

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

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

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## Introduction and overview

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

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

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

A full-time adult care worker apprentice typically spends 12 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules. The EPA should be completed within an EPA period lasting typically 0 months. The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

## EPA summary table

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

<b>On-programme - typically 12 months</b>	The apprentice must: <ul style="list-style-type: none"><li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard</li><li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li><li>• The apprentice must have completed and passed all required elements of the</li><li>• compile a portfolio of evidence</li></ul>
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<p><b>End-point assessment gateway</b></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"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• The apprentice must have completed and passed all required elements of the</li> </ul> <p>For the interview, 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><b>End-point assessment - typically 0 months</b></p>	<p><b>The grades available for each assessment method are below</b></p> <p>Situation Judgment Test:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Interview:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>○ fail</li> <li>○ pass</li> <li>○ merit</li> <li>○ distinction</li> </ul>
<p><b>Re-sits and re-takes</b></p>	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> <li>• re-take and re-sit grade cap: pass</li> <li>• re-sit timeframe: typically 1 months</li> <li>• re-take timeframe: typically 1 months</li> </ul>

## Duration of end-point assessment period

### Edit duration of end-point assessment period form

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 0 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 **interview**
- ~~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~~

**Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the structured Interview. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs and the Personal Development Unit 02. 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 5 minutes; the apprentice must be in view and identifiable

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

The portfolio must contain:

Minimum X 2 on programme holistic observations from the ASCC mapped to the KSBs

and evidence of a personal development plan.

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

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

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

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 must be delivered in the following order:

The assessment methods can be delivered in the following order.

The rationale is

## Situation Judgment Test

[Edit situation judgment test form](#)

### Overview

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

Short answer questions (SAQs) are open-ended questions used to assess basic knowledge in an examination. SAQs need a brief factual or interpretive answer.

### Rationale

This assessment method is being used because:

- it can assess knowledge it is easy to administer
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost

### Delivery

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

The test must be computer based.

The apprentice must be given at least 0 days' notice of the date and time of the test. The test must consist of 20 short answer questions. Short answer questions need a written response.

Responses to SAQs may be one word, a phrase, a sentence or a paragraph and are typically awarded up to 5 marks.

### Test administration

The apprentice must have 60 minutes to complete the test.

The test is **open book** which means that the apprentice can refer to reference books or materials whilst taking the test.

In the test, the apprentice will be permitted to have

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

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

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

## **Marking**

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

Any incorrect or missing answers get zero marks.

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

## **Assessment location**

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

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

## **Question and resource development**

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

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

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

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

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

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

## Interview

### Edit interview form

This is an integrated assessment method. This integrated assessment method forms part of the apprenticeship's EPA as well as the awarding of the qualification. The KSBs aligned to this integrated assessment method will be assessed and graded by the awarding body and contribute to the overall outcome of the apprenticeship and the qualification.

### Overview

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

### Rationale

This assessment method is being used because:

- it 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
- it reduces the assessment burden on the apprentice

### Delivery

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

The apprentice must be given notice of the professional discussion.

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

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

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

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

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

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

### **Assessment location**

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

### **Question and resource development**

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

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

- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- specification
- question bank

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

### **Grading**

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

### **Situation Judgment Test**

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 K1 K2 K3 K4 K16 K18 K22 S1 S2 S3 S4 S16 S18 S22		
Communication K14 K17 S14 S17		

## Interview

Fail - does not meet pass criteria

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
Safeguarding K5 K6 S5 S6 S8 S13	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria</p>

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
	<p>grade boundary for the integrated assessment method represents a pass grade for the EPA.</p> <ul style="list-style-type: none"> <li>Explains how they comply with safeguarding legislation and organisational guidance and how to escalate concerns to protect individuals in adult social care settings, including disclosures involving children and young people. Describes the signs and types of abuse and neglect, the ways to reduce it in an adult social care setting and the procedures within their organisation used to escalate and record concerns.</li> </ul>	<p>which grade boundary for the integrated assessment method represents a distinction grade for the EPA.</p>
<p>Personal development K15 K19 K20 K21 S15 S19 S20 S21</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the</p>

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
	<p>the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p> <p>Explains how they have engaged in supervision to develop personal resilience and wellbeing and to reflect on their practice.</p> <p>Explains how feedback has informed own practice.</p> <p>Explains how they have contributed and agreed a personal development plan that supports development of literacy, numeracy and communications skills.</p>	<p>distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a distinction grade for the EPA.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Understands how required standards provide a framework of their practice Explains how feedback has improved own practice and its impact. Explains the benefits and outcomes of lifelong learning and continuous professional development to advance career goals and opportunities</li> </ul>
Person-centred K7 K8 K9 K13 S7 S9	The apprentice will	The apprentice will

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
	<p>be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Explain how person-centred co-produced approaches and positive risk-taking enable proactive care and support, and can help to avoid, reduce and de-escalate behaviours of concern.</p> <p>Explain how to report concerns relating to</p>	<p>be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a distinction grade for the EPA.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Explains the impact of person-centred co-produced approaches and positive risk-taking enable proactive care and support, and can help to avoid, reduce and de-escalate behaviours of concern.</li> </ul>

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
	<p>behaviours of concern, and signs, symptoms and changes to the physical, mental capacity, mental health and wellbeing of individuals</p>	
<p>Values K10 K11 K12 S10 S11 S12</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Provides person centred care and support when offering information, advice, and guidance activities</p>	<p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to be graded as a distinction, the apprentices must achieve the requirements of the distinction criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a distinction grade for the EPA.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Provides examples of when they have provided person centred care and support, that considered an</li> </ul>

INTEGRATED QUALIFICATIONS KSBS	A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.	A DISTINCTION FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW.
	<p>to support health and wellbeing which takes into consideration the individual's capacity and enables them or their legal representative(s) to make independent and informed choices.</p> <p>Adapts person centred care and support for those with lived experience to meet their needs and diagnosis determined by cognitive and physical conditions and know the limitations of their role when medications are administered.</p>	<p>individuals' capacity to make decisions and informed choices, and had a positive impact on the health and wellbeing of the individuals they work with.</p>

## 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

- [Situation Judgment Test](#)

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

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

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

## 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 1 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 1 months of the EPA outcome notification.

Non-integrated assessment methods must be attempted before the integrated assessment method is attempted. The re-sit or re-take opportunities for the integrated assessment method must fall within the typical EPA period timeframes. This is to ensure that apprentices are not disadvantaged by the assessment of qualifications being available within an assessment window occurring once a year. Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

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

## Roles and responsibilities

### Edit roles and responsibilities form

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: <ul style="list-style-type: none"><li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li><li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li><li>• understand the purpose and importance of EPA</li></ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• apply for any reasonable adjustments and special considerations</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the training provider</li> <li>• work with the training provider to select the EPAO</li> <li>• ensure that the apprentice is enrolled on mandated qualifications in line with the occupational standard</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time in line with EPA requirements</li> <li>• ensure that the integrated assessment method is scheduled with the AB for a date and time in line with EPA requirements</li> <li>• provide access to any employer-specific documentation as required for example, company policies</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the APAR</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational</li> </ul>



ROLES	RESPONSIBILITIES
	<p>standard, EPA plan and funding</p> <ul style="list-style-type: none"> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• have third party arrangements in place with the AB to: <ul style="list-style-type: none"> <li>○ work collaboratively to manage the delivery of the EPA</li> <li>○ ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan</li> <li>○ to share the outcomes of the integrated assessment methods in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations.</li> </ul> </li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the non-integrated assessment methods</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>○ apprentices</li> <li>○ employers</li> <li>○ independent assessors</li> <li>○ any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• 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</li> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the non-integrated assessment methods of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• 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> <li>• develop and provide assessment recording</li> </ul>

ROLES	RESPONSIBILITIES
	<p>documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</p> <ul style="list-style-type: none"> <li>• maintain and apply a policy for reasonable adjustment and special considerations for apprentices</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• host and facilitate the EPA or make suitable alternative arrangements</li> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• arrange for the non-integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer</li> <li>• deliver the non-integrated assessment methods in line with this EPA plan</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded including the outcomes of the integrated and non-integrated assessment methods in line with this EPA plan</li> <li>• conduct moderation of all their independent assessors' decisions once EPAs have started</li> <li>• monitor the performance of all their independent assessors and provide re-training where necessary</li> <li>• maintain and apply a policy for conducting appeals</li> <li>• arrange the certification of the apprenticeship</li> </ul>
Awarding body	<p>As a minimum, the awarding body must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of any regulators for the mandated qualification</li> <li>• understand the apprenticeship including the occupational standard, EPA plan and funding</li> <li>• confirm that they agree to the conditions of integration for the integrated assessment method, as outlined in the EPA plan</li> <li>• make all necessary contractual arrangements</li> <li>• have third party arrangements in place with the EPAO to: <ul style="list-style-type: none"> <li>○ work collaboratively to manage the delivery of the EPA</li> </ul> </li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>○ ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan</li> <li>○ to share the outcomes of the integrated assessment method in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations.</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment method</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence relating to the EPA of an apprentice (including by way of moderation).</li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity</li> <li>• source a suitably qualified and independent person who must administer all aspects of the integrated assessment method. This means that they must not: <ul style="list-style-type: none"> <li>○ be connected to the apprentice</li> <li>○ have been involved in the management or training of the apprentice</li> <li>○ have a vested interest in the outcome.</li> </ul> </li> <li>• Where this is not possible, by exception, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.</li> <li>• source a suitably qualified and independent person who must grade all aspects of the integrated assessment method. The person making the grading judgement must not be employed by: <ul style="list-style-type: none"> <li>○ the same organisation as the apprentice</li> <li>○ the apprentice's training provider.</li> </ul> </li> <li>• This means that the integrated assessment method/aspects must be marked by either: <ul style="list-style-type: none"> <li>○ the awarding body,</li> <li>○ an independent person appointed by the awarding body, or an independent assessor sourced by, or from, the EPAO,</li> <li>○ or a combination of the above.</li> </ul> </li> <li>• In rare circumstances, training provider staff may mark the integrated assessment method. This will only be to mark tests where there is a right or wrong answer, for</li> </ul>

ROLES	RESPONSIBILITIES
	<p>example, multiple-choice tests. Strict arrangements must be in place for monitoring, moderation and quality assurance.</p> <ul style="list-style-type: none"> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment methods</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the administration or grading of the integrated assessment method of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the integrated assessment method</li> <li>• arrange for the integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer</li> <li>• maintain the security of the integrated assessment method including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• must externally set and externally mark the integrated assessment method</li> <li>• maintain and apply a policy for reasonable adjustment and special considerations for apprentices</li> <li>• deliver the integrated assessment method in line with this EPA plan</li> <li>• conduct moderation of all their independent assessors' decisions for integrated assessment methods</li> <li>• monitor the performance of all their independent assessors and provide re-training where necessary</li> <li>• an auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• maintain and apply a policy for conducting appeals</li> <li>• continue to follow the rules and regulations applicable to the qualification, for example, those of Ofqual and industry regulators.</li> <li>• must give IfATE at least 6 months' notice of any changes to mandated qualifications</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• have, maintain and be able to evidence up-to-date</li> </ul>

ROLES	RESPONSIBILITIES
	<p>knowledge and expertise of the occupation</p> <ul style="list-style-type: none"> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship’s occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register (APAR)</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice’s progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• work with the employer to select the EPAO</li> <li>• advise the employer, upon request, on the apprentice’s readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• not make any adaptations to aspects of the integrated assessment method</li> <li>• remain independent from the delivery of the non-</li> </ul>

ROLES	RESPONSIBILITIES
	<p>integrated assessment methods in EPA</p> <ul style="list-style-type: none"> <li>• remain independent from the integrated assessment method, except with the marking of tests where there is a right or wrong answer for example multiple-choice tests</li> <li>• remain independent from the administration of the integrated assessment method. This person must also be independent of the apprentice. Where this is not possible, by exception and agreed by the awarding body, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.</li> </ul>

## Reasonable adjustments

[Edit reasonable adjustments form](#)

### Reasonable adjustments

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

This should include:

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

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

### Special considerations

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

This should include:

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

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

## Internal quality assurance

[Edit internal quality assurance form](#)

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

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

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 0 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:

## Professional recognition

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

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K8</b> Principles of positive risk-taking, including taking a person-centred approach to safety and contributing to dynamic risk assessment.</p>	Interview
<p><b>K9</b> Principles of positive and proactive care and support for those with lived experience, including techniques to proactively avoid or reduce escalation, de-escalate and manage conflict, and when and how to report concerns.</p>	Interview
<p><b>K10</b> Information, advice, and guidance activities which assist individuals being supported or their legally designated individual to make independent and informed choices from options available to them.</p>	Interview
<p><b>K11</b> The needs of those with lived experience and associated cognitive and physical conditions that impact their care and wellbeing.</p>	Interview
<p><b>K12</b> Meaning of 'capacity' and how an individual's capacity determines their ability to make informed decisions about their needs.</p>	Interview
<p><b>K13</b> Signs and symptoms of changes in the physical, mental capacity, mental health and wellbeing of individuals with lived experience and ways to monitor, record and report changes.</p>	Interview
<p><b>K14</b> How to communicate using verbal, written, non-verbal and digital methods to convey information responding to the needs of individuals, stakeholders and family members using person-centred approaches that are adaptable.</p>	Situation Judgment Test
<p><b>K15</b> Sources of internal and external support to help develop personal resilience and maintain wellbeing.</p>	Interview
<p><b>K16</b> Legal and organisational guidelines and policies for maintaining the security of information and data.</p>	Situation Judgment Test



KNOWLEDGE	ASSESSMENT METHODS
<p><b>K17</b> Developments in digital working, communication and software.</p>	Situation Judgment Test
<p><b>K18</b> Sustainable working practices, including the efficient use of resources and how to recycle, reuse and safely dispose of waste in line with organisational policies.</p>	Situation Judgment Test
<p><b>K19</b> The Importance of continuous professional development, the benefits of lifelong learning and the links to relevant standards.</p>	Interview
<p><b>K20</b> The process for agreeing a personal development plan incorporating goal setting and career opportunities, feedback from supervision and other sources of support.</p>	Interview
<p><b>K21</b> How literacy, numeracy and communication skills impact on own role and sources of support to check own levels.</p>	Interview
<p><b>K22</b> Principles of safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.</p>	Situation Judgment Test
SKILL	ASSESSMENT METHODS
<p><b>S1</b> Apply national standards, organisational policies and procedures, codes of conduct and ways of working that apply to own role.</p>	Situation Judgment Test
<p><b>S2</b> Follow national legislation, policies and guidance in adult social care settings, relating to health and safety within the scope of own role.</p>	Situation Judgment Test
<p><b>S3</b> Consider the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion to support an open culture.</p>	Situation Judgment Test
<p><b>S4</b> Demonstrate a duty of candour, and duty of care acting in the best interest of individuals to ensure they do not come to harm.</p>	Situation Judgment Test

KNOWLEDGE	ASSESSMENT METHODS
<p><b>S5</b> Follow local procedures when responding to and referring safeguarding concerns, including disclosures within scope of own role.</p>	Interview
<p><b>S6</b> Recognise signs of abuse or neglect, escalating and or reporting safeguarding concerns in line with organisational procedures.</p>	Interview
<p><b>S7</b> Apply a person-centred approach when developing relationships with individuals to support their health and wellbeing.</p>	Interview
<p><b>S8</b> Assist with conducting dynamic risk assessments, which focus on positive risk taking, to ensure the safety of yourself and others.</p>	Interview
<p><b>S9</b> Apply the principles of positive and proactive care and support for those with lived experience to proactively avoid or reduce escalation, de-escalate, and manage conflict.</p>	Interview
<p><b>S10</b> Customise information, advice and guidance to individuals with or without capacity or their representative to make informed, independent choices and decisions.</p>	Interview
<p><b>S11</b> Adapt approach to care and support for individuals with lived experience to meet their current and evolving cognitive and physical needs and conditions</p>	Interview
<p><b>S12</b> Recognise and respect how an individuals capacity determines their ability to make informed decisions about their needs</p>	Interview
<p><b>S13</b> Identify and respond to signs and symptoms of changes in the physical and mental capacity, mental health and wellbeing of those with lived experience, and monitor, record and report changes.</p>	Interview
<p><b>S14</b> Use appropriate communication methods that are adapted to respond to the needs of individuals, stakeholders and family</p>	Situation Judgment Test

KNOWLEDGE	ASSESSMENT METHODS
members in adult social care settings, including verbal, written, non-verbal and digital communication.	
<b>S15</b> Develop personal resilience and access support to maintain wellbeing of self.	Interview
<b>S16</b> Use record keeping systems to maintain clear and accurate records of interactions with individuals, and others ensuring security of information and data.	Situation Judgment Test
<b>S17</b> Apply methods of digital working and communication and new care technologies to support improvements in own work setting.	Situation Judgment Test
<b>S18</b> Support sustainable practices in the workplace.	Situation Judgment Test
<b>S19</b> Record learning opportunities in line with organisational policies that support lifelong learning and meet the relevant standards.	Interview
<b>S20</b> Record, use feedback and supervision to improve own practice to identify and support the development of individual goals and career opportunities.	Interview
<b>S21</b> Contribute and agree to the personal development plan demonstrating support required for new learning goals and reflection on actual practice.	Interview
<b>S22</b> Ensures safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.	Situation Judgment Test
BEHAVIOUR	ASSESSMENT METHODS
<b>B1</b> Act in a person-centred, ethical and professional manner in the workplace	No mapped assessment methods
<b>B2</b>	No mapped assessment

BEHAVIOUR	ASSESSMENT METHODS
Build and maintain positive relationships with the individual and those important to them, colleagues and other professionals.	methods
<b>B3</b> Take an organised and situational approach to complete tasks in a timely manner.	No mapped assessment methods
<b>B4</b> Take personal responsibility to develop knowledge and skills, resilience and wellbeing, and continually seek to improve performance.	No mapped assessment methods

## Mapping of KSBs to grade themes

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

### Situation judgment test

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Legislation K1 K2 K3 K4 K16 K18 K22 S1 S2 S3 S4 S16 S18 S22	<p>National standards, organisational policies and procedures, codes of conduct and ways of working that relate to own role. (K1)</p> <p>National legislation, policies and guidance in adult social care relating to health and safety within the scope of own role. (K2)</p> <p>Human rights, equality legislation, organisational policies relating to equity, diversity and inclusion, where those with lived experience and colleagues are treated with dignity, respect and the impact on own role. (K3)</p> <p>Principles of a 'duty of candour' and 'duty of care'. (K4)</p> <p>Legal and organisational</p>	<p>Apply national standards, organisational policies and procedures, codes of conduct and ways of working that apply to own role. (S1)</p> <p>Follow national legislation, policies and guidance in adult social care settings, relating to health and safety within the scope of own role. (S2)</p> <p>Consider the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion to support an open culture. (S3)</p> <p>Demonstrate a duty of candour, and duty of care acting in the best interest of individuals to ensure they do not come to harm. (S4)</p> <p>Use record keeping systems</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>guidelines and policies for maintaining the security of information and data. (K16)</p> <p>Sustainable working practices, including the efficient use of resources and how to recycle, reuse and safely dispose of waste in line with organisational policies. (K18)</p> <p>Principles of safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role. (K22)</p>	<p>to maintain clear and accurate records of interactions with individuals, and others ensuring security of information and data. (S16)</p> <p>Support sustainable practices in the workplace. (S18)</p> <p>Ensures safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role. (S22)</p>	
<p>Communication K14 K17 S14 S17</p>	<p>How to communicate using verbal, written, non-verbal and digital methods to convey information responding to the needs of individuals, stakeholders and family members using person-centred approaches that are adaptable. (K14)</p> <p>Developments in digital working, communication and software. (K17)</p>	<p>Use appropriate communication methods that are adapted to respond to the needs of individuals, stakeholders and family members in adult social care settings, including verbal, written, non-verbal and digital communication. (S14)</p> <p>Apply methods of digital working and communication and new care technologies to support improvements in own work setting. (S17)</p>	None

### Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Safeguarding K5 K6 S5 S6 S8 S13</p>	<p>Local safeguarding board policies and procedures relating to safeguarding of adults in social care settings and how to escalate</p>	<p>Follow local procedures when responding to and referring safeguarding concerns, including disclosures within scope of</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>safeguarding concerns, including disclosures involving children and young people. (K5)</p> <p>The signs and types of abuse and neglect and ways to reduce the risk of abuse or neglect of individuals in adult social care settings. (K6)</p>	<p>own role. (S5)</p> <p>Recognise signs of abuse or neglect, escalating and or reporting safeguarding concerns in line with organisational procedures. (S6)</p> <p>Assist with conducting dynamic risk assessments, which focus on positive risk taking, to ensure the safety of yourself and others. (S8)</p> <p>Identify and respond to signs and symptoms of changes in the physical and mental capacity, mental health and wellbeing of those with lived experience, and monitor, record and report changes. (S13)</p>	
<p>Personal development K15 K19 K20 K21 S15 S19 S20 S21</p>	<p>Sources of internal and external support to help develop personal resilience and maintain wellbeing. (K15)</p> <p>The Importance of continuous professional development, the benefits of lifelong learning and the links to relevant standards. (K19)</p> <p>The process for agreeing a personal development plan incorporating goal setting and career opportunities, feedback from supervision and other sources of support. (K20)</p> <p>How literacy, numeracy and communication skills impact on own role and sources of support to check own levels. (K21)</p>	<p>Develop personal resilience and access support to maintain wellbeing of self. (S15)</p> <p>Record learning opportunities in line with organisational policies that support lifelong learning and meet the relevant standards. (S19)</p> <p>Record, use feedback and supervision to improve own practice to identify and support the development of individual goals and career opportunities. (S20)</p> <p>Contribute and agree to the personal development plan demonstrating support required for new learning goals and reflection on</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		actual practice. (S21)	
Person-centred K7 K8 K9 K13 S7 S9	<p>Person-centred approaches to develop relationships with individuals that support their health and wellbeing. (K7)</p> <p>Principles of positive risk-taking, including taking a person-centred approach to safety and contributing to dynamic risk assessment. (K8)</p> <p>Principles of positive and proactive care and support for those with lived experience, including techniques to proactively avoid or reduce escalation, de-escalate and manage conflict, and when and how to report concerns. (K9)</p> <p>Signs and symptoms of changes in the physical, mental capacity, mental health and wellbeing of individuals with lived experience and ways to monitor, record and report changes. (K13)</p>	<p>Apply a person-centred approach when developing relationships with individuals to support their health and wellbeing. (S7)</p> <p>Apply the principles of positive and proactive care and support for those with lived experience to proactively avoid or reduce escalation, de-escalate, and manage conflict. (S9)</p>	None
Values K10 K11 K12 S10 S11 S12	<p>Information, advice, and guidance activities which assist individuals being supported or their legally designated individual to make independent and informed choices from options available to them. (K10)</p> <p>The needs of those with lived experience and associated cognitive and physical conditions that impact their care and wellbeing. (K11)</p> <p>Meaning of 'capacity' and how an individual's capacity</p>	<p>Customise information, advice and guidance to individuals with or without capacity or their representative to make informed, independent choices and decisions. (S10)</p> <p>Adapt approach to care and support for individuals with lived experience to meet their current and evolving cognitive and physical needs and conditions (S11)</p> <p>Recognise and respect how an individuals capacity</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	determines their ability to make informed decisions about their needs. (K12)	determines their ability to make informed decisions about their needs (S12)	

## Supporting information

### External quality assurance

[Edit external quality assurance - eqa form](#)

**Option selected:**

### Involved employers

Woodford Homecare, Anchor, Barchester Healthcare, CareTech, Central Bedfordshire Council, Creative Support, Hand in Hands, Hendra Healthcare (Ludlow) Limited, Hertfordshire County Council, Surrey County Council, London Borough of Tower Hamlets, West of England Centre for Inclusive Living (WECIL)

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