IfATE
Shaping skills training

EPA DRAFT PREVIEW

DRAFT END-POINT ASSESSMENT PLAN FOR THE ANIMAL TRAINING INSTRUCTOR APPRENTICESHIP

ST0398/1.1

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0398	4	No

Contents

14. Internal quality assurance

15. Value for money

16. Professional recognition

17. Mapping of KSBs to assessment methods

18. Mapping of KSBs to grade themes

Introduction and overview

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

Animal training instructor apprentices, their employers and training providers should read this document.

A full-time animal training instructor apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 6 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 select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

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

- fail

- pass

- distinction

Assessment method 2 - practical observation:

- fail

- pass

- distinction

Assessment method 3 - project, presentation and questions:

- 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

On-programme - typically 24 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the professional discussion, underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence. For the project, presentation and questions, the apprentice must submit a project title and scope. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 6 months	**The grades available for each assessment method are below** Professional discussion, underpinned by a portfolio of evidence: • fail

- pass

- distinction

Practical observation:

- fail

- pass

- distinction

Project, presentation and questions:

- fail

- pass

- distinction

Overall EPA and apprenticeship can be graded:

- fail

- pass

- merit

- distinction

Re-sits and re-takes	
	- re-take and re-sit grade cap: merit - re-sit timeframe: typically 3 months - re-take timeframe: typically 6 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 6 months.

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

EPA gateway

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

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

They must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a portfolio of evidence for the professional discussion, underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:

- workplace policies 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.

- submit a project title and scope for the project, presentation and questions

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

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Professional discussion, underpinned by a portfolio of evidence

Overview

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

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

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

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 following themes will be covered:

- animal health and welfare
- applied animal behaviour
- working with people
- professional standards and responsibilities
- information management

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

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

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

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

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 12 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The 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

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.

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers.

The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

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

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

The EPAO must produce the following materials to support the professional discussion, underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:

  - training materials

  - administration materials

  - moderation and standardisation materials

  - guidance materials

  - grading guidance

  - question bank

- EPA guidance for the apprentice and the employer

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

Practical observation

Overview

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

Rationale

This assessment method is being used because:

- this is a practical role it can assess KSBs holistically

- it should give employers assurance about an apprentice's competence as it takes place in a real work setting

- the familiar environment should allow the apprentice to perform at their best

- it is cost effective, tasks completed during the observation should contribute to workplace productivity

- it makes use of the employer's resources and equipment
- it allows for the assessment of KSBs that relate to interaction with animals and guardians

Delivery

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

An independent assessor must conduct and assess the practical observation.

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

The EPAO must give the apprentice 14 days' notice of the observation with questions.

The observation must take 1 hour.

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

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

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

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- completion of a dynamic risk assessment
- preparation of resources, the animal and environment
- delivery of training to meet the needs of the animal and guardian

The apprentice should ensure that they have prepared a training plan prior to the observation and should make this available to the assessor. The training plan is not directly assessed in this method and should be a different plan to the one used in the project, presentation and questions. .

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

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

The purpose of the questions is:

- to seek clarification where required

- to assess the level of competence against the grading descriptors

The time for questioning is included in the overall assessment time. The independent assessor must ask at least 10 questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. The independent assessor must use the questions from the EPAO's question bank. Follow-up questions are allowed where clarification is required.

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

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

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

- the KSBs observed

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

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.

Assessment location

The practical observation must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

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

Question and resource development

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

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

The EPAO must produce the following materials to support the practical observation:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

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

Project, presentation and questions

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- project with a project output
- presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it allows for the assessment of KSBs that take place over a long period of time
- it allows for a broad set of KSBs to be evidence during the post-gateway period
- it assesses knowledge, skills and behaviour holistically
- it can produce something that is of genuine business benefit to the apprentice's employer

- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it allows for the presentation of evidence and testing of responses where there are a range of potential answers

Delivery

The apprentice must complete a project based on the following:

The creation and implementation of an evidence based tailored training plan meeting the needs of an animal and guardian. This should consider:.

- taking and evaluating a case history and animal health and welfare

- risk management, legislation and health and safety

- considering advances in animal science and technology

- justification for the training methods selected, based on animal training theory, practice and applied animal behaviour

- evaluation of how the needs of the animal and guardian have been met

- professional standards, responsibilities and information management

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of a report and presentation.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component 1: Project report

The report must include at least:

- an executive summary (or abstract)

- an introduction

- the scope of the training (including key performance indicators, aims and objectives)

- explain the evidence basis for the approach to the training

- project outcomes

- discussion of findings

- recommendations and conclusions

- references

- appendix containing mapping of KSBs to the report.

The report must also include:

- a training plan

The project report must have a word count of 3000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report to the EPAO by the end of week 12 of the EPA period. A copy of the presentation materials should be made available to the independent assessor on the day of the presentation.

Component 2: Presentation with questions

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.

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, report and presentation.

The presentation should cover:

- an overview of the training plan

- the scope of the training plan (including key performance indicators)

- summary of actions undertaken by the apprentice

- project outcomes and how these were achieved

The presentation with questions must last 45 minutes. This will typically include a presentation of 15 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the 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 5 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 purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice

- to seek clarification where required

- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum

- to assess level of competence against the grading descriptors

The apprentice must submit copies of any presentation materials to the independent assessor on the day of the presentation taking place. . The apprentice must notify the EPAO, when they submit their project report, 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 the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 14 days' notice of the presentation with questions.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

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

- the KSBs demonstrated in the report and presentation with questions

- the apprentice's 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. It should take place in a quiet room, free from distractions and influence.

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 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.

EPAO must produce the following materials to support the project:

- 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.

Grading

Professional discussion, underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Animal health and welfare K10 K11 K12 S4	Describes how animal health and welfare and signs of poor animal health are factored into routine healthcare, preventative treatment, training and behavioural outcomes and the assessment and implementation of biosecurity and disease transmission controls. (K10, K11, K12, S4).	Explains the importance of recognising poor animal health, ensuring the impacts on routine healthcare, preventative treatment, training, biosecurity and behavioural outcomes are fully explored. (K10, K11, K12).
Applied animal behaviour K15 K20	Describes how animal behaviour is impacted by the practical applications of classical and operant conditioning, highlighting the differences between positive and negative reinforcement and positive and negative punishment. (K20) Explains how learning and behaviour can be impacted by socialisation. (K15).	Evaluates the positive and negative impacts of classical and operant conditioning on animal behaviour, explaining the practical applications of both. (K20).
Working with people K4 B7	Explains how they support an inclusive culture and treat colleagues and external stakeholders fairly and with respect, showing an understanding of the benefit and value of difference in a diverse and inclusive environment. (K4, B7).	None
Professional standards and responsibilitie s K1 K5 K27 S6	Explains the importance of reflective practice and their own continuous improvement in line with industry standards, considering how this impacts the currency, accuracy and	Evaluates the success of decisions made when addressing the demands of guardians, animal welfare and societal expectations within the boundaries of their own role, establishing where

S17 S19 S20 B6 B8 B9	completeness of the information and knowledge they can communicate. (K27, S20, B6). Describes how they contribute to the development of sustainable organisational processes and practices, considering the environmental impact of both their role and the wider organisation. (K5, S17, B8). Explains how they exercise their professional responsibilities to evaluate, manage, and make balanced decisions when addressing the demands of guardians, animal welfare and societal expectations within the boundaries of their own role, referring to another professional as required. (K1, S6, S19, B9).	improvements could be made. (K1, S6).
Information management K6 S12 S16	Explains the importance of information management and the use of digital tools in the role of an ATI including the creation and maintenance of training records and reports in line with organisational policies and procedures. (K6, S12, S16).	None

Practical observation

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Animal training, theory and practice S9 S10 S11 B1 B2	Prepares the animal, resources, and environment and conducts a training session to achieve agreed outcomes and meet the needs of all stakeholders, showing due care for the health and welfare of the animal, reinforcing desirable behaviours, and monitoring and modifying the training as required. (S9, S10, S11, B1, B2).	Demonstrates a dynamic and creative approach to training, making full use of their resources, and environment, justifying any actions taken when the need to deviate from their plan arises. (S9, S10).
Working with people K23 K24 K25 K26 S13 S14 S15 B3 B5	Applies the principles of learning theory, human behaviour change, instructional techniques and teaching and coaching to deliver training against a lesson plan and agreed outcomes in an adaptable and positive manner, building positive and supportive relationships and meeting the needs and abilities of guardians. (K23, K25, S13, S14, S15, B5). Demonstrates passion and commitment for sharing knowledge to support guardians and their animals, showing they understand the importance of gaining confirmation that received information has been understood by relevant parties. (K24, K26, B3).	Justifies the instructional techniques and teaching and coaching methods implemented at the exclusion of other techniques and methods to meet the needs and abilities of guardians and achieve required training outcomes. (K23, K25, S14).
Legislation, health and safety and risk management S2 S5 B4	Implements safe working practices through the completion of a dynamic risk assessment and the maintenance of the working environment in line with current legislation and workplace policies and procedures. (S2, S5, B4).	None

Project, presentation and questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Animal health and welfare K7 K8 S1	Assesses and maintains the health and five welfare needs of animals, considering how to address welfare impact across the five welfare domains and how an animal's welfare may determine their training needs. (K7, K8, S1).	Justifies steps taken to address welfare impact across the five welfare domains including decisions taken about the training approach with the animal. (K7, K8).
Animal training, theory and practice K9 K16 K17 K18 S7 S8	Creates, implements, and reviews an evidence-based, and individually tailored training plan based on the available resources, to meet the needs of animals and guardians and achieve desired outcomes, considering prior case history and suitability and welfare considerations that may affect the progress and success of training. (K9, K16, K17, K18, S7, S8).	Justifies the decisions made during the creation of their training plan including the evidence used and how individual aspects of the plan were formulated based on the available resources and the presented animal welfare factors. (K9, K18, S7).
Applied animal behaviour K13 K14 K21 K22	Discusses animal behaviour including ethology, natural behaviour patterns, the human-animal bond, body language and communication methods using industry specific terminology. (K13, K14). Explains how schedules of reinforcement are used to establish and maintain desired behaviour, including the need to guard against unintentional classical and operant conditioning creating undesirable behaviour. (K21, K22).	None
Legislation, health and safety and risk	Assesses and maintains safe working practices in accordance with relevant legislation,	None

management K2 K3 S3	workplace policies and procedures considering the implications for the ATI, guardians, and others. (K2, S3). Explains how risk assessments are carried out and used to manage risk. (K3).	
Professional standards and responsibilitie s K28 S18	Uses academic evidence and peer reviewed literature when identifying and evaluating advances in animal science, working practices and technology, incorporating them into operational practice and written reports as appropriate. (K28, S18).	Evaluates a range of academic evidence and peer reviewed literature, selecting the strongest sources at the exclusion of others to incorporate into operational practice and written reports. (K28, S18).
Information management K19	Explains how to establish and maintain training records in accordance with data protection regulations. (K19).	None

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass

- merit

- distinction

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

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. The apprentice will be required to achieve a distinction in all three assessment methods to achieve an overall distinction grade. The apprentice will be required to achieve a

distinction in two methods and a pass in the remaining method in order to achieve an overall merit grade. The achievement of a pass in three methods or two passes and a distinction will result in an overall grade of pass. A fail in any method will result in an overall grade of fail.

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

PROFESSIONAL DISCUSSION, UNDERPINNED BY A PORTFOLIO OF EVIDENCE	PRACTICAL OBSERVATION	PROJECT, PRESENTATION AND QUESTIONS	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Merit
Distinction	Pass	Distinction	Merit
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 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 6 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 2 weeks to rework and submit the amended report.

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

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

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

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: • 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	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments

	• remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt

EPAO	As a minimum, the EPAO must:
	
	• 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:
	
	    • apprentices
	
	    • employers
	
	    • independent assessors
	
	    • any other roles involved in delivery or grading of the EPA
	
	• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
	
	• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan
	
	• appoint administrators, invigilators and any other roles where required to facilitate the EPA
	
	• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required

	• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
	• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors
	• monitor the performance of all their independent assessors and provide additional training where necessary
	• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
	• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
	• arrange for the EPA to take place in a timely manner, in consultation with the employer
	• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
	• confirm the gateway requirements have been met before they start the EPA for an apprentice
	• arrange a suitable venue for the EPA
	• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
	• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
	• confirm the overall grade awarded
	• maintain and apply a policy for conducting appeals
Independent assessor	As a minimum, an independent assessor must: • 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	As a minimum, the training provider must:
• conform to the requirements of the apprenticeship provider and assessment register
• ensure procedures are in place to mitigate against any conflict of interest
• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard
• deliver training to the apprentice as outlined in their apprenticeship agreement
• monitor the apprentice's progress during any training provider led on-programme learning
• ensure the apprentice is prepared for the EPA
• work with the employer to select the EPAO
• advise the employer, upon request, on the apprentice's readiness for EPA
• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
• remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment

- what reasonable adjustments may be made

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

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration

- what special considerations will be given

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

Internal quality assurance

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

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 5 years or significant experience of the occupation or sector

- meet the following minimum requirements:
  occupationally competent. this may be demonstrated by:

  i. work experience in the animal sector

  and

  ii. having trained animals to conduct several tasks with evidence of current cpd in the animal training sector

  - hold an assessor qualification

  - competent in dealing with an applicable species group to that being assessed.

Value for money

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

- completing applicable assessment methods online, for example computer-based assessment

- utilising digital remote platforms to conduct applicable assessment methods

- using the employer's premises

- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 Professional responsibilities and boundaries, accountability, and autonomy in relation to the duty of care of animals.	Professional discussion, underpinned by a portfolio of evidence
K2 Legislation and its implications for the ATI, guardians and others, including health and safety and animal welfare, data protection, employment and animal transportation.	Project, presentation and questions
K3 How to carry out risk assessments and use them to manage risk.	Project, presentation and questions
K4 The benefit and value of difference in a diverse and inclusive environment.	Professional discussion, underpinned by a portfolio of evidence
K5 The environmental impact of the occupation, wider organisation and industry and steps that can reduce it.	Professional discussion, underpinned by a portfolio of evidence
K6 The selection and application of digital tools to enable record keeping and collaboration with colleagues and customers.	Professional discussion, underpinned by a portfolio of evidence
K7 The five animal welfare needs and how to assess and address welfare impact across the five welfare domains.	Project, presentation and questions
K8 How training impacts on animal welfare, how to assess whether training is in the best interests of the animal involved and when training is inappropriate.	Project, presentation and questions
K9 The suitability, action, welfare and ethical considerations when selecting training equipment and techniques and the implications of individual animals' physical and mental capabilities.	Project, presentation and questions

K10 Signs of poor animal health and the actions that should be taken to address health concerns.	Professional discussion, underpinned by a portfolio of evidence
K11 The importance of, and approaches to, routine healthcare, preventative veterinary medicine and biosecurity.	Professional discussion, underpinned by a portfolio of evidence
K12 Anatomy, physiology, health (particularly pain) and the impact on training and behaviour outcomes.	Professional discussion, underpinned by a portfolio of evidence
K13 Natural behaviour patterns, body language and communication methods of animals.	Project, presentation and questions
K14 Ethology, animal behaviour, the human-animal bond and related terminology.	Project, presentation and questions
K15 Socialisation effects on animal learning and behaviour.	Professional discussion, underpinned by a portfolio of evidence
K16 How to take a 'case history' to determine factors which may affect the progress and success of training.	Project, presentation and questions
K17 The process of establishing measurable goals and objectives when developing training plans.	Project, presentation and questions
K18 How to formulate, review and revise training plans based on the available resources and the objectives agreed between the ATI, guardians, and other.	Project, presentation and questions
K19 The importance of, and how to establish and maintain training records in accordance with data protection regulations.	Project, presentation and questions
K20	Professional discussion, underpinned by a

Classical and operant conditioning and their uses, effects and practical application, including the differences between positive and negative reinforcement and positive and negative punishment.	portfolio of evidence
K21 Schedules of reinforcement and how they can be used to establish and maintain desired behaviour, including the need to guard against unintentional classical and operant conditioning creating undesirable behaviour.	Project, presentation and questions
K22 How behaviour can be reduced or extinguished by the removal of reinforcement and the principle of spontaneous recovery.	Project, presentation and questions
K23 Principles of learning theory and human behaviour change, including lesson plans, learning styles, feedback and coaching as they apply to the ATI occupation.	Practical observation
K24 How to identify the information that guardians and others need and why.	Practical observation
K25 Instructional techniques and how to adapt exercises and communication styles to meet the needs and abilities of guardians.	Practical observation
K26 The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so.	Practical observation
K27 The importance of reflective practice and checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so.	Professional discussion, underpinned by a portfolio of evidence
K28 Levels of academic evidence and how to access peer reviewed literature and reference them into reports.	Project, presentation and questions

SKILL	ASSESSMENT METHODS
S1 Assess and maintain the health and welfare needs of animals, including physical, psychological, and emotional needs.	Project, presentation and questions
S2 Assess and maintain the working environment to ensure it is safe and in accordance with relevant legislation, workplace policies and procedures.	Practical observation
S3 Assess and maintain working practices to ensure they are safe and in accordance with relevant legislation, workplace policies and procedures.	Project, presentation and questions
S4 Assess the risk of disease transmission and implement bio-security controls.	Professional discussion, underpinned by a portfolio of evidence
S5 Complete a dynamic risk assessment and implement control measures.	Practical observation
S6 Evaluate, manage, and make balanced decisions to address potentially conflicting demands of guardians, animal welfare and societal expectation.	Professional discussion, underpinned by a portfolio of evidence
S7 Create and implement an evidence-based, accessible and individually tailored training plan that meet the needs of animals and their guardians and achieve desired outcomes.	Project, presentation and questions
S8 Take 'case history' to determine the factors which may affect the progress and success of training.	Project, presentation and questions
S9 Prepare the animal, resources, and environment for the training session to aid the achievement of agreed learning outcomes.	Practical observation

S10 Monitor progress and modify training to meet required outcomes.	Practical observation
S11 Reinforce desirable animal behaviours and avoid creating undesirable behaviours.	Practical observation
S12 Create and maintain training records and reports in accordance with organisational policies and procedures.	Professional discussion, underpinned by a portfolio of evidence
S13 Communicate with animal guardians, colleagues, and professionals.	Practical observation
S14 Apply the principles of learning theory, human behaviour change, instructional techniques, teaching and coaching to deliver training that meets the needs of guardians and achieves required training outcomes.	Practical observation
S15 Support guardians to implement training.	Practical observation
S16 Apply digital tools to assist in the ATI function.	Professional discussion, underpinned by a portfolio of evidence
S17 Contribute to the development of sustainable organisational processes and practices.	Professional discussion, underpinned by a portfolio of evidence
S18 Identify and evaluate advances in animal science, working practices and technology and incorporate into operational practice and reference into written reports.	Project, presentation and questions
S19 Recognise when referral to another professional is required or desirable.	Professional discussion, underpinned by a portfolio of evidence
S20	Professional discussion, underpinned by a

Reflect on personal practice and use this to inform continuous performance improvement.	portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1 Committed to delivering good animal health and welfare, whilst also meeting the needs of the organisation, the guardian and any societal expectations.	Practical observation
B2 Acts in a professional, moral and ethical manner, and shows empathy and respect to both animals and people.	Practical observation
B3 Passionate and committed to sharing their knowledge to support guardians and their animals.	Practical observation
B4 Committed to the adoption and promotion of safe working practices.	Practical observation
B5 Acts in a way that builds and maintains positive working relationships.	Practical observation
B6 Committed to self-reflective practice and keeping up to date with industry best practice.	Professional discussion, underpinned by a portfolio of evidence
B7 Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.	Professional discussion, underpinned by a portfolio of evidence
B8 Committed to the adoption and promotion of environmentally sustainable practices.	Professional discussion, underpinned by a portfolio of evidence
B9 Able to work independently and with autonomy within their scope of practice.	Professional discussion, underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Professional discussion, underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Animal health and welfare K10 K11 K12 S4	Signs of poor animal health and the actions that should be taken to address health concerns. (K10) The importance of, and approaches to, routine healthcare, preventative veterinary medicine and biosecurity. (K11) Anatomy, physiology, health (particularly pain) and the impact on training and behaviour outcomes. (K12)	Assess the risk of disease transmission and implement bio-security controls. (S4)	None
Applied animal behaviour K15 K20	Socialisation effects on animal learning and behaviour. (K15) Classical and operant conditioning and their uses, effects and practical application, including the differences between positive and negative reinforcement and positive and negative punishment. (K20)	None	None
Working with people K4	The benefit and value of difference in a diverse and	None	Supports an inclusive culture, treating colleagues

B7	inclusive environment. (K4)		and external stakeholders fairly and with respect. (B7)
Professional standards and responsibilities K1 K5 K27 S6 S17 S19 S20 B6 B8 B9	Professional responsibilities and boundaries, accountability, and autonomy in relation to the duty of care of animals. (K1) The environmental impact of the occupation, wider organisation and industry and steps that can reduce it. (K5) The importance of reflective practice and checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so. (K27)	Evaluate, manage, and make balanced decisions to address potentially conflicting demands of guardians, animal welfare and societal expectation. (S6) Contribute to the development of sustainable organisational processes and practices. (S17) Recognise when referral to another professional is required or desirable. (S19) Reflect on personal practice and use this to inform continuous performance improvement. (S20)	Committed to self-reflective practice and keeping up to date with industry best practice. (B6) Committed to the adoption and promotion of environmentally sustainable practices. (B8) Able to work independently and with autonomy within their scope of practice. (B9)
Information management K6 S12 S16	The selection and application of digital tools to enable record keeping and collaboration with colleagues and customers. (K6)	Create and maintain training records and reports in accordance with organisational policies and procedures. (S12) Apply digital tools to assist in the ATI function. (S16)	None

Practical observation

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Animal training, theory and practice S9 S10 S11 B1 B2	None	Prepare the animal, resources, and environment for the training session to aid the achievement of agreed learning outcomes. (S9) Monitor progress and modify training to meet required outcomes. (S10) Reinforce desirable animal behaviours and avoid creating undesirable behaviours. (S11)	Committed to delivering good animal health and welfare, whilst also meeting the needs of the organisation, the guardian and any societal expectations. (B1) Acts in a professional, moral and ethical manner, and shows empathy and respect to both animals and people. (B2)
Working with people K23 K24 K25 K26 S13 S14 S15 B3 B5	Principles of learning theory and human behaviour change, including lesson plans, learning styles, feedback and coaching as they apply to the ATI occupation. (K23) How to identify the information that guardians and others need and why. (K24) Instructional techniques and how to adapt exercises and communication styles to meet the needs and abilities of guardians. (K25)	Communicate with animal guardians, colleagues, and professionals. (S13) Apply the principles of learning theory, human behaviour change, instructional techniques, teaching and coaching to deliver training that meets the needs of guardians and achieves required training outcomes. (S14) Support guardians to implement training. (S15)	Passionate and committed to sharing their knowledge to support guardians and their animals. (B3) Acts in a way that builds and maintains positive working relationships. (B5)

	The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so. (K26)		
Legislation, health and safety and risk management S2 S5 B4	None	Assess and maintain the working environment to ensure it is safe and in accordance with relevant legislation, workplace policies and procedures. (S2) Complete a dynamic risk assessment and implement control measures. (S5)	Committed to the adoption and promotion of safe working practices. (B4)

Project, presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Animal health and welfare K7 K8 S1	The five animal welfare needs and how to assess and address welfare impact across the five welfare domains. (K7) How training impacts on animal welfare, how to assess whether training is in the best interests of the animal involved and when training is inappropriate. (K8)	Assess and maintain the health and welfare needs of animals, including physical, psychological, and emotional needs. (S1)	None
Animal training, theory and practice K9 K16 K17 K18 S7 S8	The suitability, action, welfare and ethical considerations when selecting training equipment and techniques and the implications of individual animals' physical and mental capabilities. (K9) How to take a 'case history' to determine factors which may affect the progress and success of training. (K16) The process of establishing measurable goals and objectives when developing training plans. (K17) How to formulate, review and revise	Create and implement an evidence-based, accessible and individually tailored training plan that meet the needs of animals and their guardians and achieve desired outcomes. (S7) Take 'case history' to determine the factors which may affect the progress and success of training. (S8)	None

	training plans based on the available resources and the objectives agreed between the ATI, guardians, and other. (K18)		
Applied animal behaviour K13 K14 K21 K22	Natural behaviour patterns, body language and communication methods of animals. (K13) Ethology, animal behaviour, the human-animal bond and related terminology. (K14) Schedules of reinforcement and how they can be used to establish and maintain desired behaviour, including the need to guard against unintentional classical and operant conditioning creating undesirable behaviour. (K21) How behaviour can be reduced or extinguished by the removal of reinforcement and the principle of spontaneous recovery. (K22)	None	None
Legislation, health and safety and risk	Legislation and its implications for the ATI, guardians and	Assess and maintain working practices to ensure	None

management K2 K3 S3	others, including health and safety and animal welfare, data protection, employment and animal transportation. (K2) How to carry out risk assessments and use them to manage risk. (K3)	they are safe and in accordance with relevant legislation, workplace policies and procedures. (S3)	
Professional standards and responsibilities K28 S18	Levels of academic evidence and how to access peer reviewed literature and reference them into reports. (K28)	Identify and evaluate advances in animal science, working practices and technology and incorporate into operational practice and reference into written reports. (S18)	None
Information management K19	The importance of, and how to establish and maintain training records in accordance with data protection regulations. (K19)	None	None