

DRAFT END-POINT ASSESSMENT PLAN FOR THE EARLY INTERVENTION PRACTITIONER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST0868	4	None

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Key Fields

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Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the early intervention practitioner apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Early intervention practitioner apprentices, their employers and training providers should read this document.

A full-time early intervention 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.

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 - presentation with questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by portfolio:

- 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

[Edit epa gateway form](#) [Edit available grades form](#) [Edit overall epa grading form](#) [Edit re-sits and re-takes form](#)

<p>On-programme - typically 18 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 portfolio, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Presentation with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by portfolio:</p> <ul style="list-style-type: none"> • fail • pass • 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: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months

Duration of end-point assessment period

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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

Edit epa gateway form

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 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; a qualitative as opposed to quantitative approach is suggested.

The portfolio must include at least two observations of the apprentice that are recorded in a written format by a senior or supervisor who has experience of recording observations and knowledge of the assessment criteria. One observation is of the apprentice undertaking multi-agency engagement and the other is of direct work undertaken by the apprentice with the individual and or family.

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.

- need to add list

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

Order of assessment methods

[Edit order of assessment methods form](#)

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.

Presentation with questions

[Edit presentation with questions form](#)

Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. 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 understanding of a subject
- it assesses knowledge and skills that cannot be directly observed in practice
- it allows the apprentice to directly demonstrate KSBs relating to communication
- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role
- it allows for the presentation of evidence and testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The presentation 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 presentation with questions.

The presentation must cover:

Cycle of work undertaken with the individual and or family including:

- Assessment and analysis process
- Planning process
- Intervention process
- Review own practice

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The apprentice must submit any presentation materials to the EPAO by the end of week 2 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment. The independent assessor must ask questions after the presentation.

The purpose of the questions is:

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

The presentation and questions must last 45 minutes. This will typically include a presentation of 30 minutes and questioning lasting 15 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 4 questions. They 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 assess the presentation and answers to questions holistically when deciding the grade.

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

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

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questions 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.

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 presentation with questions:

- independent assessor EPA 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 portfolio

Edit professional discussion underpinned by portfolio form

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:

- Managing workload in line with policies, procedures and priorities
- Partnership working and relationship building
- Safe practice
- Theories and approaches to practice

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 explain to the apprentice the format and timescales of the professional discussion before it starts. This does not count towards the assessment time.

The independent assessor must ask at least 10 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 portfolio:

- 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

[Edit add grade descriptor form](#)[Edit mapping of ksbs to grade themes form](#)[Edit available grades form](#)

Presentation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DIS AP MU DE AL PA DE AN TH DIS DE
Assessment and analysis process K3 K5 K9 K10 S3 S5 S9 S10 B3	Explains the factors that affect development, transitions and changes and the	Jus the pro jud ma

<p>THEME KSBS</p>	<p>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</p>	<p>DIS AP MU DE AL PA DE AN TH DI DE</p>
	<p>impact they can have on the needs of the individual and their family (K3, S3)</p> <p>Assesses strengths and risks using professional judgement is responsive to needs and adapts, recognising the complexities of the situation, and makes informed decisions on when to access support when it is beyond their own area of responsibility (K5, K10, S5, S10, B3)</p> <p>Explains their use of observation, questioning, problem solving and analysis techniques when undertaking assessments (K9, S9)</p>	<p>de S10</p> <p>Just me uti un ass (K</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DIS AP MU DE AL PA DE AN TH DI DE
Planning process K18 K28 S18 S28	Describes how they undertake risk assessments in line with policies and procedures (K18, S18) Summarises how they prioritise interventions based on presenting needs (K28, S28)	Jus dec on pri on nee S2
Intervention process K7 K11 K21 K22 K26 K27 K29 K30 S7 S11 S21 S22 S26 S27 S29 S30 B6	Explains how they manage expectations and honest conversations within the responsibilities, boundaries and ethical nature of their role when providing individuals, families and professional partners up to date information, advice and guidance to help them make informed choices about	An res bo eth the ho the adv gui pro inc fan pro (K S2 Eva col ski an eff pro rel

<p>THEME KSBS</p>	<p>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</p>	<p>DIS AP MU DE AL PA DE AN TH DIS DE</p>
	<p>accessing support (K7, K26, S7, S26).</p> <p>Describes the communication methods used, including the appropriate use of digital technologies, in line with organisational digital strategy, to account for the needs of individuals and families when building professional relationships (K11, K27, S11, S27).</p> <p>Describes how they work collaboratively, building and maintaining effective professional relationships with individuals, their wider network and partner agencies to ensure the individual voice is heard to empower and</p>	<p>(K2 S3</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DIS AP MU DE AL PA DE AN TH DIS DE
	<p>influence intervention work and action planning (K21, K29, K30, S21, S29, S30).</p> <p>Explains how they apply organisational policies and commitment to rights, equality, diversity and inclusion, valuing people as individuals, considering intersectionality and the perspective of others (K22, S22, B6).</p>	
<p>Review own practice K31 S31 B5</p>	<p>Explains how they work independently as a practitioner within the wider team context, seeking guidance and direction when needed and learning from success and mistakes to continuously review</p>	<p>No</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DIS AP MU DE AL PA DE AN TH DI DE
	approach (K31, S31, B5)	

Professional discussion underpinned by portfolio

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
Managing workload in line with policies, procedures and priorities K1 K15 K17 K23 K24 K25 S1 S15 S17 S23 S24 S25	Explains how they manage caseloads and meet the needs of individuals or families in line with legislation, statutory guidance, national, local and organisational policies and procedures, seeking support and direction when necessary (K1, K15, S1, S15).	Evaluates their success in managing caseloads to meet the needs of individuals or families (K15, S15).

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>Describes what impact their participation in learning and development activities has on their own practice and the their contribution to the aims, values and culture of own organisation (K17, K23, S17, S23).</p> <p>Summarises how they produce detailed and accurate records that maintain confidentiality of information in line with organisational and legislative requirements (K24, K25, S24, S25).</p>	
Partnership working and relationship building K2 K14 K19 K20 S2 S14 S19 S20 B1	Explains how they provide professional challenge when necessary and use techniques to manage	Justifies the techniques they use to manage conflict, differences of opinion and difficult

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>conflict when differences of opinion and difficult situations happen with individuals, wider family networks and other professionals (K19, S19)</p> <p>Articulates how they gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice, support decision making, and to collectively promote best outcomes (K2, S2, B1)</p> <p>Describes how they apply the principles of mentoring or coaching when helping and supporting others (K14, S14)</p>	<p>situations with individuals, wider family networks and other professionals (K19, S19)</p> <p>Explains the benefits to practice, decision making and best outcomes from multi-agency and multi-discipline working (K2, S2, B1)</p>

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>Interprets the family, and wider environmental, social and cultural context when planning and implementing support or interventions (K20, S20).</p>	
<p>Safe practice K4 K6 K13 K16 S4 S6 S13 S16 B4</p>	<p>Identifies how they respond to safeguarding concerns (K4, S4). Describes how they are reflective, caring and considerate of self and others, when they adopt strategies to manage and maintain health, wellbeing and resilience, using supervision and support networks to enhance their practice and wellbeing (K6, K16, S6, S16, B4).</p>	<p>Evaluates the effectiveness of different strategies they use for managing and maintaining health, wellbeing and resilience for self and others (K6, S6).</p>

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
	Explains how they implement safe working practice when lone working to mitigate potential risks (K13, S13).	
Theories and approaches to practice K8 K12 S8 S12 B2	<p>Articulates how they use professional curiosity in relation to current theories or evidence based strategies they explore when working with individuals and families to meet their identified needs (K8, S8, B2)</p> <p>Theorises the impact of change when working with individuals and those in their network (K12, S12)</p>	Appraises the current theory or evidence based strategies they explore when working with individuals and families (K8, S8)

Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the overall grade of:

- fail

- pass
- merit
- distinction

An independent assessor must individually grade the presentation with questions and professional discussion underpinned by portfolio in line with this EPA plan.

An independent assessor must individually grade the

- **Presentation with questions** An independent assessor must individually grade the
 - **Professional discussion underpinned by portfolio**

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 an overall merit the apprentice must achieve a pass in one assessment method and a distinction in the other assessment method. To achieve an overall distinction the apprentice must achieve a distinction in both assessment methods.

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

PRESENTATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY PORTFOLIO	OVERALL GRADING
Fail	Fail	Fail
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

[Edit re-sits and re-takes form](#)

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.

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

[Edit roles and responsibilities form](#)

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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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 • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
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 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

ROLES	RESPONSIBILITIES
	<p data-bbox="742 244 1453 315">maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</p> <ul style="list-style-type: none"> <li data-bbox="694 338 1474 409">• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan <li data-bbox="694 432 1442 504">• appoint administrators, invigilators and any other roles where required to facilitate the EPA <li data-bbox="694 526 1469 732">• 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 <li data-bbox="694 754 1442 875">• 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 <li data-bbox="694 898 1426 1019">• 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 <li data-bbox="694 1041 1422 1126">• monitor the performance of all their independent assessors and provide additional training where necessary <li data-bbox="694 1149 1461 1288">• 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 <li data-bbox="694 1310 1458 1382">• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship <li data-bbox="694 1404 1437 1476">• arrange for the EPA to take place in a timely manner, in consultation with the employer <li data-bbox="694 1498 1474 1606">• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA <li data-bbox="694 1628 1458 1700">• confirm the gateway requirements have been met before they start the EPA for an apprentice <li data-bbox="694 1722 1190 1749">• arrange a suitable venue for the EPA <li data-bbox="694 1771 1474 1879">• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials <li data-bbox="694 1901 1469 1968">• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the

ROLES	RESPONSIBILITIES
	<p>required resources and liaise with the employer to agree this if necessary</p> <ul style="list-style-type: none"> • 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 • 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

ROLES	RESPONSIBILITIES
	<p>opportunities to develop the KSBs as outlined in the occupational standard</p> <ul style="list-style-type: none"> • 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

[Edit reasonable adjustments form](#)

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

[Edit internal quality assurance form](#)

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 5 gained in the last 3 years or significant experience of the occupation or sector

Value for money

[Edit value for money form](#)

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
- conducting assessment methods on the same day

Professional recognition

[Edit professional recognition form](#)

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

KNOWLEDGE	ASSESSMENT METHODS
K1 Legislation, statutory guidance, national, local and organisational policies and procedures in relation to individuals and families relevant to own role.	Professional discussion underpinned by portfolio
K2 Principles and benefits of local and national multi-agency and multi-disciplinary working.	Professional discussion underpinned by portfolio
K3 Stages of, and factors that affect development, transitions and changes individuals may go through, and the impact they can have on an individual and their family.	Presentation with questions
K4 Legislation and organisational procedures for safeguarding, the protection of vulnerable people and combating extremism within the requirements of own role.	Professional discussion underpinned by portfolio
K5	Presentation with questions

KNOWLEDGE	ASSESSMENT METHODS
When and how to escalate and de-escalate individual cases beyond own responsibility.	
K6 Importance of health, wellbeing and resilience and ways to manage and maintain it for self and others.	Professional discussion underpinned by portfolio
K7 The duty of candour, the responsibilities, boundaries and ethical nature of own role, with individuals, the family network and other professionals.	Presentation with questions
K8 Theories and evidence based strategies related to early intervention work, trauma informed practice, social justice, person and whole family centred approaches.	Professional discussion underpinned by portfolio
K9 Methods used to assess and analyse the requirements of individuals, families, including observation, questioning and problem solving.	Presentation with questions
K10 Principles of using professional judgement and how it relates to the complexities of a situation and to make informed decisions.	Presentation with questions
K11 Different communication methods and strategies, including the use of digital technologies, to account for the needs of individuals and families when building professional relationships.	Presentation with questions
K12 Theories of change and the impact it has on own self and others.	Professional discussion underpinned by portfolio
K13 The importance of safe lone working and mitigating risks to protect personal safety.	Professional discussion underpinned by portfolio
K14 Principles of mentoring and coaching to help support others.	Professional discussion underpinned by portfolio
K15 Caseload management processes and when to seek support or direction.	Professional discussion underpinned by portfolio

KNOWLEDGE	ASSESSMENT METHODS
<p>K16 Purpose of supervision to enhance practice and wellbeing.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K17 The aims, values and culture of own organisation and how own role contributes to this.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K18 How to undertake risk assessments in line with relevant policies and procedures.</p>	<p>Presentation with questions</p>
<p>K19 Conflict resolution techniques and methods used to manage differences of opinion and difficult situations with individuals, the wider family network and other professionals.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K20 Family structures, environmental, social and cultural contexts and the impact on different situations.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K21 Importance of working collaboratively seeking and hearing the voice of the individual to empower and influence intervention work including action planning.</p>	<p>Presentation with questions</p>
<p>K22 Organisation specific policies and commitment relating to rights, equality, diversity and inclusion.</p>	<p>Presentation with questions</p>
<p>K23 Importance of identifying and evaluating own learning and development need.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K24 How to produce detailed and accurate records that meet organisational and legislative requirements.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K25 Principles of confidentiality in line with legal and organisational policies and procedures.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K26</p>	<p>Presentation with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
How to find up to date information, advice and guidance that can be used to allow individuals, families and professional partners to make informed choices about accessing support.	
K27 Own organisations digital strategy and how to use digital technologies appropriate to own role.	Presentation with questions
K28 How to prioritise interventions based on presenting needs.	Presentation with questions
K29 Techniques to build effective professional relationships with individuals and families.	Presentation with questions
K30 Techniques to build effective professional relationships with colleagues and other agencies.	Presentation with questions
K31 How to work as an independent practitioner and when to seek guidance and direction.	Presentation with questions
SKILL	ASSESSMENT METHODS
S1 Apply legislation, statutory guidance, national, local and organisational policies and procedures to meet the needs of individuals and families.	Professional discussion underpinned by portfolio
S2 Gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice and support informed decision making.	Professional discussion underpinned by portfolio
S3 Identify relevant factors and how these have impacted on the needs of the individual and their family.	Presentation with questions
S4 Identify and respond to safeguarding, protection, vulnerable people and extremism concerns.	Professional discussion underpinned by portfolio
S5	Presentation with questions

KNOWLEDGE	ASSESSMENT METHODS
Manage, and respond to assessed strengths, risks and accessing support when beyond own area of responsibility.	
S6 Identify, develop and adopt strategies for self and others to support health, wellbeing and resilience taking action when required.	Professional discussion underpinned by portfolio
S7 Manage expectations, honest conversations within boundaries of own role.	Presentation with questions
S8 Apply relevant current theories and evidence based strategies when working with individuals and families to meet their identified needs.	Professional discussion underpinned by portfolio
S9 Use observation, questioning, problem solving and analysis techniques when undertaking assessments.	Presentation with questions
S10 Use professional judgement to understand the complexities of a situation and make informed decisions.	Presentation with questions
S11 Communicate with individuals including the use of digital technologies accounting for the needs of individuals and families.	Presentation with questions
S12 Identify and respond to the impact of change when working with the individual and their network.	Professional discussion underpinned by portfolio
S13 Implement safe working practice when lone working to mitigate any potential risks	Professional discussion underpinned by portfolio
S14 Apply the principles of mentoring or coaching when helping and supporting others.	Professional discussion underpinned by portfolio
S15 Manage caseloads in line with organisational policies and procedures to meet the needs of individuals or families.	Professional discussion underpinned by portfolio

KNOWLEDGE	ASSESSMENT METHODS
<p>S16 Use supervision to support and enhance the quality of your practice and wellbeing.</p>	Professional discussion underpinned by portfolio
<p>S17 Contribute to the aims, values and culture of own organisation.</p>	Professional discussion underpinned by portfolio
<p>S18 Undertake risk assessments in line with relevant policies and procedures.</p>	Presentation with questions
<p>S19 Manage differences of opinion and difficult situations with individuals, the wider family network, and other professionals providing professional challenge when necessary.</p>	Professional discussion underpinned by portfolio
<p>S20 Consider the family and wider environmental, social and cultural context when planning and implementing support or intervention.</p>	Professional discussion underpinned by portfolio
<p>S21 Work collaboratively with individuals, their wider network and partner agencies to ensure the individual voice is heard when decision making.</p>	Presentation with questions
<p>S22 Apply organisational policies and commitment to rights, equality, diversity and inclusion.</p>	Presentation with questions
<p>S23 Participate in learning and development activities and evaluate the impact on own practice.</p>	Professional discussion underpinned by portfolio
<p>S24 Produce detailed and accurate records that meet organisational and legislative requirements.</p>	Professional discussion underpinned by portfolio
<p>S25 Ensure compliance with legal and organisational policies and procedures in maintaining the confidentiality of information.</p>	Professional discussion underpinned by portfolio
<p>S26</p>	Presentation with questions

KNOWLEDGE	ASSESSMENT METHODS
Provide individuals, families and professional partners with up to date information advice and guidance to help them make informed choices about accessing support.	
S27 Use digital technologies where appropriate within own role and own organisations digital strategy.	Presentation with questions
S28 Prioritise interventions based on presenting needs.	Presentation with questions
S29 Use relationship building techniques to develop and maintain effective professional relationships with individuals and families.	Presentation with questions
S30 Build and maintain effective professional relationships with colleagues and other agencies.	Presentation with questions
S31 Work independently as a practitioner within the wider team context, seeking guidance and direction when needed.	Presentation with questions
BEHAVIOUR	ASSESSMENT METHODS
B1 Engage with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.	Professional discussion underpinned by portfolio
B2 Have professional curiosity and be willing to explore different approaches in practice.	Professional discussion underpinned by portfolio
B3 Be responsive to need and adapt to different situations.	Presentation with questions
B4 Be reflective, caring and considerate of self and others and be able to draw upon and build support networks.	Professional discussion underpinned by portfolio
B5 Learn from success and mistakes, to continuously review approach.	Presentation with questions

BEHAVIOUR	ASSESSMENT METHODS
B6 Value people as individuals, considering intersectionality and the perspective of others.	Presentation with questions

Mapping of KSBs to grade themes

[Edit add grade themes form](#) [Edit mapping of ksbs to grade themes form](#)

Presentation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Assessment and analysis process K3 K5 K9 K10 S3 S5 S9 S10 B3	<p>Stages of, and factors that affect development, transitions and changes individuals may go through, and the impact they can have on an individual and their family. (K3)</p> <p>When and how to escalate and de-escalate individual cases beyond own responsibility. (K5)</p> <p>Methods used to assess and analyse the requirements of individuals, families, including observation, questioning and problem solving. (K9)</p> <p>Principles of using professional judgement and how it relates to the complexities of a situation and to make informed decisions. (K10)</p>	<p>Identify relevant factors and how these have impacted on the needs of the individual and their family. (S3)</p> <p>Manage, and respond to assessed strengths, risks and accessing support when beyond own area of responsibility. (S5)</p> <p>Use observation, questioning, problem solving and analysis techniques when undertaking assessments. (S9)</p> <p>Use professional judgement to understand the complexities of a situation and make informed decisions. (S10)</p>	Be responsive to need and adapt to different situations. (B3)
Planning process K18 K28 S18 S28	How to undertake risk assessments in line with relevant policies and procedures. (K18)	Undertake risk assessments in line with relevant policies and procedures. (S18)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	How to prioritise interventions based on presenting needs. (K28)	Prioritise interventions based on presenting needs. (S28)	
Intervention process K7 K11 K21 K22 K26 K27 K29 K30 S7 S11 S21 S22 S26 S27 S29 S30 B6	<p>The duty of candour, the responsibilities, boundaries and ethical nature of own role, with individuals, the family network and other professionals. (K7)</p> <p>Different communication methods and strategies, including the use of digital technologies, to account for the needs of individuals and families when building professional relationships. (K11)</p> <p>Importance of working collaboratively seeking and hearing the voice of the individual to empower and influence intervention work including action planning. (K21)</p> <p>Organisation specific policies and commitment relating to rights, equality, diversity and inclusion. (K22)</p> <p>How to find up to date information, advice and guidance that can be used to allow individuals, families and professional partners to make informed choices about accessing support. (K26)</p> <p>Own organisations digital strategy and how to use digital technologies</p>	<p>Manage expectations, honest conversations within boundaries of own role. (S7)</p> <p>Communicate with individuals including the use of digital technologies accounting for the needs of individuals and families. (S11)</p> <p>Work collaboratively with individuals, their wider network and partner agencies to ensure the individual voice is heard when decision making. (S21)</p> <p>Apply organisational policies and commitment to rights, equality, diversity and inclusion. (S22)</p> <p>Provide individuals, families and professional partners with up to date information advice and guidance to help them make informed choices about accessing support. (S26)</p> <p>Use digital technologies where appropriate within own role and own organisations digital strategy. (S27)</p>	Value people as individuals, considering intersectionality and the perspective of others. (B6)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>appropriate to own role. (K27)</p> <p>Techniques to build effective professional relationships with individuals and families. (K29)</p> <p>Techniques to build effective professional relationships with colleagues and other agencies. (K30)</p>	<p>Use relationship building techniques to develop and maintain effective professional relationships with individuals and families. (S29)</p> <p>Build and maintain effective professional relationships with colleagues and other agencies. (S30)</p>	
<p>Review own practice K31 S31 B5</p>	<p>How to work as an independent practitioner and when to seek guidance and direction. (K31)</p>	<p>Work independently as a practitioner within the wider team context, seeking guidance and direction when needed. (S31)</p>	<p>Learn from success and mistakes, to continuously review approach. (B5)</p>

Professional discussion underpinned by portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Managing workload in line with policies, procedures and priorities K1 K15 K17 K23 K24 K25 S1 S15 S17 S23 S24 S25</p>	<p>Legislation, statutory guidance, national, local and organisational policies and procedures in relation to individuals and families relevant to own role. (K1)</p> <p>Caseload management processes and when to seek support or direction. (K15)</p> <p>The aims, values and culture of own organisation and how own role contributes to this. (K17)</p>	<p>Apply legislation, statutory guidance, national, local and organisational policies and procedures to meet the needs of individuals and families. (S1)</p> <p>Manage caseloads in line with organisational policies and procedures to meet the needs of individuals or families. (S15)</p> <p>Contribute to the aims, values and culture of own organisation. (S17)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>Importance of identifying and evaluating own learning and development need. (K23)</p> <p>How to produce detailed and accurate records that meet organisational and legislative requirements. (K24)</p> <p>Principles of confidentiality in line with legal and organisational policies and procedures. (K25)</p>	<p>Participate in learning and development activities and evaluate the impact on own practice. (S23)</p> <p>Produce detailed and accurate records that meet organisational and legislative requirements. (S24)</p> <p>Ensure compliance with legal and organisational policies and procedures in maintaining the confidentiality of information. (S25)</p>	
<p>Partnership working and relationship building K2 K14 K19 K20 S2 S14 S19 S20 B1</p>	<p>Principles and benefits of local and national multi-agency and multi-disciplinary working. (K2)</p> <p>Principles of mentoring and coaching to help support others. (K14)</p> <p>Conflict resolution techniques and methods used to manage differences of opinion and difficult situations with individuals, the wider family network and other professionals. (K19)</p> <p>Family structures, environmental, social and cultural contexts and the impact on different situations. (K20)</p>	<p>Gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice and support informed decision making. (S2)</p> <p>Apply the principles of mentoring or coaching when helping and supporting others. (S14)</p> <p>Manage differences of opinion and difficult situations with individuals, the wider family network, and other professionals providing professional challenge when necessary. (S19)</p> <p>Consider the family and wider environmental, social and cultural context when planning and implementing</p>	<p>Engage with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes. (B1)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		support or intervention. (S20)	
Safe practice K4 K6 K13 K16 S4 S6 S13 S16 B4	<p>Legislation and organisational procedures for safeguarding, the protection of vulnerable people and combating extremism within the requirements of own role. (K4)</p> <p>Importance of health, wellbeing and resilience and ways to manage and maintain it for self and others. (K6)</p> <p>The importance of safe lone working and mitigating risks to protect personal safety. (K13)</p> <p>Purpose of supervision to enhance practice and wellbeing. (K16)</p>	<p>Identify and respond to safeguarding, protection, vulnerable people and extremism concerns. (S4)</p> <p>Identify, develop and adopt strategies for self and others to support health, wellbeing and resilience taking action when required. (S6)</p> <p>Implement safe working practice when lone working to mitigate any potential risks (S13)</p> <p>Use supervision to support and enhance the quality of your practice and wellbeing. (S16)</p>	Be reflective, caring and considerate of self and others and be able to draw upon and build support networks. (B4)
Theories and approaches to practice K8 K12 S8 S12 B2	<p>Theories and evidence based strategies related to early intervention work, trauma informed practice, social justice, person and whole family centred approaches. (K8)</p> <p>Theories of change and the impact it has on own self and others. (K12)</p>	<p>Apply relevant current theories and evidence based strategies when working with individuals and families to meet their identified needs. (S8)</p> <p>Identify and respond to the impact of change when working with the individual and their network. (S12)</p>	Have professional curiosity and be willing to explore different approaches in practice. (B2)

Supporting information

External quality assurance

Edit external quality assurance - eqa form

Option selected: Ofqual

Involved employers

Academy Transformation Trust, Cambridgeshire County Council, Cheshire & Chester Council, Department for Education (DfE), Dorset Council, Equality Human Rights, Halesowen College, Nottingham City Council, Rotherham Borough Council, Sheffield County Council, Sparkle Sheffield, Thrive Approach, TQUK, West Sussex County Council

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EPA menu