



# IfATE

Shaping skills training

## EPA Draft Preview

# DRAFT END-POINT ASSESSMENT PLAN FOR THE ADULT CARE WORKER APPRENTICESHIP

ST0005/V1.3

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST0005	2	Mandatory qualification

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## Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the adult care worker apprenticeship. This apprenticeship has an integrated qualification which means both the qualification and apprenticeship need to be completed, passed and awarded during the same period.

The awarding body (AB) is accountable for the integrated assessment method. The end-point assessment organisation (EPAO) must take responsibility for all other assessment methods in the EPA. EPAOs and ABs must work collaboratively to manage the delivery of the EPA.

Adult care worker apprentices, their employers, training providers and other interested parties should read this document.

A full-time adult care worker apprentice typically spends 12 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

## EPA summary table

**On-programme -  
typically 12 months**

The apprentice must:

- complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard
- complete training towards English and mathematics qualifications in line with the apprenticeship funding rules
- the apprentice must have completed and passed all required elements of the L2 adult social care certificate qualification approved by Skills for Care except the integrated component which is the personal development unit
- compile a portfolio of evidence
- complete training towards the qualification listed in the adult care worker apprenticeship standard

The qualification required is:

L2 adult social care certificate qualification approved by Skills for Care

**End-point  
assessment  
gateway**

The apprentice's employer must be content that the apprentice is occupationally competent.

The apprentice must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- the apprentice must have completed and passed all required elements of the L2 adult social care certificate qualification approved by Skills for Care except the integrated component **which is the personal development unit**

For the interview underpinned by a portfolio, the apprentice must submit a portfolio of evidence.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

**End-point  
assessment -  
typically 3 months**

**The grades available for each assessment method are below**

Scenario based test:

- fail
- pass
- distinction

Interview underpinned by a portfolio:

- fail
- pass

**Overall EPA and apprenticeship can be graded:**

- fail
- pass
- distinction



## Re-sits and re-takes

The details for re-sits and re-takes are below:

- re-take and re-sit grade cap: pass
- re-sit timeframe: typically 1 months
- re-take timeframe: typically 3 months

## Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

## EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have passed L2 adult social care certificate qualification approved by Skills for Care **except the integrated component which is the personal development unit.**
- submit a portfolio of evidence for the interview underpinned by a portfolio

### **Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the structured Interview. It will typically contain 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 suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies
- workplace procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included where required. Evidence should be anonymised.

The portfolio must contain:

- minimum of two on programme holistic observations. One of the observations must relate to the personal development unit within the L2 adult social care certificate qualification.
- evidence of a personal development plan.

Any employer contributions, or those from people they are supporting should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the structured Interview. The independent assessor should review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

## Order of assessment methods

The assessment methods must be delivered in the following order:

- 1- Scenario based test
- 2- Interview underpinned by a portfolio

The interview underpinned by a portfolio must not commence until the scenario based test is passed.

The rationale is the interview informs the result of the mandated qualification. The successful apprentice will pass both the EPA and the mandated qualification at the same time. This allows for an integrated approach.

## Scenario based test

## Overview

In the scenario based test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method.

Long answer questions (LAQs) are open-ended questions used to assess depth of knowledge in an examination. LAQs need an extended written response or an evaluative answer.

## Rationale

This assessment method is being used because:

- it allows for assessment of knowledge, skills and behaviours that do not occur on a predictable or regular basis.
- it can be conducted remotely, potentially reducing cost.
- it can factor in real work-based scenarios

## Delivery

The scenario based test must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method to the highest available grade.

The test can be computer or paper based.

The apprentice must be given at least 14 days' notice of the date and time of the test.

The test must consist of 6 long answer questions, these must cover 2 questions from each theme and must always total 100 marks. To support comparability, the distribution of marks will be allocated proportionally according to the number of KSBs in each theme.

Long answer questions need a written response. Responses to LAQs may be multiple lines, an approximate word count (such as 100 words), multiple paragraphs. This should be an extended writing opportunity for higher marked questions.

## Mark scheme and grading guidance

The grading table shows both the numerical grade boundaries and written descriptors for the situational judgement test. The grade boundaries and written descriptors must be used by the EPAO to create valid and reliable mark schemes for the situational judgement test.

The mark scheme design and approach can be determined by the EPAO (e.g. either levels based-banded, points based or a mixture). EPAOs should ensure that the questions within the situational judgement test mirror the level of demand set by the wording within the supporting written descriptors. This should be done by using the same command verb where possible (or comparable verb, in terms of demand).

The grading table should inform the question writing whilst also providing EPAOs with numerical outcomes required for each level of attainment. Questions may be written that target part of the KSB statement, as long as the full statement is assessed within the paper

overall. However, EPAOs must ensure that the level of demand is not altered as per the supporting written descriptors.

Employers have determined the level of performance required by the apprentices on the situational judgement test. The minimum level of performance required to demonstrate competency at a pass standard is set at 50% (or 50 marks) of the 100 marks available. To demonstrate a distinction, the standard is set at 75% (or 75 marks) of the 100 marks available.

To support overall standards alongside the overall mark requirements, apprentices must also achieve a minimum number of marks against each of the following themes:

- legislation - 15 marks
- working practices - 15 marks
- communication - 10 marks

EPAOs must ensure that their mark scheme approach supports these required standards in a reliable way. Specifically, if a level-based, banded mark scheme design is used then the quality of performance described within each band descriptor should be set in an appropriate way to safeguard standards.

## **Test administration**

The apprentice must have 60 minutes to complete the test.

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

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

The EPAO is responsible for the security of the test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the test.

## **Marking**

The EPAO must develop a marking scheme based on the grading descriptors for this assessment method. The test must be marked by an independent assessor or marker employed by the EPAO. They must follow the marking scheme produced by the EPAO.

The EPAO is responsible for overseeing the marking of the test. The EPAO must ensure standardisation and moderation of tests with written answers.

## **Assessment location**

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The test can take place remotely if the appropriate technology and systems are in place to prevent malpractice.

## **Question and resource development**

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the test:

- assessment materials for independent assessors and markers which includes:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - test specification
  - sample test and mark schemes
  - live tests and mark schemes
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## **Interview underpinned by a portfolio**

This is an integrated assessment method. This integrated assessment method forms part of the apprenticeship's EPA as well as the awarding of the qualification.

The KSBs aligned to this integrated assessment method will be assessed and graded by the awarding body and contribute to the overall outcome of the apprenticeship and the qualification.

## Overview

In the interview underpinned by a portfolio, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

## Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for assessment of the integrated mandatory qualification
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

## Delivery

The delivery of the interview must align with the conditions set out by the AB for the integrated qualification.

An independent assessor must conduct and assess the interview.

The purpose is to assess the apprentice's competence against the following themes:

- safeguarding
- person-centred care
- capacity and choices
- personal development

The apprentice must be given 2 weeks notice of the interview.

The independent assessor must have 2 weeks to review the portfolio of evidence to prepare questions in advance of the interview. The independent assessor should not assess the portfolio of evidence directly as it underpins the interview. They are not required to provide feedback after the review. The apprentice must have access to their portfolio of evidence during the interview. The apprentice can refer to and illustrate their answers with examples from their portfolio of evidence.

The interview must last for 40 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 8 questions.



The independent assessor must have time to review any supporting documentation in advance of the interview.

The apprentice must have access to any supporting evidence submitted, during the interview. The apprentice can refer to and illustrate their answers with examples from their supporting evidence.

The independent assessor must use the questions from the AB's question bank or create their own questions in line with the AB's training. Follow-up questions are allowed where clarification is required.

To ensure marking judgements are fair and accurate, and uphold the principles of the EPA, the marking of all integrated or parts of the integrated assessments, must be marked or graded by someone independent. This means that they must be marked by an independent person appointed by the awarding body, an independent assessor sourced from the EPAO or a combination of the above.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## **Assessment location**

The interview must take place in a suitable venue selected by the AB for example, the AB's, training provider's or employer's premises. The interview can be conducted by video conferencing or face to face. The AB must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. The interview should take place in a quiet room, free from distractions and influence.

## **Question and resource development**

The AB must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers or subject matter experts for this occupation. The AB should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed to ensure they remain fit-for-purpose. The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The AB must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The AB must ensure that apprentice has a different set of questions in the case of re-sits or re-takes. The AB must produce the following materials to support the test:

- administration materials
- moderation and standardisation materials
- guidance materials

- grading guidance
- specification
- question bank

The AB must ensure that the materials are subject to quality assurance procedures including standardisation and moderation.

## **Grading**

### **Scenario based test**

Fail - does not meet pass criteria



THEME KSBS	PASS 50-74 MARKS	DISTINCTION 75-100 MARKS
<p>Legislation. Total marks for theme are 35 <a href="#">K1</a> <a href="#">K2</a> <a href="#">K3</a> <a href="#">S1</a> <a href="#">S2</a> <a href="#">S3</a></p>	<p><b>The written descriptors that support the grade boundaries are:</b></p> <p>Explains national standards, organisational policies and procedures, codes of conduct and ways of working relevant to own role and how they apply these to their work. (K1, S1)</p> <p>Describes national legislation, policies and guidance in adult social care settings, relating to health and safety within scope of own role and how they follow these to ensure the safety of themselves and others. (K2, S2)</p> <p>Describes the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion and how their consideration of these helps to support an open culture (K3, S3)</p>	<p>See grade boundaries for distinction.</p>
<p>Working practices. Total marks for theme are 35 <a href="#">K4</a> <a href="#">K18</a> <a href="#">K22</a> <a href="#">S4</a> <a href="#">S18</a> <a href="#">S22</a></p>	<p>Explains how they adhere to duty of care and duty of candour principles within own scope of practice and responds to concerns in line with organisational protocols to ensure no one comes to harm. (K4, S4)</p> <p>Describes how they support sustainable working practices within the workplace, including through the efficient use of resources and the recycling, reuse and safe disposal of waste in line with organisational policies. (K18, S18)</p>	<p>See grade boundaries for distinction.</p>

	Explains how they administer medicine safely in accordance with national policies and within limitations of own role. (K22, S22)	
Communication. Total marks for theme are 30 K14 K16 K17 S14 S16 S17	<p>Explains how they use and adapt different communication methods including verbal, written, non-verbal and digital communication to convey information and respond to the needs of individuals, stakeholders and family members in adult social care settings. (K14, S14)</p> <p>Explains how they use recording keeping systems to maintain clear and accurate records of interactions with individuals and others ensuring security of information and data. (K16, S16)</p> <p>Outlines how they apply methods of digital working, communication and new care technologies to support improvements in own work setting. (K17, S17)</p>	See grade boundaries for distinction.

### Interview underpinned by a portfolio

Fail - does not meet pass criteria

INTEGRATED QUALIFICATIONS KSBS	APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
Safeguarding <a href="#">K5</a> <a href="#">K6</a> <a href="#">S5</a> <a href="#">S6</a>	<p>Complies with legislation and organisational guidance when responding to and referring safeguarding concerns to protect individuals within scope of own role. (K5, S5)</p> <p>Describes how they recognise the signs of abuse and neglect and contribute to its reduction, including through following procedures within own organisation for the escalation and recording of concerns. (K6, S6)</p>
Person-centred <a href="#">K7</a> <a href="#">K8</a> <a href="#">K9</a> <a href="#">K13</a> <a href="#">S7</a> <a href="#">S8</a> <a href="#">S9</a> <a href="#">S13</a> <a href="#">B1</a>	<p>Outlines person-centred approaches used when developing professional relationships with individuals to support their health and wellbeing. (K7, S7, B1)</p> <p>Explains how they assist with conducting dynamic risk assessments which focus on person-centred approaches and positive risk taking to enable proactive care and support, and how this helps to avoid, reduce and de-escalate behaviours of concerns. (K8, K9, S8, S9)</p> <p>Explain how they respond to concerns relating to signs, symptoms and changes to the physical, mental capacity, mental health and wellbeing of individuals including monitoring, recording and reporting changes. (K13, S13)</p>
Capacity and choices <a href="#">K10</a> <a href="#">K11</a> <a href="#">K12</a> <a href="#">S10</a> <a href="#">S11</a> <a href="#">S12</a> <a href="#">B3</a>	<p>Explains how they act in an organised and timely manner to customise information, advice and guidance to individuals with or without capacity, or their representative to support them to make informed, independent choices and decisions. (K10, S10, B3)</p> <p>Outlines how they adapt their approach to meet the current and evolving cognitive and physical care needs of individuals, acknowledging their lived experiences. (K11, S11)</p> <p>Describes how they recognise and respect individuals capacity and how this determines their ability to make informed decisions about their needs. (K12, S12)</p>

Personal development K15 K19 K20 K21 S15 S19 S20 S21 B2 B4	<p>Describes internal and external sources of support used to develop personal resilience and maintain wellbeing within own role and actively accesses and utilises these resources when facing challenges. (K15, S15)</p> <p>Explains the importance of continuous professional development, how their own lifelong learning contributes to maintaining professional standards, positive relationships and improving the quality of care, and how they have used, recorded and tracked their own professional development in line with organisational policies. (K19, S19, B2)</p> <p>Explains how they have contributed, agreed and reflected on a personal development plan that supports development of new learning goals, literacy, numeracy and communications skills. (K20, K21, S20, S21, B4)</p>
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## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the:

- Interview underpinned by portfolio
- Scenario based test

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve a distinction the apprentice must achieve a distinction in the scenario based test test and a pass in the interview.

Awarding bodies should make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA. This pass grade must reflect demonstration of occupational competence in the KSBs.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

SCENARIO BASED TEST	INTERVIEW UNDERPINNED BY A PORTFOLIO	OVERALL GRADING
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Distinction

## Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Non-integrated assessment methods must be passed before the integrated assessment method is attempted. The re-sit or re-take opportunities for the integrated assessment method must fall within the typical EPA period timeframes. This is to ensure that apprentices are not disadvantaged by the assessment of qualifications being available within an assessment window occurring once a year.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• apply for any reasonable adjustments and special considerations</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the training provider</li> <li>• work with the training provider to select the EPAO</li> <li>• ensure that the apprentice is enrolled on mandated qualifications in line with the occupational standard</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time in line with EPA requirements</li> <li>• ensure that the integrated assessment method is scheduled with the AB for a date and time in line with EPA requirements</li> </ul>

	<ul style="list-style-type: none"> <li>• provide access to any employer-specific documentation as required for example, company policies</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the APAR</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational standard, EPA plan and funding</li> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• have third party arrangements in place with the AB to: <ul style="list-style-type: none"> <li>• work collaboratively to manage the delivery of the EPA</li> <li>• ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan</li> <li>• to share the outcomes of the integrated assessment methods in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations.</li> </ul> </li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the non-integrated assessment methods</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal</li> </ul>

benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover:

- apprentices
  - employers
  - independent assessors
  - any other roles involved in delivery or grading of the EPA
- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
  - appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan
  - appoint administrators, invigilators and any other roles where required to facilitate the EPA
  - deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the non-integrated assessment methods of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
  - conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
  - develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
  - maintain and apply a policy for reasonable adjustment and special considerations for apprentices
  - use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
  - provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
  - confirm the gateway requirements have been met before they start the EPA for an apprentice
  - host and facilitate the EPA or make suitable alternative arrangements
  - maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and



	<p>security of materials</p> <ul style="list-style-type: none"> <li>• arrange for the non-integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer</li> <li>• deliver the non-integrated assessment methods in line with this EPA plan</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded including the outcomes of the integrated and non-integrated assessment methods in line with this EPA plan</li> <li>• conduct moderation of all their independent assessors' decisions once EPAs have started</li> <li>• monitor the performance of all their independent assessors and provide re-training where necessary</li> <li>• maintain and apply a policy for conducting appeals</li> <li>• arrange the certification of the apprenticeship</li> </ul>
Awarding body	<p>As a minimum, the awarding body must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of any regulators for the mandated qualification</li> <li>• understand the apprenticeship including the occupational standard, EPA plan and funding</li> <li>• confirm that they agree to the conditions of integration for the integrated assessment method, as outlined in the EPA plan</li> <li>• make all necessary contractual arrangements</li> <li>• have third party arrangements in place with the EPAO to: <ul style="list-style-type: none"> <li>• work collaboratively to manage the delivery of the EPA</li> <li>• ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan</li> <li>• to share the outcomes of the integrated assessment method in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the</li> </ul> </li> </ul>

qualification. Employer and training provider details should not be shared between these organisations.

- develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment method
- maintain and apply a policy for the declaration and management of conflict of interests and independence relating to the EPA of an apprentice (including by way of moderation).
- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity
- source a suitably qualified and independent person who must administer all aspects of the integrated assessment method. This means that they must not:
  - be connected to the apprentice
  - have been involved in the management or training of the apprentice
  - have a vested interest in the outcome.
- Where this is not possible, by exception, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.
- source a suitably qualified and independent person who must grade all aspects of the integrated assessment method. The person making the grading judgement must not be employed by:
  - the same organisation as the apprentice
  - the apprentice's training provider.
- This means that the integrated assessment method/aspects must be marked by either:
  - the awarding body,
  - an independent person appointed by the awarding body, or an independent assessor sourced by, or from, the EPAO,
  - or a combination of the above.
- In rare circumstances, training provider staff may mark the integrated assessment method. This will only be to mark tests where there is a right or wrong answer, for example,

multiple-choice tests. Strict arrangements must be in place for monitoring, moderation and quality assurance.

- develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment methods
- deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the administration or grading of the integrated assessment method of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
- provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the integrated assessment method
- arrange for the integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer
- maintain the security of the integrated assessment method including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
- must externally set and externally mark the integrated assessment method
- maintain and apply a policy for reasonable adjustment and special considerations for apprentices
- deliver the integrated assessment method in line with this EPA plan
- conduct moderation of all their independent assessors' decisions for integrated assessment methods
- monitor the performance of all their independent assessors and provide re-training where necessary
- an auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
- maintain and apply a policy for conducting appeals
- continue to follow the rules and regulations applicable to the qualification, for example, those of Ofqual and industry regulators.
- must give IfATE at least 6 months' notice of any changes to mandated qualifications

Independent assessor

As a minimum, an independent assessor must:

	<ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship's occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register (APAR)</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• work with the employer to select the EPAO</li> </ul>

	<ul style="list-style-type: none"> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• not make any adaptations to aspects of the integrated assessment method</li> <li>• remain independent from the delivery of the non-integrated assessment methods in EPA</li> <li>• remain independent from the integrated assessment method, except with the marking of tests where there is a right or wrong answer for example multiple-choice tests</li> <li>• remain independent from the administration of the integrated assessment method. This person must also be independent of the apprentice. Where this is not possible, by exception and agreed by the awarding body, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.</li> </ul>
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider, except for integrated assessment methods as outlined in the training provider roles</li> <li>• mark test answers in line with the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice</li> <li>• invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures</li> </ul>

## Reasonable adjustments

### Reasonable adjustments

The EPAO and AB must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

### **Special considerations**

The EPAO and AB must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## **Internal quality assurance**

Internal quality assurance refers to the strategies, policies and procedures that an EPAO and AB must have in place to ensure valid, consistent and reliable end-point assessment decisions.

EPAOs and ABs for this end-point assessment plan must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 2 years or significant experience of the occupation or sector following the assessment principles set by Skills for Care

## **Value for money**

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

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises

## **Professional recognition**

This apprenticeship is not aligned to professional recognition.

## **Mapping of KSBs to assessment methods**

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K1</b> National standards, organisational policies and procedures, codes of conduct and ways of working that relate to own role.</p>	Scenario based test
<p><b>K2</b> National legislation, policies and guidance in adult social care relating to health and safety within the scope of own role.</p>	Scenario based test
<p><b>K3</b> Human rights, equality legislation, organisational policies relating to equity, diversity and inclusion, where those with lived experience and colleagues are treated with dignity, respect and the impact on own role.</p>	Scenario based test
<p><b>K4</b> Principles of a 'duty of candour' and 'duty of care'.</p>	Scenario based test
<p><b>K5</b> Local safeguarding board policies and procedures relating to safeguarding of adults in social care settings and how to escalate safeguarding concerns, including disclosures involving children and young people.</p>	Interview underpinned by a portfolio
<p><b>K6</b> The signs and types of abuse and neglect and ways to reduce the risk of abuse or neglect of individuals in adult social care settings.</p>	Interview underpinned by a portfolio
<p><b>K7</b> Person-centred approaches to develop relationships with individuals that support their health and wellbeing.</p>	Interview underpinned by a portfolio
<p><b>K8</b> Principles of positive risk-taking, including taking a person-centred approach to safety and contributing to dynamic risk assessment.</p>	Interview underpinned by a portfolio



<p><b>K9</b> Principles of positive and proactive care and support for those with lived experience, including techniques to proactively avoid or reduce escalation, de-escalate and manage conflict, and when and how to report concerns.</p>	Interview underpinned by a portfolio
<p><b>K10</b> Information, advice, and guidance activities which assist individuals being supported or their legally designated individual to make independent and informed choices from options available to them.</p>	Interview underpinned by a portfolio
<p><b>K11</b> The needs of those with lived experience and associated cognitive and physical conditions that impact their care and wellbeing.</p>	Interview underpinned by a portfolio
<p><b>K12</b> Meaning of 'capacity' and how an individual's capacity determines their ability to make informed decisions about their needs.</p>	Interview underpinned by a portfolio
<p><b>K13</b> Signs and symptoms of changes in the physical, mental capacity, mental health and wellbeing of individuals with lived experience and ways to monitor, record and report changes.</p>	Interview underpinned by a portfolio
<p><b>K14</b> How to communicate using verbal, written, non-verbal and digital methods to convey information responding to the needs of individuals, stakeholders and family members using person-centred approaches that are adaptable.</p>	Scenario based test
<p><b>K15</b> Sources of internal and external support to help develop personal resilience and maintain wellbeing.</p>	Interview underpinned by a portfolio
<p><b>K16</b> Legal and organisational guidelines and policies for maintaining the security of information and data.</p>	Scenario based test
<p><b>K17</b></p>	Scenario based test

Developments in digital working, communication and software.	
<b>K18</b> Sustainable working practices, including the efficient use of resources and how to recycle, reuse and safely dispose of waste in line with organisational policies.	Scenario based test
<b>K19</b> The Importance of continuous professional development, the benefits of lifelong learning and the links to relevant standards.	Interview underpinned by a portfolio
<b>K20</b> The process for agreeing a personal development plan incorporating goal setting and career opportunities, feedback from supervision and other sources of support.	Interview underpinned by a portfolio
<b>K21</b> How literacy, numeracy and communication skills impact on own role and sources of support to check own levels.	Interview underpinned by a portfolio
<b>K22</b> Principles of safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.	Scenario based test

SKILL	ASSESSMENT METHODS
<p><b>S1</b> Apply national standards, organisational policies and procedures, codes of conduct and ways of working that apply to own role.</p>	Scenario based test
<p><b>S2</b> Follow national legislation, policies and guidance in adult social care settings, relating to health and safety within the scope of own role.</p>	Scenario based test
<p><b>S3</b> Consider the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion to support an open culture.</p>	Scenario based test
<p><b>S4</b> Demonstrate a duty of candour, and duty of care acting in the best interest of individuals to ensure they do not come to harm.</p>	Scenario based test
<p><b>S5</b> Follow local procedures when responding to and referring safeguarding concerns, including disclosures within scope of own role.</p>	Interview underpinned by a portfolio
<p><b>S6</b> Recognise signs of abuse or neglect, escalating and or reporting safeguarding concerns in line with organisational procedures.</p>	Interview underpinned by a portfolio
<p><b>S7</b> Apply a person-centred approach when developing relationships with individuals to support their health and wellbeing.</p>	Interview underpinned by a portfolio
<p><b>S8</b> Assist with conducting dynamic risk assessments, which focus on positive risk taking, to ensure the safety of yourself and others.</p>	Interview underpinned by a portfolio
<p><b>S9</b> Apply the principles of positive and proactive care and support for those with lived experience to proactively avoid</p>	Interview underpinned by a portfolio

or reduce escalation, de-escalate, and manage conflict.	
<p><b>S10</b> Customise information, advice and guidance to individuals with or without capacity or their representative to make informed, independent choices and decisions.</p>	Interview underpinned by a portfolio
<p><b>S11</b> Adapt approach to care and support for individuals with lived experience to meet their current and evolving cognitive and physical needs and conditions</p>	Interview underpinned by a portfolio
<p><b>S12</b> Recognise and respect how an individuals capacity determines their ability to make informed decisions about their needs</p>	Interview underpinned by a portfolio
<p><b>S13</b> Identify and respond to signs and symptoms of changes in the physical and mental capacity, mental health and wellbeing of those with lived experience, and monitor, record and report changes.</p>	Interview underpinned by a portfolio
<p><b>S14</b> Use appropriate communication methods that are adapted to respond to the needs of individuals, stakeholders and family members in adult social care settings, including verbal, written, non-verbal and digital communication.</p>	Scenario based test
<p><b>S15</b> Develop personal resilience and access support to maintain wellbeing of self.</p>	Interview underpinned by a portfolio
<p><b>S16</b> Use record keeping systems to maintain clear and accurate records of interactions with individuals, and others ensuring security of information and data.</p>	Scenario based test
<p><b>S17</b> Apply methods of digital working and communication and new care technologies to support improvements in own work setting.</p>	Scenario based test

<p><b>S18</b> Support sustainable practices in the workplace.</p>	Scenario based test
<p><b>S19</b> Record learning opportunities in line with organisational policies that support lifelong learning and meet the relevant standards.</p>	Interview underpinned by a portfolio
<p><b>S20</b> Record, use feedback and supervision to improve own practice to identify and support the development of individual goals and career opportunities.</p>	Interview underpinned by a portfolio
<p><b>S21</b> Contribute and agree to the personal development plan demonstrating support required for new learning goals and reflection on actual practice.</p>	Interview underpinned by a portfolio
<p><b>S22</b> Ensures safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.</p>	Scenario based test
<b>BEHAVIOUR</b>	<b>ASSESSMENT METHODS</b>
<p><b>B1</b> Act in a person-centred, ethical and professional manner in the workplace</p>	Interview underpinned by a portfolio
<p><b>B2</b> Build and maintain positive relationships with the individual and those important to them, colleagues and other professionals.</p>	Interview underpinned by a portfolio
<p><b>B3</b> Take an organised and situational approach to complete tasks in a timely manner.</p>	Interview underpinned by a portfolio
<p><b>B4</b> Take personal responsibility to develop knowledge and skills, resilience and wellbeing, and continually seek to improve performance.</p>	Interview underpinned by a portfolio

# Mapping of KSBs to grade themes

## Scenario based test

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Legislation. Total marks for theme are 35 K1 K2 K3 S1 S2 S3</p>	<p>National standards, organisational policies and procedures, codes of conduct and ways of working that relate to own role. (K1)</p> <p>National legislation, policies and guidance in adult social care relating to health and safety within the scope of own role. (K2)</p> <p>Human rights, equality legislation, organisational policies relating to equity, diversity and inclusion, where those with lived experience and colleagues are treated with dignity, respect and the impact on own role. (K3)</p>	<p>Apply national standards, organisational policies and procedures, codes of conduct and ways of working that apply to own role. (S1)</p> <p>Follow national legislation, policies and guidance in adult social care settings, relating to health and safety within the scope of own role. (S2)</p> <p>Consider the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion to support an open culture. (S3)</p>	<p>None</p>
<p>Working practices. Total marks for theme are 35 K4 K18 K22 S4 S18 S22</p>	<p>Principles of a 'duty of candour' and 'duty of care'. (K4)</p> <p>Sustainable working practices, including the efficient use of resources and how to recycle, reuse and safely dispose of waste in line with organisational policies. (K18)</p>	<p>Demonstrate a duty of candour, and duty of care acting in the best interest of individuals to ensure they do not come to harm. (S4)</p> <p>Support sustainable practices in the workplace. (S18)</p> <p>Ensures safe and effective administration of medicines in</p>	<p>None</p>

	Principles of safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role. (K22)	accordance with national and organisational policies and the limitations of own role. (S22)	
Communication. Total marks for theme are 30 K14 K16 K17 S14 S16 S17	<p>How to communicate using verbal, written, non-verbal and digital methods to convey information responding to the needs of individuals, stakeholders and family members using person-centred approaches that are adaptable. (K14)</p> <p>Legal and organisational guidelines and policies for maintaining the security of information and data. (K16)</p> <p>Developments in digital working, communication and software. (K17)</p>	<p>Use appropriate communication methods that are adapted to respond to the needs of individuals, stakeholders and family members in adult social care settings, including verbal, written, non-verbal and digital communication. (S14)</p> <p>Use record keeping systems to maintain clear and accurate records of interactions with individuals, and others ensuring security of information and data. (S16)</p> <p>Apply methods of digital working and communication and new care technologies to support improvements in own work setting. (S17)</p>	None



## Interview underpinned by a portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Safeguarding K5 K6 S5 S6</p>	<p>Local safeguarding board policies and procedures relating to safeguarding of adults in social care settings and how to escalate safeguarding concerns, including disclosures involving children and young people. (K5)</p> <p>The signs and types of abuse and neglect and ways to reduce the risk of abuse or neglect of individuals in adult social care settings. (K6)</p>	<p>Follow local procedures when responding to and referring safeguarding concerns, including disclosures within scope of own role. (S5)</p> <p>Recognise signs of abuse or neglect, escalating and or reporting safeguarding concerns in line with organisational procedures. (S6)</p>	<p>None</p>
<p>Person-centred K7 K8 K9 K13 S7 S8 S9 S13 B1</p>	<p>Person-centred approaches to develop relationships with individuals that support their health and wellbeing. (K7)</p> <p>Principles of positive risk-taking, including taking a person-centred approach to safety and contributing to dynamic risk assessment. (K8)</p> <p>Principles of positive and proactive care and support for those with lived experience,</p>	<p>Apply a person-centred approach when developing relationships with individuals to support their health and wellbeing. (S7)</p> <p>Assist with conducting dynamic risk assessments, which focus on positive risk taking, to ensure the safety of yourself and others. (S8)</p> <p>Apply the principles of positive and proactive care and support for those with lived</p>	<p>Act in a person-centred, ethical and professional manner in the workplace (B1)</p>

	<p>including techniques to proactively avoid or reduce escalation, de-escalate and manage conflict, and when and how to report concerns. (K9)</p> <p>Signs and symptoms of changes in the physical, mental capacity, mental health and wellbeing of individuals with lived experience and ways to monitor, record and report changes. (K13)</p>	<p>experience to proactively avoid or reduce escalation, de-escalate, and manage conflict. (S9)</p> <p>Identify and respond to signs and symptoms of changes in the physical and mental capacity, mental health and wellbeing of those with lived experience, and monitor, record and report changes. (S13)</p>	
<p>Capacity and choices K10 K11 K12 S10 S11 S12 B3</p>	<p>Information, advice, and guidance activities which assist individuals being supported or their legally designated individual to make independent and informed choices from options available to them. (K10)</p> <p>The needs of those with lived experience and associated cognitive and physical conditions that impact their care and wellbeing. (K11)</p> <p>Meaning of 'capacity' and how</p>	<p>Customise information, advice and guidance to individuals with or without capacity or their representative to make informed, independent choices and decisions. (S10)</p> <p>Adapt approach to care and support for individuals with lived experience to meet their current and evolving cognitive and physical needs and conditions (S11)</p> <p>Recognise and respect how an individuals capacity determines their</p>	<p>Take an organised and situational approach to complete tasks in a timely manner. (B3)</p>

	<p>an individual's capacity determines their ability to make informed decisions about their needs. (K12)</p>	<p>ability to make informed decisions about their needs (S12)</p>	
<p>Personal development K15 K19 K20 K21 S15 S19 S20 S21 B2 B4</p>	<p>Sources of internal and external support to help develop personal resilience and maintain wellbeing. (K15)</p> <p>The Importance of continuous professional development, the benefits of lifelong learning and the links to relevant standards. (K19)</p> <p>The process for agreeing a personal development plan incorporating goal setting and career opportunities, feedback from supervision and other sources of support. (K20)</p> <p>How literacy, numeracy and communication skills impact on own role and sources of support to check own levels. (K21)</p>	<p>Develop personal resilience and access support to maintain wellbeing of self. (S15)</p> <p>Record learning opportunities in line with organisational policies that support lifelong learning and meet the relevant standards. (S19)</p> <p>Record, use feedback and supervision to improve own practice to identify and support the development of individual goals and career opportunities. (S20)</p> <p>Contribute and agree to the personal development plan demonstrating support required for new learning goals and reflection on actual practice. (S21)</p>	<p>Build and maintain positive relationships with the individual and those important to them, colleagues and other professionals. (B2)</p> <p>Take personal responsibility to develop knowledge and skills, resilience and wellbeing, and continually seek to improve performance. (B4)</p>

