

End-point assessment plan for Church Minister (Degree) apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0527	6	Integrated degree apprenticeship

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Church Minister apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Church Minister apprentices, their employers¹ and training providers.

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Church Minister Standard.

These are:

- Modules worth 320 credits towards a bachelors degree with honours in theology and ministry
- English and Mathematics at level 2

The EPA will make up the remaining 40 credits towards the degree.

The EPA must be completed within an EPA period typically lasting 9 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Professional discussion underpinned by portfolio

- Fail
- Pass
- Merit
- Distinction

Assessment method 2: Work-based project and project report

- Fail
- Pass

¹ Here and throughout this document 'employer' should be taken to include those responsible for the appointment of office-holders even if there is no employment relationship.

- Merit
- Distinction

Assessment method 3: Observation of leading worship and preaching, with questioning

- Fail
- Pass
- Merit
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Merit
- Distinction

EPA summary table

<p>On-programme (typically 36 months)</p>	<p>Training to develop the occupation standard's knowledge, skills and behaviours.</p> <p>Completing modules worth 320 credits towards a bachelors degree with honours in theology and ministry</p> <p>Compiling a portfolio of evidence</p> <p>Working towards English and mathematics Level 2 (if required)</p>
<p>End-point Assessment Gateway</p>	<p>Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>English/mathematics Level 2</p> <p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • Modules worth 320 credits towards a bachelors degree with honours in theology and ministry <p>Apprentices must complete a portfolio as specified under the Gateway section below.</p>
<p>End Point Assessment (which would typically take 7 months)</p>	<p>Assessment Method 1: Professional discussion underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction <p>Assessment Method 2: Work-based Project and Project Report</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction <p>Assessment Method 3: Observation of leading worship and preaching, with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass

- Merit
- Distinction

Length of end-point assessment period:

The EPA must be completed within an EPA period typically lasting 9 months, beginning when the apprentice has passed the EPA gateway.

If an EPA assessment method is failed, it should be re-sat or retaken in-line with the requirements set out in this assessment plan (see the section on re-sits and retakes below).

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Apprentices must complete the following approved qualifications as mandated in the standard:

- Modules worth 320 credits towards a bachelors degree with honours in theology and ministry

For Professional discussion underpinned by portfolio, the apprentice will be required to submit a portfolio at the Gateway in accordance with the following specification:

- the format and structure of the portfolio must be in accordance with guidelines developed by the EPAO. However, the content must be sufficient to provide evidence in support of all the knowledge, skills and behaviours required to be demonstrated in the professional discussion (see Assessment Method 1 below).
- there must be at least one piece of evidence relating to each knowledge, skill and behaviour required, with explicit mapping of this within the portfolio. One piece of evidence can be referenced against more than one knowledge, skill or behaviour requirement. It is expected that there will typically be between 10 and 12 pieces of evidence.
- the portfolio should contain material produced by the apprentice demonstrating the knowledge, skills and behaviours and their development, with supporting evidence, such as policy documents, papers for meetings, plans for events or teaching sessions. Records of supervision, progress review documentation, witness testimonies, and feedback from colleagues and/or others should also be included. The portfolio may not contain reflective material which is merely the apprentice's unsubstantiated opinion about the quality of their own performance.
- the portfolio will also typically contain a description of the apprentice's work context to provide background for other evidence.
- the apprentice's supervisor will provide support to the development of the portfolio in the apprentice's work context, and the training provider will also offer advice to support its development.
- the apprentice's supervisor must validate the portfolio to confirm to the EPAO that it is the apprentice's own work (other than material clearly identified as the work of others such as feedback or witness testimonies).

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For Work-based project and project report:

- no specific requirements

For Observation of leading worship and preaching, with questioning:

- no specific requirements

Assessment methods

Assessment Method 1: Professional discussion underpinned by portfolio (This method has 1 component.)

Method 1 Component 1: Professional discussion

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on analysis of a given scenario and coverage of prior learning or activity. A scenario will present the apprentice with a situation that they are allowed first to prepare, and then to discuss with the independent assessor. The scenario may be either written (no more than 500 words in length) or a video (no more than 2 minutes in length).

Prior to the Gateway, the apprentice is required to compile a portfolio of evidence to inform the professional discussion. The portfolio must conform to the requirements specified under the Gateway section above. The portfolio will be used by the independent assessor to generate questions, and may be drawn on by the apprentice when answering questions. The portfolio will not be directly assessed by the independent assessor.

The professional discussion can take place in any of the following:

- a suitable venue selected by the EPAO (e.g. a training provider's premises)
- employer's premises
- a remote venue (video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way)

Additional, specific venue requirements include: suitability to meet the access needs of apprentices with disabilities in line with the EPAOs Reasonable Adjustment Policy.

The rationale for this assessment method is:

The professional discussion allows efficient assessment and rigorous probing of a wide range of KSBs, including some which it would be inappropriate to observe directly, such as in the area of pastoral care. A professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It includes use of a standardised scenario as a starting point for the apprentice to explore their own knowledge, skills and behaviours with the independent assessor.

Delivery

The independent assessor will conduct and assess the professional discussion over 80 minutes.

Prior to the discussion, the apprentice will be given 20 minutes for reading/watching and making notes on or otherwise preparing their response to a given scenario. The apprentice must be able to read or watch the scenario multiple times during this period. The assessor will select the scenario from a bank of scenarios provided by the EPAO.

The professional discussion itself must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustment Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves after reviewing the portfolio. There must be at least six questions drawn from the question bank, and at least six generated by the independent assessor. The discussion will begin with at least two questions asked by the independent assessor focussing on the given scenario.

The professional discussion will be conducted as set out here (in addition to the other expectations set out in this document):

The professional discussion will assess the apprentice's fulfilment of KSBs in the following areas:

Faith development	K7, S13, S14, S15
Pastoral care	K8, K9, K10, S11, S12
Community	K11, S16
Change and conflict	K2
Self-care	S17, S18, S19, B7
Relating to others	S2, B3, B4
Self-management	B2, B5
Safeguarding	K4, S8, B1

The EPAO must be provided with a copy of the apprentice's portfolio at Gateway and this must be at least two weeks prior to the professional discussion. The independent assessor will use evidence from the apprentice's portfolio to enable targeted questioning during the professional discussion. The apprentice may also refer to the portfolio in answering the questions. The portfolio supports the professional discussion and will not be directly assessed by the independent assessor, whose judgement will be based on the evidence provided in the professional discussion itself.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. This will normally include audio or video recording of the professional discussion.

The independent assessor will make all grading decisions.

Venue

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

Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the

underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

The EPAO will also devise a 'bank of scenarios'. This also must be of sufficient size to prevent predictability and be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. Scenarios may be written, or video: if written, their length shall not exceed 500 words, and if video their length shall not exceed two minutes. The EPAO will ensure that scenarios are of comparable demand. Areas that scenarios might cover include:

- safeguarding
- professional conduct
- ethical dilemmas
- confidentiality

These examples are illustrative – it is the responsibility of the EPAO to design appropriate scenarios relevant to the KSBs assessed through the professional discussion.

EPAOs must ensure that apprentices have a different set of questions and scenarios in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

The EPA judgement lies with the independent assessor and the EPAO.

EPAOs will produce the following additional material to support this assessment method:

- Guidance for the contents of the portfolio completed on programme which will inform the discussion.
- A grading matrix for the independent assessor to use
- Guidance for independent assessors on how to carry out the assessment

Assessment Method 2: Work-based project and project report (This method has 1 component.)

Method 2 Component 1: Project

Overview

The project is compiled after the apprentice has gone through the Gateway process.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business (i.e. the church), is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application (i.e. application in the apprentice's ministerial context) and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method). The EPAO should sign-off the project title and scope to confirm its suitability prior to the project commencing and this must be completed within two weeks of the Gateway.

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The rationale for this assessment method is:

The project involves the apprentice exercising leadership in a significant and extended activity within their ministerial context, thus undertaking a multi-faceted task in the real conditions of ministry. The report demonstrates their possession of the relevant knowledge, skills and behaviours together with their abilities as a theologically reflective practitioner.

Delivery

Apprentices will conduct a project in the form of a project report.

The project is compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit the project report to the EPAO after a maximum of 6 months of the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project and project report.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

It is important that the project represents the apprentice's own work. Nevertheless their normal workplace supervision arrangements apply to this as to any other aspect of their role. Academic supervision shall be limited to giving specific guidance on the project scope and topic, suggestions for recommended reading, and general guidance on the qualities of good projects and reports.

The project report should be in the form of a paper based or electronic submission.

The project shall demonstrate the apprentice exercising leadership in a significant and extended activity within their ministerial context. It may be based on any of the following:

- an idea/opportunity
- a specific problem
- a recurring issue

Examples of projects include:

- planning and running a children's holiday club
- establishing a monthly Café church
- leading a team producing a Mission Action Plan
- setting up a pastoral care team
- leading a team tasked with making the church more environmentally responsible
- enabling an existing Messy Church to become a sacramental community
- enabling a new church plant to move from monthly to weekly meeting
- taking responsibility for the church's housegroups, and developing them

As a minimum all project reports must include:

- the aims and scope of the project
- analysis of how the project progressed
- analysis of the apprentice's role(s) in the project, and the methods / strategies the apprentice used to progress it

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- how the project and the apprentice's role in it were informed by and how they have informed the apprentice's understanding of relevant theory
- the results of the project
- key learning from the project for the apprentice and for the apprentice's church
- demonstration of the apprentice's application of the relevant KSBs from the standard

The project report will have a maximum word limit of 6,000. A tolerance of plus or minus 10% is allowed. Appendices, references, tables, figures, captions and diagrams will not be included in this total.

The project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The project will be conducted as set out here (in addition to the other expectations set out in this document):

The apprentice needs to ensure that in the course of the project and the writing of the report they give particular attention to the knowledge, skills and behaviours the project is required to demonstrate.

When the project report is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the project report in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Required supporting material

EPAOs will produce the following material to support this assessment method:

Guidance concerning the carrying out of the project and the format and contents of the report.

Assessment Method 3: Observation of leading worship and preaching, with questioning (This method has 2 components.)

Method 3 Component 1: Observation of worship

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

One assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

Direct observation of an example of the apprentice's practice in context ensures strong validity of the assessment.

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Delivery

The observation shall be of a total of 90 minutes of leading worship from one or more scheduled acts of congregational worship in the apprentice's context.

The independent assessor must be present at, and observe live, at least 45 minutes of leading worship including at least one entire service led by the apprentice which contains the elements specified below. The independent assessor shall also be provided by the apprentice with videos of the entirety of or extracts from one or more other acts of worship led by the apprentice to make up the total of 90 minutes of observation (if the live observation will not be of sufficient length). The independent assessor has the discretion to extend the total length of the observation by up to 10%, after which the independent assessor ceases their observation and will disregard any further observed activities above the maximum time permitted in relation to the overall grading.

The EPAO shall set out the required specification for live observation, and shall liaise with the employer to arrange one or more appropriate opportunities for this. The EPAO shall also set out the required specifications for video material, and the apprentice's employer shall ensure that the apprentice has the opportunity and means to supply this. The EPAO shall also set out when the video material is to be submitted, which shall be no more than 7 days ahead of the live observation (or the final live observation if there are multiple live observations). Where video material is utilised, this must only show performance of the apprentice during the EPA period and not include any on-programme activity.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation:

At least one entire service including Gathering; Praise and thanksgiving; Prayer; Bible reading; Music; Dismissal.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates: it may be combined with the observation of preaching, if that is appropriate in the apprentice's context.

The independent assessor must be unobtrusive whilst conducting the observation.

Questions may be asked after the observation is complete. The independent assessor will ask a minimum of 3 questions. They may ask follow up questions where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by questioning after the observation, but these questions must be asked within a time period of 15 minutes (plus 10% at the discretion of the independent assessor to allow the apprentice to finish their last answer).

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions and these will be finalised by the EPAO.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

Independent assessors must be developed and trained by the EPAO in the conduct of observation of worship and reaching consistent judgement.

Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the observation's requirements
- Marking materials

Venue

The observation can take place in:

- the premises of or used by a church in which they normally minister
- any other appropriate premises for a scheduled act of congregational worship

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Method 3 Component 2: Observation of preaching

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

One assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

Direct observation of an example of the apprentice's practice in context ensures strong validity of the assessment.

Delivery

The observation shall be of a total of 40 minutes of preaching from one or more scheduled acts of congregational worship in the apprentice's context.

The independent assessor must be present at and observe live at least 20 minutes of preaching, including at least one entire sermon. The independent assessor shall also be provided by the apprentice with videos of the entirety of or extracts from one or more other sermons to make up the total of 40 minutes of observation (if the live observation will not be of sufficient length). The independent assessor has the discretion to extend the total length of the observation by up to 10% after which the independent assessor ceases their observation and will disregard any further observed activities above the maximum time permitted in relation to the overall grading.

The EPAO shall set out the required specification for live observation, and shall liaise with the employer to arrange one or more appropriate opportunities for this. The EPAO shall also set out the required specifications for video material, and the apprentice's employer shall ensure that the apprentice has the

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opportunity and means to supply this. The EPAO shall also set out when the video material is to be submitted, which shall be no more than 7 days ahead of the live observation (or the final live observation if there are multiple live observations). Where video material is utilised, this must only show performance of the apprentice during the EPA period and not include any on-programme activity.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation: at least one entire sermon.

The independent assessor must be unobtrusive whilst conducting the observation.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates: it may be combined with the observation of worship, if that is appropriate in the apprentice's context.

Questions may be asked after the observation is complete. The independent assessor will ask a minimum of 3 questions. They may ask follow up questions where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by questioning after the observation, but these questions must be asked within a time period of 15 minutes (plus 10% at the discretion of the independent assessor to allow the apprentice to finish their last answer).

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

Independent assessors must be developed and trained by the EPAO in the conduct of observation of preaching and reaching consistent judgement.

Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the observation's requirements
- Marking materials

Venue

The observation can take place in:

- the premises of or used by a church in which they normally minister
- any other appropriate premises for a scheduled act of congregational worship.

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Professional discussion underpinned by portfolio

Note: to pass, the apprentice must meet ALL the pass criteria

KSBs	Fail	Pass	<p>A grade of Merit is achieved when the apprentice meets all of the pass criteria, and at least two (but not four or more) of those indicated in this column.</p> <p>A grade of Distinction is achieved when the apprentice meets all of the pass criteria, and at least four of those indicated in this column.</p>
Faith development K7, S13, S14, S15	Does not meet the pass criterion	Identifies, applies and evaluates effective strategies to help people develop their understanding and practice of faith, deploying understanding of a wide variety of Christian practices and their contemporary relevance	Designs and implements new strategies to help people develop their understanding and practice of faith, evidencing critical comprehension of Christian practices and their contemporary relevance
Pastoral care K8, K9, K10, S11, S12	Does not meet the pass criterion	Provides appropriate pastoral care in a range of contexts, identifying relevant issues and responding with empathy, integrity and insight, informed by theological and psychological considerations	Reconceptualizes situations in and / or their own practice of the exercise of pastoral care, informed by critical comprehension of relevant issues

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Community K11, S16	Does not meet the pass criterion	Applies strategies for representing their faith community in different public settings and for contributing to the common good, and can evaluate their appropriateness and effectiveness	Initiates substantial change in the relationship of their faith community to other institutions and/or its contribution to the common good
Change and conflict K2	Does not meet the pass criterion	Describes strategies to address situations of change and conflict	Critically evaluates strategies to address situations of change and conflict, and their short and long term implications
Self-care S17, S18, S19, B7	Does not meet the pass criterion	Employs strategies to sustain and develop themselves and their ministry, including a range of spiritual practices and creative engagement with the Bible, and can evaluate them	Critically evaluates strategies for self- development and for spiritual practice they have employed to initiate and underpin transformative change in themselves and their ministry
Relating to others S2, B3, B4	Does not meet the pass criterion	Demonstrates how they consistently act as an ambassador for their church, their denomination and the Christian faith through relationships with others in and beyond the church characterized by integrity, promotion of mutual respect and appropriate handling of issues of power	-
Self- management B2, B5	Does not meet the pass criterion	Demonstrates how they have worked in an effective, proactive and accountable manner	-
Safeguarding K4, S8, B1	Does not meet the pass criterion	Demonstrates how denominational policies, expectations for good practice and legal requirements consistently shape their practice and that of others for which they are responsible, with particular regard to issues of safeguarding	-

Assessment method 2: Work-based project and project report

Note: to pass, the apprentice must meet ALL the pass criteria

KSBs	Fail	Pass	<p>A grade of Merit is achieved when the apprentice meets all of the pass criteria, and at least two (but not four or more) of those indicated in this column.</p> <p>A grade of Distinction is achieved when the apprentice meets all of the pass criteria, and at least four of those indicated in this column.</p>
Leadership and management K1, S1	Does not meet the pass criterion	Uses appropriate leadership and management strategies in the context, selecting from a range of such strategies and evaluating their results and implications	Employs, identifies and critically evaluates creative leadership practice which is effective in problematic situations
Team working S3, S4	Does not meet the pass criterion	In order to develop the project identifies, employs and evaluates effective strategies for participation in meetings and team working	Employs, identifies and critically evaluates creative team working practice which is effective in problematic situations
Ministerial development and reflection B6, S7, S20	Does not meet the pass criterion	Acts as a theologically reflective practitioner to shape the project in its context and to inform the apprentice's ministerial development, drawing on a range of perspectives to interpret complex situations and behaviours	Reconceptualises situations and/or their own practice in order to achieve transformative change
Promoting mission S5	Does not meet the pass criterion	Through the project develops the mission and ministry of the whole church in the local context	Demonstrates the ability to initiate substantial development in the mission and ministry of the whole church in the local context

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Maintaining good practice K4, S8, B1	Does not meet the pass criterion	In the course of the project identifies relevant issues of good practice, legal and safeguarding and responds appropriately	Asks constructive critical questions about existing practice in an appropriate manner
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Assessment method 3: Observation of leading worship and preaching, with questioning

Note: to pass, the apprentice must meet ALL the pass criteria

KSBs	Fail	Pass	<p>A grade of Merit is achieved when the apprentice meets all of the pass criteria, and at least two (but not four or more) of those indicated in this column.</p> <p>A grade of Distinction is achieved when the apprentice meets all of the pass criteria, and all of those indicated in this column.</p>
Effectiveness S9, S10, B1	Does not meet the pass criterion	Employs effective, responsible and contextually appropriate strategies in preaching and leading worship using a variety of media	Leads worship and preaches with imagination, sensitivity and nuance, fully involving and engaging the congregation
Theological appropriateness K5, K6	Does not meet the pass criterion	Demonstrates understanding of a range of biblical and theological issues in their practice of preaching and leading worship	Demonstrates creative engagement with and critical comprehension of a range of biblical and theological issues in their practice of preaching and leading worship
Denominational aptness K3	Does not meet the pass criterion	Their practice of preaching and leading worship evidences understanding of issues	Demonstrates creative engagement with and critical comprehension of a range of issues of denominational

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		of denominational identity, policy and practice	identity, policy and practice in their practice of preaching and/or leading worship
Promoting growth and witness S6	Does not meet the pass criterion	Demonstrates how through preaching and leading worship they promote the growth of the church and its witness	Demonstrates how through preaching and/or leading worship they have a transformative impact on the growth of the church and its witness

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Those KSBs which are assessed in more than one EPA method are concerned with maintaining good practice, especially in the area of safeguarding. The apprentice **MUST** meet the relevant criterion on each occasion in order to pass since it is vital that they consistently manifest these.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1	Assessment method 2	Assessment method 3	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Merit	Pass	Pass	Pass
Pass	Merit	Pass	Pass
Pass	Pass	Merit	Pass
Merit	Merit	Pass	Merit
Merit	Pass	Merit	Merit
Pass	Merit	Merit	Merit
Merit	Merit	Merit	Merit
Distinction	Pass	Pass	Merit
Pass	Distinction	Pass	Merit

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Pass	Pass	Distinction	Merit
Distinction	Merit	Pass	Merit
Distinction	Pass	Merit	Merit
Merit	Distinction	Pass	Merit
Merit	Pass	Distinction	Merit
Pass	Distinction	Merit	Merit
Pass	Merit	Distinction	Merit
Distinction	Merit	Merit	Merit
Merit	Merit	Distinction	Merit
Merit	Distinction	Merit	Merit
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Merit	Distinction
Distinction	Merit	Distinction	Distinction
Merit	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to attain the gateway, including the preparation of the required portfolio • ensure the apprentice has a supervisor who oversees their work and can advise them on their on-the-job learning • identify when the apprentice is ready to pass the gateway and undertake their EPA • notify the EPAO that the apprentice has passed the gateway • provide the apprentice with opportunity for and support in undertaking the EPA project, liaising with the EPAO • provide the apprentice with opportunity for the EPA observation, liaising with the EPAO
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • produce guidance for apprentices, assessors and employers on the EPA and its elements • provide training and CPD to the independent assessors they employ to undertake the EPA • have no conflict of interest with the apprentice or their employer • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice and their employer i.e. there must be no conflict of interest • be independent of the delivery of the apprentice's training • have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway

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Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of and sympathy with the following occupational areas:
a range of diverse approaches to ministry, gained through experience in ministry and/or ministerial training
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure all independent assessors participate in training and standardisation activities at least annually.

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take as appropriate any failed assessment methods only.

Resits for the project should be taken within 7 months of the fail notification and retakes should be completed within 10 months of the fail notification. Re-sits or re-takes for the other assessment methods must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

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Affordability

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

- using an employer's premises
- using video to reduce the need for observation on multiple occasions
- the work-based project should have substantial real benefit for the apprentice's church

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of knowledge, skills and behaviours (KSBs)

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	theories and practices of leadership and management in voluntary organisations and especially in the church, including theological perspectives on this	Work-based project
K2	change and conflict and creative approaches to handling them	Professional discussion
K3	the identity, policies and practices of the relevant denomination, with awareness of the character and practices of other denominations	Observation of leading worship and preaching
K4	principles and practices relating to the safeguarding of all people, especially children and vulnerable adults. This will include the respective roles of the church and other agencies and authorities in responding to issues	Professional discussion Work-based project
K5	the Bible and ways of engaging with it creatively, critically and responsibly in the practice of faith and ministry	Observation of leading worship and preaching
K6	theological topics, their relationship to underpinning theological methods, and the implications of these for contemporary faith and practice in different contexts	Observation of leading worship and preaching
K7	a wide variety of Christian practices (including practices of worship and prayer) and their relevance in relationship to contemporary faiths, cultures and worldviews	Professional discussion
K8	the theory and practice of pastoral care relating to a wide range of people and circumstances, with attention to both psychological and religious understandings of these	Professional discussion
K9	theological and psychological understandings of human personhood and human development, and how these understandings interact	Professional discussion
K10	resources for pastoral care from the Christian tradition and beyond	Professional discussion
K11	models of and strategies for mission and community engagement	Professional discussion
Skills		
S1	exercise effective collaborative leadership and management in one or more churches, including in relation to both paid	Work-based project

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	staff and volunteers, deploying and refining a range of strategies as required by the situation and evaluating their results and implications	
S2	handle appropriately the power and authority resulting from their leadership position in the church	Professional discussion
S3	effectively participate in and/or lead meetings relating to tasks and governance in the church and, where appropriate, wider community	Work-based project
S4	participate in and build teams to sustain existing activities or undertake new activities in the church or wider community	Work-based project
S5	promote, enable and encourage the mission and ministry of the whole church	Work-based project
S6	promote the growth of the church and its witness to the gospel	Observation of leading worship and preaching
S7	interpret complex situations within both church and wider community settings in light of their cultural, historical, economic, social, political and religious characteristics	Work-based project
S8	ensure their own practice, and that of other people and activities for which they are responsible, is safe and in accordance with statutory and denominational expectations, working where necessary with other agencies and authorities to ensure issues are reported and investigated appropriately	Professional discussion Work-based project
S9	communicate effectively using a variety of media, identifying the appropriate strategy for the intended audience	Observation of leading worship and preaching
S10	apply advanced theological and pastoral understanding to lead worship appropriately and to preach with creativity and insight at a wide range of services, responding to the needs of different congregations (for example, the size of the congregation, whether or not children are present, whether or not the congregation are regular worshippers).	Observation of leading worship and preaching
S11	provide appropriate pastoral care to anyone who requests it, within or outside the church, in any circumstance	Professional discussion
S12	identify relevant issues and respond with empathy, integrity and insight, respecting the autonomy of the person	Professional discussion
S13	effectively employ varied strategies to help both individuals and groups develop their understanding and practice of spirituality and faith	Professional discussion
S14	assess their needs, plan and implement appropriate responses, deploying knowledge of the Christian tradition	Professional discussion

	and denominational perspectives, and where necessary refining existing approaches	
S15	evaluate the appropriateness and effectiveness of those responses	Professional discussion
S16	create and take up opportunities to represent their faith community in a range of public settings (such as schools, civic occasions, community groups, interfaith groups), and work for the common good	Professional discussion
S17	make personal use of a range of spiritual practices, evaluating their implications	Professional discussion
S18	engage with the Bible creatively, critically and responsibly in their own prayer and to nurture their own faith	Professional discussion
S19	identify their own personal and professional development needs and effective strategies to address them	Professional discussion
S20	apply reflective practice skills to develop their faith and ministry, drawing on their biblical and theological understanding to inform their reflection	Work-based project
Behaviours		
B1	comply with the policies of the relevant denomination, with expectations for good practice and with relevant legal frameworks in all matters, and especially in dealing with children, young people and vulnerable adults, working where necessary in partnership with other agencies and authorities	Professional discussion Work-based project Observation of leading worship and preaching
B2	Maintain and develop relationships of accountability with openness and integrity	Professional discussion
B3	act as an ambassador for their church, their denomination and the Christian faith in both their professional life and their personal life	Professional discussion
B4	relate well to a wide range of people in the church and the local community of any faith or none, treating all people with dignity and in such a way as to maintain and build mutual respect, maintaining appropriate boundaries and handling conflict well	Professional discussion
B5	work effectively and responsibly without close supervision, manage their time appropriately, and take initiatives	Professional discussion
B6	attend to personal, professional and vocational development, continually developing their ministerial role and competence through advanced skills as a reflective practitioner	Work-based project

B7	maintain a healthy and sustaining pattern of spirituality, faith-inspired practice, self-management and self-care	Professional discussion
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