



EPA Draft Preview

DRAFT END-POINT ASSESSMENT PLAN ST1298/V0.0 FOR THE DETECTION AND PROTECTION WORKING DOG SPECIALIST APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST1298	3	None

Contents

1. Introduction and overview
2. EPA summary table
3. Duration of end-point assessment period
4. EPA gateway
5. Order of assessment methods
6. Professional discussion underpinned by a portfolio of evidence
7. Observation
8. Grading
9. Overall EPA grading
10. Re-sits and re-takes
11. Roles and responsibilities
12. Reasonable adjustments

13. Internal quality assurance
14. Value for money
15. Professional recognition
16. Mapping of KSBs to assessment methods
17. Mapping of KSBs to grade themes

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the detection and protection working dog specialist apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Detection and protection working dog specialist apprentices, their employers and training providers should read this document.

A full-time detection and protection working dog specialist apprentice typically spends 24 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.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Assessment method 2 - observation:

- fail
- pass

- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme - typically 24 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • 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 • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Observation:</p> <ul style="list-style-type: none"> • fail <p>pass</p>

	<ul style="list-style-type: none"> • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • 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: merit • re-sit timeframe: typically 2 months • re-take timeframe: typically 4 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
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

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 12 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 and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list; 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 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 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 can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

Professional discussion underpinned by a portfolio of evidence

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 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 professional discussion 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 professional discussion.

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

- health, welfare and ethics
- information management and digital
- legislation, health and safety and risk
- operating DPWD
- preparing and training DPWD
- working with people

The EPAO must give an apprentice 14 days' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

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 12 questions. 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 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 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 EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO 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 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 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 professional discussion underpinned by a portfolio of evidence:

- 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.

Observation

Overview

In the observation, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is allowed in accordance with the details described below. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- 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 and it makes use of the employer's resources and equipment
- it allows for the assessment of KSBs that relate to interaction with colleagues, customers or members of the public

Delivery

The observation 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.

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 14 days' notice of the observation with questions.

The observation must take 1 hour.

The observation may be split into discrete sections held on the same working day.

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. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- compliance with legislation, health and safety and risk
- operating the DPWD
- preparing and training the DPWD
- working with people

Although the assessment method used to measure competence against these tasks is a practical observation with questions, it is accepted that due to the nature of the sector it may be necessary for the EPAO and (or) independent end-point assessor to simulate elements of the practical on the day of the end-point assessment in order to allow the apprentice to demonstrate their procedural knowledge and skills of 'how to do something'. This can be complemented by questioning from the independent end-point assessor during or after the assessment.

EPAOs may develop ways to simulate the KSBs ahead of the practical and (or) provide training to the independent end-point assessor on how KSBs may be simulated on the day of the assessment.

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

The independent assessor must ask questions. Questioning can occur both during and after the observation.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

The time for questioning is included in the overall assessment time. The independent assessor must ask at least 5 questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. 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 above 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 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.

Questioning that occurs after the observation should take place in a suitable environment, for example a quiet room, free from distractions and influence.

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:

- 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.

Grading

Professional discussion underpinned by a portfolio of evidence

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>Health, welfare and ethics K1 K10 K15 K17 K18 K19 K26 S1 S12 S14 S15 B1</p>	<p>Explains the principles of planning, siting and management of sustainable accommodation, including kennels, free runs and other areas tailored to the setting and specific need of the DPWD. (K1, S1)</p> <p>Describes the factors affecting DPWDs through life management and how they identify and implement transitional requirements for retiring DPWDs to support the retirement process. (K18, S14)</p> <p>Explains types of feed, including safe storage and handling, and nutritional requirements of DPWDs relevant to life stage, health status, activity levels and how they develop, implement and monitor nutritional plans to maintain DPWD physical condition. (K10, K26, S18)</p> <p>Explains how they maintain and monitor the health needs of DPWDs including preventative care strategies, infection prevention and control and the application of first aid as required. (K19, S15)</p> <p>Describes the conflicting demands of animal welfare, societal expectations and the safety of the public, how they recognise signs of good and poor welfare in the DPWD, and approaches to promoting welfare needs whilst meeting</p>	<p>Analyses the conflicting demands of animal welfare, societal expectations and the safety of the public and the impact this has on the DPWD and its health and welfare including how they recognise and react to signs of good and poor welfare. (K15, K17, B1)</p> <p>Justifies the most suitable food for a DPWD at the expense of other available options dependant on life stage, health status, and activity levels and details the nutritional requirements for the DPWD including how they are implemented through a suitable plan. (K26, S18)</p>

	the needs of the organisation. (K15, K17, B1)	
Information management and digital K12 S8	Explains how they keep detailed records relevant to training health and performance including certification or licensing, task reports, animal passports, veterinary records, and continuation training documents. (K12, S8)	None
Legislation, health and safety and risk K9 K13 K24 S10 B8	Describes the legislation and health and safety risks associated with their role, considering DPWD transportation, DPWD welfare, biological waste and environmentally sustainable practices and how they develop and implement a health, safety and security plan as required. (K9, K13, K24, S10, B8)	Explains the importance of following legislation associated with their role considering DPWD transportation, DPWD welfare, biological waste and environmentally sustainable practices and the potential impact of not doing so. (K9, K13, K24, B8)
Operating DPWD K11 K21 S17 B10	Explains the factors to consider when planning the safe and effective deployment and operation of a DPWD within the limits of its capability, including transport and logistics and considering changing conditions, technologies, situations and working environments. (K11, K21, S17, B10)	Evaluates the transport and logistics factors involved when planning for deployment of a DPWD and the impact they have on operational deployment, considering the consequences of ineffective planning. (K21, S17)

<p>Preparing and training DPWD K7 K8 K27 S2 S3 S9 S13 S21</p>	<p>Explains how they evaluate recorded information and DPWD performance to identify training needs and develop, implement and modify individual DPWD training plans with realistic targets for a desired behaviour based upon the principles of learning and intended outcomes. (K27, S3, S13, S21)</p> <p>Describes how they apply knowledge of behavioural patterns, body language, communication methods of DPWDs and learning theory including operant conditioning to inform training and improve performance. (K7, K8, S2)</p> <p>Summarises how they design, apply and evaluate integrated training programmes to maintain the performance of DPWD teams. (S9)</p>	<p>Justifies the steps taken to evaluate DPWD performance, the reasons for the selected training targets, and any modifications made during implementation of a training plan, explaining which principles of learning theory have been applied and why. (K27, S13, S21)</p>
<p>Working with people K4 S6 S20 B3 B6 B7</p>	<p>Explains how they support, coach and mentor DPWD handlers and use coaching and mentoring techniques to support and develop junior dog handlers, recognising the importance of their own self-reflective practice and self-development. (K4, S20, B6)</p> <p>Describes how they communicate welfare policy and procedures and their impact on performance considering the importance of creating an inclusive culture and treating colleagues and external</p>	<p>None</p>

	<p>stakeholders fairly and with respect. (S6, B7)</p> <p>Explains the importance of recognising their own limitations and how they seek qualified professional advice as necessary. (B3)</p>	
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Observation

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
Legislation, health and safety and risk K6 S4 B4	Carries out a dynamic risk assessment showing an awareness of health and safety risks and relevant mitigation measures. (K6, S4, B4)	None
Operating DPWD K2 K3 K16 K23 K25 S7 S18 B9	<p>Demonstrates how to deploy and operate the DPWD safely and effectively within the scope of their own practice, considering the capabilities and limitations of the DPWD and organisational practices and procedures. (K3, K16, S7, B9)</p> <p>Plans, reviews and adapts the integration of the DPWD into a complex task or operation considering local threats and hazards and joint decision models and their effect on operational deployment. (K2, K23, K25, S18)</p>	Evaluates their deployment plan for successfully integrating a DPWD into a complex task or operation, considering whether their plan is effective and local threats and hazards are mitigated to reduce any recognised risks to the DPWD. (K23, S18)

<p>Preparing and training DPWD K14 K20 K22 S11 S16 S19</p>	<p>Demonstrates the safe and effective handling and storage of equipment and training aids. (S16, K22)</p> <p>Selects, evaluates and employs equipment and practices to assess performance, protect and promote DPWD welfare, and achieve desired operational performance relevant to the sector and required performance standards, using schedules of reinforcement to establish and maintain behaviour as required. (K14, K20, S19)</p> <p>Prepares a DPWD for licencing or certification and supports assurance to maintain the efficiency and effectiveness of the DPWD capability. (S11)</p>	<p>Critically evaluates and selects the most effective equipment and practices to meet the required performance standards and desired operational outcomes at the expense of other available options, always considering the DPWD's welfare. (K20, S19)</p>
<p>Working with people K5 S5 B2 B5</p>	<p>Demonstrates how to communicate the capabilities and limitations of the DPWD to different stakeholders in a professional, moral and ethical manner, showing empathy and respect to both animals and people. (K5, S5, B2, B5)</p>	<p>None</p>

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the professional discussion underpinned by a portfolio of evidence and observation in line with this EPA plan.

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.

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

PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OBSERVATION	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	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 4 months of the EPA outcome notification.

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 merit 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 • prepare for and undertake the EPA including meeting all gateway requirements
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 • 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 apprenticeship 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 in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • 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 <p>remain independent from the delivery of the EPA</p>

EPAO	<ul style="list-style-type: none"> • pass the certificate to the apprentice upon receipt <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 apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • 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: <ul style="list-style-type: none"> • 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 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
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	<p>the EPA is updated, and at least once a year</p> <ul style="list-style-type: none"> • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • 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 • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • 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 • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • 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 • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <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

	<ul style="list-style-type: none"> • 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, 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 • 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 • remain independent from the delivery of the EPA

Reasonable adjustments

Reasonable adjustments

The EPAO 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 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 must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA 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:
 - i. have work experience in the animal sector and
 - ii. have trained animals to conduct several tasks with evidence of current cpd in the animal training sector and
 - iii. be competent in dealing with an applicable species group to that being assessed
 - iv. hold or be working towards an assessor qualification.

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
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Principles of planning, siting and management of sustainable accommodation, including kennels, free runs and other areas tailored to the setting and specific need.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K2 Approaches to planning and reconnaissance prior to deployment.</p>	Observation
<p>K3 Capabilities and limitations of DPWDs and how they can be applied in different settings.</p>	Observation
<p>K4 Coaching and mentoring techniques used to support and develop junior dog handlers.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K5 The agencies and stakeholders available to support and enable DPWD capability.</p>	Observation
<p>K6 Health and safety risks and how to mitigate them.</p>	Observation
<p>K7 How to interpret behavioural changes to inform training and improve performance.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K8 Learning theory including operant conditioning, its use, effects and practical application, including the differences between positive and negative reinforcement and positive and negative punishment.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K9 Legislation and policy relating to DPWD transportation.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K10 How to maintain DPWD physical condition.</p>	Professional discussion underpinned by a portfolio of evidence

<p>K11 Principles of assuring safe and effective DPWD capability.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K12 Digital and paper record keeping requirements including certification or licensing, task reports, animal passports, veterinary records, and continuation training documents.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K13 Regulations relating to the disposal of biological waste.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K14 How to develop and implement schedules of reinforcement and how they can be used to establish and maintain desired behaviour.</p>	Observation
<p>K15 The welfare needs of DPWDs, how to recognise signs of good and poor welfare and approaches to promoting welfare needs.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K16 Techniques and procedures for operating a DPWD safely and effectively.</p>	Observation
<p>K17 The conflicting demands of animal welfare, societal expectations, and the safety of the public.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K18 The factors affecting DPWD through life management including, the preparation of DPWD for retirement.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K19 Methods used to maintain and monitor the health needs of DPWDs including preventative care strategies, infection prevention and control and the application of first aid techniques.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K20 The performance standards and approach to assessing performance of the DPWD relevant to the sector in which it is used.</p>	Observation

<p>K21 The factors to consider when planning the potential deployment and operation of a DPWD, including logistics and the environment.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K22 The safe and effective storage and handling of training aids.</p>	Observation
<p>K23 The local threats and hazards and factors relevant to DPWD tasks and how to avoid and mitigate them.</p>	Observation
<p>K24 DPWD welfare legislation, policies and procedures.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K25 Joint Decision Models, and how they should be employed as part of operational deployment.</p>	Observation
<p>K26 Types of feed and the nutritional requirements of DPWDs relevant to life stage, health status, activity levels.</p>	Professional discussion underpinned by a portfolio of evidence
<p>K27 How to evaluate DPWD performance, identify training needs and develop, maintain and implement individual DPWD training plans.</p>	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Establish requirements, prepare and manage accommodation.	Professional discussion underpinned by a portfolio of evidence
S2 Apply knowledge of behaviour patterns, body language and communication methods of DPWDs to improve performance.	Professional discussion underpinned by a portfolio of evidence
S3 Evaluate recorded information, to devise appropriate training.	Professional discussion underpinned by a portfolio of evidence
S4 Carry out dynamic risk assessment and management.	Observation
S5 Communicate the capability and limitations of the DPWD and adapt for different stakeholders.	Observation
S6 Communicate welfare policy and procedures and how they affect performance.	Professional discussion underpinned by a portfolio of evidence
S7 Deploy and operate the DPWD in accordance with organisational practices and procedures.	Observation
S8 Keep detailed records relevant to training, health and performance.	Professional discussion underpinned by a portfolio of evidence
S9 Design, apply and evaluate integrated training programmes to maintain the performance of DPWD teams.	Professional discussion underpinned by a portfolio of evidence
S10 Develop and implement a health and safety and security plan appropriate to the setting.	Professional discussion underpinned by a portfolio of evidence
S11 Prepare DPWD for licencing or certification and support assurance to maintain the efficiency and effectiveness of the	Observation

DPWD capability.	
S12 Develop, implement and monitor nutritional plans and the safe storage and handling of food.	Professional discussion underpinned by a portfolio of evidence
S13 Evaluate DPWD performance and design and deliver training in order to ensure standards of efficiency are maintained.	Professional discussion underpinned by a portfolio of evidence
S14 Identify and implement transitional requirements for retiring DPWDs to support the retirement process.	Professional discussion underpinned by a portfolio of evidence
S15 Maintain and monitor the health needs of DPWDs provide first aid, implement preventative care strategies, including infection prevention and control.	Professional discussion underpinned by a portfolio of evidence
S16 Manage the handling and storage of equipment and training aids.	Observation
S17 Plan, select and prepare appropriate transportation of the DPWD.	Professional discussion underpinned by a portfolio of evidence
S18 Plan, review and adapt the integration of the DPWD into a complex task or operation.	Observation
S19 Select, evaluate and employ the appropriate equipment and practices in order to protect and promote DPWD welfare and desired operational performance.	Observation
S20 Support, coach and mentor DPWD handlers.	Professional discussion underpinned by a portfolio of evidence

<p>S21</p> <p>Create, implement, evaluate and modify individual DPWD training plans with realistic targets for a desired behaviour based upon the principles of learning and the intended outcomes of the training specific to the DPWD.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
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BEHAVIOUR	ASSESSMENT METHODS
<p>B1 Committed to delivering good animal Health, Welfare and Ethics, whilst also meeting the needs of the organisation, and any societal expectations.</p>	Professional discussion underpinned by a portfolio of evidence
<p>B2 Acts in a professional, moral and ethical manner, and shows empathy and respect to both animals and people.</p>	Observation
<p>B3 Recognise own limitations and seek qualified professional advice as necessary.</p>	Professional discussion underpinned by a portfolio of evidence
<p>B4 Committed to the adoption and promotion of safe working practices.</p>	Observation
<p>B5 Acts in a way that builds and maintains positive working relationships.</p>	Observation
<p>B6 Committed to self-reflective practice and keeping up to date with industry best practice.</p>	Professional discussion underpinned by a portfolio of evidence
<p>B7 Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.</p>	Professional discussion underpinned by a portfolio of evidence
<p>B8 Committed to the adoption and promotion of environmentally sustainable practices.</p>	Professional discussion underpinned by a portfolio of evidence
<p>B9 Able to work independently and with autonomy within their scope of practice.</p>	Observation
<p>B10 Able to adapt to change in conditions, technologies, situations and working environments.</p>	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Health, welfare and ethics K1 K10 K15 K17 K18 K19 K26 S1 S12 S14 S15 B1</p>	<p>Principles of planning, siting and management of sustainable accommodation, including kennels, free runs and other areas tailored to the setting and specific need. (K1)</p> <p>How to maintain DPWD physical condition. (K10)</p> <p>The welfare needs of DPWDs, how to recognise signs of good and poor welfare and approaches to promoting welfare needs. (K15)</p> <p>The conflicting demands of animal welfare, societal expectations, and the safety of the public. (K17)</p> <p>The factors affecting DPWD through life management including, the preparation of DPWD for retirement. (K18)</p> <p>Methods used to maintain and monitor the health needs of DPWDs including preventative care strategies, infection prevention and</p>	<p>Establish requirements, prepare and manage accommodation. (S1)</p> <p>Develop, implement and monitor nutritional plans and the safe storage and handling of food. (S12)</p> <p>Identify and implement transitional requirements for retiring DPWDs to support the retirement process. (S14)</p> <p>Maintain and monitor the health needs of DPWDs provide first aid, implement preventative care strategies, including infection prevention and control. (S15)</p>	<p>Committed to delivering good animal Health, Welfare and Ethics, whilst also meeting the needs of the organisation, and any societal expectations. (B1)</p>

	<p>control and the application of first aid techniques. (K19)</p> <p>Types of feed and the nutritional requirements of DPWDs relevant to life stage, health status, activity levels. (K26)</p>		
<p>Information management and digital K12 S8</p>	<p>Digital and paper record keeping requirements including certification or licensing, task reports, animal passports, veterinary records, and continuation training documents. (K12)</p>	<p>Keep detailed records relevant to training, health and performance. (S8)</p>	<p>None</p>
<p>Legislation, health and safety and risk K9 K13 K24 S10 B8</p>	<p>Legislation and policy relating to DPWD transportation. (K9)</p> <p>Regulations relating to the disposal of biological waste. (K13)</p> <p>DPWD welfare legislation, policies and procedures. (K24)</p>	<p>Develop and implement a health and safety and security plan appropriate to the setting. (S10)</p>	<p>Committed to the adoption and promotion of environmentally sustainable practices. (B8)</p>

<p>Operating DPWD K11 K21 S17 B10</p>	<p>Principles of assuring safe and effective DPWD capability. (K11)</p> <p>The factors to consider when planning the potential deployment and operation of a DPWD, including logistics and the environment. (K21)</p>	<p>Plan, select and prepare appropriate transportation of the DPWD. (S17)</p>	<p>Able to adapt to change in conditions, technologies, situations and working environments. (B10)</p>
<p>Preparing and training DPWD K7 K8 K27 S2 S3 S9 S13 S21</p>	<p>How to interpret behavioural changes to inform training and improve performance. (K7)</p> <p>Learning theory including operant conditioning, its use, effects and practical application, including the differences between positive and negative reinforcement and positive and negative punishment. (K8)</p> <p>How to evaluate DPWD performance, identify training needs and develop, maintain and implement individual DPWD training plans. (K27)</p>	<p>Apply knowledge of behaviour patterns, body language and communication methods of DPWDs to improve performance. (S2)</p> <p>Evaluate recorded information, to devise appropriate training. (S3)</p> <p>Design, apply and evaluate integrated training programmes to maintain the performance of DPWD teams. (S9)</p> <p>Evaluate DPWD performance and design and deliver training in order to ensure standards of efficiency are maintained. (S13)</p> <p>Create, implement, evaluate and modify individual DPWD training plans with realistic targets for a</p>	<p>None</p>

		desired behaviour based upon the principles of learning and the intended outcomes of the training specific to the DPWD. (S21)	
Working with people K4 S6 S20 B3 B6 B7	Coaching and mentoring techniques used to support and develop junior dog handlers. (K4)	Communicate welfare policy and procedures and how they affect performance. (S6) Support, coach and mentor DPWD handlers. (S20)	Recognise own limitations and seek qualified professional advice as necessary. (B3) Committed to self-reflective practice and keeping up to date with industry best practice. (B6) Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect. (B7)

Observation

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Legislation, health and safety and risk</p> <p>K6</p> <p>S4</p> <p>B4</p>	<p>Health and safety risks and how to mitigate them. (K6)</p>	<p>Carry out dynamic risk assessment and management. (S4)</p>	<p>Committed to the adoption and promotion of safe working practices. (B4)</p>
<p>Operating DPWD</p> <p>K2 K3 K16 K23 K25</p> <p>S7 S18</p> <p>B9</p>	<p>Approaches to planning and reconnaissance prior to deployment. (K2)</p> <p>Capabilities and limitations of DPWDs and how they can be applied in different settings. (K3)</p> <p>Techniques and procedures for operating a DPWD safely and effectively. (K16)</p> <p>The local threats and hazards and factors relevant to DPWD tasks and how to avoid and mitigate them. (K23)</p> <p>Joint Decision Models, and how they should be employed as part of operational deployment. (K25)</p>	<p>Deploy and operate the DPWD in accordance with organisational practices and procedures. (S7)</p> <p>Plan, review and adapt the integration of the DPWD into a complex task or operation. (S18)</p>	<p>Able to work independently and with autonomy within their scope of practice. (B9)</p>
<p>Preparing and training DPWD</p> <p>K14 K20 K22</p> <p>S11 S16 S19</p>	<p>How to develop and implement schedules of reinforcement and how they can be used to establish and maintain</p>	<p>Prepare DPWD for licencing or certification and support assurance to maintain the efficiency and effectiveness of the</p>	<p>None</p>

	<p>desired behaviour. (K14)</p> <p>The performance standards and approach to assessing performance of the DPWD relevant to the sector in which it is used. (K20)</p> <p>The safe and effective storage and handling of training aids. (K22)</p>	<p>DPWD capability. (S11)</p> <p>Manage the handling and storage of equipment and training aids. (S16)</p> <p>Select, evaluate and employ the appropriate equipment and practices in order to protect and promote DPWD welfare and desired operational performance. (S19)</p>	
<p>Working with people</p> <p>K5</p> <p>S5</p> <p>B2 B5</p>	<p>The agencies and stakeholders available to support and enable DPWD capability. (K5)</p>	<p>Communicate the capability and limitations of the DPWD and adapt for different stakeholders. (S5)</p>	<p>Acts in a professional, moral and ethical manner, and shows empathy and respect to both animals and people. (B2)</p> <p>Acts in a way that builds and maintains positive working relationships. (B5)</p>

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