

End-point assessment plan for the Vet technician (livestock) apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0946	5	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Vet technician (livestock) 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 24 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 English and mathematics at Level 2¹

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 2 months.

This EPA consists of 2 discrete assessment methods.

¹ 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.

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

Assessment method 1 - Observation with questions:

- fail
- pass
- distinction

Assessment method 2 - Professional discussion underpinned by a portfolio:

- fail
- pass
- distinction

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

- fail
- pass
- distinction

EPA Summary table

On-programme (typically 24 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>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<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>For the Professional discussion underpinned by a portfolio, the apprentice will be required to submit a portfolio of evidence.</p> <p>For the Observation with questions, there are no specific requirements to submit supporting materials.</p>
End-point assessment (typically 2 months)	<p>Grades available for each method</p> <p>End-point assessment method 1: Observation with questions, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 2: Professional discussion underpinned by a portfolio, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA/apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 2 months, starting when the EPAO has confirmed that all gateway requirements have been met.

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 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 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 observation with questions, there are no specific requirements to submit supporting materials.

For the professional discussion underpinned by a portfolio, the apprentice will be required to submit a portfolio.

Portfolio of evidence requirements:

- 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 underpinned by a portfolio
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence should be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 15 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

- it should not include reflective accounts or any methods of self-assessment.
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence should 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 of evidence is not directly assessed. It underpins the professional discussion underpinned by a portfolio. It should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion underpinned by a portfolio. They are not required to provide feedback after this review.

End-point assessment methods

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: Observation with questions

This assessment method has 1 component.

Overview

An observation involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum. Questioning may also be used to seek clarification where required.

The observation and responses to questions will be assessed holistically.

The rationale for this assessment method is:

- the duties of a Vet technician are practical and hands on in nature and best assessed through observation in a real work setting
- the observation with questions will provide apprentices the opportunity to demonstrate that they can apply the knowledge, skills and behaviours safely and effectively in their work environment
- the observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- it would be difficult and costly to replicate the working environment
- this is a holistic assessment method and tasks completed during the observation should contribute to workplace productivity

Delivery

The observation with questions must take 3 hours and may be split into discrete sections held on the same working day.

The independent assessor has the discretion to increase the time of the observation with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor may observe only one apprentice at any one time to ensure quality and rigour. The independent assessor must be unobtrusive whilst conducting the observation.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to before the start of this assessment method. This time is exclusive of the assessment time.

The following activities must be observed during the observation with questions:

- carry out an environmental assessment, highlighting areas that could affect animal health and welfare
- carry out a dynamic risk assessment prior to and during all activities
- complete a mobility assessment of 12 livestock
- administer veterinary medicines to 12 livestock using either injectables, topical or boluses
- carry out horn removal/ disbud 4 calves

Any clients or farmers on site during the observation should remain unobtrusive throughout. The employer is responsible for arranging suitable people both in number and capability, all of which must be agreed with the EPAO in advance of the assessment. The additional people must be briefed by the independent assessor and cannot influence the assessment outcome. All the task(s) must be attributable to the apprentice and any additional people should provide a written statement to confirm this.

Questions must be asked. The independent assessor must ask a minimum of 5 open questions. The time for questions and answers is included in the overall assessment time.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

During this assessment method, the independent assessor must take questions from a question bank provided by the EPAO. 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 purpose of the questioning is to:

- test the apprentice's breadth and depth of underpinning knowledge against the grading descriptors

KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in the apprentice's workplace. This will include the vet practice client's farms.

The employer should ensure the necessary tools, equipment and materials are available for the apprentice during the observation with questions.

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 judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process. The questions relating to 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.

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

Independent assessor assessment materials which include:

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

End-point assessment method 2: Professional discussion underpinned by a portfolio

This assessment method has 1 component.

Overview

This 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 assessment method.

The rationale for this assessment method is:

- the professional discussion underpinned by a portfolio will allow assessment of the full range of knowledge, skills and behaviours as mapped to this assessment method, which may not naturally occur during an observation
- it will also enable assessment of the depth of understanding of the practical skills
- the apprentice should refer to their portfolio to assist with examples and to aid discussion. Some aspects of the apprenticeship can only be determined through this method

Delivery

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method.

The professional discussion will involve questions on the following:

- communication
- course of action and reporting concerns
- data collection, analysis and evaluation
- ethics, legal responsibilities and codes of practice
- COSHH - safe use of medicines and zoonoses
- Sampling
- manage workload and continuous professional development
- use of equipment and pharmaceuticals
- supporting the in practice vet to take blood samples

The purpose of the questions will be to draw out understanding and evidence relating to the KSBs mapped to this assessment method.

The independent assessor will use 'open' scenario-based questions. Follow up questions may be asked to further clarify the knowledge skills and behaviours demonstrated. Questioning can be used to authenticate evidence, experience and competence.

The independent assessor will conduct and assess the professional discussion. The professional discussion must last for 75 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 point.

During this assessment method, the independent assessor must use questions from an EPAO question bank. 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 professional discussion will have a minimum of 14 questions.

The independent assessor must record the answers to questions and KSBs that have been met. The independent assessor will make all grading decisions.

Assessment location

The professional discussion should take place in a quiet space, 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 locations:

- employers' premises
- via video conferencing
- a suitable venue selected by the EPAO, for example a training provider's premises

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 judgment 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.

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:

- training materials
- administration materials
- moderation and standardisation materials

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

Grading descriptors

End-point assessment method 1: Observation with questions

KSBS GROUPED BY THEME	PASS In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	DISTINCTION In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
<p>Health assessment and collaboration</p> <p>K4 K21 S6 S7 B5</p>	<p>Conducts an accurate environmental assessment, identifying and evaluating the factors that could be affecting animal health and welfare both positively and negatively. (K4, S6)</p> <p>Plans and conducts accurate livestock assessments to collate sufficient information on their mobility and condition score or weight to provide relevant advice on the improvement of health problems associated with lameness. (K21, S7)</p> <p>Acts professionally to communicate the results of their livestock assessments concisely and accurately to agricultural staff, justifying their style and method of communication based on the circumstances and needs of the individual(s). (B5)</p>	<p>Evaluates the correlation between mobility, weight and body condition scoring and explains how these can affect lameness. (S7)</p> <p>Rationalises how environmental changes could improve animal health and welfare based on an evaluation of the respective costs and benefits. (S6)</p>
<p>Risk assessment</p> <p>K6 S1 B6</p>	<p>Evaluates the working environment and livestock and completes a dynamic risk assessment taking account of lone worker protocols. Evaluates the findings and implements counter measures to minimise risk of stress and injury to self and livestock adhering to requirements of health and safety legislation. (K6, S1, B6)</p>	<p>Applies risk assessment data as an evidence base to make cost effective environmental recommendations to reduce the risk of stress and injury to self and livestock. (K6, S1)</p>
<p>Husbandry and handling livestock</p> <p>K5 K13 K16 S9</p>	<p>Disbuds/ removes horns of livestock handling livestock in a safe manner. Evaluates and justifies the methods they used to handle livestock with reference to the principles and practices of handling unpredictable and different livestock in a safe manner and how this aligns with</p>	<p>Explains the importance of disbudding and the use of nerve blocks and justifies how the method they have used meets animal welfare and ethical responsibilities. (S9)</p>

KSBS GROUPED BY THEME	PASS In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	DISTINCTION In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
	Manual Handling Operations Regulations. (K5, K13, K16, S9)	
Administer treatments K8 S5	Administers veterinary medicine by injection, oral bolus, or topical application in line with the principles and scope of vet led protocol and justifies their choice of application method. Explains the principles and scope of vet led protocols for administering vaccinations and the antibody reaction test. (K8, S5)	
Infection control and health and safety K3 K4 S15 S16	Assesses livestock and the environment to identify and analyse biosecurity risks to animal health and welfare and takes action to mitigate against them. Identifies, uses, and safely disposes of appropriate PPE, explaining the importance of maintaining personal safety during the task. Explains the principal infection control in livestock, including the role efficient hand washing techniques, disinfection and sterilisation play in controlling the spread of infection/disease between multiple sites (K3 K4, S15, S16)	

FAIL: A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.

End-point assessment method 2: Professional discussion underpinned by a portfolio

KSBS GROUPED BY THEME	PASS In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	DISTINCTION In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
Communication K12 K17 S4 S11 B1	<p>Compares the communication strategies they have adopted with internal and external stakeholders and evaluates how well these have enabled them to build rapport and effective working relations with clients and colleagues while managing expectations. (K12, S11, B1)</p> <p>Justifies the importance of collaboration with agricultural staff and gives examples of how this has helped them improve the health of livestock. (K17, S4)</p>	
Course of action and reporting concerns K14 K15 B3	<p>Analyses how they take responsibility for planning and developing courses of action, and strategies, to ensure the health and welfare standards of livestock are upheld, and preventative approaches are cost effective. (K14, B3)</p> <p>Describes how they report concerns with livestock and/ or human welfare and the actions they would take to ensure an audit trail. (K15)</p>	<p>Substantiates the requirements of the audit trail and the wider impact on the business should concerns to livestock and or human welfare not be reported correctly. (K15)</p>
Data collection, analysis and evaluation K7 K9 K18 S2 S3	<p>Explains the principles they follow for collecting, recording, storing, and reporting on data to inform business and health care planning in line with legislation and regulatory requirements. (K7, S2)</p>	

KSBS GROUPED BY THEME	PASS In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	DISTINCTION In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
	<p>Describes and justifies the strategies and software they use to analyse, interpret, and evaluate a range of information and data to improve the health and welfare of livestock by supporting effective diagnosis and informing treatment plans. (K9, S3)</p> <p>Describes the evaluation methods and software they have applied to measure the impact of treatments, why this is important and how this information has been used to inform future strategies across other locations/environments. (K18)</p>	
<p>Ethics, legal responsibilities and codes of practice</p> <p>K1 K2 K19 K23 S17 B2</p>	<p>Describes how they maintain the ethical standards required and explains how they comply with the appropriate vet practice Code of Professional Conduct,. (K1, B2)</p> <p>Describes the scope of the business environment in which the vet practice operates, identifying the associated ethical and legal responsibilities and explains why it is important to ensure they are met within the Vet technician role. (K2)</p> <p>Appraises how they ensure client confidentiality is maintained in line with practice requirements and General Data Protection Regulations (GDPR). (K23, S17)</p> <p>Justifies how the evaluation of breeding values and methods of genetic improvements influence</p>	<p>Rationalises the importance of breeding values for different livestock species and breed types and how genetic improvements are changing and why. (K19)</p>

KSBS GROUPED BY THEME	PASS In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	DISTINCTION In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
	livestock health and productivity. (K19)	
COSHH - safe use of medicines and zoonoses K10, K11	Outlines the safe use of medicines and COSHH guidelines which are essential for farmers. (K10) Describes and explains 3 diseases (zoonoses) caused by micro-organisms, which are subject to the Control of Substances Hazardous to Health Regulations (COSHH) (K11)	
Sampling S8	Describes when, how and why they have collected parasite identification samples, evaluating their decision-making, and explaining the relevant protocols and lab procedures they took account of. (S8)	
Manage workload and continuous professional development S12 B4	Evaluates how they manage their workload to balance cost and efficiency with livestock health and welfare, justifying why balancing these priorities is important within their Vet technician role. (S12) Appraises how they undertake professional career development to maintain their technical knowledge. (B4)	Evaluates how they strategically plan career development to align with objectives of the business as well as own personal development needs. (S12, B4)
Use of equipment and pharmaceuticals S13 S14 K20	Evaluates the benefits and safety considerations of at least 2 different livestock handling systems they have used in practice, explaining how they monitor and manage repair and maintenance requirements (S13, S14)	

KSBS GROUPE BY THEME	PASS In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	DISTINCTION In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
	Analyses how they use pharmaceutical equipment and products in line with operating procedures and manufacturers guidelines whilst minimising waste and supporting sustainable and socially responsible practices. (K20)	
Sampling K22, S10	Describes how they support the in practice Vet to carry out blood sampling safely and effectively for disease, health analysis or diagnosis in line with Animal and Plant Health Agency (APHA) and vet led protocols and procedures. Describes the documentation requirements for further Lab analysis and to ensure traceability. (K22, S10)	

FAIL: A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.

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 all the assessment methods.

In order to achieve an overall EPA 'distinction' grade, 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 – Observation with questions	Assessment method 2 – Professional discussion underpinned by a portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Any grade = fail, pass, 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/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 1 month 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/re-taken within a 6 month period from the EPA outcome notification, 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 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	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • 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) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • 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 • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner

	<ul style="list-style-type: none"> • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • 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 • 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 • 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 • 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 • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • 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)
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	<ul style="list-style-type: none"> • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • 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 • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • 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) • attend induction training • 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 • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • 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 • make all grading decisions • 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 • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

	<ul style="list-style-type: none"> • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • 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 • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • 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
Additional person(s) for practical assessment	<p>As a minimum, the competent person will:</p> <ul style="list-style-type: none"> • be occupationally competent and at the same level as the apprenticeship standard or higher • follow a brief provided by the independent assessor which confirms what is required • be at the assessment venue and be in situ prior to the assessment • be briefed prior to assessment by the independent assessor • adhere to confidentiality about all aspects of the assessment and the brief they have been provided with • act as a colleague/customer for only those elements of the practical assessment where it is normal practice to do so • not direct any activity and must take instruction from the apprentice • not ask questions that indicate how to complete the practical assessment successfully • not provide guidance or influence the assessment outcome in any way • have no direct connection and no conflict of interest with the apprentice • provide a written statement to confirm that all of the task is attributable to the apprentice

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 EPA plan.

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:
 - have recent relevant experience of the occupation/sector to at least occupational level 5 gained in the last 2 years or significant experience of the occupation/sector
 - meet the following minimum requirements:
 - Independent assessors should hold a relevant assessment qualification.
- operate induction training for independent assessors and any other personnel involved in the delivery and or/assessment of the EPA (e.g., 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 and invigilators
- provide standardisation activity for 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
- making maximum use of each typical 7.5 hour working day
- observation of naturally occurring evidence in the workplace

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Knowledge	Assessment method
K1: The appropriate level of professional conduct for Vet technicians and expectations of the vet practice.	Professional discussion underpinned by a portfolio
K2: The scope of the business environment in which the vet practice operates and the need to meet ethical and legal responsibilities.	Professional discussion underpinned by a portfolio
K3: The principles of infection control in livestock to control the spread of infection/ diseases. This includes using personal protective equipment (PPE), efficient hand washing techniques, the importance of biosecurity and the role of disinfection and sterilisation, particularly when working on multiple sites.	Observation with questions
K4: The complexities of different agricultural environments and how this affects animal health and welfare.	Observation with questions
K5: The principles and practices of handling unpredictable livestock in a safe manner and in line with Manual Handling Operations Regulations.	Observation with questions
K6: Dynamic risk assessment processes and lone worker protocols for different environments and livestock. How risk assessments can be applied to reduce the stress and risk of injury to self and different types of livestock.	Observation with questions
K7: Principles of collecting data to form reports to meet regulatory requirements of medicine legislation.	Professional discussion underpinned by a portfolio
K8: Principles and scope of vet led protocols for the administration of vaccinations and the antibody reaction, Principles, protocols and use of veterinary medicines in livestock treatments, including how to administer them: injection, oral bolus, topical application.	Observation with questions
K9: How to use a range of information and data to identify potential health and welfare issues and the preventative or reactive measures that could be applied.	Professional discussion underpinned by a portfolio
K10: The safe use of veterinary medicines and COSHH (Control of Substances Hazardous to Health) essentials for farmers.	Professional discussion underpinned by a portfolio

K11: Diseases (zoonoses) caused by micro-organisms, which are subject to the Control of Substances Hazardous to Health Regulations (COSHH).	Professional discussion underpinned by a portfolio
K12: Communication strategies to develop effective working relationships and engage clients and practice colleagues.	Professional discussion underpinned by a portfolio
K13: Husbandry procedures such as disbudding, foot trimming, non-surgical castration and tail docking, mobility assessment and growth monitoring.	Observation with questions
K14: Strategies to ensure health and welfare of livestock and cost-effective preventative approaches.	Professional discussion underpinned by a portfolio
K15: How to report concerns with livestock and/ or human welfare.	Professional discussion underpinned by a portfolio
K16: Protocols for handling livestock during Vet Tech procedures.	Observation with questions
K17: How collaboration with outside organisations can enhance animal health and welfare. E.g., Agricultural and Horticultural development board (AHDB).	Professional discussion underpinned by a portfolio
K18: Evaluation methods including the use of software to measure the impact of treatments. The use of this information to inform future strategies across other locations/ environments.	Professional discussion underpinned by a portfolio
K19: Evaluating breeding values and methods of genetic improvements for health and productivity.	Professional discussion underpinned by a portfolio
K20: Social responsibility to function sustainably and minimise waste.	Professional discussion underpinned by a portfolio
K21: Livestock weighing and how to carry out body condition scoring to national guidelines.	Observation with questions
K22: The Animal and Plant Health Agency (APHA) and vet led protocols and procedures when using blood sampling for diagnosis.	Professional discussion underpinned by a portfolio
K23: The requirement to maintain client confidentiality and obligations under GDPR (General Data Protection Regulations).	Professional discussion underpinned by a portfolio
Skill	Assessment method
S1: Plan and carry out dynamic risk assessments taking account of lone worker protocols and varying environments/ livestock. Develop courses of action to minimise risk.	Observation with questions

S2: Manage data collection for health plans and reports.	Professional discussion underpinned by a portfolio
S3: Analyse, interpret, and evaluate data using appropriate software, to inform diagnosis/ recommendations for preventative treatment.	Professional discussion underpinned by a portfolio
S4: Collaborate with agricultural staff to obtain information impacting on livestock health (e.g., feed rations).	Professional discussion underpinned by a portfolio
S5: Administer appropriate veterinary medicines, as set out within a vet led protocol, to treat livestock, such as by injection, oral bolus or topical application.	Observation with questions
S6: Identify environmental factors that can have a positive and/or negative effect on animal health and welfare.	Observation with questions
S7: Plan and carry out livestock assessment, such as mobility assessment, weighing or body condition scoring.	Observation with questions
S8: Identify when samples are required for parasite identification. Collect relevant samples in accordance with protocols and lab procedures.	Professional discussion underpinned by a portfolio
S9: Complete disbudding/ horn removal of livestock.	Observation with questions
S10: Support the Vet in practice to carry out blood sampling for disease or health analysis/diagnosis. Complete documentation for further lab analysis and to ensure traceability.	Professional discussion underpinned by a portfolio
S11: Build rapport with clients whilst managing client expectations and competing priorities.	Professional discussion underpinned by a portfolio
S12: Manage own workload, balancing cost and efficiency with livestock health and welfare priorities.	Professional discussion underpinned by a portfolio
S13: Use equipment, such as livestock crush and raise systems for safe handling and pharmaceutical equipment and products, in line with operating procedures and manufacturers guidelines.	Professional discussion underpinned by a portfolio
S14: Monitor and manage requirements for equipment maintenance and repair.	Professional discussion underpinned by a portfolio
S15: Identify, use and dispose of correct PPE appropriate to the task.	Observation with questions
S16: Identify biosecurity risks and mitigate against them.	Observation with questions
S17: Maintain client confidentiality in line with practice requirements and GDPR (General Data Protection Regulations).	Professional discussion underpinned by a portfolio

Behaviours	Assessment method
B1: Builds and maintains relationships with customers, colleagues, and suppliers.	Professional discussion underpinned by a portfolio
B2: Maintains ethical standards.	Professional discussion underpinned by a portfolio
B3: Takes responsibility for planning and developing courses of action.	Professional discussion underpinned by a portfolio
B4: Undertakes career professional development to maintain technical knowledge.	Professional discussion underpinned by a portfolio
B5: Acts professionally and adapts style and method of communication to the circumstances and needs of individuals.	Observation with questions
B6: Adheres to the requirements of health and safety legislation.	Observation with questions