

## End-point assessment plan for **Early Intervention Practitioner** apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0868	4	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the **Early Intervention Practitioner** apprenticeship standard. It explains how 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.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend **18** months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the **Early Intervention Practitioner** occupational standard

The qualifications required are:

- apprentices must have achieved English and mathematics at Level 2

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.

This EPA should then be completed within an EPA period lasting typically for **3 months**.

This EPA consists of **2** discrete assessment methods.

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

### Assessment method 1: Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

### Assessment method 2: Work-based case study followed by questioning

- fail

- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically 18 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compilation of a portfolio of evidence to underpin the professional discussion.</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>Apprentices must have achieved English and mathematics at Level 2</p> <p>Apprentices must submit: a portfolio of evidence to underpin the professional discussion.</p> <p>The EPAO should sign off the project / work-based case study title and scope and confirm its suitability at the gateway</p> <p>The employer will provide copies of organisational, health and safety and welfare policies and procedures to the EPAO prior to the professional discussion and project submission</p>
<b>End-point assessment</b> (typically 3 months)	<p>End-point assessment method 1: Professional discussion underpinned by a portfolio of evidence graded:</p> <ul style="list-style-type: none"> <li>fail</li> <li>pass</li> <li>distinction</li> </ul> <p>End-point assessment method 2: Work-based case study, followed by questioning graded:</p> <ul style="list-style-type: none"> <li>fail</li> <li>pass</li> <li>distinction</li> </ul> <p>Performance in the EPA will determine the overall apprenticeship standard grade of:</p>

	<ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
Professional recognition	Aligns with recognition by: 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.

The EPA period must last for a minimum of one week.

## Order of 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.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above 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 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 EPA:

- achieved 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 is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the professional discussion:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence to demonstrate the KSBs that will be assessed by the professional discussion; it is anticipated there will typically be 10 pieces of evidence
- evidence must be clearly mapped, in an annex, against the KSBs allocated to this assessment method
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is required
- the portfolio must include:
  - at least two observations of the apprentice that are recorded in a written format by their senior/supervisor. One observation is of the apprentice undertaking multi-agency engagement and the other is of direct work undertaken by the apprentice with the individual and or family.
  - written accounts of activities undertaken by the apprentice against the KSBs
- evidence sources may include:
  - workplace documentation/records (anonymised)
  - company policies and procedures as appropriate to this assessment method
  - continued professional development records
  - progress review documentation

This is not a definitive list, other evidence sources are allowable
- it cannot include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of evidence, 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 confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway point

The portfolio of evidence 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.

For the **work-based case study**:

- the subject, title and scope of the work-based case study will be agreed between the employer and the EPAO at the gateway. The employer will ensure it has a real-life application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method. The EPAO should sign-off the work-based case study's subject, title and scope to confirm its suitability prior to the work-based case study commencing.

## End-point assessment methods

### Assessment method 1: Professional discussion underpinned by a portfolio of evidence. (This assessment method has **one** component.)

#### Overview

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice 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 the apprentice to be assessed against KSBs that would take too long to be observed or lend themselves to practical assessment with questions.
- it allows the apprentice to show case their depth of understanding relating to the KSBs.
- It allows the independent assessor, to consider the context and sector that the apprentice operates within giving flexibility to ensure that all the KSBs can be assessed appropriately.
- it provides a range of employers and sectors flexibility and ensures that the assessment allows for the context in which the apprentice operates in to be considered.
- it is cost effective, and it allows consideration of the potential need to conduct the EPA remotely.

#### Delivery

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 cover the KSBs assigned to this assessment method. It will involve a minimum of 10 open questions that will focus on **the themes within the grading descriptors**.

The EPAO will provide the independent assessor 4 weeks from the gateway to review the portfolio of evidence prior to the professional discussion. The independent assessor will provide the apprentice 2 weeks' notice of the professional discussion taking place.

The purpose of the questions will be **to explore the KSBs and how the apprentice has applied these in practice**.

The independent assessor will conduct and assess the **professional discussion**.



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 accordance with the EPAO's Reasonable Adjustments policy

During this method, the independent assessor may combine questions from the EPAO question bank and those generated by themselves following a review of the apprentice's portfolio of evidence. The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

The portfolio of evidence is not directly assessed or graded. It is used by the independent assessor, to develop the questions used for the professional discussion. However, the apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must allocate grades for the professional discussion using the grading criteria.

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.

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.

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

- employers' premises
- other suitable location determined by the EPAO (e.g. assessment centre or training provider)
- via video conferencing
- other suitable venue that is appropriate for the apprentice and EPAO which must be agreed between both parties

## Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. 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.

Independent assessors must be trained by the EPAO in the conduct of professional discussions, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement.

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

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

- outline of the assessment method's requirements
- a question bank
- marking materials
- independent assessor training materials
- grading guidance for employers, apprentices and independent assessors
- guidance document for independent assessors on how to carry out the assessment
- assessment recording documentation

## Assessment method 2: Work-based case study followed by questioning (This assessment method has 2 components)

### Overview

A work-based case study involves the apprentice completing a significant and defined piece of work that has a real organisational benefit. It should be based on a real-life work-based activity rather than a simulated piece of work.

The work-based case study must be undertaken after the apprentice has gone through the gateway.

The work-based case study should be designed to ensure that the apprentice's work meets the needs of the organisation, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real organisational application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method includes **two** components:

- work-based case study report with a video recording of a meeting
- questioning

The rationale for this assessment method is:

This work-based case study enables the apprentice to demonstrate that they understand and can apply the relevant KSBs to the full cycle of work undertaken with an individual and or family. This is a more robust assessment method than an observation, which would only assess the apprentice over a short period of time and would not allow for assessment of the same breadth of KSBs. As early intervention is a consent based service where people can choose not to engage in the services offered, there are risks that a truly naturally occurring meeting would not allow the apprentice to demonstrate the required KSBs.

The work-based case study evidences the cycle of work the apprentice is about to complete with an individual and/or family and demonstrates they can produce evidence within a defined period in line with organisational expectations. The work-based case study report will demonstrate that the apprentice is able to assess, plan, deliver and review the individual's or family's needs as part of their day-to-day role. It would not be possible to cover the same range of KSBs in an observation.

During the progress of the work-based case study, the apprentice will be recorded conducting a meeting with either the individual and/or family they are working with, or a professional worker. The meeting will be recorded and the recording submitted with the work-based case study report. This allows the independent assessor to observe the apprentice's interpersonal skills .

The particular case study which will be the focus of this project, will be agreed between the apprentice and employee and put forward to the EPAO for their agreement before the project write up begins, this allows the EPAO to ensure the grading descriptors can be met at the appropriate level.

## Assessment method 2 component 1 – work-based case study report

### Delivery

The work-based case study outcome should be in the form of a report and a video recording of a meeting.

The report should include the following:

- Context and rationale
- Cycle of work undertaken with the individual and /or family including:
  - Assessment and analysis process
  - Planning process
  - Intervention Process
  - Review process with own reflection

The work-based case study report has a maximum word limit of 3,500. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc. will not be included in this total. The report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The video recording should be of the apprentice conducting a meeting with either the individual and/or family they are working with, or with relevant professionals. The video recording should be no longer than 15 minutes.

The work-based case study report must map, in an appendix, how the report and the video evidences the relevant KSBs for this assessment method.

The work-based case study report commences after the apprentice has gone through the gateway. The report and video must be submitted to the EPA after a maximum of 9 weeks from the gateway. The report and video can be submitted electronically.

The apprentice must complete their **work-based case study report** unaided. When the **report and video are** submitted, the apprentice and their employer must verify that the submitted **report** is the apprentice's own work. The independent assessor should have at least 5 working days to review the work-based case study report and video prior to the questioning component taking place. The apprentice should have 5 working days' notice of the questioning component.

## Assessment method 2 component 2 – Questioning

### Delivery

The final component of this assessment method is questioning. It is envisaged that the questioning will take place on the same day as the professional discussion method.

Following the marking of the work-based case study, the independent assessor must ask the apprentice a minimum of **5** open questions to seek clarification. These questions should allow the independent assessor to further test components of the work-based study report and video recording they have highlighted as needing investigation and test the content and /or depth of understanding to assess performance against distinction criteria.

The duration of the questioning should be fixed at **30** minutes. The independent assessor has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question.

The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will assess all components of this assessment method holistically.

### Assessment location

The **questioning** should take place in a quiet room, free from distractions and influence. It can take place in any of the following:

- employers' premises
- other suitable location determined by the EPAO (e.g. assessment centre or training provider)
- via video conferencing
- other suitable venue that is appropriate for the apprentice and EPAO which must be agreed between both parties

Video conferencing can be used to conduct the question and answer session, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

### Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are

fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

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

- outline of the assessment method's requirements
- a question bank
- marking materials
- independent assessor training materials
- grading guidance for employers, apprentices and independent assessors
- guidance document for independent assessors on how to carry out the assessment
- assessment recording documentation

## 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 adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA 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 each assessment method, according to the requirements set out in this 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'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in both assessment methods.

In order to achieve an overall EPA **distinction**, apprentices must achieve a distinction in both assessment methods.

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

Assessment method 1 Professional discussion	Assessment method 2 work based case study and questioning	Overall grading
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Any grade = fail, pass, or 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 timescales for a re-sit/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 **4** months of the EPA outcome notification.

All assessment methods must be taken within a **6**-month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method must 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	<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>undertake 20% off-the-job training as arranged by the employer and EPAO</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, employers should:</p> <ul style="list-style-type: none"> <li>select the EPAO and training provider</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> </ul>



	<ul style="list-style-type: none"> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing 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 allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used daily</li> <li>• pass the certificate to the apprentice</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 Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> </ul>

	<ul style="list-style-type: none"> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate 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>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• 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 and periodically as appropriate (a minimum of annually)</li> </ul>
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	<ul style="list-style-type: none"> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, 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> <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 (i.e. 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</li> </ul>

	<p>and as determined by the EPAO, and without extending the EPA unnecessarily</p> <ul style="list-style-type: none"> <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>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</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 meet the following minimum requirements:
  - have been working at or above the level of the standard for a minimum of 2 years
  - holds a current assessor award qualification
  - has a minimum of 2 years current knowledge and understanding of the varied roles within the early intervention occupation
- 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

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

- Use of technology – for example video conferencing where applicable

- Location – for example use of employer premises
- The independent assessor could maximise time by scheduling multiple assessment methods on the same day, for example the questioning for the work-based case study report could be done on the same day as the professional discussion.

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Mapping of knowledge, skills and behaviours (KSBs)

KNOWLEDGE	ASSESSMENT METHOD
<b>K1:</b> relevant legislation, policies and procedures nationally and locally within their organisation, and own role. In relation to Children, Adults, Health and Safety and data protection.	Work -based case study
<b>K2:</b> the principles and benefits of local and national multi-agency working.	Professional discussion
<b>K3:</b> stages of development and transitions individuals may go through and the impact of these on the individual.	Professional discussion
<b>K4:</b> the importance of safeguarding and protection of vulnerable people when managing early intervention cases. Including the legal requirements and obligations of your own role this may include Prevent, mental capacity and deprivation of liberties.	Professional discussion
<b>K5:</b> when it is appropriate to escalate and de-escalate individual cases because it is beyond their responsibility and jurisdiction despite any emotive commitments	Professional discussion
<b>K6:</b> importance of health, well-being and resilience in relation to self and others	Professional discussion
<b>K7:</b> limits of personal and professional boundaries within own role, i.e. with individuals, and other professionals	Professional discussion
<b>K8:</b> relevant theories relating to early intervention work, including social justice, development, person and family centred approaches and evidence-based strategies.	Professional discussion
<b>K9:</b> methods used to assess and analyse individuals and use professional judgements to inform future interventions.	Work-based case study
<b>K10:</b> the importance of using the right communication method depending on the situation when building professional relationships-including the use of digital technologies.	Work-based case study
<b>K11:</b> Theory of Change and the impact it has on themselves and others.	Professional discussion
<b>K12:</b> The importance of safe lone working and mitigating risks to protect personal safety.	Professional discussion
<b>K13:</b> Principles of mentoring and coaching to help support others.	Professional discussion

KNOWLEDGE	ASSESSMENT METHOD
<b>K14:</b> caseload management processes, and when to seek appropriate support or direction from others.	Professional discussion
<b>K15:</b> organisational aims and values in own role, including equality, rights, and diversity.	Work-based case study
<b>K16:</b> how to undertake risk assessment using organisationally approved processes.	Work-based case study
<b>K17:</b> conflict resolution techniques to manage differences of opinion and difficult situations	Professional discussion
SKILL	ASSESSMENT METHOD
<b>S1:</b> Manage early intervention caseloads in line with organisational policies and procedures and relevant national and local priorities.	Professional discussion
<b>S2:</b> Assess, manage and respond to risk in their own area of responsibility.	Work-based case study
<b>S3:</b> Provide individuals and professional partners with appropriate tools and information to help them make informed choices to access support relevant to their needs.	Work-based case study
<b>S4:</b> Work collaboratively with individuals, their wider network and partner agencies, providing professional challenge when necessary.	Professional discussion
<b>S5:</b> Use appropriate observation, questioning, problem solving and analysis techniques when undertaking assessments for early intervention.	Work-based case study
<b>S6:</b> Apply organisational health, safety and welfare procedures when managing caseloads to ensure the welfare of self, clients, their wider network and professional partners.	Professional discussion
<b>S7:</b> Apply relevant theories and evidence-based strategies in own role.	Professional discussion
<b>S8:</b> to manage multiple cases within own role, to meet individual and or family needs	Professional discussion
<b>S9:</b> to prioritise interventions based on presenting needs	Work-based case study
<b>S10:</b> Produce detailed and, accurate records that meet organisational and legislative requirements	Work-based case study



KNOWLEDGE	ASSESSMENT METHOD
<b>S11:</b> Use appropriate techniques to build and maintain professional relationships that help to ensure needs of individual cases are met.	Work-based case study
<b>S12:</b> Use digital technologies where appropriate within own role.	Work-based case study
<b>S13:</b> Work independently as a practitioner within the wider team context, drawing on direction and support when needed.	Professional discussion
<b>S14:</b> Provide impartial information, advice and guidance in a format that meets the needs of the individual.	Professional discussion
<b>S15:</b> Use professional judgement to understand the complexities of a situation and make appropriate decisions.	Professional discussion
BEHAVIOUR	ASSESSMENT METHOD
<b>B1:</b> Collaboration: engagement with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.	Professional discussion
<b>B2:</b> Enquiring: having professional curiosity, exploring a range of approaches in practices.	Professional discussion
<b>B3:</b> Adaptability: flexibly and responsively adapt to situations as they arise or are foreseen.	Professional discussion
<b>B4:</b> Compassion: Reflective, self-caring, considerate of self and others. Able to draw upon and build support networks	Professional discussion
<b>B5:</b> reflective: learning from success and mistakes, to continuously review and adapt approach.	Work-based case study
<b>B6:</b> Equity: Value people as individuals recognising difference and diversity.	Work-based case study

## Grading descriptors

### Assessment method 1: Professional discussion underpinned by a portfolio of evidence

To achieve a pass, the apprentice must achieve all the pass criteria. To achieve a distinction, the apprentice must achieve all the pass criteria and 5 of the distinction criteria.

The apprentice will fail if they do not achieve all pass criteria

KSBs	Pass	Distinction
<b>Managing workload in line with policies, procedures and priorities</b>  K5 K14 S1 S6 S8, S13	<p>Explains caseload management, how they work independently and how they identify when to escalate and de-escalate individual cases and seek support or direction from others K5, K14, S13</p> <p>Demonstrates the management of early intervention caseloads which follow the organisational procedures and policies set out locally and nationally. S1</p> <p>Applies organisational health, safety and welfare procedures to all stakeholders when managing caseloads within their own role, to meet individual needs. S6, S8</p>	<p>Analyses the management of early intervention cases based on selectively applying procedures and policies. S1</p>
<b>Partnership working and relationship-based practice</b>  K2 K7 K13 K17 S4  <del>S12</del>	<p>Outlines the conflict resolution techniques that are available to manage differences of opinion and difficult situations. K17</p>	<p>Analyses conflict resolution techniques to manage differences of opinion and difficult situations K17</p>

S14 B1	<p>Explains the principles and benefits of local and national multi-agency working K2</p> <p>Outlines the limits of personal and professional boundaries within their own role. K7</p> <p>Explains the principles of mentoring and coaching to support others. K13,</p> <p>Demonstrate providing impartial information, advice and guidance, that meets the needs of the individual S14</p> <p>Demonstrates working collaboratively with individuals, wider networks and partner agencies, providing challenge when necessary. S4, B1</p>	<p>Critically evaluates the principles and benefits of local and national multi-agency working K2</p> <p>Critically compares personal and professional boundaries within their own role. K7</p> <p>Evaluates the effectiveness of collaborative working with individuals, wider networks and partner agencies. S4</p>
<p><b>Assessment, analysis and planning skills</b></p> <p>K3 <del>S14</del> S15 B2</p>	<p>Explains the stages of development and transitions individuals go through, and the impact of these on the individual. K3</p> <p>Explores different approaches in practice when considering the complexities of a situation and making appropriate decisions. S15, B2.</p>	<p>Critically compares the degree of impact the stages of development and transitions can have on different individuals K3</p> <p>Analyses the complexities of a situation and evaluates the different approaches in practice before making appropriate decisions. S15, B2.</p>

<b>Safeguarding</b>  K4, K6, K12, B4	Explains the importance of safeguarding and protection of vulnerable people when managing early intervention cases. K4  Builds support networks and shows consideration of health, well-being and resilience in relation to self and others. K6, B4  Outlines organisational policies and procedures that apply to lone working and understands how to mitigate risks to personal safety. K12	
<b>Theories and approaches to practice</b>  K8 K11 S7	Outlines and applies theories relating to early intervention work. K8, S7  Explains the Theory of Change and evaluates the impact it has on themselves and others. K11	

## Assessment method 2: Work-based case study followed by questioning

**To achieve a pass, the apprentice must achieve all the pass criteria. To achieve a distinction, the apprentice must achieve all the pass criteria and all the distinction criteria.**

**The apprentice will fail if they do not achieve all pass criteria.**

KSBs	Pass	Distinction
<b>Context and rationale</b>  K1	Outlines relevant links to legislation, organisational policies and procedures both nationally and locally. K1	
<b>Cycle of work undertaken with the individual and /or family</b>  <b>Assessment and analysis process</b>  K9, K10, K15, S5, S10, <u>S11</u> , S12, B6	Demonstrates the appropriate use of observation, questioning, problem solving and analysis to assess individuals leading to valid decisions which inform interventions. K9, S5  Selects appropriate communication methods to build relationships with stakeholders and ensure the needs of individual cases are met. Demonstrates how they , use appropriate digital technology. K10, S11, S12  Outlines the detailed records that were accurately completed to meet organisational and legislative requirements S10.  Demonstrates how they treat and respond to co-workers and/ or	Evaluates the different methods used to identify interventions and provides a valid justification for the one(s) chosen K9, S5  Justifies their choice of techniques to build and maintain professional relationships to meet the needs of individual cases. eviews and evaluates the effectiveness of the communication methods they used to build relationships with stakeholders K10, S11

	stakeholders with reference to the equality, rights and diversity codes and policies set out by the organisation, recognising difference and equity . K15, B6	
<b>Cycle of work undertaken with the individual and /or family</b>  <b>Planning process</b> S3	Demonstrates that individuals and professional partners have been given appropriate tools and information so they can make informed choices to access support dependent upon their needs. S3	Critically evaluates how the tools and information they have provided, have led to informed choices and access to support. S3
<b>Cycle of work undertaken with the individual and /or family</b>  <b>Intervention process</b> K16, S2 S9, B3	Identifies and applies risk assessment techniques which apply to their area of responsibility and follow the procedures set out by the organisation. K16, S2.  Demonstrates a flexible approach to the prioritisation of interventions based on presenting needs and adapts to situations as they arise. S9, B3	Evaluates how they prioritised interventions based on presenting needs S9
<b>Cycle of work undertaken with the individual and /or family</b>  <b>Review process within own reflection</b> B5	Establishes a reflective approach to evaluating methodologies and includes critical review and adaptation when required. B5	