

# End-point assessment plan for Healthcare Cleaning Operative apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0843	2	no

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Healthcare Cleaning Operative apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Healthcare Cleaning Operative apprentices, their employers and training providers.

Full time apprentices will typically spend 12 months on-programme (before the gateway) working towards the occupational standard, all apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

Apprentices must achieve English and maths qualifications in line with the apprenticeship funding rules

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Knowledge Test

- Fail
- Pass

### **Assessment method 2:** Observation with Questioning

- Fail
- Pass

### **Assessment method 3:** Structured Interview underpinned by portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 12 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• Apprentices must have achieved English and Mathematics qualifications in line with the apprenticeship funding rules</li> <li>• Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship</li> </ul>
<b>End-point assessment</b> (which will typically take 3 months)	<p>Assessment method 1: Knowledge Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> </ul> <p>Assessment method 2: Observation with Questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> </ul> <p>Assessment method 3: Structured Interview underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 months, after the EPA gateway. Any supporting material which underpins an EPA assessment method should be submitted at the Gateway.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA 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(s), but the decision must ultimately be made solely by the employer.

For Knowledge Test:

- No specific requirements

For Observation with Questioning:

- No specific requirements

For Structured Interview underpinned by Portfolio, the apprentice will be required to submit a portfolio of evidence with the following requirements:

- Compiled during the on-programme period of the apprenticeship
- It must contain sufficient evidence to demonstrate the KSBs that will be assessed by the interview, underpinned by the portfolio
- It should contain typically 10 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is recommended

Evidence sources may include (but is not a definitive list):

- Workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records
- Annotated specifications, for example drawings, cutting lists, work instructions
- Annotated photographs
- Video clips (maximum duration in total typically 10-minutes). The apprentice must be identifiable during all video clips
- It should not include any methods of self-assessment
- Any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this
- The portfolio of evidence must be submitted to the EPAO at the gateway point
- The portfolio will not be directly assessed but will underpin the interview conducted as Assessment Method 3.

# Assessment methods

**Assessment method 1: Knowledge Test** (This assessment method has 1 component.)

## Overview

The rationale for this assessment method is:

The occupation requires the ability to recall from memory the underpinning knowledge in relation to health and safety, legislation and procedures. A multiple choice knowledge test is an effective and cost efficient method of testing this ability.

## Test Format

The test can be:

- Paper based
- Computer based

It will consist of 30 questions.

These questions will consist of:

- Closed response questions (e.g. multiple-choice questions)
- Questions based on a scenario / case study (minimum of 12 questions) - also to be closed response (e.g. multiple choice questions)

## Test administration

Apprentices must have a maximum of 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

Any incorrect or missing answers must be assigned 0 marks. Correct answers are assigned 1 mark.

## Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs

must develop a 'test specification' and 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the test specification and questions they contain, are fit for purpose.

### Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- Sample test and mark scheme
- Live test and mark scheme
- Analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.
- Question banks

## Assessment method 2: Observation with Questioning (This assessment method has 1 component.)

### Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

- This is a practical role, best demonstrated through observation
- Observation allows the assessment of work tasks in the apprentice's normal place of work, using tools and equipment with which they are familiar, which is likely to enable the apprentice to perform at their best
- Observation is a cost effective assessment method, as it makes use of the employer's premises and resources
- The tasks chosen reflect something that would be completed by healthcare cleaning operatives in every company on a daily basis; tasks not necessarily completed on a daily basis or not best suited to direct observation are assessed via the other assessment methods
- Questioning component enables the checking of underpinning knowledge, skills and behaviours

### Delivery

The observation will take 1hr and 45 minutes (2 hours including 15 minutes allowance for questioning). The observation may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 7.5 hours. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of the observation.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities MUST be observed during the observation:

1. Scheduled cleans, this can include periodic cleaning where appropriate

## 2. Infection Prevention following Standard Operating Procedures including the use of PPE.

The independent assessor must be unobtrusive whilst conducting the observation.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

Questions will be asked after the observation is complete. The independent assessor must ask a minimum of 3 questions. The questions are used where clarification is required on activities seen during the observation. These questions must be asked within a time period not exceeding 15 minutes in addition to the time allowed for the observation. The questions can be a mixture of assessor derived and taken from a question bank. Independent assessors must use the question bank as a source for questioning but must use their professional judgement to tailor those questions appropriately and are responsible for generating appropriate questions in-line with the assessors' training and the EPAO's standardisation process

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

### Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

### Support material

EPAOs will produce the following material to support this assessment method:

- Open questions to assess related underpinning KSBs. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.
- Assessment recording documentation
- Guidance for apprentices and employers

### Venue

The observation can take place in:

- Employer's premises
- Workplace other than the employer's own premises (e.g. premises of a client)

### Question development

EPAOs will create open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers.



## Assessment method 3: Structured Interview underpinned by portfolio

(This assessment method has 1 component.)

### Overview

This assessment will take the form of an interview which must be structured to provide the apprentice with the opportunity to achieve the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses. The rationale for this assessment method is:

- It allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis, would take too long to observe or do not lend themselves to direct observation
- The interview is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge
- Allows for testing of responses where there are a number of potential answers that couldn't be tested through the multiple-choice test

### Delivery

The independent assessors will conduct and assess the interview.

The interview must last for 60 minutes. The independent assessor has the discretion to increase the time of the structured interview by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAOs Reasonable Adjustments Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The independent assessor must ask a minimum of 15 open, competence-based questions. The independent assessor should consider the level of English that the apprentice is working at and pitch questions using appropriate language to ensure inclusivity. Apprentices are expected to understand and use relevant occupational language that would be typical of an apprentice working at the level of this occupation.

The questions will focus on coverage of prior activity to demonstrate the KSB's mapped to this method, underpinned by the apprentice's portfolio of evidence. Apprentices should refer to and illustrate their answers with evidence from their portfolio of evidence however the portfolio of evidence is not directly assessed. The questions should give all apprentices equal opportunity to demonstrate any distinction criteria.

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the interview.

The independent assessor will make all grading decisions.

### Venue

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

The interview can take place in any of the following:

- Employer's premises
- A suitable venue selected by the EPAO (for example a training provider's premises)

### Other relevant information

A structured question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must be reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of interview and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- a question bank must be developed by EPAOs.
- Assessment recording documentation
- Guidance for apprentices and employers

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this end-point assessment plan.

### Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment method 1: Knowledge Test

KSBs	Fail	Pass
K1 K3 K4 K7 K8 K9 K10 K12 K14 K15 K16 K17 K18 K19	0-18 marks	19-30 marks

### Assessment method 2: Observation with Questioning

The KSBs to be assessed via observation have been grouped together where it is likely that a natural flow of processes or overlap from knowledge and skills will occur.

KSBs	Pass (Must meet all the criteria) (Fail does not meet these 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> <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>	Demonstrates compliance with national and local standards, policies and guidelines (S1)
<b>S3</b> Identify risk categories and colour coding correctly in order to carry out cleaning appropriately	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)  Selects the correct chemicals and machinery for a task and uses them correctly, identifying risk categories and colour coding correctly.(S5, S6)  Demonstrate utilising correct cleaning chemicals and following instructions for use and dilution. (S5, S6)
<b>S4</b> Prepare cleaning materials and machinery appropriate to the task	
<b>S5</b> Select the correct chemicals for the task considering COSHH and using correct dilution rates and applicable data sheets	
<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.	Performs safety checks before using equipment and cleans it after use in line with SOPs e.g. checking wires.(S6)
<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)	Conducts cleaning tasks to SOPs and demonstrates procedures to prevent and control infections (S7, S9)
<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.	
<b>S11</b> Carry out scheduled and periodic cleaning, prioritising work where required	Carries out scheduled and periodic cleaning and manages time effectively, including responding to changes in priority (S11, B4)
<b>B4</b> Time management and ability to complete work to schedule	
<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.	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)
<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.	Demonstrates housekeeping and secure storage of cleaning equipment and materials (S15, S16)
<b>S16</b> Ensure the security of cleaning equipment and materials	
<b>S18</b> Communicate with colleagues, patients and their families professionally	Demonstrates communication skills that show dignity, respect and professionalism to co-workers, patients and their families (S18, B1)
<b>B1</b> Dignity, respect and professionalism	

## Assessment method 3: Structured Interview underpinned by portfolio

The KSBs to be assessed via Structured Interview have been grouped together where it is likely that a natural flow of processes or overlap from knowledge and skills will occur.

KSBs	Pass (All criteria must be met) (Fail does not meet these criteria)	Distinction (apprentices must fully demonstrate all Pass criteria and all Distinction criteria where it is required)
<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.	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)	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)
<b>B3</b> Reliability and consistency, taking responsibility for the integrity of your own actions and completed work	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)	
<b>S2</b> Carry out risk assessments	.	
<b>B6</b> Analytical thinker and problem solver	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 different	Provides reasons as to the importance of using the correct treatment on the different soiling or contamination (S17)
<b>S17</b> Classify soils/contaminating matter correctly and apply the most appropriate removal methods which could include: <ul style="list-style-type: none"> <li>• organic soiling,</li> <li>• inorganic soiling</li> <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>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>Provides reasons for the cleaning of different equipment after use and explains the risks of cross contamination (K5)</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>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>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>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>		

<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)	Describes and explains roles and responsibilities in relation to SOPs (K6)	Justifies roles and responsibilities in relation to SOPs (K6)
<b>K13</b> How to assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)	Provide examples of when they have cleaned service user equipment by taking them apart fully, detailing the correct procedures they have followed	Provide detail on why it's important to fully disassemble equipment prior to cleaning and explains in which circumstances this would not be practical.(K13)
<b>S14</b> Assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)	explains the relationship of SOPS in the preparation to clean equipment process (K13, S14)	
<b>S8</b> 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.	Provide an example of where they have recognised a pest infestation, how they recognised there was a problem and the action they took.(S8)	Explain why it is important to report signs of pest infestation immediately. (S8)
<b>S19</b> 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, disability, those with dementia)	Describe when the application of Equality and Diversity has played a role in their working life. (S19)	Explains why it is important to apply the principles of equality and diversity. (S19)
<b>S20</b> Portray a positive Corporate image (e.g. customer service, smart appearance)	Describe how they portray a positive corporate image Apprentice to identify where to find Corporate Image policy (Uniform / Customer care code) (S20)	Provides valid reasons why compliance with the corporate image is required (S20)
<b>B2</b> Working independently and as part of a team; having the courage to challenge areas of	States the responsibilities and limitations of own role and explains when they work as part of a team (B2)	

concern and working to evidence based best practice	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)	
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## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Apprentices must gain a pass in three methods to gain a pass.

Apprentices must gain a pass in two methods and a distinction in the third assessment method to gain a distinction

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

Assessment method 1	Assessment method 2	Assessment method 3	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

## Re-sits and re-takes

Apprentices who fail one or more assessment method 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's employer will need to agree that either a re-sit or re-take 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 re-sit or re-take any failed assessments. .



Any assessment method re-sits or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• Should not be involved in the delivery of the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> </ul>

	<ul style="list-style-type: none"> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul>

## 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. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: having worked in a senior role within the healthcare cleaning environment.
- Appoint independent assessors who have recent relevant experience of the occupation/sector at least one occupational level above the apprentice.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

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

- online assessment
- using an employer's premises

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Knowledge Test

Knowledge
<p><b>K1</b> National and local standards, policies, guidelines and procedures which could include:</p> <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>
<p><b>K3</b> Preparation for cleaning methodologies and techniques</p>
<p><b>K4</b> Chemical competence to include dilution ratios and Control of Substances Hazardous to Health (COSHH)</p>
<p><b>K7</b> The principles of infection prevention control and how these apply to the role.</p> <p>For example:</p> <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>
<p><b>K8</b> How to recognise the signs of pest infestation and the methods to deal with each e.g. rodents, cockroach, insects &amp; 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.</p>
<p><b>K9</b> How to respond to different rapid response cleans e.g. bodily fluid, chemical spillage, hazardous waste</p>
<p><b>K10</b> The principles of scheduled and periodic cleaning, prioritisation of work and the escalation process</p>
<p><b>K12</b> The principles of personal hygiene and the implications for the role i.e. (clean uniform, hand hygiene and cross contamination)</p> <p>For example;</p> <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>
<p><b>K14</b> Soil classification/contaminating material and removal methods to include:</p> <ul style="list-style-type: none"> <li>• organic soiling</li> <li>• inorganic soiling</li> </ul>

<ul style="list-style-type: none"><li>• microbiological residues</li></ul>
<b>K15</b> 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>
<b>K16</b> Security of cleaning equipment and materials, reasons and implications
<b>K17</b> 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>
<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)

## Assessment method 2: Observation with Questioning

Skills
<p><b>S1</b> Comply with National and local standards, policies, guidelines and procedures to include:</p> <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>
<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><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><b>S11</b> Carry out scheduled and periodic cleaning, prioritising work where required</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><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><b>S18</b> Communicate with colleagues, patients and their families professionally</p>
Behaviours
<p><b>B1</b> Dignity, respect and professionalism</p>
<p><b>B4</b> Time management and ability to complete work to schedule</p>

## Assessment method 3: Structured Interview underpinned by portfolio

Knowledge
<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 policies.
<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
<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)
<b>K11</b> 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>
<b>K13</b> How to assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)

Skills
<b>S2</b> Carry out risk assessments
<b>S8</b> 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.
<b>S10</b> Carry out different rapid response cleans (e.g. bodily fluid, chemical spillage, hazardous waste)
<b>S12</b> 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>



<b>S14</b> Assemble and disassemble a range of service user equipment for cleaning (e.g. hospital beds, trolleys and trays)
<b>S17</b> Classify soils/contaminating matter correctly and apply the most appropriate removal methods which could include: <ul style="list-style-type: none"> <li>• organic soiling,</li> <li>• inorganic soiling</li> <li>• microbiological residues</li> </ul>
<b>S19</b> 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, disability, those with dementia)
<b>S20</b> Portray a positive corporate image (e.g. customer service, smart appearance)

<b>Behaviours</b>
<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
<b>B3</b> Reliability and consistency, taking responsibility for the integrity of your own actions and completed work
<b>B5</b> A flexible approach to your work when required
<b>B6</b> Analytical thinker and problem solver