There is no distinction grade for the test.

### Knowledge test specifics

The test will contain questions in the following areas of the apprenticeship standard.

Knowledge	
<b>K1</b>	➤ National and local standards, policies, guidelines and procedures which could include: • manual handling • use of Personal Protective Equipment (PPE) • the NHS cleaning specification • waste disposal • safeguarding and data protection
<b>K3</b>	➤ Preparation for cleaning methodologies and techniques
<b>K4</b>	➤ Chemical competence to include dilution ratios and Control of Substances Hazardous to Health (COSHH)

Knowledge	
<b>K7</b>	➤ The principles of infection prevention control and how these apply to the role. For example: • segregation of waste types • the correct identification and use of a range of waste storage containers (sacks and bags) • the safe disposal of waste and spent solutions, • the cleaning of rooms where a patient is being barrier nursed. • compliance with the cleaning and disinfecting policy as well as colour coding
<b>K8</b>	➤ How to recognise the signs of pest infestation and the methods to deal with each e.g. rodents, cockroach, insects & pigeon waste. How to report according to local procedures and work with partners to eradicate them in line with local and national standards and policies
<b>K9</b>	➤ How to respond to different rapid response cleans e.g. bodily fluid, chemical spillage, hazardous waste
<b>K10</b>	➤ The principles of scheduled and periodic cleaning, prioritisation of work and the escalation process
<b>K12</b>	➤ The principles of personal hygiene and the implications for the role i.e. (clean uniform, hand hygiene and cross contamination) For example; • use of PPE • the bare below the elbow process, • hand hygiene requirements
<b>K14</b>	➤ Soil classification/contaminating material and removal methods to include: • organic soiling • inorganic soiling • microbiological residues
<b>K15</b>	➤ Housekeeping of storage areas best practice, techniques and implications to include: • stock rotation • ordering of materials • optimum storage environment for chemicals and machinery
<b>K16</b>	➤ Security of cleaning equipment and materials, reasons and implications
<b>K17</b>	➤ Communication techniques which could include: • conflict management • dealing with patients with dementia • dealing with very young patients
<b>K18</b>	➤ The principles of Equality & Diversity, the importance of culture awareness and implications for the role. e.g. age, race, religion, disability, those with dementia)
<b>K19</b>	➤ Importance of portraying a positive corporate image (e.g. customer service, smart appearance)

## Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated. The invigilator must be an independent person employed by PAL.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with PAL Invigilation policy and, where assessments are commissioned via a third party, a secondary policy of requirements. PAL must verify the suitability of the test venue and the identity of the person taking the test. PAL must ensure appropriate methods to prevent misrepresentation, for example, screen share and 360 degree camera function with an administrator/invigilator where the test is taken remotely.

Some of the key conditions for the assessment are:

- A controlled environment (away from day-to-day work pressures, distractions and influence).
- The environment must have suitable lighting, ventilation and privacy.
- The apprentice must be undisturbed.
- An exam in progress sign is displayed.
- The apprentice has access to a clock.
- A dictionary be made available (in compliance with third party policies).
- Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

The independent assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the Conflict of Interest policy will be implemented. The independent assessor will document the conflict and confirm that the invigilator used does not contradict the Invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the Reasonable Adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

- The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
- If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
- Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

## *Observation with questioning*

### *Key Facts about the observation with questioning*

The observation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the method of assessment (see Table 1) and will allow the independent assessor to observe these and draw out aspects through their questions.

- The observation will last for 1 hour and 45 minutes, plus 15 minutes for questioning (2 hours in total).
- The observation allows the assessment of work tasks in the apprentice's normal place of work employer's premises or the premises of a client) using tools and equipment with which they are familiar.
- It may be split into discrete sections held over a maximum of 1 working day (7.5 hours). There may be breaks during the observation to allow the apprentice to move from one location to another as required.

#### **The following activities MUST be observed during the observation:**

- Scheduled cleans, this can include periodic cleaning where appropriate.
- Infection prevention following standard operating procedures including the use of PPE.

### *What is the format of the observation with questioning?*

The apprentice will be observed by the independent assessor completing work in their normal workplace. The independent assessor will arrange an appropriate time for the observation to take place at the planning meeting in consultation with the employer. The independent assessor will remain unobtrusive whilst conducting the observation.

The post-observation questioning will take place in a controlled environment, away from distraction and influence. The apprentice will be asked a minimum of 3 questions by the independent assessor that will focus on clarifying activities seen during the observation. The questions and responses will be audio recorded for internal and external quality assurance purposes.

### *How can a healthcare cleaning operative prepare for the observation with questioning?*

- Read the guidance documents and ask questions if the information provided is not clear.
- Be prepared for the observation by practicing within the required time frames – line managers can support by giving feedback against the observation standards.
- Undertake a mock observation with the training provider and listen and act upon to the feedback provided.
- Check that equipment and resources are available and in good working order prior to the assessment.
- Remember health and safety procedures.
- Ensure that the observation can start on time by being organised and prepared.
- Prepare a short time plan for the observation.
- Treat each shift as an ‘observation’ shift, then treat the ‘observation’ as a normal shift.
- Understand that unexpected situations can occur during the observation. Practice working on wider skills such as keeping calm and focused. It may be useful to write a list of scenarios that could go wrong and possible solutions.

On the day of the observation:

- Stay organised and complete tasks in order, keeping all areas clean and tidy.
- Ensure that the basics are covered, such as wearing a clean uniform and suitable PPE.
- Be prepared to explain why you do tasks in a specific way.
- Remember that communication with colleagues is assessed, as well as communication with managers and internal and/or external customers.

### *How will the observation with questioning be graded?*

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their demonstration and responses to the questions asked.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their demonstration and responses to the questions asked.

Please see **Table 1** for the pass descriptors for this method of assessment. There is no distinction grade for this method of assessment.

**TABLE 1**

KSB	Pass Criteria
The apprentice must meet ALL of the pass criteria	
<b>S1</b> Comply with National and local standards, policies, guidelines and procedures to include: <ul style="list-style-type: none"> <li>• manual handling,</li> <li>• use of PPE,</li> <li>• the NHS cleaning specification,</li> <li>• waste disposal,</li> <li>• safeguarding and data protection</li> <li>• the correct identification and use of a range of waste storage containers (sacks and bags)</li> </ul>	Demonstrates compliance with national and local standards, policies and guidelines (S1)

KSB	Pass Criteria The apprentice must meet ALL of the pass criteria
<ul style="list-style-type: none"> <li>• the safe disposal of waste and spent solutions</li> <li>• compliance with the cleaning and disinfecting policy as well as colour coding</li> </ul>	
<p><b>S3</b> Identify risk categories and colour coding correctly in order to carry out cleaning appropriately</p> <p><b>S4</b> Prepare cleaning materials and machinery appropriate to the task</p> <p><b>S5</b> Select the correct chemicals for the task considering COSHH and using correct dilution rates and applicable data sheets</p> <p><b>S6</b> Select and use correct cleaning equipment (fogging machine, floor machines) and equipment for a range of routine and specialist cleans (e.g. hard floors, clinical areas, communal areas, pool side, mortuary, operating theatres) including cleaning of equipment after use and applies principles of PAT testing to ensure equipment is safe to use</p>	<p>Follows SOPs in order to identify the associated risk of the clean. Selects the correct cleaning materials and prepares equipment correctly including following colour coding requirements with cloths, buckets, mops etc. (S3, S4)</p> <p>Selects the correct chemicals and machinery for a task and uses them correctly, identifying risk categories and colour coding correctly (S5, S6)</p> <p>Demonstrate utilising correct cleaning chemicals and following instructions for use and dilution. (S5, S6)</p> <p>Performs safety checks before using equipment and cleans it after use in line with SOPs e.g. checking wires (S6)</p>
<p><b>S7</b> Carry out tasks according to Standard Operating Procedures (SOPs) (e.g. schedules of work, recording of completed tasks, fault reporting, stock recording/ ordering)</p> <p><b>S9</b> Carry out tasks to the appropriate standard to ensure infection prevention and control. For example the cleaning of rooms where a patient is being barrier nursed</p>	<p>Conducts cleaning tasks to SOPs and demonstrates procedures to prevent and control infections (S7, S9)</p>
<p><b>S11</b> Carry out scheduled and periodic cleaning, prioritising work where required</p> <p><b>B4</b> Time management and ability to complete work to schedule</p>	<p>Carries out scheduled and periodic cleaning and manages time effectively, including responding to changes in priority (S11, B4)</p>
<p><b>S13</b> Apply the principles of hygiene to the role (i.e. clean uniform, hand hygiene and cross contamination). Appropriately use PPE and apply the bare below the elbow process</p>	<p>Apply the principles of hygiene including hand hygiene, clean uniform and measures to avoid cross contamination. Use PPE correctly, applying the bare below the elbow process (S13)</p>
<p><b>S15</b> Demonstrate housekeeping of storage areas best practice, techniques and implications to include stock rotation, ordering of materials, optimum storage environment (temperature, humidity, ventilation) for chemicals and machinery</p> <p><b>S16</b> Ensure the security of cleaning equipment and materials</p>	<p>Demonstrates housekeeping and secure storage of cleaning equipment and materials (S15, S16)</p>
<p><b>S18</b> Communicate with colleagues, patients and their families professionally</p> <p><b>B1</b> Dignity, respect and professionalism</p>	<p>Demonstrates communication skills that show dignity, respect and professionalism to co-workers, patients and their families (S18, B1)</p>

## Structured interview underpinned by a portfolio of evidence

### Key facts about the structured interview

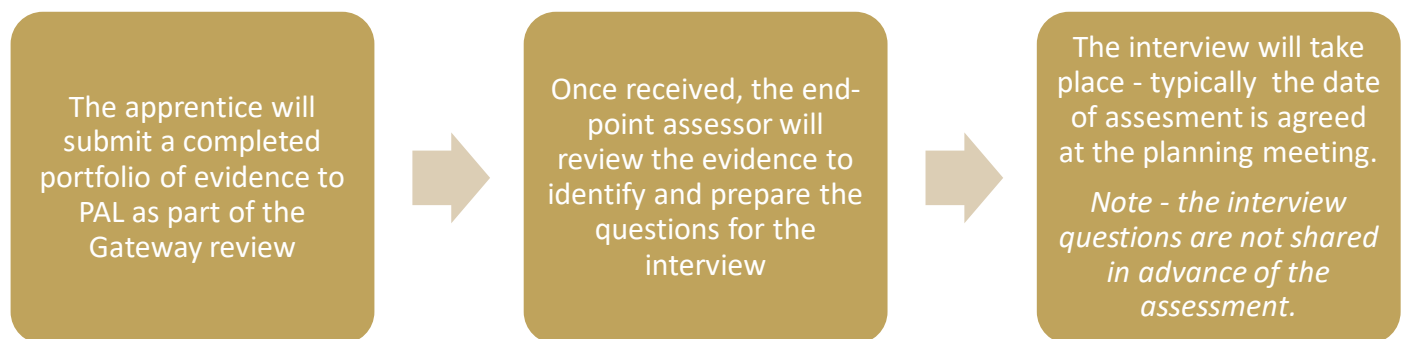
The interview is underpinned by a portfolio of evidence which is reviewed by the independent assessor to identify areas for the interview questions.

It should allow the apprentice to be assessed against knowledge, skills and behaviours that may not naturally occur on a daily basis, and how they have applied them. It also allows the assessment of knowledge, skills and behaviours that do not lend themselves to direct observation.

The interview assessment duration is 60 minutes (+10% at the assessor's discretion to allow the apprentice to complete their last answer).

The independent assessor will ask a minimum of 15 open ended, competency-based questions to draw out the best of the apprentice's competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the knowledge, skills and behaviours mapped to this method of assessment.

The sequence of the portfolio submission and interview assessment is as follows:



The apprentice and assessor will both have access to their own copies of the apprentice's portfolio of evidence throughout the interview and both can refer to it as needed.

### What is the format of the structured interview?

The interview can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face.

It is the responsibility of the apprentice, employer, provider, and PAL to ensure accessibility where required.

The interview must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis. An employer representative is not required to be present.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the assessor for internal quality assurance.

## How can a healthcare cleaning operative prepare for the structured interview?

- Complete practice interviews with the provider, employer, or line manager.
- The apprentice will be able to refer to their portfolio during the interview. Make sure that the portfolio is set up so that evidence is quick and easy to find.
- If the apprentice has video and/or audio evidence in their portfolio, consider having a transcript or summary notes which can be referred to easily during the interview.
- Ensure they are clear and confident in explaining the evidence in their portfolio – make sure that they ‘own’ it.
- Take time to reflect on their performance and identified how knowledge, skills and behaviours have been applied.

## How will the interview be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their structured interview responses. To achieve a distinction, the apprentice must achieve n ALL of the pass criteria AND ALL of the distinction criteria. This is the only method of assessment in which the apprentice can achieve a distinction grade.

Please see Table 2 for the pass grading descriptors for this method of assessment.

**TABLE 2**

<b>KSB</b>	<b>Pass Criteria</b>	<b>Distinction Criteria</b>
<p><b>K2</b> How to manage risk (i.e. follow out risk assessments, risk categories and colour coding) and identify when there is a need for change from routine to enhanced cleaning protocols in line with the Local and National standards and polices</p> <p><b>B3</b> Reliability and consistency, taking responsibility for the integrity of your own actions and completed work</p> <p><b>S2</b> Carry out risk assessments</p>	<p>Provide examples of how they manage risk in their role, differentiating between a hazard and a risk. Give an example of when it would be appropriate to switch from routine to enhanced cleaning procedures. (K2)</p> <p>Provide detail on multiple routine risk assessments they have recently carried out in their role and why it is important to carry these out. (S2, B3)</p>	<p>Provide an example of any changes they have or would suggest to improve cleaning protocols. Explain how a risk assessment they carried out enhanced cleaning protocols (K2)</p>
<p><b>B6</b> Analytical thinker and problem solver</p> <p><b>S17</b> Classify soils/contaminating matter correctly and apply the most appropriate removal methods which could include:</p> <ul style="list-style-type: none"> <li>• organic soiling,</li> <li>• inorganic soiling</li> </ul>	<p>Explain how they determine the nature of soil or contaminated matter and how best to treat it based upon its composition and location. Provide examples of when they have used different cleaning techniques on different types of soiling (this could include the use of the equipment in the</p>	<p>Provides reasons as to the importance of using the correct treatment on the different soiling or contamination (S17)</p> <p>Provides reasons for the cleaning of different equipment after use and explains the risks of cross contamination (K5)</p>



KSB	Pass Criteria	Distinction Criteria
<ul style="list-style-type: none"> <li>• microbiological residues</li> </ul> <p><b>K5</b> Selection and use of correct cleaning equipment and machinery for a range of routine and specialist cleans (e.g. hard floors, clinical areas, communal areas, dining areas) including cleaning of equipment after use and principles of PAT testing to ensure safe to use</p> <p><b>S10</b> Carry out different rapid response cleans (e.g. bodily fluid, chemical spillage, hazardous waste)</p> <p><b>B5</b> A flexible approach to your work when required</p>	<p>different cleans identified in K2) (S17, B6)</p> <p>Provide examples of the types of equipment that would be selected for a range of routine and specialist cleans (to be determined by the EPAO question bank) (K5)</p> <p>Explains how they carry out different rapid response cleaning (S10)</p> <p>Establishes a flexible approach to work (B5)</p> <p>Provide examples of when they have needed to adjust their working practices (B5)</p>	
<p><b>K11</b> Types of cleaning and the difference between disinfection and cleaning to include:</p> <ul style="list-style-type: none"> <li>• terminal cleans</li> <li>• barrier cleans</li> <li>• isolation cleans</li> <li>• discharge cleans</li> <li>• decontamination cleans</li> </ul> <p><b>S12</b> Carry out a range of cleaning and disinfection tasks to include:</p> <ul style="list-style-type: none"> <li>• terminal cleans</li> <li>• barrier cleans</li> <li>• isolation cleans</li> <li>• discharge cleans</li> <li>• decontamination cleans</li> </ul>	<p>Give an example of each of these types of cleans and how they would be carried out including equipment, relevant PPE and cleaning techniques (K11, S12)</p>	<p>Justifies the selection of each of the cleans for the examples given (S12)</p>
<p><b>K6</b> The roles and responsibilities in relation to Standard Operating Procedures (SOPs) (e.g. schedules of work, recording of completed tasks, fault reporting and stock recording/ordering)</p>	<p>Describes and explains roles and responsibilities in relation to SOPs (K6)</p>	<p>Justifies roles and responsibilities in relation to SOPs (K6)</p>
<p><b>K13</b> How to assemble and disassemble a range of service user equipment for cleaning (e.g.</p>	<p>Provide examples of when they have cleaned service user equipment by taking them apart</p>	<p>Provide detail on why it's important to fully disassemble equipment prior to cleaning and</p>

KSB	Pass Criteria	Distinction Criteria
<p>hospital beds, trolleys and trays)</p> <p><b>S14</b> Assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)</p>	<p>fully, detailing the correct procedures they have followed explains the relationship of SOPs in the preparation to clean equipment process (K13, S14)</p>	<p>explains in which circumstances this would not be practical (K13)</p>
<p><b>S8</b> Recognise the signs of infestation and follow organisational procedures to appropriately address and eradicate the problem. E.g. rodents, insects, cockroach &amp; pigeon waste, report according to local procedures and work with partners to eradicate them in line with local and national standards and policies</p>	<p>Provide an example of where they have recognised a pest infestation, how they recognised there was a problem and the action they took (S8)</p>	<p>Explain why it is important to report signs of pest infestation immediately (S8)</p>
<p><b>S19</b> Apply the principles of Equality &amp; Diversity at all times being culturally aware and adapting tasks to suit the needs of the patient (e.g. age, race, religion, disability, those with dementia)</p>	<p>Describe when the application of Equality and Diversity has played a role in their working life (S19)</p>	<p>Explains why it is important to apply the principles of equality and diversity (S19)</p>
<p><b>S20</b> Portray a positive Corporate image (e.g. customer service, smart appearance)</p>	<p>Describe how they portray a positive corporate image Apprentice to identify where to find Corporate Image policy (Uniform/Customer care code) (S20)</p>	<p>Provides valid reasons why compliance with the corporate image is required (S20)</p>
<p><b>B2</b> Working independently and as part of a team; having the courage to challenge areas of concern and working to evidence based best practice</p>	<p>States the responsibilities and limitations of own role and explains when they work as part of a team (B2)</p> <p>Describe examples of where they have challenged areas of concern and applied best practice to their work (risk assessments, manual handling, following COSHH data sheets) (B2)</p>	

## ***Fails/resits and retakes***

PAL's resit and retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk).

The apprentice, employer and provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

## ***Plagiarism***

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## ***Appeals, complaints, maladministration and malpractice polices - centre/candidate***

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: [epaappeals@rofessionalassessment.co.uk](mailto:epaappeals@rofessionalassessment.co.uk)

To declare a conflict of interest, please contact: [declaration@professionalassessment.co.uk](mailto:declaration@professionalassessment.co.uk)

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: [epamalpractice@professionalassessment.co.uk](mailto:epamalpractice@professionalassessment.co.uk)
- If it relates to the apprentice, please contact: [apprenticemalpractice@professionalassessment.co.uk](mailto:apprenticemalpractice@professionalassessment.co.uk)
- If it relates to the employer or provider, please contact: [eitpmalpractice@professionalassessment.co.uk](mailto:eitpmalpractice@professionalassessment.co.uk)

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the

term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### ***Reasonable adjustments/considerations/adaptations***

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team. It is the responsibility of the provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### ***Certification***

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard, its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion but a fail. Incomplete assessments are recorded.

Certification requests are made by the EPAO and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provider on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

### ***Validity, Authenticity, Relevancy, Currency and Sufficiency***

The evidence presented must be meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

*PAL will require all apprentices to sign statements of authenticity etc.*

## *Glossary of Terms*

**EPA** – end-point assessment.

**IA**- independent assessor.

**Employer** – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

**Gateway meeting** – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

**Planning meeting** – A meeting involving the apprentice, employer and independent assessor where the end-point assessments are clarified and planned.

**PAL** – Professional Assessment Limited.

**IQA** - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

**EQA** – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards and administration of assessment.

**Standardisation/moderation** – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

**Special considerations** – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

**Reasonable adjustments** – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice, but are designed to reduce any disadvantages within assessment.

**Assessment plan** – The document produced by the employer group which documents the requirements of the standard and assessment methods.

## Appendix One – Gateway Review Record for Healthcare Cleaning Operative ST0843/AP01

### Guidance Notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have discussed their views on the progress the apprentice has made. The record has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.<sup>4</sup>

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

<b>Apprentice Name</b>	Click or tap here to enter text.	<b>Apprentice Contact Number</b>	Click or tap here to enter text.
<b>Apprentice ULN</b>	Click or tap here to enter text.	<b>Apprentice Email Address</b>	Click or tap here to enter text.
<b>Line Manager Name</b>	Click or tap here to enter text.	<b>Line Manager Contact Number</b>	Click or tap here to enter text.
<b>Employer Organisation</b>	Click or tap here to enter text.	<b>Line Manager Email Address</b>	Click or tap here to enter text.
<b>Training Provider Name</b>	Click or tap here to enter text.	<b>Gateway Review Date</b>	Click or tap to enter a date.
<b>Start Date of Apprenticeship</b>	Click or tap to enter a date.	<b>End Date of Apprenticeship</b>	Click or tap to enter a date.
<b>Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?</b>			Yes <input type="checkbox"/> No <input type="checkbox"/>

### Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

<sup>4</sup> Please refer to the latest ESFA funding rules guidance.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
*Portfolio of Evidence	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.

\*Please note – the portfolio of evidence must be submitted with a fully completed mapping document and an employer signed statement to confirm that the portfolio evidence is valid and attributable to the apprentice.

### Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

### Section 2: Declaration

The end-point assessment period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice’s training provider, but the decision must ultimately be made solely by the employer.

#### Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice’s competence and readiness for end point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard’s requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
<b>Name</b>	Click or tap here to enter text.	<b>Name</b>	Click or tap here to enter text.
<b>*Signature</b>	Click or tap here to enter text.	<b>*Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.	<b>Date</b>	Click or tap to enter a date.

\*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

### Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

<b>Name</b>	Click or tap here to enter text.
<b>Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.

<b>Any reasonable adjustments required? Please detail below and include any supporting evidence</b> State N/A if not applicable
Click or tap here to enter text.

<b>Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling</b>
Click or tap here to enter text.



## Appendix Two – Mapping of Knowledge, Skills, and Behaviours by Assessment Method

KSB	Assessed by		
	Knowledge Test	Observation & Questions	Structured Interview
<b>Knowledge</b>			
K1 National and local standards, policies, guidelines and procedures which could include: <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• use of Personal Protective Equipment (PPE)</li> <li>• The NHS cleaning specification</li> <li>• Waste disposal</li> <li>• Safeguarding and data protection.</li> </ul>	✓		
K2 How to manage risk (i.e. follow out risk assessments, risk categories and colour coding) and identify when there is a need for change from routine to enhanced cleaning protocols in line with the Local and National standards and policies.			✓
K3 Preparation for cleaning methodologies and techniques.	✓		
K4 Chemical competence to include dilution ratios and Control of Substances Hazardous to Health (COSHH).	✓		
K5 Selection and use of correct cleaning equipment and machinery for a range of routine and specialist cleans (e.g. hard floors, clinical areas, communal areas, dining areas) including cleaning of equipment after use and principles of PAT testing to ensure safe to use.			✓
K6 The roles and responsibilities in relation to Standard Operating Procedures (SOPs) (e.g. schedules of work, recording of completed tasks, fault reporting and stock recording / ordering).			✓
K7 The principles of infection prevention control and how these apply to the role. For example: <ul style="list-style-type: none"> <li>• Segregation of waste types</li> <li>• The correct identification and use of a range of waste storage containers (sacks and bags)</li> <li>• The safe disposal of waste and spent solutions,</li> <li>• The cleaning of rooms where a patient is being barrier nursed.</li> <li>• Compliance with the cleaning and disinfecting policy as well as colour coding.</li> </ul>	✓		
K8 How to recognise the signs of pest infestation and the methods to deal with each e.g. rodents, cockroach, insects & pigeon waste. How to report according to local procedures and work with partners to eradicate them in line with local and national standards and policies.	✓		
K9 How to respond to different rapid response cleans e.g. bodily fluid, chemical spillage, and hazardous waste.	✓		
K10 The principles of scheduled and periodic cleaning, prioritisation of work and the escalation process.	✓		
K11 Types of cleaning and the difference between disinfection and cleaning to include: <ul style="list-style-type: none"> <li>• terminal cleans</li> <li>• barrier cleans</li> <li>• isolation cleans</li> <li>• discharge cleans</li> <li>• decontamination cleans.</li> </ul>			✓
K12 The principles of personal hygiene and the implications for the role i.e. (clean uniform, hand hygiene and cross contamination). For example; <ul style="list-style-type: none"> <li>• Use of PPE</li> <li>• The bare below the elbow process</li> <li>• Hand hygiene requirements.</li> </ul>	✓		
K13 How to assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays).			✓
K14 Soil classification/contaminating material and removal methods to include: <ul style="list-style-type: none"> <li>• Organic soiling</li> <li>• Inorganic soiling</li> <li>• Microbiological residues.</li> </ul>	✓		

KSB	Assessed by		
	Knowledge Test	Observation & Questions	Structured Interview
K15 Housekeeping of storage areas best practice, techniques and implications to include: <ul style="list-style-type: none"> <li>• Stock rotation</li> <li>• Ordering of materials</li> <li>• Optimum storage environment for chemicals and machinery.</li> </ul>	✓		
K16 Security of cleaning equipment and materials, reasons and implications.	✓		
K17 Communication techniques which could include: <ul style="list-style-type: none"> <li>• Conflict management</li> <li>• Dealing with patients with dementia</li> <li>• Dealing with very young patients.</li> </ul>	✓		
K18 The principles of Equality & Diversity, the importance of culture awareness and implications for the role. E.g. age, race, religion, disability, those with dementia).	✓		
K19 Importance of portraying a positive corporate image (e.g. customer service, smart appearance).	✓		
<b>Skills</b>			
S1 Comply with National and local standards, policies, guidelines and procedures to include: <ul style="list-style-type: none"> <li>• Manual handling,</li> <li>• Use of PPE,</li> <li>• The NHS cleaning specification</li> <li>• Waste disposal</li> <li>• Safeguarding and data protection</li> <li>• The correct identification and use of a range of waste storage containers (sacks and bags)</li> <li>• The safe disposal of waste and spent solutions</li> <li>• Compliance with the cleaning and disinfecting policy as well as colour coding.</li> </ul>		✓	
S2 Carry out risk assessments.			✓
S3 Identify risk categories and colour coding correctly in order to carry out cleaning appropriately.		✓	
S4 Prepare cleaning materials and machinery appropriate to the task.		✓	
S5 Select the correct chemicals for the task considering COSHH and using correct dilution rates and applicable data sheets.		✓	
S6 Select and use correct cleaning equipment (fogging machine, floor machines) and equipment for a range of routine and specialist cleans (e.g. hard floors, clinical areas, communal areas, pool side, mortuary, operating theatres) including cleaning of equipment after use and applies principles of PAT testing to ensure equipment is safe to use.		✓	
S7 Carry out tasks according to Standard Operating Procedures (SOPs) (e.g. schedules of work, recording of completed tasks, fault reporting, stock recording/ordering).		✓	
S8 Recognise the signs of infestation and follow organisational procedures to appropriately address and eradicate the problem. E.g. rodents, insects, cockroach & pigeon waste, report according to local procedures and work with partners to eradicate them in line with local and national standards and policies.			✓
S9 Carry out tasks to the appropriate standard to ensure infection prevention and control. For example the cleaning of rooms where a patient is being barrier nursed.		✓	
S10 Carry out different rapid response cleans (e.g. bodily fluid, chemical spillage, hazardous waste).			✓
S11 Carry out scheduled and periodic cleaning, prioritising work where required.		✓	
S12 Carry out a range of cleaning and disinfection tasks to include: <ul style="list-style-type: none"> <li>• Terminal cleans</li> <li>• Barrier cleans</li> <li>• Isolation cleans</li> <li>• Discharge cleans</li> <li>• Decontamination cleans.</li> </ul>			✓

KSB	Assessed by		
	Knowledge Test	Observation & Questions	Structured Interview
S13 Apply the principles of hygiene to the role (i.e. clean uniform, hand hygiene and cross contamination). Appropriately use PPE and apply the bare below the elbow process.		✓	
S14 Assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays).			✓
S15 Demonstrate housekeeping of storage areas best practice, techniques and implications to include stock rotation, ordering of materials, optimum storage environment (temperature, humidity, ventilation) for chemicals and machinery.		✓	
S16 Ensure the security of cleaning equipment and materials.		✓	
S17 Classify soils/contaminating matter correctly and apply the most appropriate removal methods which could include: • Organic soiling • Inorganic soiling • Microbiological residues.			✓
S18 Communicate with colleagues, patients and their families professionally.		✓	
S19 Apply the principles of Equality & Diversity at all times being culturally aware and adapting tasks to suit the needs of the patient (e.g. age, race, religion, and disability, those with dementia).			✓
S20 Portray a positive Corporate image (e.g. customer service, smart appearance).			✓
<b>Behaviours</b>			
B1 Dignity, respect and professionalism.		✓	
B2 Working independently and as part of a team; having the courage to challenge areas of concern and working to evidence based best practice.			✓
B3 Reliability and consistency, taking responsibility for the integrity of your own actions and completed work.			✓
B4 Time management and ability to complete work to schedule.		✓	
B5 A flexible approach to your work when required.			✓
B6 Analytical thinker and problem solver.			✓