

Level 3

Health Screeners Diploma

Welcome Pack

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Aims

The Aim of this 'Welcome' Pack is to complement the content of the Accredited Centre Induction, our Policies and Procedures, and your 'Welcome' call. Combined, these tools officially 'Welcome' you to the Level 3 (L3) Health Screeners Diploma (HSD) qualification and its requirements.

Gloucestershire Qualifications Centre

Gloucestershire Qualifications Centre has been granted 'accredited centre' status for ensuring that the workplace delivery, assessment, and verification of the L3 HSD qualification meets the necessary requirements of the Qualification's Awarding Body, Pearson's. The Centre is responsible for providing the Quality Assurance framework for Learners to successfully achieve their qualification. In order to support this at the outset, each Learner is expected to 'sign-up' to their learning programme by way of a 'formal' Learning Agreement.

Learning Agreement

Registration with the Gloucestershire Qualifications Centre ensures support for a two-year registration period for each L3 HSD Learner. This means that each learner has up to two years to complete their qualification before re-registration with the Centre would be required. The purpose of a learning agreement is to define the baseline expectations necessary to enable a successful and timely completion of a learner's qualification. The agreement is therefore established over the two years' duration of the learner's programme of study and sets out the responsibilities of each of the principal parties: learner, assessor, employer and training provider. **NB.** The Learning Agreement is an essential part of the Centre's Quality Assurance Framework and therefore must be completed by all parties in order for the Learner to start their programme. Learners are sent the Learning Agreement form as part of their L3 HSD Induction.

Centre Support

There are a number of people who work within the Centre to support Learners, Assessors, and their Programme Managers throughout the learning journey. The principal people are:

- **Tracy Longden-Thurgood** – Lead verifier and Qualifications Coordinator
- **Clare Waite** – GREG Qualifications Manager
- **Danielle Meek** – Qualification Administrator
- **Sam Flynn** – Qualification Administrator

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Qualifications Coordinator

The role of the Qualifications Coordinator is to provide ongoing support and guidance regarding successful achievement of the L3 HSD qualification. Predominantly this is linked to ensuring that both Learners and their primary Assessors understand their role in progressing through the programme in a timely manner. As a new qualification, it is recognised that there is some initial confusion regarding the qualification's expectations. The Qualifications Coordinator role aims to alleviate this as soon as possible into the application process so that Learners can quickly begin to learn and develop the necessary knowledge and skills required to become an independently competent Health Screener. In addition, the Qualifications Coordinator will monitor Learner progress and produce quarterly progress reviews on achievement.

Qualification Background

Skills for Health and Public Health England have worked collaboratively with four awarding bodies to design and develop a standardised approach to achieving competency as a Health Screener. The outcome has led to the release of a formally recognised Level 3 Diploma Qualification which requires completion by all new practicing Health Screeners.

The Level 3 qualification is equivalent in academic terms to 'A' levels and thus provides a vocational education pathway for learners working within the Health Care Sector. Achievement of the L3 HSD qualification will deliver the learner with qualification credits which can be used by the Learner to progress on to higher level qualifications if they wish to.

Currently, 3 L3 Health Screener pathways exist:

1. Abdominal Aortic Aneurysm Screening
2. Diabetic Eye Screening
3. New Born Hearing Screening

Gloucestershire Qualifications Centre have learners for all Pathways. Each qualification has a specific combination of mandatory and specialist units for the Learner to achieve. In order to pass the qualification, each Learner must have each of their chosen pathway units formally assessed by a qualified assessor. **NB.** The mandatory parts of the qualification are transferrable between the different pathways. However, the specialised units are unique to the chosen pathway.

NB. Currently, Public Health England are supporting existing workplace assessors, with previous experience of assessing workplace competency, to gain a formal assessor qualification through the NOCN awarding body. **NB.** The assessor qualification is delivered separately to the L3 HSD qualification. Gloucestershire Hospitals Qualification Centre are not able to influence the assessor qualification delivered by NOCN and therefore untrained assessors must apply separately to PHE in order to access the assessor training and subsequent support.

Qualification Overview

The L3 HSD qualification is delivered and assessed within the Learner's workplace. The programme of delivery will vary between different workplaces. However, as a formal qualification, the framework of the programme must contain specific elements of 1) Workplace Learning and Development and 2) ePortfolio Assessment. Figure 1 illustrates an overview of the L3 HSD qualification delivery and assessment framework.

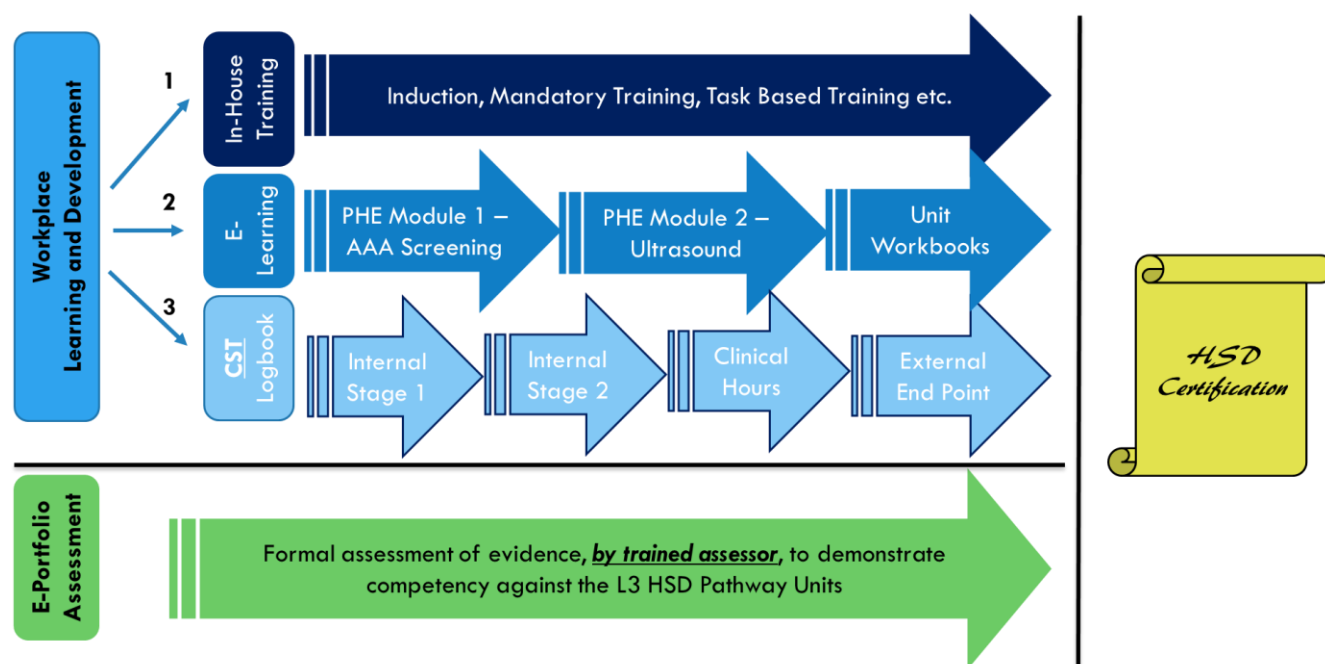


Figure 1: Overview of the Level 3 Health Screeners Diploma Qualification - Delivery and Assessment Framework

Qualification Framework Elements

- **Element 1 – Workplace Learning and Development**

The Knowledge and Skills of the Health Screener are delivered within the Learner's workplace as arranged by the Learner's line manager alongside the Learner's primary assessor for the HSD qualification. The programme of delivery will vary between individuals as it will depend upon the workplace need and the Learner's existing knowledge and skills. There are a variety of tools to help the workplace deliver the knowledge and skills necessary for the learner to gain competency as a Health Screener. These include:

1. **In-House Training** – Workplace Induction, Mandatory Training, Task Based Training etc.
2. **E-Learning** – Unit Workbooks found within the ePortfolio support materials and on-line Public Health England (PHE) quizzes for specialist modules 1 (AAA Screening) and 2 (Ultrasound)
3. **Clinical Skills Training (CST) Logbook** – PHE issued logbook of clinical skills achievement. This requires signatures of achievement to be collected a qualified CST which progresses Learner's through different stages of clinical competency. More details regarding the logbook requirements can be found within the logbook itself. This has been provided as part of the Learner's L3 HSD qualification Induction.

- **Element 2 – ePortfolio Assessment**

The ePortfolio is an on-line portfolio which sets out the assessment criteria which each learner needs to achieve in order to be formally assessed as a competent Health Screener in their new role. The assessment criteria can be identified within specific qualification units. The assessment process is completed entirely on-line via the ePortfolio. Learners are required to upload 'evidence' to the ePortfolio which demonstrates achievement of the unit assessment criteria. A formally trained assessor, known as the Learner's Primary assessor, is subsequently able to review, mark, and comment on the Learner's evidence pieces within the ePortfolio. When all the assessment criteria have been formally 'passed' by the primary assessor within the ePortfolio then the Learner is seen to have demonstrated Health Screener competency and can therefore be put forward to receive their official qualification certificate.

NB. Qualification units vary between the different L3 HSD Qualification Pathways and learners will only see the units they have applied to complete.

As mentioned above, each Learner's programme of element 1 (workplace learning and development delivery) and element 2 (ePortfolio assessment) will vary as it is very much dependent upon the workplace needs in conjunction with the Learner's existing knowledge and skills. At the start of a Learner's training, the workplace must design an individualised training plan which should outline how the Learner will complete elements 1 and 2. For example, how the learner will acquire the necessary knowledge and skills of their new Health Screener job role and how the learner is to be formally assessed by their primary assessor. This **Initial Training and Assessment Plan**, forms the basis of a Learner's learning, development, and assessment journey. More details about the content of the initial assessment plan can be found later in the 'Welcome' Pack.

Qualification Pathway

Gloucestershire Qualifications Centre has learners for all Pathways. These are made up of both mandatory and specialist units. Figure 2 illustrates the principal units within each of these 2 pathways.

Unit Number	Mandatory Units	Level	Credit	Guided Learning
1	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10
2	Promote Communication in Health, Social Care or Children's and Young People's Settings	3	3	10
3	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
4	Promote and Implement Health and Safety in Health and Social Care	3	6	43
5	Principles of Safeguarding and Protection in Health and Social Care	2	3	26
6	Promote Person Centred Approaches in Health and Social Care	3	6	41
7	The Role of the Health and Social Care Worker	2	2	14
8	Promote Good Practice in Handling Information in Health and Social Care Settings	3	2	16
9	The Principles of Infection Prevention and Control	2	3	30
10	Causes and Spread of Infection	2	2	20
11	Cleaning, Decontamination and Waste Management	2	2	20
12	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	3	1	5
13	Health Screening Principles	3	2	10

*Page 5-7 of Health
Screener Induction
Document*

Unit Number	Pathway units (Abdominal Aortic Aneurysm Screener) (13 credits)	Level	Credit	Guided Learning
14	Principles of Abdominal Aortic Aneurysm Screening	3	3	10
15	Principles of Ultrasound	3	4	21
16	Undertake Abdominal Aortic Aneurysm Screening	3	6	17

Or

Unit Number	Pathway units (Diabetic Eye Screener Grader) (30 Credits)	Level	Credit	Guided Learning
17	Anatomy, Physiology, Pathology of the Eye	3	6	29
18	Understand Diabetes and Diabetic Retinopathy	3	4	13
19	Prepare for Diabetic Retinopathy Screening	3	4	26
20	Undertake Diabetic Retinopathy Imaging	3	5	35
21	Detect Retinal Disease and Classify Diabetic Retinopathy	4	8	25
26	Understand how to Safeguard the Wellbeing of Children and Young People	3	3	25

Or

Unit Number	Pathway units (Diabetic Eye Screener Grader) (30 Credits)	Level	Credit	Guided Learning
22	The Ear and Hearing	3	2	7
23	Prepare to Undertake a Newborn Hearing Screen	3	5	44
24	Undertake an Automated Auditory Brainstem Response (AABR) Newborn Hearing Screen	3	4	23
25	Undertake an Automated Oto-Acoustic Emissions (AOAE) Newborn Hearing Screen	3	5	28
26	Understand how to Safeguard the Wellbeing of Children and Young People	3	3	25

Figure 2: Mandatory and Specialist Units for the L3 Health Screeners Abdominal Aortic Aneurysm, Diabetic Eye, and Newborn Hearing Diploma Pathways

NB. The Diabetic Eye Screening Pathway also offers sub-Pathway routes. Table 1 Outlines all L3 HSD Pathways and their respective Unit requirements more clearly.

Table 1: L3 HSD Pathways and their respective Unit requirements

L3 HSD Pathway/Sub Pathway	Mandatory Units	Specialist Units
Abdominal Aortic Aneurysm Screener	Units 1-13	Units 14, 15, and 16
Diabetic Eye Screener and Grader	Units 1-13	Units 17, 18, 19, 20, 21, and 26
Diabetic Eye Screener	Units 1-13	Units 17, 18, 19, 20, and 26
Diabetic Eye Grader	Units 1-13	Units 17, 18, 21, and 26
Diabetic Eye Optometrist Screener	Unit 13	Units 18, 19, and 20
Diabetic Eye Optometrist Grader	Unit 13	Units 18 and 21
Diabetic Eye Assistant	none	Units 18 and 19
Newborn Hearing Screener	Units 1-13	Units 22, 23, 24, 25, and 26

Accreditation Pathway

The Accreditation Pathway is an essential part of the L3 HSD Quality Assurance Framework. Figure 3 below sets out the Accreditation Pathway for each Learner.

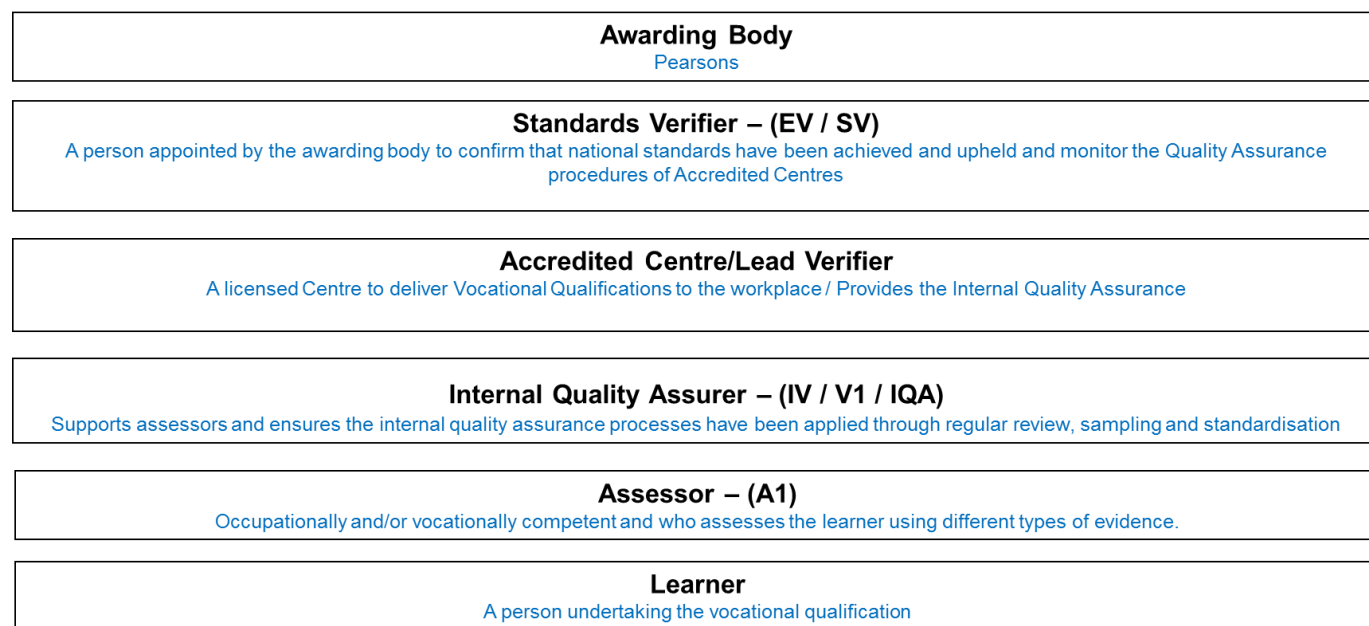


Figure 3: L3 Health Screeners Diploma Accreditation Pathway

The Pathway highlights the Quality Assurance steps that must be followed before the Awarding Body will issue a Learner with their L3 HSD Certificate.

Awarding Body, Pearson's

Approves the qualification in association with the relevant Sector Skills Council and therefore sets out the requirements for the qualification's units and assessment criteria. The Awarding Body therefore has the overarching responsibility for ensuring the delivery and assessment of the qualification meets the approved national standards.

Standards Verifier

Works on behalf of the Awarding Body to monitor the delivery and assessment practices of the Accredited Centres who deliver, assess, and verify the achievement of the qualification's units and assessment criteria. Specifically, they are looking to ensure that appropriate quality assurance processes are used to provide consistency of learner achievement to the national standards.

Accredited Centre

Gloucestershire Qualifications Centre are given delegated responsibility by Pearson's, as the Awarding Body, to ensure that the workplace delivery, assessment, and verification of the L3 HSD qualification meets the approved qualification standards. The Centre aims to do this through a robust Quality Assurance Framework that is outlined within Centre's Policies and Procedures.

Internal Quality Assurers (IQA's)

IQA's support and monitor assessors so as to ensure that learners are consistently assessed against the qualification's units and assessment criteria. Specifically, they are recruited by the Accredited Centre to maintain the quality assurance systems, support assessors and liaise with Programme Managers to meet the Awarding Body's quality assurance requirements. IQA's must therefore be able to provide evidence of occupational competence and show that they have been working in the occupational area for a minimum of 3 years. They must also be working in a supervisory/training role and have been assessing competence for a minimum of 2 years previous to the position. Finally, IQA's must also hold the IQA qualification or be working towards the IQA qualification within 12 months of supporting the Accredited Centre.

Assessor

The primary Assessor plays a crucial role within the accreditation process and is responsible for following the Policies and Procedures within Gloucestershire Qualifications Centre. All policies and procedures can be found within the ePortfolio within the support materials area. All Assessors are given access to these documents as part of the L3 HSD Induction. Specifically, Assessors have a primary role to assess Learners against the qualification's units in order to make a 'claim to competence' judgement that the learner is qualified to practice in the occupational area. Assessors must therefore be occupationally competent themselves and have been working in the occupational area they wish to assess in for a minimum of 3 years. They must also be working in a supervisory/training role and hold the Assessor qualification or be working towards the assessor qualification within 12 months of supporting the Accredited Centre. Assessors are able to delegate their assessment responsibility to **Expert Witnesses** who can offer additional help and support to the learner throughout the qualification. **NB.** Assessors are responsible for checking and approving the occupational competence of their delegated Expert Witnesses.

Expert Witness

Expert Witnesses contribute to the evidence of a learner's competency in the workplace. They provide Assessors with a signed, written testimony, about the quality of a learner's knowledge and/or performance. An Expert Witness may produce a Witness Testimony when a learner is performing day-to-day activities, which produce little physical evidence e.g. their interrelationships with patients during clinic. The Witness Testimony should state exactly what the learner did in order to achieve the assessment criteria and therefore the Expert Witness must be fully familiar with the qualification units. They must themselves be occupationally competent and working in the occupational area. Most Expert Witnesses will be supervisors/managers who, because of their role and experience, are in a position to check the quality of other's work.

Unit Assessment Criteria

Within each of the L3 HSD Pathway Units, there are specific assessment criteria which each Learner must demonstrate that they have achieved. Learners use 'Evidence' to demonstrate to their assessor that they have achieved a specific assessment criteria.

Knowledge vs Performance-Based Assessment criteria

Some assessment criteria are 'Knowledge-based' and are assessing the Learner's theoretical understanding whilst some assessment criteria are 'Performance-based' and are assessing the Learner's practical application of knowledge. Knowledge-based criteria can be identified by the fact they are written as a question e.g. explain..., describe..., outline..., list..., etc. Performance-based criteria can be identified by the fact they need learn to physically 'do' something e.g. reflect..., show..., demonstrate..., etc. Figure 4 provides an example of the assessment criteria within the Mandatory Unit, Unit 3.

UNIT 3 ASSESSMENT EXAMPLE - EQUALITY	
3.1.1	Explain what is meant by: Diversity, Equality, Inclusion
3.1.2	Describe the potential effects of discrimination
3.1.3	Explain how inclusive practice promotes equality and supports diversity
3.2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
3.2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
3.3.1	Demonstrate actions that model inclusive practice
3.3.2	Demonstrate how to support others to promote equality and rights
3.3.3	Describe how to challenge discrimination in a way that promotes change

Figure 4: L3 Health Screeners Diploma Unit 3 – Example of knowledge and performance-based assessment criteria

The assessment criteria are denoted by the assessment criteria numbers 3.1.1 through to 3.3.3. **NB.** 3.1.1 displays unit 3, assessment criteria 1.1 and 4.2.1 would therefore mean unit 4, assessment criteria 2.1. You will notice that Unit 3 has both Knowledge (3.1.1, 3.1.2, 3.1.3, 3.2.1, and 3.3.3) and Performance (3.2.2, 3.3.1, and 3.3.2) assessment criteria. **NB.** Knowledge-based criteria require one piece of evidence but Performance-based criteria require a minimum of two pieces of evidence to demonstrate competency. This is because performance needs to be demonstrated consistently and over time; one solitary piece of performance evidence wouldn't demonstrate consistent performance.

Qualification Assessment

The primary purpose of assessment is for a learner to demonstrate to an assessor that they have achieved the knowledge and/or performance criteria outlined within each of the qualification's units. Learners demonstrate their achievements through the production of 'evidence' which 'maps' to the specific assessment criteria within the units of the qualification. Where the evidence 'meets' the assessment criteria then the Learner has successfully demonstrated competency and the assessment criteria is 'passed'. If the evidence does not 'meet' the assessment criteria, then the learner has not 'passed' the assessment criteria and will require the assessor to feedback to them the reasons why. This process follows a review and feedback approach and is often referred to as the **assessment cycle**. Review and feedback will continue until the learner has 'met' the assessment criteria and thus 'passed'.

Assessment Cycle

Figure 5 illustrates the assessment cycle.



Figure 5: The Assessment Cycle

The assessment cycle starts with initially identifying a learner's existing knowledge and skills against the qualification's assessment criteria. This is known as a **Skills Scan** and can be used by the primary assessor, in conjunction with the Learner's line manager, to design the Learner's **initial training and assessment plan**. **NB.** The Skills Scan and the Initial Training and Assessment Plan are essential requirements of the Centre's Quality Assurance framework and therefore must be completed in order for the learner to commence their learning programme. The Skills Scan can be completed within the ePortfolio itself or a paper-based version can be completed and uploaded.

Initial Training and Assessment Plan

Assessors are responsible for writing a Learner's Initial Training and Assessment Plan. Assessors have been issued with the Assessment Plan Record as part of the L3 HSD induction. The content should include:

- Date/location of the session/type of contact (face to face or by telephone)
- The qualification pathway including units
- Why the learner is being assessed and what the learning and development delivery and assessment process entails e.g. in-house training, e-learning, workbooks, logbooks, ePortfolio assessment etc.
- Consideration of any individual Learner needs e.g. learning needs, home commitments, working patterns
- Consideration of holistic evidence collation and assessment methods
- The qualification time-frame
- The learner's skills scan result summary and associated training plan
- Details of any Expert Witnesses who may be involved with the Learner's training and assessment
- Consideration of prior learning e.g. mandatory training certificates and/or previous relevant qualifications
- That the learner understands the appeals process and the support available to them
- Learner action plan and timeframes

The assessor is responsible for periodically reviewing the Learner's progress against the assessment plan and providing **Review and feedback** commentary as part of the assessment cycle.

Review and feedback

Assessors are responsible for summarising the associated 'review and feedback' comments as a continuation of the initial training and assessment record. Comments should be specific against the evidence that is being reviewed and supportive of the learner's overall training. The content should include:

- Date/location of the session/type of contact (face to face or by telephone)
- Summary of what work the learner has completed since the previous review session
- The knowledge and/or performance assessment that have been completed
- Consideration of the gaps, if applicable, in the evidence provided and how these might be rectified
- Consideration of future holistic evidence collation and assessment methods
- Learner action plan and timeframes

The assessor is responsible for making a final judgement decision/ '**claim to competence**' statement against each of the qualification's units and documenting this as a continuation of the assessment plan.

Claim to Competence

Assessors are responsible for summarising the 'claim to competence' statement for each of their learner's completed units. The 'Claim to competence' statement is highlighting that the learner has completed all of the unit's assessment criteria and that the unit is ready for internal verification and onward certification. Comments should be specific against the evidence used to complete the unit. An Example 'Claim to Competence' Statement is written below:

Claim to Competence Statement – Unit 3

Susan has used a wide selection of supporting evidence to show exactly how she works within her new Health Screeners Role. Specifically, she uses evidence which demonstrates how she carries out her Health Screening responsibilities at level 3 showing independence in the role and applying her Health Screening knowledge practically.

The evidence that Susan uses includes Assessor observation, written questions, mandatory training certificates, and professional discussion. The evidence is Valid, Authentic, Reliable, Current, and Sufficient to meet all of the unit assessment criteria. This is supported by additional Witness Statements.

I am satisfied that this evidence clearly demonstrates the requirements for unit 3 and am happy for it to be put forward for verification. Well done Susan!

Evidence

A Learner's evidence should be collected 'holistically' wherever possible. This means that the evidence should 'map' to more than one assessment criteria and across multiple units. In doing this, learners will be able to demonstrate competency more quickly but, more importantly, holistic evidence generally demonstrates a learner's ability to apply knowledge in practice and thus meet the requirements of Level 3 learning.

Evidence Types

Learners can use a variety of different 'types' of evidence to demonstrate their competence. Examples include:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P) – e.g. cleaning records, task based training records
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL) – e.g. mandatory training certificates

This list is not exhaustive and learners and assessors are encouraged to be creative with their evidence collation. **NB:** a minimum of two observations by the assessor are required to meet the quality assurance framework.

Evidence from Expert Witnesses can be used where the assessor is confident in the professional competency of the Expert. **NB.** The assessor is responsible for ensuring that an Expert Witness Form is completed for each learner where Expert Witnesses have been used as part of the assessment process.

Evidence Requirements

Before evidence can be assessed as 'passed', evidence needs to demonstrate validity, authenticity, reliability, currency, and sufficiency against the assessment criteria. This is termed the VARCS ruling. In assessment terms, this means the evidence must be:

- **Valid** - *relevant to the assessment criteria at Level 3*
- **Authentic** – *proven to be produced by the learner...with a learner signature*
- **Reliable** – *proven by the learner performing consistently*
- **Current** – *within the last 2 years...with a date*
- **Sufficient** - *fully meets the assessment criteria*

In addition, all evidence must demonstrate level 3 working i.e. the learner working independently and/or applying their knowledge back to the role of a Health Screener. For example, evidence to demonstrate knowledge of equality, diversity and inclusivity, for assessment criteria 3.1.1, would only be sufficient where the learner included a practical example of how they practice the three terms in their everyday role e.g. adapting practice for patients with a learning disability.

Evidence Indexing and Mapping

Collation of evidence can quickly get unmanageable without a robust process of filing. Gloucestershire Qualifications Centre have produced an Evidence indexing and mapping document to help learners keep track of their evidence pieces and the associated assessment criteria that they 'map' too. Learners and assessors have been provided with the Evidence mapping document as part of the Induction process. **NB.** The Evidence Mapping and Indexing process is an essential part of the Centre's Quality Assurance Framework and therefore must be completed by all parties in order for the Learner to complete their programme.

Quality Evidence

The most frequent reasons why assessors reject a piece of evidence is because it fails to meet the VARCS ruling. Learners should ensure that each evidence piece is of the highest quality before it is presented to their assessor. Quality improvements include:

- Ensure each evidence piece is annotated with a brief explanation of how the evidence piece 'maps' to the assessment criteria. This demonstrates **validity** through 3 application of knowledge required at level 3
- Ensure each evidence piece is signed to demonstrate **authenticity**
- Ensure each performance-based assessment criteria has more than one evidence piece. This demonstrates learner consistency and thus **reliability** of performance
- Ensure each evidence piece is dated to demonstrate **currency**
- Ensure each evidence piece is given a number and mapped against the unit assessment criteria using the Evidence mapping and Indexing document. This demonstrates **sufficiency**

NB. It is recommended that learners work offline, outside of the ePortfolio, until their assessor is satisfied that the evidence quality, including the evidence indexing and mapping, meets the VARCS ruling.

EPortfolio

The assessment of the qualification is done completely through the Pearson's on-line **ePortfolio**. When the learner has met all the assessment criteria and been formally assessed within the ePortfolio itself the learner's certificate of achievement be claimed through the Awarding Body. **NB.** It is recommended that learners work offline, outside of the ePortfolio, until their assessor is satisfied that the evidence meets the assessment requirements.

There are different sections within the ePortfolio which form part of the Quality Assurance Framework of the qualification and are therefore essential parts of a Learner's learning programme. In the main, the ePortfolio is quite intuitive to navigate and there are guidance documents, written by Pearson's, within the support materials section if required. The following provides a functional overview of the principal sections of the ePortfolio which are needed in order to meet the Quality Assurance Framework.

Support Materials – This area can be found from the Home page 'Menu' drop-down bar. The section lists all the Policies, Procedures, Guidance, Workbooks, and Forms associated with the L3 HSD qualification. These documents form an essential part of the L3 HSD Induction process. Many of the documents are classed as 'Mandatory' and must be read. A message will appear each time you login to the ePortfolio if you have unread 'mandatory' documents within the support material section.

User Details – This area can be found from the Home page via the left-hand side 'Menu' drop-down bar. The section outlines your personal details. These are used by Gloucestershire Qualifications Centre and Pearson's to register you on the qualification and issue you with your certificate on completion. It is therefore essential that learners keep this section fully up to date throughout their qualification. It also contains access to your CV, CPD, and Job Description areas. These 3 areas form part of the Centre's Quality Assurance framework and must be completed fully prior to certification.

- **CV (Curriculum Vitae)** – A current CV must be uploaded which indicates the Health Screener role. Assessors must also include evidence of their assessor role.
- **CPD (Continuous Personal Development)** – A current CPD record must be uploaded which indicates learning within the Health Screener role. This should include the L3 HSD online Induction and 'Welcome' call activities. Assessors must also include evidence of their assessor role development e.g. standardisation exercises. A CPD Log template has been issued to learners and assessors as part of the L3 HSD Induction.
- **Job Description** – A current Job Description must be uploaded which indicates the Health Screener role. Assessors must also include evidence of their assessor role.

My Tasks – This area can be found from the Home page via the bottom 'View all my outstanding tasks' link. The section outlines all of the tasks that have been set by the Qualification Centre and/or your assessor. The Induction task is an essential part of the Quality Assurance Framework and must be completed before a learner can be registered with the awarding body. Other essential tasks, set by your assessor, are the Learning Agreement and Skills Scan Tasks. Both of these tasks need learners to reply to them and upload copies of the completed documents. **NB.** Tasks do not automatically close when the task has been completed. The task needs to be formally 'closed' by the person who set the task. This is done by them accessing the task that was originally set and clicking 'close task'. A record of all completed tasks is kept within the ePortfolio as evidence of the ongoing assessment process.

My Messages – This area can be found from the Home page via the top ‘View all messages’ link. The section provides a record of communications between learner, assessor, internal verifier and the Centre with regards to the assessment process. A record of all messages is kept within the ePortfolio as evidence of the ongoing assessment process. **NB.** The ePortfolio will not notify you externally of any progress/messages you receive etc., so you will need to login to the system regularly to check these.

My Portfolio (learner only) – This area can be found from the Home page via the right-hand side ‘View my Portfolio’ link. The section outlines all of the units and associated assessment criteria that the learner has been registered to complete.

My Assessment Evidence (learner only) – This area can be found from the Home page via the right-hand side ‘View my Evidence’ link. The section outlines all of the evidence that has been uploaded to the ePortfolio. It also allows new evidence to be uploaded via the ‘submit new evidence link. For each evidence piece listed, it gives an overview of the assessment stage e.g. date uploaded, date assessed etc.

Un-assessed Evidence (assessor only) – This area can be found from the Home page via the right-hand side ‘View un-assessed Evidence’ link. The section lists all of the evidence pieces that have been uploaded to the ePortfolio by your learners. It also allows new evidence pieces to be assessed via the uploaded via the ‘evidence title’ link. For each evidence piece listed, it gives an overview of the assessment stage e.g. date uploaded, date assessed etc. **NB.** When assessing evidence that has ‘passed’ a score of 10 must be entered into the relevant assessment criteria box. Where assessment criteria have not been met then the assessment criteria box must be left blank.

Appeals process

The Appeals process is there to support/protect learners and their assessors during the assessment process. Figure 6 illustrates the appeals process for Gloucestershire Qualifications Centre. Learners should always look to resolve any issues with their primary assessor in the first instance.

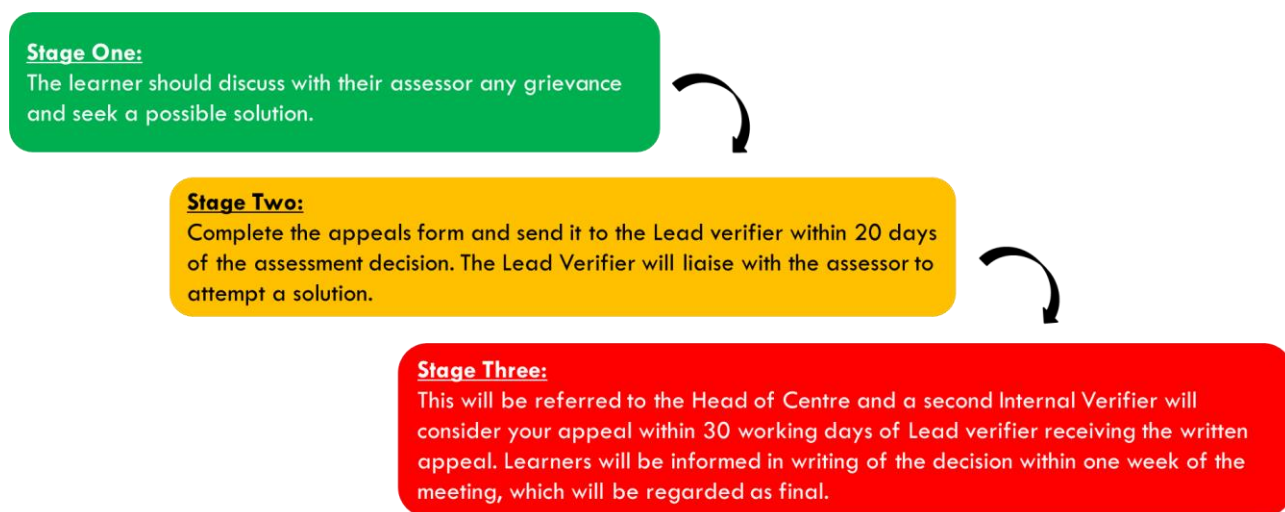


Figure 6: L3 HSD Appeals Process

Lets get started

We would like to wish you the best during the programme but remember you are not alone! As the accredited centre, we will review progress periodically as a routine but we are available for all your questions and enquires at any time.

Although we recommend that learners lead their own qualification, with assessors acting as a mentors and guides throughout the assessment process, each assessor will have an allocated IQA to offer ongoing support and guidance to both assessors and their learners throughout the duration.

Here's to your **Holistic** Assessment Journey!