

# Highfield Level 5 End-Point Assessment for Healthcare Assistant Practitioner

EPA-Kit

## Assessing the Reflective Journal and Interview

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## Reflective journal and interview – guidance

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This guidance is provided to support training providers and employers with preparing apprentices for assessment gateway and end point assessment.

The reflective journal and interview form a combined assessment method and will be assessed holistically, with a grade awarded as Pass, Merit or Distinction by the independent assessor. End-point assessors will review all evidence provided by the apprentice for this combined assessment method and make a final holistic judgement on the ability of the apprentice.

### Purpose of the reflective journal

The reflective journal is used to demonstrate that the selected skills and values from the standard, identified in the table below, have been met. Apprentices should be confident that their journal contains a reflective account that includes the requirements outlined below, that will be assessed by the end-point assessor prior to the interview. Assessment of the reflective journal will contribute to the overall final grade awarded for the journal and interview assessment method.

### When should the journal be completed?

The reflective journal is completed by the apprentice in the 3 months leading up to the end point assessment. Evidence is gathered on-programme. The highest quality of evidence is most likely to be generated towards the end of the apprenticeship, following completion of their programme of training and development and during the 3 months leading up to the planned date of the end point assessment. The reflective journal must be made available at Gateway. Written submissions may be provided to Highfield in any format (such as Dropbox or e-portfolio). Access must be given to Highfield to only the learners who have been put forward for end-point assessment.

### What is included in the journal?

The apprentice produces a written account of 2000 words (+/- 10%) reflecting on the development of the following components from the apprenticeship standard. Table 1 below contains a checklist of information that the apprentice should aim to include for each skill. For apprentices that do not evidence the full range of skills for the journal, assessors should plan to ask the apprentice questions that are likely to provide further evidence for these areas during the interview. The final decision on this component is then a holistic judgement made by the assessor.

<b>Table 1:</b>	
<b>Standard:</b>	<b>Skills:</b>
<b>S2. Case Management</b>	The apprentice includes evidence to show that they are able to; S2: Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs
<b>Indicative assessment criteria and suggested evidence to refer to in reflections:</b>	

<ul style="list-style-type: none"> <li>• Reflect on how you manage your daily workload</li> </ul>	<p>It is suggested that the apprentice's reflection includes reference to ways they manage their workload e.g. through the use of computer systems and electronic diaries etc. and how the use of these methods is informed by current evidence-based or best practice.</p>
<ul style="list-style-type: none"> <li>• Implement the care package supporting an individual in your care that you work with on a regular basis</li> </ul>	<p>It is suggested that the apprentice's reflection includes reference to a package of care they provide to an individual (ensuring confidentiality is respected). Making reference to how the care package is informed, supported, evaluated and reviewed by evidence-based practice/relevant concepts and theories.</p>
<ul style="list-style-type: none"> <li>• Ensure the care package is supported by current evidence-based practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Review and revise how the care being provided impacts on the individual's health and care needs</li> </ul>	
<ul style="list-style-type: none"> <li>• Evaluate how you manage your daily workload</li> </ul>	<p>It is suggested that the apprentice's reflection includes an evaluation of how they manage their daily workload, making reference to learning and future practice.</p>
<p><b>S3. Supervision and Teaching:</b></p>	<p>The apprentice includes evidence to show that they are able to; S3. Allocates work to and support the development of others and may supervise, teach, mentor and assess other staff as required</p>
<p><b>Indicative assessment criteria and suggested evidence to refer to in reflections:</b></p>	
<ul style="list-style-type: none"> <li>• Demonstrate how you allocate work to others</li> </ul>	<p>It is suggested that the apprentice's reflection includes reference to the different ways that work is allocated and managed e.g. through the use of rotas, appraisals, one-to-ones, team meetings, training etc. Including the guidance e.g. frameworks, policies and legislation that underpin the types of work allocated to others:</p> <ul style="list-style-type: none"> <li>• Nursing and Midwifery Council</li> <li>• Health and Care Professions Council</li> <li>• Care Quality Commission</li> <li>• Health and Safety at Work Act</li> <li>• Manual Handling Regulations 1992: patient movement using a hoist, slide sheet etc</li> <li>• Health and Social Care Act 2008 (Regulated Activities) Regulations 2014.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide guidance to others in order for work to be undertaken effectively</li> </ul>	
<ul style="list-style-type: none"> <li>• Explain how you ensure your knowledge is up to date</li> </ul>	<p>It is suggested that the apprentice's reflection includes reference to their own development plan and CPD record, appraisals etc. and makes reference to training including how evidence-based practice informs the need for up-to-date knowledge and skills in the health sector.</p>
<ul style="list-style-type: none"> <li>• Explain the terms: supervision, mentoring, teaching and assessing in relation to the management of staff</li> </ul>	<p>It is suggested that the apprentice's reflection includes assessment and evaluation on their approach to supporting the development of</p>

<ul style="list-style-type: none"> <li>• Assess how you may support the development of other staff through: <ul style="list-style-type: none"> <li>○ Supervision</li> <li>○ Mentoring</li> <li>○ Teaching</li> <li>○ Assessment</li> </ul> </li> </ul>	<p>others, including how this is informed by relevant research.</p>
<ul style="list-style-type: none"> <li>• Explain how models of learning could help your understanding and develop your practice as a supervisor, teacher or mentor</li> </ul>	<p>It is suggested that the apprentice’s reflection includes reference to the following models of learning (selected as appropriate) to demonstrate how concepts and theories inform current and future practice (list is not exhaustive and all do not have to be covered):</p> <ul style="list-style-type: none"> <li>• Blooms taxonomy,</li> <li>• Gibbs,</li> <li>• Benner 1984,</li> <li>• Skinner,</li> <li>• Bandura,</li> <li>• Piaget,</li> <li>• Gardner,</li> <li>• Glasser (control theory),</li> <li>• The moulding theory,</li> <li>• The mutual inquiry theory</li> <li>• Kolb</li> </ul>

The reflective account must also include evidence of the values being applied in the context of case management and supervision and teaching, including reference to the following:

**Values:**

- Apprentices will be honest, caring, compassionate, conscientious and committed

**Guidance for producing reflections**

The following guidance is **recommended** by Highfield Assessment. Providers and employers are encouraged to support their apprentices to be autonomous and independent at level 5:

- The reflective journal should be split into two sections, the first on Case Management, the second on Supervision and Teaching
- Each section should total 1000 words each.
- The reflective journal should use a recognised referencing system e.g. Harvard (required to pass)
- The reflective journal should be checked for spelling, punctuation and grammar (required to pass)
- The reflective journal should not go outside of the word count (+/- 10%) (required to pass)

- Within each section, apprentices should plan their reflections to ensure the indicative assessment criteria detailed within this EPA kit are being achieved
- Each section should include an introduction, main body (with explanation and analysis, relating concepts and theories to future practice) and conclusion (required to pass)
  - Concepts and theories could be from: evidence-based practice, journal articles, Nursing and Midwifery Council research, Health and Care Professions Council, NICE research and recommendations, NHS Guidelines etc.
  - Reference to concepts and theories should be used to support reflections and assist with identifying the principles that underpin practice.

E.g.

<b>Table 2:</b>	
<b>Section 1: Case management</b>	<b>Section 2: Supervision and teaching</b>
Introduction: Brief overview of what the apprentice intends to explain and analyse	Introduction: Brief overview of what the apprentice intends to explain and analyse
Main body (see guidance in table 1): Part 1: Explanation; <ul style="list-style-type: none"> <li>• How you manage your daily workload including how you implement a care package to support an individual</li> <li>• How the care package is supported by evidence-based practice</li> </ul> Part 2: Analysis; <ul style="list-style-type: none"> <li>• How part 1 impacts on the individual's health and care needs</li> <li>• Evaluate your management of your daily workload.</li> </ul>	Main body (see guidance in table 1): Part 1: Explanation; <ul style="list-style-type: none"> <li>• How you allocate work to others, provide guidance and ensure their currency of knowledge and skills – making reference to key terminology</li> </ul> Part 2: Analysis; <ul style="list-style-type: none"> <li>• How models of learning inform your role as a supervisor, teacher or mentor, assessing how you can use theory to inform your practice.</li> </ul>
Conclusion: Summary of your main points	Conclusion: Summary of your main points

### The interview

The interview will cover the following skills from the apprenticeship standard. Additional guidance and amplification of these areas can be found within this EPA Kit:

<b>Table 3:</b>	
<b>Standard</b>	<b>Skills</b>
S4. Personal Development	Maintain and further develop own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs
S6. Assessment	Provide holistic assessment of individuals, implement programmes of care and modify individualised care plans within their scope of practice

S9. Physiological Measurements	Undertake physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, make appropriate changes or recommendations to care plan; report changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role
S11. Equality and Diversity	Promote and advocate Equality, Diversity and Inclusion
S12. Quality	Proactively make recommendations to improve the quality of service delivery

The final interview uses professional discussion techniques to encourage a two-way dialogue between the assessor and apprentice.

The end-point assessor will assess the journal and judge whether additional questions will be required to achieve the skills, values and/or behaviours during the interview. The assessor will pose holistic and synoptic lead and/or secondary questions to the apprentice that enable them to provide answers that cover the remaining elements of the standard, to ensure all skills, values and behaviours have been attempted. These questions may also facilitate the achievement of carry-over from the observation.

The final interview takes place between the independent assessor and the apprentice and lasts for a minimum of 30 minutes and a maximum of 60 minutes.

### Grading guidance for the reflective journal and interview component

The reflective journal and interview is graded holistically as Pass, Merit or Distinction by the independent assessor. End-point assessors will review all evidence provided by the apprentice for this combined assessment method and make a final holistic judgement on the ability of the apprentice.

Pass = meets the standard

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

To **pass** this combined assessment method, apprentices are expected to provide evidence for **all** skills, values and behaviours stated within the tables above, providing evidence of using a **recognised referencing system** such as Harvard, checking **spelling and grammar**, **relating some concepts and theories to practice** and making **satisfactory links between learning and future practice** within both the reflective account and when answering questions during the interview to provide **evidence that supports practice**.

Merit = exceeds the standard

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

In addition to the pass, the apprentice can achieve a merit by evidencing **an ability to analyse the range of concepts and theories they discuss in relation to their practice**, for example, emphasising that one theory or approach may hold more value to their practice than another.

Distinction = far exceeds the standard

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

In addition to the pass and merit, the apprentice can achieve a distinction by producing a reflective account that makes **insightful connections between learning and future practice**, engaging in wider discussion during the interview that demonstrates their **exceptional understanding of a wide range of concepts and theories** that they apply to their practice and demonstrates the ability to **critically reflect on the limitations** of their own knowledge/skills and how these limitations may affect their practice.

