

End-point assessment plan for Psychological Wellbeing Practitioner (PWP) apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0568	6	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Psychological Wellbeing Practitioner (PWP) 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 Psychological Wellbeing Practitioner (PWP) apprentices, their employers and training providers.

Full time apprentices will typically spend 12 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 independent assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Psychological Wellbeing Practitioner (PWP) standard.

These are:

- Certificate in Psychological Wellbeing Practice

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Demonstration of Practice with Question and Answer Session

- Pass
- Fail

Assessment method 2: Presentation of Practice

- Distinction
- Pass
- Fail

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

- Distinction
- Pass
- Fail

EPA summary table

On-programme (typically 12 months)	Training to develop the occupation standard's knowledge, skills and behaviours. Training towards English and mathematics Level 1 and 2, if required.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 Apprentices must complete the following approved qualifications mandated in the standard: <ul style="list-style-type: none"> • Certificate in Psychological Wellbeing Practice
End Point Assessment (which would typically take 3 months)	Assessment Method 1: Demonstration of Practice with Question and Answer Session With the following grades: <ul style="list-style-type: none"> • Pass • Fail Assessment Method 2: Presentation of Practice With the following grades: <ul style="list-style-type: none"> • Distinction • Pass • Fail Overall Grade <ul style="list-style-type: none"> • Distinction • Pass • Fail
Professional recognition	Aligns with recognition by: <ul style="list-style-type: none"> • The British Psychological Society

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically 3 months, beginning when the apprentice has passed the EPA gateway.

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 apprenticeship's English and mathematics minimum requirement 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:

- Certificate in Psychological Wellbeing Practice

Assessment methods

Assessment Method 1: Demonstration of Practice with Question and Answer Session

Overview

Apprentices must be observed by an independent assessor completing two practical demonstrations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the demonstration to take place, in consultation with the employer. The EPAO will need to provide an independent assessor for each station and an actor who has received sufficient training by the EPAO in order to represent the scenarios in a method that allows the apprentice to be validly assessed. The actors will be referred to by the term 'patient' in this plan. The independent assessor may conduct and observe only one apprentice at a time during this assessment method. The two practical demonstrations must be carried out over an assessment period of 2 hours and 20 minutes. The independent assessors have the discretion to increase the time of each station assessment activity by up to an additional 10% to allow the apprentice to complete the assessment.

The rationale for this assessment method is:

The occupation requires practical delivery of evidence-based psychological interventions and this method of assessment has been chosen as the most efficient method for an apprentice to demonstrate competence in a range of KSBs pertaining to the occupation. Psychological wellbeing service delivery occurs in a diverse range of settings and includes sensitive conversations requiring high-level communication skills. Demonstration of practice is a common assessment method used in the health sector and avoids challenges of possible cancellations and missed appointments in observation of a live clinic, and the potential delays (and associated increased costs) these can cause to the assessment process.

Delivery

Apprentices must be provided with both written and verbal instructions at each station on the tasks they must complete, including the timescales they are working to. This time is not included in the assessment time. Apprentices must return any written instructions to the independent assessor before leaving the station.

The demonstration of practice should be conducted in the following way to take account of the occupational context in which the apprentice operates:

Demonstration of Practice

- There will be two stations that assess the knowledge, skills and behaviours mapped to this method
- The station assessments can be delivered in any order
- Two independent assessors will be required for this assessment method (one per station).
- Each independent assessor will be responsible for the running and assessment of their station.
- Two actors playing the role of a patient will be required for this assessment method (one per station).

- The demonstration of practice is considered a single assessment and both stations must be passed in order for the apprentice to pass this assessment method.
- The independent assessor will ask questions from the question bank or generate these themselves to clarify points of the demonstration or to fill any gaps in the knowledge, skills and behaviours for the station. Questions will be asked during the question and answer session for each station
- The independent assessors will record the pass/fail for the station
- EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessors will:

- Select the scenario for their allocated station from the bank provided by the EPAO
- 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
- Brief the actors acting as the patients prior to the assessment commencing, using the brief provided by the EPAO, checking they have understood the brief provided
- Use the structured templates provided by the EPAO to conduct the assessment and to provide any required templates to the apprentice
- Adhere to confidentiality about all aspects of the assessment and the brief they have been provided with
- Observe the apprentice at the station assigned to them by the EPAO
- Ensure the apprentice has the opportunity to demonstrate the knowledge, skills and behaviours relevant to the station brief
- Observe one apprentice at a time demonstrating the knowledge, skills and behaviours that are mapped to that station
- Ask a minimum of 3 follow-up questions to clarify points on the demonstration and ask questions on any gaps in the knowledge, skills and/or behaviours for the station during the question and answer session
- Time the assessment ensuring the apprentice carries out all activities within the allocated time (including any allowances) including an additional 10% time at the independent assessor's discretion.
- The first station independent assessor will pass their pass/ fail grade to the second station independent assessor.
- The second station independent assessor will determine the final pass/fail grade for this assessment method.
- Use the grading matrix provided by the EPAO to grade the apprentice for the demonstration of practice
- Be responsible for submitting results to the EPAO typically within 5 days (timeframe)

Station 1 Patient Centred Assessment

Outline: The apprentice will demonstrate a patient centered assessment.

Description: The apprentice will conduct a patient centered assessment of the patient, to identify a common mental health problem and enable the patient to make an informed treatment choice.

Examples of scenarios:

Disorders suitable for treatment at Step 2 of the Improving Access to Psychological Therapies (IAPT) within a Stepped Care service delivery model based on the principle of offering the least intrusive effective psychological treatment in the first instance. Some examples may include:

- An individual who is experiencing symptoms of an anxiety disorder
- An individual who is experiencing symptoms of low mood or depression.

The EPAO will develop a suitable 'bank of scenarios' of the type consistent with the IAPT Stepped Care service delivery model to be used during the demonstration of practice. It is recommended that these are developed in conjunction with employers.

At this station the apprentice will:

- Be presented with a scenario describing the patient's history - 10 minutes
- Conduct the patient centered assessment interview with actor role-playing the patient. Collaboratively build a therapeutic alliance with the patient and gather information, to assess for and identify a common mental health problem. This includes the assessment of risk and safeguarding issues and appropriate onward referral where appropriate. They will develop a problem statement summary with associated treatment goals and verbally communicate this in a clear and unambiguous way to the patient so that the patient can make an informed treatment choice - 40 minutes
- Participate in a question and answer session with the independent assessor to include a minimum of 3 questions – 15 minutes

At this station the EPAO will:

- Provide a specification of how the station should be set up, including the equipment and resources required
- Provide a brief for the independent assessor to use with the actors acting as the patient in the scenario
- Provide a brief/scenario for the independent assessor to give to the apprentice
- Provide a marking template for the independent assessor to complete
- Have developed a bank of clinical scenarios of 250-300 words for the apprentice to conduct a patient centered assessment
- Provide a question bank for the independent assessor to select a minimum of 3 questions that must be answered by the apprentice at this station.

Station 2 Provide a Psychological Intervention

Outline: The apprentice will demonstrate how to support an evidence-based low intensity cognitive behavioural therapy psychological intervention.

Description: The apprentice will support an evidence-based low intensity psychological intervention. They will review the patient's clinical assessment and select an evidence based psychological intervention appropriate for delivery by PWP's.

Example scenario:

- An evidence-based psychological intervention for an individual experiencing a common mental health difficulty appropriate for treatment using low intensity CBT as determined by the IAPT programme.

The EPAO will develop a suitable 'bank of scenarios' of this type consistent with the stepped care service delivery model based on the principle of offering the least intrusive effective psychological treatment in the first instance to be used during the demonstration of practice. It is recommended that these are developed in conjunction with employers.

At this station the apprentice will:

- Be presented with a scenario which includes the patient's clinical assessment, outcome measures and problem statement summary to review before meeting with a patient - 10 minutes
- Review progress with the patient, using the outcome measures and discuss their understanding of the previously agreed evidence-based low intensity psychological intervention e.g. behavioural activation, cognitive restructuring, online psychological treatment programmes etc. - 10 minutes
- Demonstrate a low intensity psychological support intervention, that supports and facilitates the progress of the treatment option with the patient and agree appropriate measures for in between session activity - 25 minutes
- Update the patient record to reflect the session– 10 minutes.
- Allow the station independent assessor to review the patient record – 5 minutes
- Participate in a question and answer session with the independent assessor to include a minimum of 3 questions - 15 minutes

At this station the EPAO will:

- Provide a specification of how the station should be set up, including the equipment and resources required
- Provide a brief for the independent assessor to use with the actors acting as the 'patient' in the scenario
- Provide a brief/scenario for the independent assessor to give to the apprentice
- Provide a marking template for the independent assessor to use to grade the station
- Have developed a bank of clinical scenarios of 450-500 words that enables the apprentice to demonstrate the support of a low intensity psychological intervention
- Provide a question bank for the independent assessor, to select a minimum of 3 questions that must be answered by the apprentice at this station, the independent assessor may ask follow up questions and also generate their own questions where appropriate

Re-takes of Demonstration of Practice

In the event of re-sits or re-takes of the demonstration of practice, the apprentice will be presented with a different set of scenarios and they will re-sit or re-take both stations, not just the failed one.

Questioning must be completed within the total time allowed for the demonstration of practice plus an additional 10% at the independent assessor's discretion.

There may be breaks during the demonstration of practice to allow the apprentice to move from one location to another. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

Questions and resources development

EPAOs will produce specifications to outline in detail how the assessment will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with 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 will create and set open questions to assess related underpinning knowledge, skills and behaviours. The independent assessor can tailor questions.

EPAOs must develop practical scenario specifications and question banks that are of sufficient size to prevent predictability and are reviewed regularly (and at least once a year) to ensure the scenarios, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

Venue

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

- A suitable venue selected by the EPAO (e.g. training provider or employer sites or a venue deemed appropriate by the EPAO)

The venue must:

- Offer a designated space, appropriate for the EPA
- Allow for the stations to be placed at suitable intervals where the assessment is undertaken in the same room 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
- Offer a separate room so that apprentices waiting to do their demonstration of practice are not in contact with those who have finished to avoid conferring

Other relevant information

EPAOs must also:

- Ensure that apprentices will be under examination conditions for the demonstration of practice so that they cannot discuss the stations and activities with each other.

Support Material

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

- Question bank for each station
- Station brief for the actor for each station
- Station specification for each station (including equipment and resources required)
- Bank of clinical scenarios for each station
- Any required templates for the station (including a patient record template)
- Marking materials for each station

Assessment Method 2: Presentation of Practice

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on work undertaken during apprenticeship and will cover a topic of interest chosen by the apprentice relevant to their caseload. The presentation topic and title will be agreed by the employer and the EPAO at the gateway point prior to commencing the assessment and will cover modes of delivery, specific needs of a cohort group and partners who may be included in working with this cohort group. The presentation will be mapped to the KSBs for this assessment method and also include reference to processes to improve practice, demonstration of ethical practice and understanding of codes of conduct.

Examples of presentation titles would be:

- “Improving access to evidence-based psychological interventions for older adults”
- “Working with clients with depression/anxiety and a long-term health condition”
- “Working with interpreters”
- “Working with Armed Forces Veterans”.

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 20 day(s) to prepare, complete and submit the presentation once the title has been agreed by the employer and EPAO. The apprentice should notify the EPAO of all requirements for

the delivery of the presentation when it is submitted. The independent assessor will have 10 days to review the presentation prior to the assessment taking place.

The rationale for this assessment method is:

A presentation will enable the apprentice to present an area of their practice pertinent to the organisation's need and the apprentice's interest. The presentation will allow the apprentice to showcase their knowledge, specific skills and ethical practice within a specific defined area of interest in depth and breadth which you cannot do using other methods such as a test.

Delivery

The presentation and question and answer session will last for 45 minutes; 25 minutes for the presentation followed by a 20 minutes question and answer session. The independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their final answer.

The independent assessor will ask a minimum of 4 questions during the question and answer session. The questions will be drawn from a question bank supplied by the EPAO, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours. The independent assessor can ask follow-up questions based on the presentation within the 20 minutes allocated.

To deliver the presentation, the apprentice will have access to:

- presentation software
- flip chart
- videos
- computer
- work products
- interactive demonstrations
- notes

The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- Employer's premises
- Workplace other than the employers own premises

The venue should be a quiet room, free from distraction and external influence. The venue will also have facilities to allow any necessary equipment to be set up e.g. electrical socket points.

The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure the identify of the apprentice is verified and that there is a 360 degree camera to ensure the apprentice is not being aided in anyway.

Support material

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

- Guidance documentation for the employer and apprentice on how the assessment will be structured.
- Outline of the requirements in relation to KSBs being assessed by the presentation.
- Question bank
- Marking documentation

Weighting of assessment methods

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

Grading

Assessment method 1: Demonstration of Practice with Question and Answer Session

KSBs	Fail	Pass
K2 K3 K6 K7 K8 K9 K10 K11 K12 K14 K19 K22 K23 K25 S1 S2 S3 S4 S7 S8 S9 S10 S11 S12 S13 S14 S20 S21 S23 B1 B2	Did not meet the pass criteria.	To achieve a Pass the apprentice must be able to: <ol style="list-style-type: none"> 1. Recognise and analyse patterns of symptoms of conditions, elect and provide evidence-based patient centred assessments to accurately recognise symptoms of conditions and determine patient need and risk (K6, K7, K8, K23 S7, S8) 2. Plan, deliver and review evidence-based low intensity psychological treatments for two individual patients on their caseload, using behaviour change models and strategies in line with national guidelines (K12, S12, B1, B2) 3. Provide patient-centred care by working collaboratively with patients, building a therapeutic alliance, enabling shared decision making, goal setting and choice (K2, K9, K10, K11, S9, S10, S11) 4. Demonstrate how they practice autonomously within their scope of practice, being responsible and accountable for safe, compassionate, patient-centred, evidence-based support of an individual with common mental health problems. (S14, S20, S21,) 5. Demonstrate how they effectively and sensitively communicate with individuals and build relationships that respect professional and personal boundaries and how they evaluate and respond to needs (K19, K22, S1, S2, S3, S23) 6. Record interviews and questionnaire assessments accurately, in a timely manner in line with local and national policy (K3, K25, S4) 7. Support individuals to optimise the use of medication and minimise adverse effects (K14, S13)

Assessment method 2: Presentation of Practice

KSBs	Fail	Pass – all of the following criteria	Distinction – all of the pass criteria and all of the following criteria
<p>K1 K4 K5 K13 K15 K16 K17 K18 K20 K21 K24</p> <p>S5 S6 S15 S16 S17 S18 S19 S22 S24</p> <p>B3</p>	<p>Did not meet the pass criteria.</p>	<p>To achieve a Pass the apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Use a range of communication methods to deliver low-intensity treatments in line with patient consent, including how they have worked with and signposted to other agencies (K1, K4, K5, K21, K24, S5, S6) 2. Evidence that they are adaptable and able to recognise, respect and engage with a diverse demographic, recognising and respecting differences in the community served and devises assessments to meet their needs (S19, B3) 3. Evidence how they have accessed clinical skills and case management supervision to support their delivery of low intensity interventions, individual case discussion and skills development (K15, K16, S15) 4. Evidence that they have participated in appraisal and used feedback and reflective practices to maintain skills and knowledge and ensure high quality care (K17, S16, S17) 5. Evidence how they adhere to codes of conduct and work in line with ethical, local and national policies, procedures and guidelines within the 	<p>To achieve a Distinction the apprentice must be able to:</p> <ol style="list-style-type: none"> 1. Proactively support and engage with one part of the community and analyse how they adapt, develop and evaluate their practice to improve particular characteristics and needs served for individuals (S19,) 2. Independently evaluate problems and select optimal solutions within the limits of their competence and the boundaries of their role to improve individual outcome or improve efficiency (K13, K18, K20, S18) 3. Critically analyse, using a range of methods, examples of how they have worked with patients who might find it difficult to take ownership of their care and onward wellbeing. (S5, S24)

		<p>boundaries of their practice (K18, K20, S18, S22)</p> <p>6. Evidence how they adhere to the stepped care model in IAPT services and NICE guidelines for depression and anxiety disorders (K13)</p> <p>7. Demonstrate that they recognise the limitations in their competence and role and evidences how they have directed people to other resources and services (S24, K13)</p>	
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Overall EPA grading

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

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

Demonstration of Practice	Presentation of practice	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered one 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 any failed assessment methods only. The same presentation can be used in the case of a re-sit but not in the case of a re-take.

The timescales for a re-sit/retake is agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification. All assessment methods must be taken within 3-month period of each other otherwise the entire EPA will need to be re-sat/retaken 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 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.

Roles and responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: <ul style="list-style-type: none"> • participate in training/development opportunities to improve their knowledge skills and behaviours as outlined in the occupational standard • meet all gateway requirements • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability • determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO and training provider • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	As a minimum EPAOs should: <ul style="list-style-type: none"> • understand the occupational role • appoint administrators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • training for the actor as this is specified in the demonstration section • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA)

	<p>procedures and processes, and conducts these on a regular basis</p> <ul style="list-style-type: none"> • conform to the requirements of the external quality assurance provider for this apprenticeship standard • organise standardisation events and activities in accordance with this EPA plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this EPA plan • have, and operate, an appeals process • arrange for certification with the relevant training provider
Independent Assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • manages a demonstration of practice station • grades the demonstration of practice station using the grading matrix developed by the EPAO • understand the occupational standard and end-point assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 or CAVA and 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)
Actor	<p>As a minimum an actor should:</p> <ul style="list-style-type: none"> • participates in the EPA demonstration stations as required • adheres to the brief provided by the EPAO • maintains confidentiality and adheres to exam conditions • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • have received training by the EPAO in order to represent the scenarios in a method that allows the apprentice to be validly assessed.
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

	<p>the occupational standard and monitor their progress during the on-programme period</p> <ul style="list-style-type: none">• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway• plays no part in the EPA itself
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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 the following occupational areas: Skilled in step two low-intensity cognitive behavioural intervention processes within IAPT programmes.
- Appoint independent assessors who have recent relevant experience of the occupation/sector, gained in the last one year
- Appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - Competence as an independent assessor of PWP practice within IAPT programmes experienced in Step 2 cognitive behavioural intervention processes within IAPT and have attended IAPT compliant PWP supervisor training
- 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 independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- using an employer's premises

Regulatory body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as Psychological Wellbeing Practitioner (PWP) with the British Psychological Society.

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)

Assessment method 1: Demonstration of Practice with Question and Answer Session

K2 How to establish and maintain complex partnerships and therapeutic relationships that take into account individual differences and needs including language preferences.
K3 The policies and guidelines that relate to the management of confidential information, including data protection legislation e.g. The General Data Protection Regulation (GDPR) 2016, the importance of recording accurate patient records securely and how to escalate matters if data protection breaches occur.
K6 The principles, purposes and different types of assessments, undertaken with people with common mental health problems.
K7 Complex patterns of symptoms consistent with diagnostic categories and psychological models.
K8 The principles and process of ongoing risk assessment, safeguarding and any policies that support this.
K9 The principles of patient-centred care and support, and why it makes a difference to how people feel.
K10 The significance of actively involving people in their own care.
K11 How to establish and maintain a therapeutic alliance with patients during their treatment programme, including managing issues and events that interfere with the therapeutic relationship that threaten the alliance.
K12 How to competently select, use and evaluate the efficacy of behaviour change models and strategies in the delivery of low-intensity psychological interventions.
K14 The principles and practices of medication management.
K19 Understand how to respond to people's need sensitively with regards to individual differences.
K22 How to practice in a non-judgemental, caring and sensitive manner.
K23 The concept of 'risk' and how to manage risk and promote health and well-being while aiming to empower choices that promote self-care and safety.
K25 The significance of timely record keeping.

Skills
S1 Communicate effectively with individuals verbally and in writing to build successful caring relationships with patients and colleagues, whilst also keeping information confidential.
S2 Evaluate and respond to peoples' needs sensitively with regards to all aspects of diversity.
S3 Manage personal and sensitive information, in line with local and national policies and legislation. Keep information secure and ensure that any information audits are compliant with such policies and legislation.
S4 Accurately record interviews and questionnaire assessments using paper and electronic recording keeping systems in a timely manner.

S7 Select and deploy a range of assessments to aid problem recognition and definition e.g. psychometric assessment, problem focused assessment and intervention planning assessment.
S8 Recognise and analyse patterns of symptoms of conditions such as anxiety disorders and depression and evaluate patient need and level of ongoing risk to themselves and others.
S9 Enable shared decision making and promote empowerment by working collaboratively with patients to provide patient-centred care.
S10 Build and sustain a therapeutic alliance with patients to manage emotional distress in sessions and understand patients' perspectives.
S11 Collaboratively use behaviour change models to help identify and evaluate patient goals and choice of low-intensity intervention.
S12 Formulate and deliver evidenced based low-intensity psychological treatments. For example, supporting patients undertaking recommended treatments for problem solving, panic and sleep management and to review treatment plans continually.
S13 Support patients using medication to optimise medication use and minimise adverse effects in liaison with the patient's GP.
S14 Manage a caseload of patients with common mental health problems efficiently and safely, including the assessment of risk and vulnerability.
S20 Practice autonomously within your scope of practice and be responsible and accountable for safe, compassionate, patient-centred, evidence based practice.
S21 Work within your own practice boundaries and levels of competence.
S23 Establish and maintain appropriate professional and personal boundaries with patients.

Behaviours

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| B1 You will treat people with dignity, respecting diversity, beliefs, culture, needs, values, privacy and preferences. |
| B2 You will show respect and empathy for those you will work with, have the courage to challenge areas of concern and work to evidence based best practice. |

Assessment method 2: Presentation of Practice

Knowledge

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| K1 The significance of effective communication |
| K4 How to adapt and use communication skills to deliver low-intensity treatments using a range of methods including face-to-face, telephone, presentations and other electronic communication. |
| K5 The importance of signposting patients, with informed consent, to other services and the services that are available locally. |
| K13 The stepped care model in IAPT services and NICE guidelines for depression and anxiety disorders. |
| K15 The principles and processes involved in caseload management. |
| K16 The concepts and structure of both clinical skills and case management supervision and the |

difference between the two forms of supervision.
K17 The concepts and models of critical reflection, self-reflection, and use of feedback, to enhance the quality of patient care you provide personally and as part of the team.
K18 A range of codes of conduct and employers' policies relevant to the role.
K20 The boundaries of the role and how low intensity interventions differ from other methods of psychological treatment.
K21 How to work within a team and with other agencies with additional specific roles in the wider health and social care system which cannot be fulfilled by the PWP alone.
K24: The significance of gaining informed consent appropriate to the individual's capacity.

Skills

S5 Communicate using a range of methods including face-to-face, telephone, presentations and electronic mediums.
S6 Communicate effectively with and signpost to other agencies with informed consent. For example, employment, occupational and other advice services.
S15 Actively engage in clinical skills supervision to assist the delivery of low-intensity interventions and case management supervision for individual case discussion and skills development.
S16 Reflect on and evaluate your practice, keeping your knowledge and skills updated and respond to appraisal/feedback appropriately.
S17 Respond professionally to supervisor feedback and initiate change in a timely manner to ensure high quality patient care.
S18 Adhere to employer's ethical local and national policies and procedures.
S19 Recognise, respect and engage with people from a diverse demographic that includes personal, family, social and spiritual values held by communities served by the service.
S22: Establish consent appropriate to the patient's capacity and determine the optimal course of action when consent cannot be secured
S24 Recognise the limitations to your competence and role and direct people to resources appropriate to their needs, including step-up to high-intensity therapy and onward referral.

Behaviours

B3 You will be adaptable, reliable and consistent, demonstrate competence, resilience and responsibility.
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