



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

ST0943\_V1.1



# End-point assessment plan for dog groomer apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0943	2	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the dog groomer 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 12 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 dog groomer occupational standard. The qualifications required are:
  - apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2<sup>1</sup>

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 3 discrete assessment methods.

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

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<sup>1</sup> 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.

Assessment method 1: Observation with questions

- fail
- pass
- merit
- distinction

Assessment method 2: Interview underpinned by a portfolio of evidence

- fail
- pass
- distinction

Assessment method 3: Knowledge test

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

## EPA summary table

<b>On-programme</b> (typically 12 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<b>End-point assessment gateway</b>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2.</p> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• a portfolio of evidence</li> </ul>
<b>End-point assessment</b> (typically 3 months)	<p>End-point assessment method 1: Observation with questions, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul> <p>End-point assessment method 2: Interview 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 3: Knowledge test, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA/apprenticeship graded</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul>

## Length of EPA 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.

## 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 Level 1 and taken the tests for 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 Interview, the apprentice will be required to submit:

- a portfolio of evidence

**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 interview
- the portfolio of evidence will typically contain 10 discrete pieces of evidence
- evidence must be mapped against the KSBs assessed by the interview
- 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, personal training log
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.
- 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 must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

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

## 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

#### Overview

This assessment method has one component.

An observation with questions 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.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

#### Delivery

The observation with questions must take 2.5 hours for the grooming activities and 30 mins for questioning.

The observation with questions may not be split, other than to allow comfort breaks as necessary for the dog and the apprentice, or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

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

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.

The independent assessor may only observe up to 2 apprentices at any one time, to ensure quality and rigour.

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 the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities must be observed during the observation:

- communication with stakeholders, for example customers and or colleagues
- health checking of the dog prior to undertaking any grooming activities, including the apprentice giving a verbal commentary of their findings to the independent assessor either during or immediately after conducting the health check
- handling, restraining and moving the dog
- the dog groom must include:
  - bathing
  - drying
  - trimming or clipping hair
  - nail clipping

The observation should be conducted in the following way, to take account of the occupational context:

- the dog must have a wire, wool, wool mix, or silky coat
- this must not be the dog's first visit to this environment
- the dog may be known to the apprentice
- the independent assessor must ensure they are able to hear the apprentice's verbal commentary of their health check findings

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked at the end of the observation period. The purpose of the questioning is to check the understanding of the knowledge, skills and behaviours applied during the observation.

The independent assessor must ask a minimum of 5 questions.

They may ask follow-up questions where clarification is required.

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. Questions asked during the observation are included in the overall assessment time.



KSBs observed and responses to questions will be assessed holistically.

Questioning occurring at the end of the observation will have a fixed duration of 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.

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

The independent assessor will make all grading decisions.

If the assessor deems the health and safety of the apprentice, or the welfare of the animal is compromised, and not addressed by the apprentice, or the apprentice demonstrates unsafe working practices that threaten the welfare of the dog and their own health and safety, they should stop the assessment. If the welfare of the animal is compromised by the apprentice at any point and the assessor stops the assessment, then the apprentice will fail. The assessor's decision in this matter is final.

## Assessment location

The observation with questions should take place in:

- the apprentice's workplace

Specific venue requirements that must be in place include:

- 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 an apprentice has a different set of questions if they re-sit/re-take.

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

- independent assessor marking materials
- grading guidance

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- a question bank
- assessment recording documentation
- 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: Interview underpinned by a portfolio

### Overview

This assessment method has one component.

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor's role is restricted to asking set questions, and it is not a two-way discussion. The independent assessor leads this process to obtain information from the apprentice to enable structured assessment decision-making to occur.

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers that cannot be tested through the knowledge test
- it can be conducted remotely, potentially reducing cost
- It includes a portfolio of evidence which supports the apprentice when discussing the application of knowledge, skills and behaviours.

### Delivery

The independent assessors will conduct and assess the interview underpinned by a portfolio of evidence.

The interview must last for 45 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The interview will have a minimum of 10 questions. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The purpose of the questions will be:

- to check the understanding and application of the knowledge, skills and behaviours discussed

The interview will be conducted as follows:

EPAOs must arrange the interview in conjunction with the apprentice's employer.

Apprentices must be given at least two-weeks' notice of the date and time of the interview.

Questions should be open and competence based. Additional follow up questions are allowed, to seek clarification and to make a judgement against the grading descriptors.

Independent assessors must use 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 questions in line with the EPAO's training and standardisation process.

Apprentices must have access to their portfolio of evidence during the interview.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

Evidence from the interview must be assessed holistically using the grading descriptors for this assessment method.

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

The independent assessor will make all grading decisions.

### **Assessment location**

The interview should take place in a quiet room, free from distractions and influence. Video conferencing can also be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The interview can take place in any of the following:

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

### **Question and resource development**

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

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Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for asking suitable questions in line with the EPAO's training and standardisation process.

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 marking materials
- grading guidance
- a question bank
- assessment recording documentation
- guidance documentation for the apprentice and employer on the process/timescales for the interview as well as a description of the purpose

## End-point assessment method 3: Knowledge test

### Overview

This assessment method has 1 component.

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

The rationale for this assessment method is:

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time

### Delivery

#### Test format

The test can be:

- computer based
- paper based

It will consist of 30 questions.

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

## Test administration

Apprentices must have 60 minutes to complete the test.

The test is closed which means that the apprentice cannot refer to reference books or materials.

## Assessment

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

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero mark.

## Grading boundaries

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

Grade	Minimum mark	Maximum mark
Fail	0	19
Pass	20	26
Distinction	27	30

## Assessment location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be specialised software, if the test can be taken on-line or another external person employed by the EPAO.

The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

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

The EPAO is responsible for verifying the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

## Question and resource development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in

consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

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

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

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

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

- a question bank
- a test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy
- 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, merit 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 at least a pass in all the assessment methods.

In order to achieve an overall EPA 'merit', apprentices must achieve at least a 'merit' in their observation with questions, as well as achieving at least a 'pass' in their other 2 assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must either achieve a 'distinction' grade in all 3 assessment methods or achieve a distinction in their observation with questions and one other assessment method with a 'pass' in the remaining assessment method.

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 – Interview underpinned by a portfolio of evidence	Assessment method 3 – Multiple-choice test	Overall grading
Any grade	Any grade	Fail	<b>Fail</b>
Any grade	Fail	Any grade	<b>Fail</b>
Fail	Any grade	Any grade	<b>Fail</b>
Pass	Pass	Pass	<b>Pass</b>
Pass	Pass	Distinction	<b>Pass</b>
Pass	Distinction	Pass	<b>Pass</b>
Pass	Distinction	Distinction	<b>Pass</b>

Merit	Pass	Pass	<b>Merit</b>
Merit	Distinction	Pass	<b>Merit</b>
Merit	Pass	Distinction	<b>Merit</b>
Merit	Distinction	Distinction	<b>Merit</b>
Distinction	Pass	Pass	<b>Merit</b>
Distinction	Distinction	Pass	<b>Distinction</b>
Distinction	Pass	Distinction	<b>Distinction</b>
Distinction	Distinction	Distinction	<b>Distinction</b>

Any grade = fail, pass, merit or distinction



## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take 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 or re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 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 or 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 merit, 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 a minimum of 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, 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> <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> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• for the observation with questions and interview underpinned by a portfolio of evidence the employer must provide the EPAO with any workplace specific policies, requirements or instructions as requested</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> <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> </ul>

	<ul style="list-style-type: none"> <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> <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> </ul>

	<ul style="list-style-type: none"> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
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>
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> <li>• attend induction training</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> </ul>

	<ul style="list-style-type: none"> <li>mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>attend induction training as directed by the EPAO</li> <li>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>invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>

## Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation gained in the last 3 years and hold a level 3 dog grooming qualification
- 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
- making maximum use of each typical 7.5 hour working day
- observation of naturally occurring evidence in the workplace

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

KNOWLEDGE	ASSESSMENT METHODS
K1: The 5 welfare needs of animals: a. its need for a suitable environment b. its need for a suitable diet (and water) c. its need to exhibit normal behaviour patterns d. any need to be housed with, or apart from, other animals in appropriate social groupings e. its need to be protected from fear, pain, suffering, injury and disease	Knowledge test
K2: The legal responsibilities a dog groomer has for the welfare, handling, and management of dogs, for example under the Veterinary Surgeons Act and the Dangerous Dogs Act	Knowledge test
K3: The responsibilities a dog groomer has in relation to health and safety at work under regulations such as the Control of Substances Hazardous to Health (COSHH), Manual Handling Operations Regulations, RIDDOR and the Health and Safety at Work Act	Knowledge test
K4: Dog anatomy and physiology including variations within breeds, coat types, skull shapes and anatomical extremes	Knowledge test
K5: Signs of good and poor health including those related to skin and coat conditions, parasites, disorders and zoonotic and non-zoonotic diseases and infections, and when abnormal health may require veterinary attention	Interview underpinned by a portfolio
K6: Behavioural change indicators, including signs of relaxation, fear, aggression and stress in dogs	Observation with questions
K7: Requirements for planning a groom and factors that would influence any modifications	Observation with questions
K8: Dog handling and manipulation techniques, equipment, and grooming processes relevant to the dog's temperament, life-stage, lifestyle, breed and age	Observation with questions



K9: Dog grooming equipment and it's use according to breed, coat type, age and anatomical features including brachycephalic	Interview underpinned by a portfolio
K10: Circumstances that could lead to a groom termination for example dog illness, dog behaviour, zoonotic infections and actions that should be taken	Interview underpinned by a portfolio
K11: Bathing routine including setting correct water temperatures, safe lifting, application and rinsing of grooming products	Observation with questions
K12: Dog bathing and drying equipment and it's use according to breed, coat type, age and anatomical features of the dog including brachycephalic	Observation with questions
K13: Dog grooming products, including medicated products, their use, storage, and dilution rates	Observation with questions
K14: Use of cleaning, disinfecting and sterilising products within the workspace and disposal of waste	Observation with questions
K15: Coat trimming techniques, and the reasons for trimming or not trimming certain areas	Observation with questions
K16: Nail formation and growth, nail trimming techniques, and actions to be taken if bleeding occurs	Observation with questions
K17: Principles of holding and working areas and environmental requirements according to breed, size and age	Interview underpinned by a portfolio
K18: Principles of equipment storage and routine maintenance including reporting of equipment maintenance requirements	Interview underpinned by a portfolio
K19: Variety of workplaces and workplace structures within which dog groomers operate, and the range of stakeholders they may interact with	Knowledge test
K20: Canine first aid	Interview underpinned by a portfolio

K21: Principles for sharing technical knowledge with peers such as newly appointed colleagues and volunteers	Interview underpinned by a portfolio
K22: Communication techniques and how to adapt these for different audiences including delivering difficult customer conversations and dealing with customer complaints	Interview underpinned by a portfolio
K23: The importance of gathering and reporting accurate and complete information relating to all aspects of the groom, including the health and temperament of the dog	Observation with questions
K24: Methods for collecting, recording and relaying relevant information to others	Observation with questions
K25: Payment processes for example cash, card, and electronic	Knowledge Test
K26: The importance of customer service, and personal performance, and the impact this has on business success	Interview underpinned by a portfolio
K27: The principles, communication skills, and behaviours of promoting and selling products, services, and treatments; the sales cycle and retail and trade legislation	Interview underpinned by a portfolio
<b>SKILL</b>	<b>ASSESSMENT METHODS</b>
S1: Develop a dog grooming plan to meet the individual requirements of the dog and owner	Observation with questions
S2: Carry out a dog grooming plan to meet the individual requirements of the dog and modify as required throughout the groom	Observation with questions
S3: Identify normal signs of good and bad health including poor skin condition and external parasites	Observation with questions
S4: Identify when to report abnormal signs of health and advise the customer when abnormal health may require veterinary attention	Interview underpinned by a portfolio

S5: Recognise and adapt to behavioural change indicators and signs of relaxation, fear, aggression and stress in dogs	Interview underpinned by a portfolio
S6: Handle and move dogs, adapting own behaviour to meet the needs of the dog	Observation with questions
S7: Identify and use relevant dog restraint equipment to move and handle the dog according to temperament, age, breed, and size, and in line with manual handling and lifting procedures	Observation with questions
S8: Bathe a dog using procedures which account for breed, coat type and anatomical features, including selecting, preparing and using products according to coat type	Observation with questions
S9: Store grooming and bathing products, including medicated shampoo, in accordance with COSHH regulations	Observation with questions
S10: Dry a dog selecting and using equipment, methods and products which account for coat type, breed, and anatomical features	Observation with questions
S11: Handle the dog and use nail clippers and/or scissors to trim dog's nails.	Observation with questions
S12: Select, handle, and use coat trimming equipment	Observation with questions
S13: Identify factors that require the groom to be terminated early, such as illness, zoonotic infections, behaviour, stress	Interview underpinned by a portfolio
S14: Identify and escalate health and safety, and animal welfare concerns	Interview underpinned by a portfolio
S15: Maintain dog records	Observation with questions
S16: Communicate with colleagues, customers, and stakeholders and use terminology suitable to audience	Observation with questions

S17: Clean, maintain, store and sterilise products and equipment	Observation with questions
S18: Clean and disinfect the work area and dispose of waste in accordance with COSHH regulations	Observation with questions
<b>BEHAVIOUR</b>	<b>ASSESSMENT METHODS</b>
B1: Takes ownership of work	Observation with questions
B2: Welfare focussed to show respect and empathy for dogs in their care	Observation with questions
B3: Puts safety first for themselves and others	Interview underpinned by a portfolio
B4: Team focussed and works effectively with others to meet work goals	Interview underpinned by a portfolio
B5: Respectful of others	Observation with questions
B6: Committed to personal learning and development	Interview underpinned by a portfolio

# Grading descriptors

## End-point assessment method 1: Observation with questions

KSBs	Pass In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	Distinction In order to achieve a merit, apprentices must demonstrate all the pass descriptors and a minimum of 4 out of 7 of the distinction descriptors  In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
<b>Animal welfare</b> K6 S3, S6 B2	<p>Completes pre-grooming health check, identifying signs of good and or poor health including those related to skin and coat conditions, parasites, disorders and zoonotic and non-zoonotic diseases and infections, and explains when abnormal health may require veterinary attention (S3)</p> <p>Handles and moves the dog with respect and empathy. Adapts their own behaviour according to the behaviours displayed by the dog, and to meet the welfare needs of the dog (K6, S6, B2)</p>	<p>Outlines factors which may influence dog behavior during the grooming experience and explains how they prevent undesirable dog behaviours from escalating (K6, S6)</p>
<b>Bathing procedures</b> K11, K12, K13 S8, S10	<p>Baths and rinses a dog to achieve a clean coat in line with requirements for the dog's breed, coat type and anatomical features, ensuring correct water temperature is used and moves the dog</p>	<p>Baths and rinses the dog using a methodical process. For example, starts at the head, moves along the body and finishes with working down the legs (K11, S8)</p>

	<p>safely into and out of the bathing area.</p> <p>Selects, prepares, uses and stores dog grooming products including medicated products in line with manufacturer's instructions (K11, K13, S8)</p> <p>Dries a dog safely to achieve a knot free coat by selecting and using dog grooming products, equipment and methods which account for coat type, breed, age and anatomical features (K12, S10,)</p>	<p>Dries the dog using a methodical process which starts at the head, moves along the body and finishes with working down the legs. (S10)</p>
<p><b>Grooming Procedures</b> K7, K8, K15, K16 S1, S2, S7, S11, S12 B1</p>	<p>Plans a dog groom that meets the needs of both the dog and owner. (K7, S1)</p> <p>Selects, handles and uses coat trimming equipment to complete a neat and tidy maintenance trim (to include the use of a clipper and blade for hygiene areas, scissors to tidy feet and scissors or thinners to tidy furnishings as required by the grooming plan), including taking ownership of their work to modify their plan if required and their technique and behaviour according to the dog's temperament, size, breed, age, temperament, and to minimise stress to the dog. (K15, S2, S12, B1)</p> <p>Identifies and uses appropriate dog restraint equipment to move and handle the dog according to</p>	<p>Develops a dog grooming plan which gives the customer a choice of outcome, outlining the benefits and consideration of each option. (K7, S1)</p> <p>Demonstrates the application of a range of trimming techniques to a neat and tidy standard (including the use of clipper and blades or comb attachments and scissors) and selects and uses a range of equipment appropriate to the area of the dog being trimmed to achieve a full clip off in accordance with the requirements of the grooming plan and taking account of the breed. (K15, S2, S12)</p>

	<p>the dog's temperament, age, breed, and size, and in line with manual handling. (K8, S7)</p> <p>Handles the dog and uses nail clippers and/or scissors to trim a dog's nails. Explains the action to take if bleeding occurred. (K16, S11)</p>	<p>Clips each individual nail to ensure a uniform finish, in line with the grooming plan. (K16, S11)</p>
<p><b>Health &amp; safety</b> K14 S9, S17, S18</p>	<p>Cleans, sterilises and disinfects work area and equipment, disposes of waste and uses products in accordance with COSHH regulations. Stores and maintains grooming, bathing and cleaning products including medicated shampoo in accordance with COSHH regulations (K14, S9, S17, S18)</p>	
<p><b>Communication and record keeping</b> K23, K24 S15, S16 B5</p>	<p>Communicates respectfully with colleagues and or customers to maintain accurate dog records, using occupationally relevant terminology which is suitable to the audience. (K23, K24, S15, S16, B5)</p>	<p>Uses varied communication methods, for example written, electronic, verbal in person and on the telephone to communicate effectively with others. (K23, S16, B5)</p>
<p><b>Fail: apprentices will fail where they do not meet all the pass criteria</b></p>		

## End-point assessment method 2: Interview underpinned by a portfolio

KSBs	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 of the distinction descriptors
<p><b>Animal welfare</b> K5, K10, K17, K20 S4, S5, S13, S14</p>	<p>Identifies poor health in a dog, outlining factors that would lead to termination of the groom and escalation of their welfare concerns. (K5, K10, S4, S13, S14)</p> <p>Recognises behavioural change indicators and explains actions they have taken to adapt to signs of relaxation, fear, aggression and stress in dogs. (S5)</p> <p>Explains when first aid for a dog maybe required and how to administer it. (K20)</p> <p>Explains the principles of, and how to ensure holding and working areas meet the needs of the dog and activity performed. (K17)</p>	<p>Explains the impact of grooming a dog in poor health, and the impact of not escalating welfare concerns. (K5, K10, S4, S13, S14)</p> <p>Explains the impact of dog behavioural changes and the importance of taking action to prevent behaviours escalating. (S5)</p> <p>Explains the impact of inadequate holding and working areas for the dog. (K17)</p>



<p><b>Health &amp; safety</b> K18 B3</p>	<p>Describes the correct storage and routine maintenance of a range of equipment, explaining how to report equipment in need of maintenance. (K18)</p> <p>Describes how they ensure a safe working environment and gives an example of how they have identified and mitigated risks to themselves and others. (B3)</p>	<p>Explains the impact poor equipment maintenance and storage could have on a dog, the groomer and the quality of their work. (K18)</p>
<p><b>Grooming procedures</b> K9</p>	<p>Describes examples of selecting dog grooming equipment and products appropriately for use according to breed, coat type, age, and anatomical features including brachycephalic. (K9)</p>	<p>Explains the impact on the dog and the groom of selecting and using inappropriate grooming equipment or products. (K9)</p>
<p><b>Communication</b> K21, K22</p>	<p>Describes the principles for and benefits of sharing technical knowledge with peers such as newly appointed colleagues and volunteers. (K21)</p> <p>Explains different communication techniques and how to adapt these for different audiences including delivering difficult customer conversations and dealing with customer complaints. (K22)</p>	

<p><b>Professionalism</b> K26, K27 B4, B6</p>	<p>Outlines effective customer service and personal performance within the dog grooming role and explains the impact this has on business success. (K26)</p> <p>Describes the sales cycle, how to promote and sell products, services, and treatments and outlines retail and trade legislation relevant to the business. (K27)</p> <p>Outlines how they work with others to achieve team goals. Outlines their individual contribution. (B4)</p> <p>Describes how they keep up to date with regulation/industry best practice and how they record their commitment to personal learning and development. (B6)</p>	<p>Explains why promoting sales and additional treatments to enhance the customer experience is important and analyse how good customer service and personal performance can impact business success. (K26, K27)</p>
<p><b>Fail: apprentices will fail where they do not meet all the pass criteria</b></p>		

## End-point assessment method 3: Knowledge test

KSBs															
<p><b>Animal welfare</b> K1 K2</p>	<p>Test mark will determine whether apprentice achieved fail, pass, or distinction</p>														
<p><b>Health &amp; Safety</b> K3</p>	<p><b>Grading boundaries</b> The following grade boundaries apply to the multiple-choice test:</p>														
<p><b>Canine anatomy</b> K4</p>	<table border="1" data-bbox="524 1560 1546 1772"> <thead> <tr> <th data-bbox="524 1560 870 1612" style="background-color: #0070c0; color: white;">Grade</th> <th data-bbox="870 1560 1110 1612" style="background-color: #0070c0; color: white;">Minimum mark</th> <th data-bbox="1110 1560 1546 1612" style="background-color: #0070c0; color: white;">Maximum mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 1612 870 1665"><b>Fail</b></td> <td data-bbox="870 1612 1110 1665">0</td> <td data-bbox="1110 1612 1546 1665">19</td> </tr> <tr> <td data-bbox="524 1665 870 1717"><b>Pass</b></td> <td data-bbox="870 1665 1110 1717">20</td> <td data-bbox="1110 1665 1546 1717">26</td> </tr> <tr> <td data-bbox="524 1717 870 1772"><b>Distinction</b></td> <td data-bbox="870 1717 1110 1772">27</td> <td data-bbox="1110 1717 1546 1772">30</td> </tr> </tbody> </table>			Grade	Minimum mark	Maximum mark	<b>Fail</b>	0	19	<b>Pass</b>	20	26	<b>Distinction</b>	27	30
Grade	Minimum mark	Maximum mark													
<b>Fail</b>	0	19													
<b>Pass</b>	20	26													
<b>Distinction</b>	27	30													
<p><b>Professional knowledge</b> K19 K25</p>															

