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Shaping skills training

EPA Draft Preview

DRAFT END-POINT ASSESSMENT PLAN ST1350/V0.0 FOR THE CHILDREN, YOUNG PEOPLE AND FAMILIES PRACTITIONER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST1350	3	Mandatory qualification

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Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the children, young people and families practitioner 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.

Children, young people and families practitioner apprentices, their employers, training providers and other interested parties should read this document.

A full-time children, young people and families practitioner apprentice typically spends 18 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

<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Observation with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio:</p> <ul style="list-style-type: none"> • fail • pass <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction
<p>Re-sits and re-takes</p>	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 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 Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- have passed Level 3 diploma for residential childcare
- submit a portfolio of evidence for the professional discussion 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 professional discussion. 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 as a qualitative rather than quantitative approach is suggested.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- anonymised witness statements
- anonymised supervision records
- reflective practice and professional development records
- child and young person expected development sequences from birth to 19 years old

This is not a definitive list and other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided must be valid and attributable to the apprentice and 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 discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. 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. Observation with questions
2. Professional discussion underpinned by a portfolio.

The professional discussion underpinned by a portfolio must not commence until the observation with questions is passed.

The rationale is the professional discussion underpinned by a portfolio 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.

Observation with questions

Overview

In the observation with questions, an independent assessor observes the apprentice face to face in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation and recording of the observation are not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- interaction with children and young people is a vital part of the role, this method allows for assessment of KSBs that demonstrate that
- it is an opportunity for the apprentice to show practice that is child-centred
- this is a practical role it can assess KSBs holistically

- it should give employers assurance about an apprentice's competence as it takes place in a real work setting
- the familiar environment should allow the apprentice to perform at their best
- it is cost effective, tasks completed during the observation should contribute to workplace productivity
- will allow use of the employer's resources and equipment

Delivery

The observation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation with questions.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 3 weeks' notice of the observation with questions.

Prior to observation with questions there must be a 10 minute briefing with the independent assessor and the apprentice to enable information to be shared in regard to safe practice in the workplace and ways of working in relation to the particular child, young person or family. This could be held remotely and in advance of the assessment date. This does not count towards the assessment time.

The observation must take 75 minutes.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation cannot be split, except for comfort breaks or to allow the apprentice to move from one location to another. Such breaks will not count towards the total observed time.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. Before the observation with questions starts the independent assessor should outline the purpose of their presence to the child, young person and family that are present, explaining the relevant confidentiality arrangements surrounding the information received during the observation. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- Child-centred approach

- Ways of working
- Communication

The employer will ensure that all the appropriate safeguards and guidelines are in place and are shared with the EPAO for observations of interactions with children, young people and families.

The observation with questions must include the following:

- the observation with questions must take place face to face in the workplace
- the observation with questions must include interaction with a child or young person
- simulation is not permitted
- video recording of the observation is not permitted

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the questions is:

- due to the nature of working with children and young people it might be necessary to ask a question to assess detail of a KSB that could not be demonstrated on the day
- to seek clarification where required
- to assess the level of competence against the grading descriptors

Questions must be asked after the observation. The independent assessor will not be permitted to ask the apprentice questions during the observation to prevent the child or young person being talked about in front of them. The total duration of the observation with questions assessment method is 75 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 60 minutes. The time allocated for questioning is 15 minutes. The independent assessor must ask at least 3 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the

assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

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

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

Assessment location

The observation with questions must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by the EPAO, who can liaise with the employer to provide these. They must be in good and safe working condition.

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 must 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 produce the following materials to support the observation with questions:

- independent assessor assessment materials which include:
- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- 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.

Professional discussion 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 professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it allows for assessment of integrated method for mandatory qualification
- it allows for assessment of holding professional conversations
- it assesses KSBs holistically and objectively
- 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 professional discussion must align with the conditions set out by the AB for the integrated qualification.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- Engage in professional development in residential childcare - integrated unit
- Children and young people's development
- Safeguarding and risks

The apprentice must be given 2 weeks notice of the professional discussion.

The independent assessor must have 2 weeks to review the portfolio of evidence to prepare questions in advance of the professional discussion. The independent assessor should not assess the portfolio of evidence directly as it underpins the discussion. They are not required to provide feedback after the review.

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

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion 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 10 questions. 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 the awarding organisation, an independent person appointed by the awarding organisation, 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 professional discussion must take place in a suitable venue selected by the AB for example, the AB's, training provider's or employer's premises. The AB must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided. The professional discussion 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

Observation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>Child-centred approach K4 K5 K6 K12 S4 S5 S6 S12 B2</p>	<p>Uses child-centred and personalised care techniques, demonstrating being adaptable, patient and consistent when planning and reviewing support, and engaging children and young people to express their needs, views and aspirations (K4, K5, S4, S5, B2).</p> <p>Cultivates a supportive, nurturing and stimulating environment which encourages social development using techniques to develop independence, self-confidence and resilience that promote positive and sustainable outcomes for children and young people (K6, K12, S6, S12).</p>	<p>Responds to the needs of the child or young person in the moment, adapting to meet their needs, views and aspirations and justifies the approach they take and the techniques they use (S4, S5).</p>

<p>Ways of working K18 K19 K20 K25 S18 S19 S20 S25 B1</p>	<p>Supports decisions, choices and risk taking in a caring, compassionate and empathetic manner recognising the influence from lived experience and cultural identity of the child or young person they are supporting (K18, S18, B1).</p> <p>Uses digital skills and technology in a safe way to enhance practice, recording, and storing information relating to the child or young person in line with legal, local and national policies (K20, K25, S20, S25).</p> <p>Follows health and safety policies and procedures when they support children and young people (K19, S19).</p>	<p>Empowers the child or young person to make decisions, choices and considered risks by supporting in a caring, compassionate and empathetic manner (S18, B1).</p>
<p>Communication K13 K15 S13 S15 B4</p>	<p>Communicates effectively with children, young people, their wider networks and other professionals, adapting their communication methods to suit individual needs (K13, S13).</p> <p>Acts as an ambassador and manages differences of opinion and difficult situations and provides professional challenge when necessary (K15, S15, B4)</p>	<p>Evaluates their role as an ambassador with children and young people and their approach to managing difficult situations (S13, S15, B4).</p>

Professional discussion underpinned by a portfolio

Fail - does not meet pass criteria

INTEGRATED QUALIFICATIONS KSBS	APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
<p>Engage in professional development in residential childcare - integrated unit K1 K2 K14 K21 K22 K23 S1 S2 S14 S21 S22 S23 B3</p>	<p>Explains how they act in the best interest of the child or young person following duty of care, legislation, local and national policies and professional standards relevant to their role (K1, K2, S1, S2).</p> <p>Describes how they work collaboratively with children, young people and their wider networks and partner agencies to foster teamwork and enable decision making (K14, S14).</p> <p>Explains the strategies they apply to maintain their own mental and emotional well-being and to ensure they remain self-aware, resilient and objective (K21, S21, B3).</p> <p>Explains how they develop their own practice through continual reflection and feedback from engaging in supervision (K22, S22).</p> <p>Describes how they participate in professional development activities and the purpose of recording progress (K23, S23).</p>
<p>Children and young people's development K7 K8 K9 K10 K11 K17 S7 S8 S9 S10 S11 S17 B5</p>	<p>Explains how they support children and young people to access educational opportunities and improve their attainment and the impact on learning and development when the child or young person has SEND or EHC plans (K7, S7).</p> <p>Summarises how they recognise and support the expected and varied patterns of development of the children and young people they support (K8, S8).</p> <p>Describes how they identify and respond to children, young people and families attachment patterns in a way that fosters healthy relationships and builds trust, showing a commitment to anti-racist, anti-discriminatory and anti-oppressive practice (K9, S9, B5).</p> <p>Explains how they use trauma informed therapeutic practice to support children and young people who have had adverse childhood experiences (K10, S10).</p> <p>Assesses and interprets the signs of distress and behaviours that challenge using tools, techniques and communication methods to support and empower the child or young person towards self-regulation. (K17, S17).</p> <p>Describes how they minimise the impact of physical and mental health conditions to improve the wellbeing of children and young people (K11, S11).</p>

Safeguarding and risks K3 K16 K24 S3 S16 S24	<p>Explains how they recognise and respond to safeguarding concerns (K3, S3).</p> <p>Describes how they identify risks and contribute to dynamic risk assessments following organisational policies and procedures (K16, S16).</p> <p>Explains how they apply sustainability principles to their work (K24, S24).</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

- Observation with questions

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 observation with questions and a pass in the professional discussion underpinned by a portfolio.

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.

OBSERVATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO	OVERALL GRADING
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	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 2 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 attempted 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"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • apply for any reasonable adjustments and special considerations • prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • ensure that the apprentice is enrolled on mandated qualifications in line with the occupational standard • 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 • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner • ensure that the EPA is scheduled with the EPAO for a date and time in line with EPA requirements • ensure that the integrated assessment method is scheduled with the AB for a date and time in line with EPA requirements

	<ul style="list-style-type: none"> • provide access to any employer-specific documentation as required for example, company policies • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the APAR • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard, EPA plan and funding • make all necessary contractual arrangements including agreeing the price of the EPA • have third party arrangements in place with the AB to: <ul style="list-style-type: none"> • work collaboratively to manage the delivery of the EPA • ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan • 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. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the non-integrated assessment methods • 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

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

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,

	<p>multiple-choice tests. Strict arrangements must be in place for monitoring, moderation and quality assurance.</p> <ul style="list-style-type: none"> • 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"> • 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 • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s occupational standard and EPA plan • 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 • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register (APAR) • ensure procedures are in place to mitigate against any conflict of interest • 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 • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO

- advise the employer, upon request, on the apprentice's readiness for EPA
- ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
- not make any adaptations to aspects of the integrated assessment method
- remain independent from the delivery of the non-integrated assessment methods in EPA
- 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
- 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.

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 4 gained in the last 5 years or significant experience of the occupation or sector
- meet the following minimum requirements:
 - hold a current and valid disclosure and barring service certificate
 - hold continual professional development records that cover the last 5 years

Value for money

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

- 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>K1 The legislation, national and local guidelines, policies procedures affecting children, young people and families relevant to own role.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K2 Principles of duty of care within own scope of practice.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K3 Principles of safeguarding and protection of children, and young people and families, and how to respond to safeguarding concerns.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K4 Techniques for following and reviewing plans to deliver personalised, child-centred care.</p>	<p>Observation with questions</p>
<p>K5 The principles, process and benefits of using child-centred planning and assessment frameworks and how to engage children and young people to express their needs, views and aspirations.</p>	<p>Observation with questions</p>
<p>K6 Techniques for developing independence, self-confidence and resilience and promoting positive, sustainable outcomes for children and young people in residential settings</p>	<p>Observation with questions</p>
<p>K7 How child centred approaches and EHC Plans can support education access and attainment for children and young people and how SEND can impact on learning and development.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K8 The expected pattern of development for children and young people from birth to 19 years.</p>	<p>Professional discussion underpinned by a portfolio</p>

<p>K9 Attachment theories and patterns and their impact on healthy relationships and trust with children, and young people and families.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K10 Principles of trauma informed therapeutic practice to support children and young people with adverse childhood experiences.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K11 Signs and symptoms of physical and mental health conditions and their impact on wellbeing for children and young people.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K12 Techniques and activities for supporting a nurturing and stimulating environment which encourages social development.</p>	<p>Observation with questions</p>
<p>K13 Communication methods, models and theories to maximise understanding for children, young people, their wider networks and other professionals.</p>	<p>Observation with questions</p>
<p>K14 Principles and practices that support effective collaboration and team working with children, and young people and families, their wider network, colleagues and multi-disciplinary agencies to enable decision making.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K15 Methods to manage differences of opinion and difficult situations with children, young people and families, their wider network and other professionals and when to provide professional challenge.</p>	<p>Observation with questions</p>
<p>K16 How to identify risk and undertake dynamic risk assessments following organisational policies and procedures.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K17 Methods for assessing and interpreting signs of distress and behaviours that challenge and tools, techniques and</p>	<p>Professional discussion underpinned by a portfolio</p>

communication methods to support and empower children and young people's journey towards self-regulation.	
K18 The influence of social, economic, and cultural factors lived experience and cultural identity on children and young people's decisions, choices and risk taking.	Observation with questions
K19 The importance of health and safety in service delivery	Observation with questions
K20 Ways to record and store information securely, including the safe use of digital technology, in line with legal requirements and local and national policies.	Observation with questions
K21 Strategies for supporting own mental and emotional well-being.	Professional discussion underpinned by a portfolio
K22 Processes for continual reflection and the purpose of How supervision and reflective practice to supports the development of own practice.	Professional discussion underpinned by a portfolio
K23 Principles of continuous professional development.	Professional discussion underpinned by a portfolio
K24 Awareness of current and developing sustainability principles and how to apply them.	Professional discussion underpinned by a portfolio
K25 Ways to use digital skills and technology to enhance practice.	Observation with questions

SKILL	ASSESSMENT METHODS
<p>S1 Work in line with legislation, local and national policies, codes of conduct and professional standards relevant to own role.</p>	Professional discussion underpinned by a portfolio
<p>S2 Act in the best interests of children and young people following the principles of duty of care.</p>	Professional discussion underpinned by a portfolio
<p>S3 Recognise and respond to safeguarding concerns.</p>	Professional discussion underpinned by a portfolio
<p>S4 Follow and review plans to deliver personalised, child-centred care.</p>	Observation with questions
<p>S5 Use child-centred assessment frameworks in the assessment and planning process and engage children and young people to express their needs, views and aspirations.</p>	Observation with questions
<p>S6 Use techniques to develop independence, self-confidence and resilience and promote positive, sustainable outcomes for children and young people in residential settings.</p>	Observation with questions
<p>S7 Support children and young people to access educational opportunities and improve attainment, following EHC Plans and SEND where needed.</p>	Professional discussion underpinned by a portfolio
<p>S8 Recognise and support expected and varied patterns of development within children and young people.</p>	Professional discussion underpinned by a portfolio
<p>S9 Identify and respond to a child, or young people and families person's attachment patterns when fostering healthy relationships and trust.</p>	Professional discussion underpinned by a portfolio
<p>S10</p>	Professional discussion underpinned by a

Use trauma informed therapeutic practice to support children and young people with adverse childhood experiences.	portfolio
S11 Minimise the impact of physical and mental health conditions to improve the wellbeing of children and young people.	Professional discussion underpinned by a portfolio
S12 Support and maintain a nurturing and stimulating environment which encourages social development.	Observation with questions
S13 Communicate effectively with children, young people, their wider networks and other professionals and adapt communication methods to meet individual need.	Observation with questions
S14 Work collaboratively with children and young people to enable teamwork and decision making.	Professional discussion underpinned by a portfolio
S15 Manage differences of opinion and difficult situations with children, and young people and families, their wider network and other professionals, providing professional challenge when necessary.	Observation with questions
S16 Identify risk and contribute to dynamic risk assessments.	Professional discussion underpinned by a portfolio
S17 Assess and interpret signs of distress and behaviours that challenge and use appropriate tools, techniques and communication methods to support and empower children and young people's journey towards self-regulation.	Professional discussion underpinned by a portfolio
S18 Be aware of children and young people's lived experience and cultural identity when supporting their decision making, choices and risk taking	Observation with questions

<p>S19 Follow health and safety policies and procedures relevant to own role.</p>	Observation with questions
<p>S20 Record and store information relating to children and young people securely and in the line with legal requirements local and national policies, including the safe use of digital technology.</p>	Observation with questions
<p>S21 Apply strategies to maintain own mental and emotional well-being.</p>	Professional discussion underpinned by a portfolio
<p>S22 Use supervision and reflective practice to support the development of own practice.</p>	Professional discussion underpinned by a portfolio
<p>S23 Participate in continuous professional development activities and record progress.</p>	Professional discussion underpinned by a portfolio
<p>S24 Apply sustainability principles to own work.</p>	Professional discussion underpinned by a portfolio
<p>S25 Use digital skills and technology to enhance practice</p>	Observation with questions

BEHAVIOUR	ASSESSMENT METHODS
B1 Caring, compassionate and empathetic.	Observation with questions
B2 Adaptable, patient and consistent.	Observation with questions
B3 Self-aware, resilient and objective.	Professional discussion underpinned by a portfolio
B4 Act as an ambassador for children, young people and families.	Observation with questions
B5 Committed to inclusive practice, which includes anti-racist, anti-discriminatory and anti-oppressive practice.	Professional discussion underpinned by a portfolio

Mapping of KSBs to grade themes

Observation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Child-centred approach K4 K5 K6 K12 S4 S5 S6 S12 B2</p>	<p>Techniques for following and reviewing plans to deliver personalised, child-centred care. (K4)</p> <p>The principles, process and benefits of using child-centred planning and assessment frameworks and how to engage children and young people to express their needs, views and aspirations. (K5)</p> <p>Techniques for developing independence, self-confidence and resilience and promoting positive, sustainable outcomes for children and young people in residential settings (K6)</p> <p>Techniques and activities for supporting a nurturing and stimulating environment which encourages social development. (K12)</p>	<p>Follow and review plans to deliver personalised, child-centred care. (S4)</p> <p>Use child-centred assessment frameworks in the assessment and planning process and engage children and young people to express their needs, views and aspirations. (S5)</p> <p>Use techniques to develop independence, self-confidence and resilience and promote positive, sustainable outcomes for children and young people in residential settings. (S6)</p> <p>Support and maintain a nurturing and stimulating environment which encourages social development. (S12)</p>	<p>Adaptable, patient and consistent. (B2)</p>

<p>Ways of working K18 K19 K20 K25 S18 S19 S20 S25 B1</p>	<p>The influence of social, economic, and cultural factors lived experience and cultural identity on children and young people's decisions, choices and risk taking. (K18)</p> <p>The importance of health and safety in service delivery (K19)</p> <p>Ways to record and store information securely, including the safe use of digital technology, in line with legal requirements and local and national policies. (K20)</p> <p>Ways to use digital skills and technology to enhance practice. (K25)</p>	<p>Be aware of children and young people's lived experience and cultural identity when supporting their decision making, choices and risk taking (S18)</p> <p>Follow health and safety policies and procedures relevant to own role. (S19)</p> <p>Record and store information relating to children and young people securely and in the line with legal requirements local and national policies, including the safe use of digital technology. (S20)</p> <p>Use digital skills and technology to enhance practice (S25)</p>	<p>Caring, compassionate and empathetic. (B1)</p>
<p>Communication K13 K15 S13 S15 B4</p>	<p>Communication methods, models and theories to maximise understanding for children, young people, their wider networks and other professionals. (K13)</p> <p>Methods to manage differences of opinion and difficult situations with children, young</p>	<p>Communicate effectively with children, young people, their wider networks and other professionals and adapt communication methods to meet individual need. (S13)</p> <p>Manage differences of opinion and difficult situations</p>	<p>Act as an ambassador for children, young people and families. (B4)</p>

	people and families, their wider network and other professionals and when to provide professional challenge. (K15)	with children, and young people and families, their wider network and other professionals, providing professional challenge when necessary. (S15)	
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Professional discussion underpinned by a portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Engage in professional development in residential childcare - integrated unit</p> <p>K1 K2 K14 K21 K22 K23</p> <p>S1 S2 S14 S21 S22 S23</p> <p>B3</p>	<p>The legislation, national and local guidelines, policies procedures affecting children, young people and families relevant to own role. (K1)</p> <p>Principles of duty of care within own scope of practice. (K2)</p> <p>Principles and practices that support effective collaboration and team working with children, and young people and families, their wider network, colleagues and multi-disciplinary agencies to enable decision making. (K14)</p> <p>Strategies for supporting own mental and emotional well-being. (K21)</p> <p>Processes for continual reflection and the purpose of How supervision and reflective practice to supports the development of own practice. (K22)</p> <p>Principles of continuous</p>	<p>Work in line with legislation, local and national policies, codes of conduct and professional standards relevant to own role. (S1)</p> <p>Act in the best interests of children and young people following the principles of duty of care. (S2)</p> <p>Work collaboratively with children and young people to enable teamwork and decision making. (S14)</p> <p>Apply strategies to maintain own mental and emotional well-being. (S21)</p> <p>Use supervision and reflective practice to support the development of own practice. (S22)</p> <p>Participate in continuous professional development activities and record progress. (S23)</p>	<p>Self-aware, resilient and objective. (B3)</p>

	professional development. (K23)		
<p>Children and young people's development K7 K8 K9 K10 K11 K17 S7 S8 S9 S10 S11 S17 B5</p>	<p>How child centred approaches and EHC Plans can support education access and attainment for children and young people and how SEND can impact on learning and development. (K7)</p> <p>The expected pattern of development for children and young people from birth to 19 years. (K8)</p> <p>Attachment theories and patterns and their impact on healthy relationships and trust with children, and young people and families. (K9)</p> <p>Principles of trauma informed therapeutic practice to support children and young people with adverse childhood experiences. (K10)</p> <p>Signs and symptoms of physical and mental health conditions and their impact on wellbeing for children and young people. (K11)</p>	<p>Support children and young people to access educational opportunities and improve attainment, following EHC Plans and SEND where needed. (S7)</p> <p>Recognise and support expected and varied patterns of development within children and young people. (S8)</p> <p>Identify and respond to a child, or young people and families person's attachment patterns when fostering healthy relationships and trust. (S9)</p> <p>Use trauma informed therapeutic practice to support children and young people with adverse childhood experiences. (S10)</p> <p>Minimise the impact of physical and mental health conditions to improve the wellbeing of children and young people. (S11)</p>	<p>Committed to inclusive practice, which includes anti-racist, anti-discriminatory and anti-oppressive practice. (B5)</p>

	<p>Methods for assessing and interpreting signs of distress and behaviours that challenge and tools, techniques and communication methods to support and empower children and young people's journey towards self-regulation. (K17)</p>	<p>Assess and interpret signs of distress and behaviours that challenge and use appropriate tools, techniques and communication methods to support and empower children and young people's journey towards self-regulation. (S17)</p>	
<p>Safeguarding and risks K3 K16 K24 S3 S16 S24</p>	<p>Principles of safeguarding and protection of children, and young people and families, and how to respond to safeguarding concerns. (K3)</p> <p>How to identify risk and undertake dynamic risk assessments following organisational policies and procedures. (K16)</p> <p>Awareness of current and developing sustainability principles and how to apply them. (K24)</p>	<p>Recognise and respond to safeguarding concerns. (S3)</p> <p>Identify risk and contribute to dynamic risk assessments. (S16)</p> <p>Apply sustainability principles to own work. (S24)</p>	<p>None</p>

