

# End-point assessment plan for Community Health and Wellbeing worker apprenticeship standard

| Apprenticeship standard number | Apprenticeship standard level | Integrated end-point assessment |
|--------------------------------|-------------------------------|---------------------------------|
| ST0958                         | 3                             | No                              |

## Contents

|  |    |
|--|----|
| Introduction and overview .....                          | 2  |
| EPA summary table .....                                  | 4  |
| Length of end-point assessment period .....              | 5  |
| EPA Gateway .....  | 5  |
| End-point assessment methods .....                       | 7  |
| Reasonable adjustments .....                             | 21 |
| Overall EPA grading .....                                | 22 |
| Re-sits and re-takes .....                               | 23 |
| Roles and responsibilities .....                         | 24 |
| Internal Quality Assurance (IQA) .....                   | 32 |
| Value for money .....                                    | 33 |
| Professional body recognition .....                      | 33 |
| Mapping of knowledge, skills and behaviours (KSBs) ..... | 34 |
| Grading Descriptors .....                                | 40 |

## Introduction and overview

This document sets out the requirements for the end-point assessment (EPA) for the Community Health and Wellbeing Worker apprenticeship standard. It explains how the EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

Full-time apprentices will typically spend 12 months on-programme before the gateway working towards the occupational standard. 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.

Before starting the EPA, an apprentice must meet the gateway requirements. For this apprenticeship these are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and maths qualifications in line with the apprenticeship funding rules.
- apprentices must have compiled and submitted a portfolio of evidence to underpin the professional discussion.

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

The EPA should then be completed within an EPA period lasting typically for 3 months. The EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

**Assessment method 1:** Multiple-choice test

- fail
- pass

**Assessment method 2:** Demonstration of practice

- fail
- pass
- distinction

**Assessment method 3:** Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

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

- fail
- pass
- distinction

## EPA summary table

|   |  |
|---|--|
| <b>On-programme</b><br>(typically 12 months)                        | <p>Training to develop the occupation standard’s knowledge, skills, and behaviours (KSBs).</p> <p>Training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>Compiling a portfolio of evidence.</p>   |
| <b>End-point assessment gateway</b>                                 | <p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion apprentices must also prepare and submit a:</p> <ul style="list-style-type: none"> <li>• portfolio of evidence.</li> </ul>  |
| <b>End-point assessment</b><br>(which will typically take 3 months) | <p><b>Assessment method 1:</b> Multiple-choice test</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p><b>Assessment method 2:</b> Demonstration of practice</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Assessment method 3:</b> Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA methods will determine the EPA/overall apprenticeship standard grade of:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> |
| <b>Professional Recognition</b>                                     | N/A  |

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 3 months starting when the EPAO has confirmed that all gateway requirements have been met.

## EPA Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. 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.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

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

- the apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.
- for the professional discussion, compiled and submitted a portfolio of evidence – see below
- for the demonstration of practice and multiple-choice test, there are no specific requirements to submit supporting materials

### **The portfolio of evidence requirements are as follows:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain a minimum of 3 case studies undertaken though the course of the apprenticeship, including a record of where these have been observed in practice. These case studies should include examples of how the apprentice has supported individuals, and how they have worked with and for a local community. The case studies should:
  - be a maximum of 1,000 words each
  - be structured as background, issues, actions, agreed outcomes; and should not include any personal identifiable information
- Evidence sources may include:

1. Witness testimonials
2. Written notes of case-based discussions reflecting the KSBs assigned to this method
3. Written summary to show how an intervention was supported
4. Evidence of ongoing professional development

This is not a definitive list; other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the KSBs mapped to this assessment method.

- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- it should not include any methods of reflection or self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

## End-point 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.

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### End-point assessment method 1: Multiple-choice test

#### Overview

This assessment method has one component.

A test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

**The rationale for this assessment method is:**

- it allows for the assessment of specific knowledge and the apprentice's application to community-based health and wellbeing work
- it allows for standardisation with the use of a large question bank from the End Point Assessment Organisations (EPAO)
- it allows for flexibility in terms of when, where, and how it is taken
- it allows larger volumes of apprentices to be assessed at one time

#### Delivery

##### Test format

The test can be online or on paper.

It will consist of 30 questions:

- 30 standard multiple-choice questions covering 20 knowledge statements.

The multiple-choice questions will have four options of which one will be correct. The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs.

##### Test administration

Apprentices must have 45 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials. Apprentices must take the test in a suitably controlled environment that is a quiet

space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, another external person employed by the EPAO, and/or specialised (proctor) software. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best consider the setting and security required in administering the test.

Apprentices must be given at least 2 weeks' notice ahead of the multiple-choice test.

If taken online, the invigilator on the day of the test will give apprentices the log-in details to the online multiple-choice test. Log-in will be immediately prior to the commencement of the test.

The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO is responsible for verifying the identity of the person taking the test.

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where question types allow this.

As the multiple-choice test can be online, a central, secure system may be used to score and grade the results. The EPAO can then check the submitted multiple-choice test results within the programme's analytics. Results can then be collated from the software's analytics by an independent assessor.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

## Assessment location

The multiple-choice test should take place in a controlled environment that is a quiet room, free from distractions and influence.

The multiple-choice test can take place in any of the following:

- the employer's premises
- a suitable venue selected by the EPAO.

The EPAO must also verify the suitability of the venue for test-taking.

## Question and resource development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.



Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (at least once a year) to ensure it, and the questions it contains, are fit for purpose.

The test questions must be varied yet assess the relevant KSBs.

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

As a minimum, EPAOs will produce the following material to support this assessment method:

- a question bank
- a multiple-choice test specification
- sample multiple-choice tests and mark schemes
- live multiple-choice tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy
- assessment recording documentation.

## Grading boundaries

The following grade boundaries apply to the multiple-choice test:

| Grade | Minimum mark | Maximum mark |
|-------|--------------|--------------|
| Pass  | 24           | 30           |
| Fail  | 0            | 23           |

## End-point assessment method 2: Demonstration of practice

### Overview

This assessment method has one component.

Apprentices must be observed by the station independent assessor and overseen by the senior independent assessor completing three demonstration of practice stations in which they will demonstrate the knowledge, skills and behaviours assigned to this assessment method.

The EPAO will arrange when the demonstration of practice will take place. The demonstration of practice stations must be carried out over a maximum total assessment time of 100 minutes (+10% at the senior independent assessor's discretion). Further time may be granted for apprentices with appropriate needs, in line with the EPAO's Reasonable Adjustments Policy.

The demonstrations may not be split, other than to allow comfort breaks or a refresh of the stations as necessary.

The stations can be assessed in any order.

### The rationale for this assessment method is:

- an observation in a live setting was not selected, as this will not cover the breadth and depth of practice required. Instead, a demonstration of practice avoids situations where individuals are not available on the day, do not give consent to being observed with the apprentice and other issues around confidentiality
- this method will ensure consistency by assessing apprentice's knowledge, skills and behaviours in a range of day-to-day scenarios the apprentice undertakes
- this is a cost-effective way to deliver a large number of assessments and is used and recognised in this sector.

### Demonstration of Practice

- the senior independent assessor will oversee the three stations and the station independent assessors during this assessment method
- the demonstration of practice is considered a single assessment
- there will be three stations that assess knowledge, skills and behaviours mapped to this method
- each demonstration station must be passed
- the station independent assessors will ask between 6 – 10 follow-up questions (a minimum of 2 per station) to gain assurance around the underpinning knowledge being demonstrated over the course of the demonstration of practice
- the station independent assessor will record the fail, pass or distinction grade for the station they are observing

- the station independent assessors will pass their grade to the senior independent assessor
- the fail, pass or distinction grades for the demonstration of practice station will be collated by the senior independent assessor at the end of the demonstration of practice
- Station 1 will take a total of 30 minutes:
  - 5 minutes for reading any scenarios
  - 20 minutes to carry out the activity
  - 5 minutes for follow-up questions and answers
- Station 2 will take a total of 40 minutes:
  - 20 minutes for reading and preparation
  - 15 minutes to present
  - 5 minutes for follow-up questions and answers
- Station 3 will take a total of 30 minutes:
  - 5 minutes for reading any scenarios
  - 20 minutes to carry out the activity
  - 5 minutes for follow-up questions and answers

**The senior independent assessor, who will be appointed and trained by the EPAO, will:**

- oversee the 3 stations, the station independent assessors and the actors acting as service users involved in the demonstration of practice and will coordinate the assessment
- select the scenarios for each station as directed by the EPAO
- determine the final grading decisions
- check the controlled environment is suitable and has the required equipment for the apprentice to demonstrate the knowledge, skills and behaviours mapped to the demonstration of practice
- check all the stations are set up properly
- brief the station independent assessors and actors acting as the service users prior to the assessment commencing, using the brief provided by the EPAO, checking they have understood the brief provided
- use the structured template provided by the EPAO to conduct the assessment
- use the grading matrix provided by the EPAO to collate the grades provided by the station independent assessors
- grade the apprentice overall for the demonstration of practice.

**The station independent assessors, who will be appointed and trained by the EPAO, will:**

- adhere to confidentiality about all aspects of the assessment and the brief they have been provided
- observe the station assigned to them by the senior independent assessor
- ensure the apprentice has had the opportunity to demonstrate the knowledge, skills and behaviours being assessed
- observe one apprentice at a time demonstrating the knowledge, skills and behaviours that are mapped to that station
- grade the apprentice using the grading matrix provided by the EPAO
- pass the grade recorded to the senior independent assessor
- keep to time, including breaks and organisation of stations.

**The service user (actor) will:**

- follow the brief to act as the subject of the test at the stations
- be a person with whom the apprentice can interact to demonstrate interventions
- be sufficiently briefed in advance
- adhere to confidentiality about all aspects of the assessment and the brief they have been provided.

## Delivery

Just before the assessment, apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales that apply. This time is not included in the assessment time.

Apprentices will enter the assessment stations on a rolling basis, moving from one to the next as directed by the senior independent assessors until they have completed all 3 stations. All stations will be in use simultaneously. Stations will be managed by a station independent assessor who will time and grade the station, using a standardised grading matrix developed by the EPAO. The senior independent assessor will be able to circulate freely. Apprentices will be under exam conditions and be escorted/invigilated as they move from one station to another.

There may be breaks during the assessment to allow the apprentice to move from one location/station to another. Where breaks occur, they will not count towards the total assessment time. EPAOs must manage invigilation of apprentices during breaks to maintain security of the assessment in line with their malpractice policy.

## The demonstration of practice should be conducted in the following way:

### The EPAO will:

- design three demonstration of practice stations to assess the knowledge, skills and behaviours mapped to this method:
  - **Station 1 – Service User issue:** The apprentice will work alongside a service user (actor), for whom this is the first meeting, to assess and identify what their issues are, make appropriate notes, and work with the service user to co-produce an action plan to address their priorities.
  - **Station 2 – Community issue:** Based on a scenario, involving community groups or organisations, the apprentice will present to the independent assessor the actions that they would take to deliver on agreed community outcomes and, drawing on their experience in their area of practice, how they would collaborate with a diverse range of stakeholders and partner agencies explaining the reasons behind their actions.
  - **Station 3 – Service user issue:** The apprentice will work alongside a service user (actor) who is already partway through their action plan to follow up on issues and actions taken that have been discussed in an earlier appointment.
- provide a specification of how the stations should be set up, including the equipment and resources required for each one
- provide a brief for the senior independent assessor to use with the team of station independent assessors and the actor
- provide a grading matrix for the station independent assessors to use at each station
- provide a grading matrix for the senior independent assessor to use to grade the whole demonstration of practice
- provide scenarios for each station:
  - Stations 1 and 3: 300 – 350 words
  - Station 2: 600 – 650 words
- the stations can be completed in any order.

### The apprentice will complete 3 stations, demonstrating that they can:

- discuss an issue with a service user and support a service user (actor) to work through the issue when required, and describe how they would collaborate with community organisations or groups
- make evidence-based decisions
- use evidence-based tools and techniques
- apply their underpinning knowledge to respond to situations as they arise
- recognise when and how to refer, signpost or escalate

- keep records
- communicate effectively
- adhere to exam conditions during the demonstration of practice.

## Overview of individual stations

### Station 1 – Service user issue:

- **Outline:** Based on a scenario involving a service user
- **Description:** The apprentice will have a discussion with the service user (actor), for whom this is the first meeting, to co-produce an action plan to address the service user's priorities.

At this station the apprentice will:

#### 5 minutes

- be presented with an unseen case-based scenario
- Read the scenario

#### 20 minutes

- discuss the issue with the service user (actor)
- co-produce an action plan to address the service user's priorities
- work safely within their scope of practice

#### 5 minutes

- participate in a question and answer session with the independent assessor (a minimum of 2 questions)

Scenarios:

The apprentice will be given a previously unseen scenario with background information on which to base their discussion with the service user (actor).

For this station, the EPAO will:

- develop a 'bank of scenarios' of individual cases with varying needs (300 – 350 words per scenario)
- provide a written brief for the actor
- provide a question bank for the station independent assessor
- ensure the relevant resources are available to meet the presenting scenario.

Actor for this station:

An actor will be provided to support the scenario as the service user.

**Station 2 – Community issue:**

- **Outline:** Based on a scenario involving community groups or organisations
- **Description:** The apprentice will present to the independent assessor the actions that they would take to deliver on agreed community outcomes and, drawing on their experience in their area of practice, how they would collaborate with a diverse range of stakeholders and partner agencies explaining the reasons behind the actions they would take.

At this station, the apprentice will:

**20 minutes**

- be presented with an unseen scenario involving a community
- read the scenario
- prepare to present to the independent assessor

**15 minutes**

- the apprentice will present the actions that they would take to deliver the outcomes in collaboration with the community and that they consider to be appropriate to the independent assessor explaining the reasons behind their actions.

**5 minutes**

- participate in a question and answer session with the independent assessor (a minimum of 2 questions)

Scenarios:

The apprentice will be given an unseen scenario relating to a specific community for this station which must focus on community issues relating to health and wellbeing.

For this station, the EPAO will:

- develop a 'bank' of scenarios on specific community health and wellbeing issues (600 – 650 words per scenario)
- ensure the relevant equipment and resources are available
- provide a question bank for the station independent assessor.

**Station 3 – Service user issue:**

- **Outline:** Based on a scenario involving a service user, as a follow-up meeting
- **Description:** The apprentice will work alongside a service user (actor) who is already partway through their action plan to follow up on issues and actions taken that have been discussed in an earlier appointment.

At this station the apprentice will:

**5 minutes**

- Be presented with an unseen case-based scenario of somebody who is already partway through their chosen course of action
- Read the scenario

**20 minutes**

- Discuss the issue with the service user (actor)
- Discuss progress against their action plan
- Work safely within their scope of practice

**5 minutes**

- Participate in a question and answer session with the independent assessor (a minimum of 2 questions)

Scenarios:

The apprentice will be given a scenario with background information on which to base their discussion with the service user (actor).

For this station, the EPAO will:

- develop a 'bank of scenarios' of individual cases with varying needs (300 - 350 words per scenario)
- provide a written brief for the actor
- provide a question bank for the station independent assessor
- ensure the relevant resources are available to meet the presenting scenario.

Actor for this station:

An actor will be provided to support the scenario as the service user.

## Grading the stations

Each station will be graded fail, pass or distinction by the station independent assessor in order to determine the overall grade for this method, using the grading matrix provided by the EPAO.

Each demonstration station must be passed to pass this method. See grading descriptor section for the mapped knowledge, skills and behaviours that must be assessed by this method.



## Assessment location

Demonstrations of practice must be conducted in one of the following locations:

- a suitable venue selected by the EPAO (e.g. an independent venue deemed appropriate by the EPAO).

### The venue must:

- offer a designated space, or virtual setting (e.g. breakout rooms) appropriate for the EPA
- if the stations are set out in the same room, the venue must allow for the stations to be placed at suitable intervals to minimise the chance of overhearing or seeing what is happening at other stations since more than one apprentice will be in the room at the same time
- apprentices waiting to do assessments will be invigilated according to the EPAO's invigilation policy
- ensure an appropriate controlled environment is provided for the assessment.

## Questions and resources development

EPAOs will produce specifications to outline in detail how the demonstration of practice will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with representative employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop a 'bank' of scenarios and questions of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications and questions must be varied yet allow assessment of all the relevant knowledge, skills and behaviours.

Independent assessors can generate their own additional or follow-up questions where clarification is required.

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

- an outline of the assessment method's requirements including the requirements of each station, how they should be set up and with what resources
- a brief for the senior independent assessor to use with the station independent assessors and the actor
- a structured template for the senior independent assessor to use for managing the assessment to ensure consistency
- a grading matrix for the senior independent assessor to use to ensure consistency and allow for moderation
- a grading matrix for the station independent assessors to use to ensure consistency

- marking materials
- appropriate resources
- demonstration of practice specifications and question bank
- independent assessor training materials
- a guidance document for independent assessors on how to carry out the assessment
- guidance document for employers and apprentices on the process/timescales for the demonstration of practice as well as a description of the purpose.

## Assessment method 3: Professional discussion underpinned by a portfolio of evidence

### Overview

This assessment method has one component.

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. A professional discussion is a two-way discussion which involves both the apprentice and an independent assessor actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers that cannot be tested through the multiple-choice test
- it can be conducted remotely, potentially reducing cost
- a professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used in this sector
- the purpose of the questioning is to assess the depth of understanding of the knowledge components of the standard.

### Delivery

The independent assessor will conduct and assess the professional discussion, underpinned by a portfolio of evidence.

The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion topics for the professional discussion. The independent assessor will have at least 2 weeks to review the portfolio prior to the assessment taking place.

The professional discussion 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 EPAO's Reasonable Adjustments policy.

The professional discussion will have a minimum of 12 questions. During the professional discussion, the independent assessors must combine questions from the EPAO's question bank and those generated by themselves. The professional discussion will be conducted as follows:

- EPAOs must arrange the professional discussion in conjunction with the apprentice's employer
- Apprentices must be given at least two-weeks' notice of the date and time of the professional discussion
- Questions should be open and competence based. Additional follow up questions are allowed, to seek clarification and to make a judgement against the grading descriptors
- Independent assessors must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process
- Apprentices must have access to their portfolio of evidence during the professional discussion
- Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed
- Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation
- Evidence from the professional discussion must be assessed holistically using the grading descriptors for this assessment method
- KSBs met and answers to questions, must be recorded by the independent assessor
- The independent assessor will make all grading decisions
- The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion

## Assessment location

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

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

- the employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)

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, e.g. use of a 360-degree camera to allow the independent assessor to look around the room during the professional discussion.

## Question and resource development

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

As a minimum, EPAOs will produce the following material to support this assessment method:

- question bank
- marking materials
- outline of the assessment method's requirements
- grading guidance
- independent assessor training materials
- assessment recording documentation
- guidance document for employers and apprentices on the process / timescales for the professional discussion as well as a description of the purpose of the professional discussion
- guidance document for independent assessors on how to carry out the assessment.

## Reasonable adjustments

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

## Overall EPA grading

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

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

Independent assessors must individually grade the demonstration of practice and professional discussion underpinned by a portfolio of evidence assessment methods, according to the requirements set out in this EPA plan.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

To gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

To achieve an overall EPA distinction, apprentices must achieve a distinction in both the professional discussion and the demonstration of practice and pass the multiple-choice test.

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

| Multiple-choice test | Demonstration of practice | Professional Discussion | 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            |
| Pass                 | Pass                      | Distinction             | Pass            |
| Pass                 | Distinction               | Distinction             | Distinction     |

## Re-sits and re-takes

Apprentices who fail one or more assessment method(s) will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescale for a re-sit or re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All 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/re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

For the demonstration of practice, the apprentice will be presented with a different set of scenarios, and they will re-sit or re-take all stations, not just the failed one.

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

## Roles and responsibilities

| Role       | Responsibility   |
|------------|--|
| Apprentice | <p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements.</li> </ul>   |
| Employer   | <p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the training provider</li> <li>• work with the training provider to select the EPAO</li> <li>• work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> </ul> |



|      |  |
|------|--|
|      | <ul style="list-style-type: none"> <li>• provide the EPAO with access to any employer-specific documentation as required for example, company policies</li> <li>• 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</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt</li> </ul> |
| EPAO | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational standard and EPA plan</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>○ apprentices</li> <li>○ employers</li> <li>○ independent assessors</li> <li>○ any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</li> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• monitor the performance of all their independent assessors and provide additional training where necessary</li> </ul> |
|--|--|

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• arrange a suitable venue for the EPA</li> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded</li> <li>• maintain and apply a policy for conducting</li> </ul> |
| Senior Independent assessor/Independent assessor | <p>As a minimum, senior independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> </ul>  |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• deliver the end-point assessment in line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (e.g. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO’s mark scheme and procedures.</li> </ul> |
| <p>Station independent assessor</p> | <p>As a minimum, station independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> </ul>   |

|                   |   |
|-------------------|---|
|                   | <ul style="list-style-type: none"> <li>• understand the occupational standard and end-point assessment plan</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• manage a demonstration of practice station</li> <li>• grade the demonstration of practice station using the grading matrix developed by the EPAO</li> <li>• pass grades to the senior independent assessor, who is responsible for the final grading decisions</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (e.g. HEI)</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• have training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard.</li> </ul> |
| Training provider | <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to</li> </ul>   |

|             |  |
|-------------|--|
|             | <p>provide the opportunities to develop the KSBs as outlined in the occupational standard</p> <ul style="list-style-type: none"> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• work with the employer to select the EPAO</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> </ul> |
| Actor       | <p>As a minimum, the actor should:</p> <ul style="list-style-type: none"> <li>• participate in the EPA demonstration stations as required</li> <li>• adhere to the brief provided by the EPAO</li> <li>• maintain confidentiality and adhere to exam conditions</li> <li>• be independent of the apprentice, their employer and training provider(s), i.e. there must be no conflict of interest.</li> </ul>   |
| Invigilator | <p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice</li> <li>• invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures</li> </ul>  |
| Marker      | <p>As a minimum, markers should:</p> <ul style="list-style-type: none"> <li>• attend induction training</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (e.g. HEI)</li><li>• mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</li></ul> |
|--|---|

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who are competent to deliver the end-point assessment and who:
  - are competent in the occupation they are assessing
  - have achieved a relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed
  - have recent relevant experience of the occupation/sector gained in the last two years or significant experience of the occupation and sector.

The EPAO must also:

- 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 for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.



## Value for money

Value for money of the EPA will be aided by using at least some of the following practices:

- using an employer's premises
- use of technology – for example video conferencing where applicable
- assessing multiple apprentices consecutively
- making maximum use of each typical 7.5 hour working day, conducting multiple assessment methods on the same day where possible.

## Professional body recognition

n/a

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Multiple-choice test

| Knowledge  |
|--|
| <b>K1</b> the wider social determinants of health and their impact on the physical, mental and emotional wellbeing of individuals, families and communities  |
| <b>K2</b> the causes of mental, emotional, and physical ill-health, long-term conditions, disability and premature death in the local community, their risk factors, and the opportunities for prevention and management |
| <b>K5</b> health inequalities and how these impact on physical, mental, and emotional health and wellbeing   |
| <b>K8</b> national guidance on the engagement and management of volunteers and how their rights and welfare are protected  |
| <b>K10</b> the concepts and theories underpinning a strengths or asset-based approach  |
| <b>K11</b> the local and national statutory organisations and agencies that deliver public services (including education, housing, welfare, justice, health and care) and how they are funded                            |
| <b>K15</b> relevant legislation, local policies and protocols regarding information governance, data security, data sharing and record keeping, to inform practice   |
| <b>K20</b> behaviour change principles and theories that underpin health improvement activity  |
| <b>K21</b> evidenced-based behaviour change tools and techniques (e.g. those that include capability, motivation, opportunity, and action planning) that can be applied to behaviour change interventions                |
| <b>K24</b> different types of community and their defining characteristics, including cultural and faith-based factors   |
| <b>K25</b> national and local strategies and policies to improve health outcomes and address health inequalities   |
| <b>K29</b> the current health messages aimed at the public and the evidenced-based rationale for those messages  |
| <b>K30</b> different components of interpersonal communication such as non-verbal, para-verbal, and active listening   |
| <b>K32</b> the use of different communication methods in the promotion of health messages to a wide audience, including through social media and other digital technologies  |
| <b>K33</b> different population level or public health data and information used to identify priorities and measure community health outcomes  |

|  |
|--|
| <b>K34</b> the different tools and data used to measure changes in people's health and wellbeing at an individual and community level                                |
| <b>K37</b> relevant legislation and how it influences policies and protocols, when promoting or protecting community health such as Health Protection legislation    |
| <b>K40</b> the importance of keeping up to date with developments in population health and community health and wellbeing (continuing professional development)      |
| <b>K41</b> the importance of training in policies and protocols that ensure safety of self and service users, when work is often unsupervised or in remote locations |
| <b>K42</b> the importance of appraisal, training and ongoing review including ways to give and receive feedback  |

## Assessment method 2: Demonstration of practice

| Knowledge   |
|---|
| <b>K6</b> the most up-to-date evidence base informing the creation of inclusive community development approaches that improve the health and wellbeing of communities   |
| <b>K7</b> the importance of building partnerships and connections with individuals, groups, and communities   |
| <b>K13</b> how to map services and other resources available to a community by taking a strengths or asset-based approach while also recognising gaps in provision  |
| <b>K16</b> the nature and boundaries of the role when representing the interests of people using the service, and procedures for escalation or seeking advice for those at risk, including safeguarding protocols |
| <b>K18</b> how to build a rapport with people and groups to elicit information about their health and wellbeing concerns, and to offer further information to them  |
| <b>K19</b> how to acknowledge and respect an individual's priorities in relation to their health and wellbeing, and understanding their right to refuse advice and information                                    |
| <b>K22</b> the concepts and theories relating to engagement, empowerment, co-design, and person-centred approaches and their importance for all aspects of mental, emotional and physical health and wellbeing    |
| <b>K23</b> the difference between enabling people to make their own changes and solve their own problems, and encouraging dependency  |
| <b>K28</b> how cultural and faith-based differences can impact the implementation of evidence-based interventions   |

|   |
|---|
| <b>K31</b> barriers to communication that may affect a person's understanding of health messages and strategies for overcoming these (barriers could include sensory disability, neurodiversity, low levels of literacy or health literacy, language, or culture) |
| <b>K35</b> the importance of gaining people's consent and recording personal data and information securely in line with service protocols   |
| <b>K38</b> the importance of managing people's expectations regarding the scope and availability of the service and how it can be accessed  |

| Skills  |
|---|
| <b>S2</b> assist individuals, groups and communities to recognise their needs, what is important to them, and their strengths in relation to their health and wellbeing   |
| <b>S3</b> help people, groups and communities to identify and address barriers that can be overcome to achieve better health and wellbeing  |
| <b>S4</b> work with people and communities to identify and access local resources and assets that support their health and wellbeing  |
| <b>S5</b> work with people and communities so that they continue to make changes and solve problems on their own  |
| <b>S13</b> identify barriers preventing individuals from accessing local services, including how services are promoted or communicated  |
| <b>S15</b> manage people's personal data safely and securely when completing and storing records or sharing data  |
| <b>S16</b> recognise when someone is in distress or crisis and how to ensure that the right support is available for them at the point of need  |
| <b>S19</b> help people to identify the key issues impacting on their health and wellbeing, actively listening to a person's story without judgement   |
| <b>S20</b> work with individuals or groups to navigate health-related and service-related information to make decisions about their health and wellbeing  |
| <b>S21</b> work with individuals and groups who want to make changes to their behaviours and lifestyle choices to improve their health and wellbeing  |
| <b>S22</b> use behaviour change tools and techniques to develop and agree a plan of action, or set goals with a person to help them to address the issues and priorities they have identified regarding their health and wellbeing                      |
| <b>S23</b> help people to review and access services relevant to them and their needs to optimise access and choice, including services that can address wider issues (such as social, financial or environmental) affecting their health and wellbeing |
| <b>S24</b> work with individuals to support self-care behaviours that will continue beyond the engagement of health and wellbeing services.   |

|  |
|--|
| <b>S25</b> deliver interventions that meet the needs of local communities including the consideration of cultural and faith-based factors  |
| <b>S26</b> support local communities through the implementation of strategies and policies that improve health outcomes and address health inequalities  |
| <b>S29</b> communicate complex public health messages to people in a way that is relevant and meaningful to them   |
| <b>S30</b> communicate with people from a wide range of backgrounds, including professionals from different sectors, and citizens of different cultures  |
| <b>S31</b> facilitate consistent and helpful communications for people to make local services easier to understand and access  |
| <b>S32</b> facilitate communication and collaboration between people, communities and service providers where better connections and networks would support easier access and better provision                             |
| <b>S33</b> act in accordance with relevant legislation, local policies and protocols regarding information governance, data security, data sharing and record keeping when handling people's personal data and information |
| <b>S36</b> seek people's consent to record and use their data, explaining to people who use services how their data and information will be used, and how it will be stored safely   |
| <b>S38</b> work in partnership with people and groups when implementing policies and protocols in their communities  |
| <b>S39</b> recognise when the support needs of people or communities are beyond the scope of the role, and escalate in a timely manner particularly if a person is 'at risk'   |
| <b>S40</b> represent the interests of people when engaging with service providers, while managing expectations regarding service availability and access   |

|  |
|--|
| <b>Behaviours</b>  |
| <b>B1</b> acts with honesty and integrity                              |
| <b>B2</b> respectful of others   |
| <b>B3</b> non-judgemental regarding others' circumstances or decisions |
| <b>B4</b> shows compassion and empathy                                 |

## Assessment method 3: Professional discussion

| Knowledge  |
|--|
| <b>K3</b> the negative and positive impact that different agencies can have on improving health and wellbeing  |
| <b>K4</b> how psychological, behavioural and cultural factors contribute to the physical and mental health of people, and how these can impact on others   |
| <b>K9</b> how to recognise the suitability of non-statutory community and voluntary groups and services to support people's health and wellbeing needs, and local protocols for service appraisal and risk assessment  |
| <b>K12</b> the different local and national voluntary and charity organisations and their role in the provision of services available to the public for different issues, such as managing debt, reporting crime, domestic abuse, accessing government services online, tackling social isolation, bereavement support, promoting good mental health and wellbeing |
| <b>K14</b> local criteria for referring people into the service, local referral systems and protocols or for signposting within scope of practice  |
| <b>K17</b> how to manage relationships with health and wellbeing service providers, the expectations of the provider and the person being referred or signposted.  |
| <b>K26</b> the local demand on services based on health needs, and the different public and voluntary sector services available in the community to help to meet those needs   |
| <b>K27</b> the importance of the evidence base in forming strategies, policies and interventions to improve health and wellbeing   |
| <b>K36</b> the different types of data and information and different types of evaluation used to assess the impact and effectiveness of services and interventions   |
| <b>K39</b> ethical implications and guidance relating to public health practice, such as the impact of public health measures on civil liberties   |

| Skills   |
|--|
| <b>S1</b> recognise, and help others to also recognise, the factors that impact on a person's health and wellbeing that they can or cannot control or influence                          |
| <b>S6</b> build partnerships and connections with local people, groups and organisations to reach shared solutions to local needs or issues  |
| <b>S7</b> work with, support or supervise people working as volunteers whilst recognising the boundaries of their roles  |
| <b>S8</b> recognise whether non-statutory community and voluntary groups and services are safe and sustainable to support people's health and wellbeing needs, and escalate any concerns |

|   |
|---|
| <b>S9</b> identify where different organisations collaborate successfully or interface seamlessly and build on these strengths to extend provision.   |
| <b>S10</b> identify and highlight competition or conflict between services where this does not work in the interests of the local community or works against the best use of local assets.                                |
| <b>S11</b> research local provision, including online, for a wide range of interventions, projects and services that can support individuals and communities who are seeking to better manage their health and wellbeing. |
| <b>S12</b> keep information on local and digital provision up to date.  |
| <b>S14</b> receive and manage referrals recognising situations where appropriate onward referral, escalation or signposting can be made within scope of practice.   |
| <b>S17</b> develop relationships with local health and wellbeing service providers to ensure appropriate referrals or signposting can be made and the service offer is understood.  |
| <b>S18</b> manage a caseload and potential waiting lists and be able to prioritise in line with service guidance within scope of own practice.  |
| <b>S27</b> facilitate access to and promote services delivered by a range of public and voluntary sector agencies in the community, and services that are accessible digitally or online.                                 |
| <b>S28</b> apply the most recent evidence to improve the effectiveness of strategies, policies and interventions.   |
| <b>S34</b> use different types of data and information to identify priorities and measure health outcomes.  |
| <b>S35</b> use recognised tools and data so that changes to people's health and wellbeing can be measured or monitored at an individual, group, or community level.   |
| <b>S37</b> contribute to service evaluation by using different types of data and information and different types of evaluation.   |
| <b>S41</b> identify and apply ethical frameworks and guidance relevant to practice in public or population health.  |
| <b>S42</b> keep a record of training and development opportunities that have been accessed and how these have informed their practice.  |
| <b>S43</b> maintain high standards of professional and personal conduct, including duty of care for the safety and welfare of self and others.  |
| <b>S44</b> engage with performance appraisal and reflective practice in line with organisational procedures and management processes.   |

## Behaviours

**B5** takes responsibility for own actions

**B6** seeks to collaborate (with individuals, communities and organisations) across sectoral, organisational and cultural boundaries

## Grading Descriptors

### End-point assessment method 1: Multiple-choice test

| KSBs   | Fail   | Pass  |
|--|--|---|
| K1 K2 K5<br>K8 K10<br>K11 K15<br>K20 K21<br>K24 K25<br>K29 K30<br>K32 K33<br>K34 K37<br>K40 K41<br>K42 | The apprentice does not meet the pass criteria | <b>In order to achieve a pass, apprentices must:</b><br>Score 24 marks or above out of the 30 marks available |

### End-point assessment method 2: Demonstration of practice

| KSBs   | Fail   | Pass   | Distinction  |
|--|--|--|--|
| K6 K7<br>K13 K16<br>K18 K19<br>K22 K23<br>K28 K31<br>K35 K38<br><br>S2 S3 S4<br>S5 S13<br>S15 S16<br>S19 S20<br>S21 S22<br>S23 S24<br>S25 S26<br>S29 S30<br>S31 S32<br>S33 S36<br>S38 S39<br>S40 | The apprentice does not meet the pass criteria | <b>In order to achieve a pass, apprentices must demonstrate all the pass descriptors:</b> <ol style="list-style-type: none"> <li>1. Works in partnership with people, groups and communities so that they can recognise their needs and priorities, overcome barriers, and solve problems independently using their strengths and local resources to achieve better health and wellbeing (K7, S2, S3, S4, S5)</li> <li>2. Recognises gaps in services, and identifies barriers to access, including</li> </ol> | <b>In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors:</b> <ol style="list-style-type: none"> <li>1. Explains why they have chosen particular behaviour change tools and techniques when working with individuals who are identifying their priorities, making decisions, and setting goals (S21, S22)</li> <li>2. Explains how they apply communication skills to overcome different barriers to communication</li> </ol> |



|                        |  |  |   |
|------------------------|--|--|---|
| <p>B1 B2 B3<br/>B4</p> |  | <p>how services are promoted or communicated, through a strengths or asset-based approach (K13, S13)</p> <ol style="list-style-type: none"> <li>3. Uses the principles and theories relating to behavioural science and behaviour change tools and techniques to work with people and groups so that they can make decisions, set goals and identify their priorities regarding their health and wellbeing (S21, S22)</li> <li>4. Uses a range of communication skills to ensure that people understand risks to health, the actions they can take, and local service provision that can help them, while identifying and breaking down barriers to communication, which could include sensory disability, neurodiversity, low levels of literacy or health literacy, language or cultural. Shows compassion and empathy when working with people. (K31, S30, S31, S32, B4)</li> <li>5. Explains how and why they maintain and keep secure and accurate records and the importance of consent and how it is gained (K35, S15, S36)</li> <li>6. Works within boundaries of the role when supporting people or communities. Represents the interests of people while managing</li> </ol> | <p>and how this enables them to work collaboratively with people and communities with empathy and compassion (K31, S30, S31, S32, B4)</p> <ol style="list-style-type: none"> <li>3. Explains how they have applied evidence-based community development approaches to address health inequalities with or between communities in line with local strategies and policies (K6, S26)</li> </ol> |
|------------------------|--|--|---|

|  |  |   |  |
|--|--|---|--|
|  |  | <p>expectations when engaging with service providers regarding service scope, availability and access. Recognises when to escalate in light of any risks identified in a timely manner, including when someone is in distress or crisis, providing the right support when it is needed. (K16, K38, S16, S39, S40)</p> <p>7. Engages with people and communities so that they can identify local provision, including services that can address wider issues, that can help them to achieve their health and wellbeing goals through self-care behaviours and to continue independently without the need for further engagement with the service (K22, K23, S23, S24)</p> <p>8. Develops constructive relationships with people and groups to elicit and inform the health and wellbeing concerns and priorities of people and groups while recognising their right to refuse advice and information. Helps people identify the key issues impacting on their health and wellbeing whilst being respectful and non-judgmental of others' circumstances or decisions (K18, K19, S19, S20, B2, B3)</p> |  |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <p>9. Delivers evidence-based interventions that meet the needs of different communities, taking into account how cultural and faith-based differences can impact the implementation (K28, S25)</p> <p>10. Communicates evidence-based, complex public health messages in a way that is relevant and meaningful to the audience (S29)</p> <p>11. Works with honesty, integrity and inclusively, with people and communities, when implementing organisational policy, protocol, and procedures for data management and safeguarding, and in compliance with legislation (S33, S38, B1)</p> <p>12. Works with local communities to implement strategies and policies that improve health outcomes and address health inequalities, including use of evidence-based community development approaches (K6, S26)</p> |  |
|--|--|--|--|

## End-point assessment method 3: Professional discussion

| KSBs   | Fail   | Pass   | Distinction  |
|--|--|--|--|
| K3 K4 K9<br>K12 K14<br>K17 K26<br>K27 K36<br>K39<br><br>S1 S6 S7<br>S8 S9<br>S10 S11<br>S12 S14<br>S17 S18<br>S27 S28<br>S34 S35<br>S37 S41<br>S42 S43<br>S44<br><br>B5 B6 | The apprentice does not meet the pass criteria | <p><b>In order to achieve a pass, apprentices must demonstrate all the pass descriptors:</b></p> <ol style="list-style-type: none"> <li>1. Describes how they recognise, and help others to recognise, the different factors that affect health and wellbeing and to identify those that are within their control or influence. Describes the negative and positive impact that different agencies can have on improvements to the health and wellbeing of others. (K3, K4, S1)</li> <li>2. Explains how they have built a constructive relationship with a group or community to identify their health and wellbeing priorities and shared solutions (S6)</li> <li>3. Explains how they have adhered to national guidance when supporting or supervising volunteers, while recognising the boundaries of their roles (S7)</li> <li>4. Explains how they have capitalised on local assets and effective partnerships, in collaboration with communities, recognising the suitability, potential competition or conflicts and risks of different non-statutory community and voluntary groups and services</li> </ol> | <p><b>In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors:</b></p> <ol style="list-style-type: none"> <li>1. Explains how they have contributed to the development of a new resource to fill a gap in provision (K9, S8, S9, S10, B6)</li> <li>2. Explains how they have worked with others to build a constructive relationship with a seldom heard or unengaged group or community to address their health and wellbeing priorities (S6)</li> </ol> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>escalating any concerns (K9, S8, S9, S10, B6)</p> <ol style="list-style-type: none"> <li>5. Explains how they manage demand for support, including waiting lists with service providers through the promotion of community assets alongside appropriate referral or signposting (K14, S14, S18)</li> <li>6. Explains how they manage relationships and expectations when providing referral or signposting in line with the receiving organisations system and processes. (K17, S17)</li> <li>7. Explains how they apply evidence to inform and improve the effectiveness of strategies, policies, and interventions that impact health and wellbeing outcomes (K27, S28)</li> <li>8. Explains how they use recognised tools and data, to monitor and measure health and wellbeing outcomes at individual or community levels and to identify priorities (S34, S35)</li> <li>9. Explains how they identify and use data and information to evaluate the impact and effectiveness of services and interventions, using different types of evaluation (K36, S37)</li> <li>10. Describes how they take part in appraisal, ongoing review and continuing professional development, and how this</li> </ol> |  |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <p>has influenced their practice (S42, S44)</p> <p>11. Explains how they take responsibility for identifying and mitigating risks to themselves and others in the course of their work (S43, B5)</p> <p>12. Describes how they facilitate access to a range of voluntary and public sector services that meet the needs of local communities, and promote the best use of services to manage demand, including services which are accessible digitally or online (K26, S27)</p> <p>13. Describes the roles of local and national statutory and voluntary organisations and agencies delivering services in their area of practice that support health and wellbeing, and how they keep information on local and digital provision up to date. Explains how they research, including using online resources, local provision for a wide range of interventions, projects and services to support individuals and communities who wish to better manage their health and wellbeing (K12, S11, S12)</p> <p>14. Explains the ethical dilemmas that relate to public health practice and how ethical guidance and frameworks help in decision making (K39, S41)</p> |  |
|--|--|--|--|

