

**Animal Trainer,
Level 4:
End-point Assessment Plan**

November 2018

Introduction & Overview

Animal Trainers plan, manage, deliver and review the training of the animals they are working with using positive, reward-based training methods. This may involve training the animal to undertake specific tasks, or more general training. Animal Trainers interact with animals, developing training plans to reinforce desirable behaviours/reduce undesirable behaviours as well as reviewing and evaluating training to ensure goals are met and plans continue to be appropriate. Working patterns will involve irregular hours and in all weather conditions. Animal Trainers will have a professional approach to showing compassion, respect, patience and tolerance in all situations to people and animals. Typical Job roles include: zoo & safari park trainers, working animal trainers (including search and rescue), commercial animal trainers, assistance animal trainers, audio-visual industry animal trainers, animal obedience trainers, animal behaviour trainers.

This document sets out the requirements for end-point assessment (EPA) for the Animal Trainer apprenticeship standard. It will be of interest to Animal Trainer apprentices and their employers, training providers and End-Point Assessment organisations.

Full time apprentices will typically spend 18 to 24 months on-programme (minimum of 18 months) working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The production of a portfolio of evidence is a gateway requirement. Apprentices must complete their portfolio prior to reaching the gateway and submit the portfolio to the End-point Assessment Organisation 4 weeks prior to taking their EPA.

Animal Trainer Apprentices without English and mathematics at level 2 must achieve level 2 English and mathematics prior to taking their EPA.

The EPA should only start once the employer is satisfied that requirements for EPA have been met and can be evidenced to an end-point assessment organisation and that the apprentice is consistently working at or above the level set out in the standard.

The EPA must be completed over a maximum total assessment time of 2.5 hours (+/- 10% at the discretion of the assessor, to provide scope for the apprentice to demonstrate their full abilities) within 6 months of the EPA gateway.

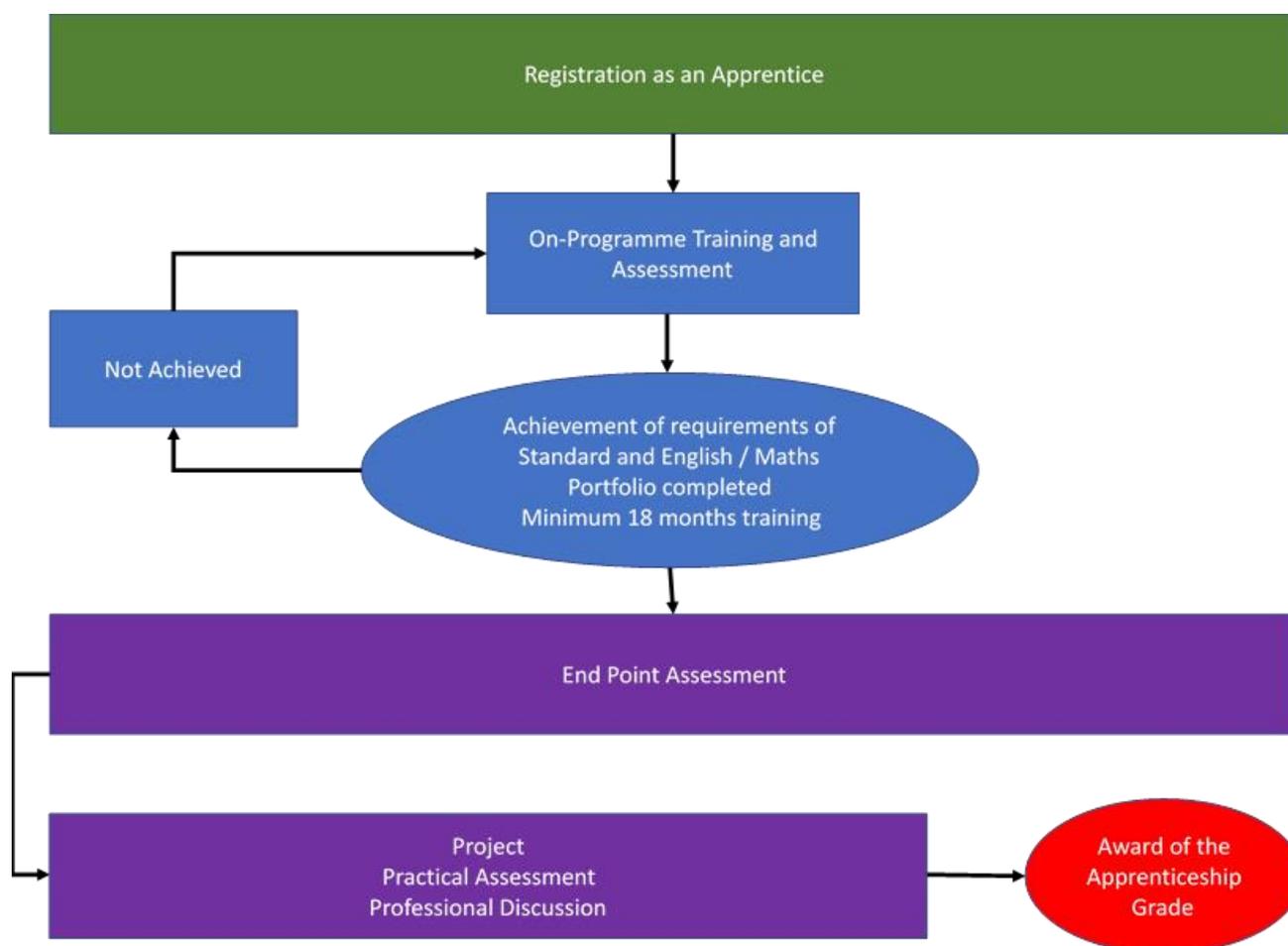
EPA must be conducted by an End-point Assessment Organisation (EPAO) approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point Assessment Organisations (RoEPAO).

The EPA consists of three distinct methods:

- Project; this will take the form of a project completed in their workplace after the EPA gateway and will cover the areas of underpinning and applied Knowledge, Skills and Behaviours, as required by the Standard.
- Practical Assessment; an observation of the apprentice completing a practical assessment consisting of two task(s) of practical skill in which the Apprentices will demonstrate their Skills, Behaviours and underlying Knowledge, as required by the Standard
- Professional Discussion; this will take the form of a professional discussion and Portfolio review that will cover all areas of underpinning and applied Knowledge, Skills and Behaviours. The portfolio will not be assessed.

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

Diagram 1. Summary of End-point Assessment



End-point Assessment Gateway

The EPA should only start once the employer is satisfied that requirements for EPA have been met and can be evidenced to an end-point assessment organisation and that the apprentice is consistently working at or above the level set out in the standard. Employers may wish to take advice from a training provider.

The production of a portfolio of evidence is a gateway requirement. Apprentices must complete their portfolio prior to reaching the gateway and submit the portfolio to the End-point Assessment Organisation 4 weeks prior to taking their EPA.

Animal Trainer Apprentices without English and mathematics at level 2 must achieve level 2 English and mathematics prior to taking their end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Apprentices must have undertaken a minimum of 18 months of training before taking the end-point assessment.

Apprentices will choose the title and scope of their project in discussion with their employer but must gain agreement from the employer and the End-point Assessment Organisation before commencement.

End-point Assessment Methods, Timescales & Location

End-point assessment must be undertaken by an EPAO that is on the Education Skills Funding Agency Register of End-point Assessment Organisations (RoEPAO). EPAOs must appoint appropriately qualified and experienced assessors. Assessors must be independent i.e. have no connection with the apprentice, their training provider or employer.

The end-point assessment must be completed over a maximum period of 6-months to accommodate work scheduling and cost-effective planning of resources. The Professional Discussion and Practical assessment will span one day, and be at the apprentices' work location. The apprenticeship will have 3 months to complete the project. The assessments can be completed in any order.

Successful achievement of the End-point assessment will lead to final certification of the apprenticeship and demonstrate that the apprentice is a fully competent Animal Trainer.

The end-point assessment consists of three distinct assessment methods

- Practical Assessment: observation of the apprentice completing one practical assessment consisting of two tasks of practical skills in which the Apprentices will demonstrate their Skills, Behaviours and underlying Knowledge, as outlined in Appendix 1.
- Professional Discussion: this will take the form of a professional discussion and Portfolio review that will cover all areas of underpinning and applied Knowledge, Skills and Behaviours as outlined in Appendix 1. The portfolio is not assessed.
- Project: this will take the form of a project completed in their workplace after the EPA gateway and will cover the areas of underpinning and applied Knowledge, Skills and Behaviours, as outlined in Appendix 1.

See Appendix 1 for details of which assessment method will be used to assess each element of the standard. Further details on each assessment method are provided below.

Practical Assessment

The Practical Assessment will provide Apprentices the opportunity to demonstrate that they can apply the Knowledge, Skills and Behaviours detailed in Appendix 1 safely and effectively in a realistic work situation. It will utilise the Apprentice's skills and link their theoretical knowledge to practical working. Apprentices will be assessed on a 1:1 basis by an Assessor to ensure quality and rigour.

The Practical Assessment will comprise three elements and will last for a total of 90 minutes. The elements will be as follows:

- The Apprentice will prepare a training plan to enable a nominated animal to achieve a desired action(s) or outcome(s), that will be specified by the EPAO. The plan must have the needs of the specific animal at its heart. It must draw only on equipment and resources available to the Apprentice during the practical assessment. Time allocated: 20 minutes.
- The Apprentice will implement the training plan on the nominated animal, thereby training it to achieve the action(s) or outcome(s) specified by the EPAO. Time allocated: 50 minutes.
- The Apprentice will answer questions from the EPAO's Assessor relating to the Apprentice's own training plan and its implementation. This will enable the Assessor to gain a clearer understanding of the choices made, the outcomes achieved and any reflections the Apprentice might have on the tasks undertaken. Time allocated: 20 minutes.

Apprentices must be provided with both written and verbal instructions on the task they must complete, including timescales. These will be provided by the EPAO Assessor. The Apprentice

will have 5 minutes at the start of the Practical Assessment to read the written instructions and hear the verbal instructions prior to starting.

In the interests of the animal and the smooth running of the Practical Assessment, the training must be relevant to that animals' own training objectives and level of ability .

EPAO will provide a standard template upon which to record the assessment outcome. EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are 'fit for purpose.'

The Practical Assessment will be managed and marked by an independent assessor appointed by the EPAO.

Criteria for marking and grading the practical assessment are shown in Table 1.

Project

During the first three months of the EPA period, the apprentice must undertake a written work-based project. Apprentices will choose the title and scope of their project in discussion with their employer. The apprentice must present an outline of their project to the employer and EPAO for agreement as part of the gateway to the EPA.

The written project including research and evidence gathering must be done within a three-month period at the start of the EPA period. This will help Apprentices to manage their work and apprenticeship commitments through the EPA phase. The project will be 4000 words (+/- 10%) and can include diagrams, videos, photographs etc.

The Project will be a real example of work done by the apprentices in their role. The written project should include the Knowledge, Skills and Behaviours outlined in Appendix 1 and require the apprentice to describe how they have applied their Knowledge and animal trainer related Skills and Behaviours to deliver the objectives required by the role as described in the Animal Trainer Standard. The written project should describe a situation where the apprentice has successfully worked with an animal(s) to create a training plan and demonstrate progression through its implementation.

The project must be written in the style of a scientific paper and must contain:

- 1) An Introduction that would set the scene, outline the training intervention necessary, describe the desired outcome and provide a short review of the training theories or potential training approaches considered.

- 2) A Method section that would detail the approach adopted, the tools used, the Behaviours and data recorded and the methodology for assessing and analysing outcomes.
- 3) A Results section, which would summarise the results collected, and outcomes achieved.
- 4) A Discussion section that would include an interpretation and explanation of the results, a description of what went well, what could have gone better and what might be done next.

The project can reference experience gained as part of the on-programme journey. The employer, overseen by the EPAO will ensure the apprentice is allocated time to undertake these activities and complies with timescales.

The project must be broad enough to enable the application of the Knowledge, Skills and Behaviours that will be assessed by this assessment method (see Appendix 1)

A detailed brief for the Project content will be provided by the EPAO.

Upon completion, the Project will be sent to the EPAO for a fully independent assessment against the standard. The Independent Assessor will mark the project, in line with the grading criteria in Table 1.

Professional Discussion

An independent assessor will conduct a Professional Discussion. This will be a structured Professional Discussion between the Apprentice and the independent assessor. Any independent assessor appointed by the EPAO must be occupationally competent.

The Professional Discussion will be a maximum length of 60 minutes (+/- 10% at the discretion of the assessor, to provide scope for the apprentice to demonstrate their full abilities) and will be used to assess the Animal Trainer on:

- Knowledge, Skills and Behaviours, mapped in Appendix 1, using the apprentice's portfolio of evidence as a basis for the discussion. (The portfolio is not assessed).

The Professional Discussion will also cover an apprentice's achievements, the standard of their work and their approach. The Professional Discussion will provide the opportunity for the apprentice to synoptically demonstrate core and specific Knowledge, Skills and Behaviours. This will enable the assessment to cover a broad range of Knowledge and understanding, Skills and Behaviours.

During the Professional Discussion, the Animal Trainer Apprentice's Knowledge, Skills and Behaviours mapped in Appendix 1 will be orally examined. The Portfolio of Evidence will be used to inform questioning during the Professional Discussion but is not assessed. In the Portfolio, the apprentice will collect a range of evidence demonstrating working with animals, for example written work, small projects, progress review information, earlier workplace observations, videos, photographs and employer/client comments. The portfolio must not include reflective accounts and self-evaluations. To support the synoptic assessment, evidence can be referenced against more than one Knowledge, skill or behavioural requirement. The portfolio should contain a minimum of 20 pieces of evidence and a maximum of 30. This evidence will demonstrate how the apprentice meets the Knowledge, Skills and Behaviours identified in Appendix 1. It is used as a vehicle for the apprentice to bring to life their Knowledge, Skills and behaviour as required during questioning by the Independent Assessor.

The portfolio must be reviewed by the independent assessor; therefore, it must be submitted one month before the agreed date of the Professional Discussion.

The Professional Discussion will also test the currency, validity and coverage of the evidence presented in the portfolio in relation to the Knowledge, Skills and Behaviours shown in Appendix 1. The independent assessor will use standardised questions from an agreed set of questions, EPAOs must develop 'test banks' of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose

There will 12 competency-based questions asked during the Professional Discussion to cover:

- 6 core Knowledge- related questions
- 4 core Skills-related question
- 2 behaviour-related questions

Follow up questions may be used to probe further into the detail to satisfy the independent assessor of the apprentices' depth of Knowledge and Skills. The Professional Discussion will be conducted under controlled conditions. The apprentice responses will be documented by the independent assessor.

The duration of the Professional Discussion will be 60 minutes (+/- 10% at the discretion of the assessor, to provide scope for the apprentice to demonstrate their full abilities) to complete. A structured brief will be provided by the EPAO in the Assessment Tools, to be used by the independent assessor in the Professional Discussion. This will ensure that a consistent approach is taken and that all key areas are appropriately explored. The Professional Discussion will normally be carried out face-to-face. In any instances when this is not possible, the Professional Discussion could be carried out remotely using video conference or Skype, depending on the technology available. If this method is used, the online platform must include a video link so that apprentice can see the assessor and assessor can see the apprentice. The identity of the apprentice must be checked and confirmed by the EPAO prior to commencement. The location or the platform must be sourced by the EPAO. The location of the Professional Discussion will be agreed between the apprentice, employer and the EPAO.

Criteria for marking and grading the Professional Discussion are shown in Table 1.

Apprenticeship Grading

This apprenticeship includes fail, pass and distinction grades. To achieve an overall pass grade apprentices must pass all 3 assessment methods. To achieve a distinction grade all the pass criteria needs to be achieved, and all the distinction criteria needs to be achieved on all the EPA elements below. A final grade will be awarded in-line with the criteria below:

Practical Assessment Grade	Professional Discussion Grade	Project Grade	Overall Grade Achieved
If an Apprentice fails any one of the assessments it will be deemed to be an overall fail			
Pass	Pass	Pass	Pass
Pass	Pass/Distinction	Pass/ Distinction	Pass
Pass/ Distinction	Pass	Pass/ Distinction	Pass
Pass/ Distinction	Pass/ Distinction	Pass	Pass
Distinction	Distinction	Distinction	Distinction

Table 1. Apprenticeship Grading.

Table 2

EPA element	To be graded as a fail	To be graded as a pass	To be graded as a distinction
Practical Assessment: Task 1 (create a training plan)	<ul style="list-style-type: none"> Does not meet Pass Criteria 	Achieve all Knowledge, Skills and behavioural requirements in Appendix 1 expanded below: Legislation and Health and safety: <ul style="list-style-type: none"> Complies with: Current legislation, policies, procedures, guidelines, Codes of Practice and ethics relevant to the workplace and the health and welfare of animals, ensuring 	Complete all the practical assessment activities detailed in the pass criteria column <ul style="list-style-type: none"> Acts with authority – Demonstrates an understanding of the limits of the animal in their care and proactively provides realistic solutions to what is achievable in meeting the training objectives.

		<p>safety of animals, themselves and others at all times</p> <ul style="list-style-type: none"> • Carries out a risk assessment related to the training environment • Understands how the needs of animals under your duty of care may be assessed and addressed • Gathers and interprets from written, verbal and observed sources relevant information regarding the animals i.e. life history, physical capabilities • Creates a training plan based upon the individual animal with realistic targets for a desired behaviour based upon the principles of learning and the intended outcomes of the training 	<ul style="list-style-type: none"> • Maintains composure and control and behaves confidently in unpredictable situations • Is able to pre-empt potential risks in a situation, ensuring that they are able to maintain control throughout and diffuse any harmful situations as well as mitigating a negative response from the animal. • Offers creative solutions to problems or situations that arise and is able to react quickly, demonstrating confidence in working under pressure • Maintains ownership of the situation at all times regardless of environmental or external factors and demonstrates resilience and focus in getting the best out of the animal • Confidently adapts to the situation and make decisions quickly and effectively that positively impact the animal in their care, whilst demonstrating
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<p>Task 2 (implement a training plan)</p>		<ul style="list-style-type: none"> • Complies with: Current legislation, policies, procedures, guidelines, Codes of Practice and ethics relevant to the workplace and the health and welfare of animals, ensuring safety of animals, themselves and others at all times • Demonstrates the human animal bond by being able to communicate with the animal through a variety of techniques such as voice, body movement etc, respond to the clues the animal provides in an informed way so that the animal responds in the way intended • Implement a training plan based upon the individual animal with realistic targets for a desired behaviour based upon the principles of learning and the intended 	<p>real-time decision making</p>
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		<p>outcomes of the training</p> <ul style="list-style-type: none"> • Prepare the animal, resources and environment for the training session to aid the achievement of agreed learning outcomes • Approach all interactions with the animals in a manner that reinforces desirable behavioural patterns and avoids creating undesirable behavioural patterns • Assess the progress of the training session against the plan at regular intervals and take action to resolve situations where training activities, methods or resources are found to be inappropriate • Solve problems using independent critical thinking to modify the training plan as needed to take into account the response of the animals and other factors • Continually assesses, maintains and evaluates the working 	
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		<p>environment to ensure it is safe, following relevant legislation, work place policies and procedures</p> <ul style="list-style-type: none"> • Continually assess, maintain and evaluate the 5 welfare needs of animals whilst under your care • Carry out a dynamic risk assessment relating to the training environment and the animals' welfare and act appropriately • Make decisions and work autonomously 	
Professional Discussion	<ul style="list-style-type: none"> • Does not meet Pass Criteria 	<p>Achieve all knowledge, skills and behavioural requirements in Appendix 1 expanded below:</p> <ul style="list-style-type: none"> • Communicates effectively with minimal promoting • Describes the impact of their actions on themselves, others animal welfare and health and safety. 	<p>Complete the professional discussion activities detailed in the pass criteria column</p> <ul style="list-style-type: none"> • Reflects on lessons learnt and feedback received and describes what they would do differently next time • Describes the impact of their actions on themselves, others, animal welfare and health and safety, appreciating the

		<ul style="list-style-type: none"> • Describes how to deliver customer experience (internal and/or external), where applicable, in line with workplace policies and procedures • Describe how they comply with relevant EU and UK animal related legislation, health and safety and workplace policies and procedures as well as regulatory requirements. • Describe how to carry out risk assessments related to the training environment • Describes, and provides examples of, how to minimise risks and deal with incidents and emergencies including implementing appropriate controls • Identifies and explains how the needs of animals under their duty of care may be assessed and addressed • Can explain their responsibility, 	<p>wider policy implications and reputational risk</p> <ul style="list-style-type: none"> • Applies current and relevant terminology/theory including classical and operant conditioning • Able to predict possibility of unintentional classical and operant conditioning creating undesirable behaviour • Justify why their working environment is different and where this could cause training or reputational issues • Demonstrates evidence of drawing on knowledge from a wide range of sources e.g. research channels, new concepts/theories, new trends to show a personal interest in animal behaviour and behaviour modification
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		<p>accountability and autonomy for duty of care of animals under the current animal welfare legislation</p> <ul style="list-style-type: none"> • Describes the signs that indicate problems with animals' health and welfare and the actions that should be taken • Can explain the suitability, action, welfare and ethical considerations of training aids/equipment and techniques for the species' and animals' physical and mental capabilities • Understands the importance of routine/preventative health/veterinary care • Displays knowledge of anatomy, physiology and health to include conformation, biomechanics, mental (behavioural) health; reproduction and common inherited abnormalities 	
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		<ul style="list-style-type: none"> • Can explain how to formulate training plans and communicate them to others • Understands the importance of reviewing and revising a training plan to meet the objectives • Understand current and relevant terminology/theory including classical and operant conditioning • Understands the need to guard against unintentional classical and operant conditioning creating undesirable behaviour • Can explain when training is inappropriate • Can describe appropriate enrichment methods and equipment for the species of animals concerned • Can explain socialisation and effects on animal learning and behaviour 	
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		<ul style="list-style-type: none"> • Understands the factors relating to the movement of animals • Understands the human animal bond • Can explain how to assess the risk of disease transmission and implement appropriate bio-security controls • Understands how to balance the conflicting demands of animal welfare, societal expectations and the safety of the public in deciding the future of animals under their care 	
Project	<ul style="list-style-type: none"> • Does not meet Pass Criteria 	<p>Achieve all knowledge, skills and behavioural requirements in Appendix 1 expanded below:</p> <ul style="list-style-type: none"> • Contains an introduction, method, results and discussion section • Explain, the range of required skills, knowledge and behaviour to undertake their role 	<p>Complete the project activities detailed in the pass criteria column</p> <ul style="list-style-type: none"> • Demonstrate progression of the life cycle of the training plan showing evidence of ongoing critical evaluation and improvement • Critically evaluate the animal training theory(ies)/methodology(ies) used in the

		<p>competently in the wider working environment.</p> <ul style="list-style-type: none"> • Complies with current legislation, policies, procedures, guidelines, Codes of Practice and ethics relevant to the workplace and the health and welfare of animals, ensuring safety of animals, themselves and others at all times • Outlines the 5 welfare needs of animals • Explains how to carry out risk assessments related to the training environment • Explains how the needs of animals under their duty of care may be assessed and addressed • Outlines their responsibility, accountability and autonomy for duty of care of animals under the current animal welfare legislation • Analyse the natural behaviour patterns, body language and 	<p>project and how the use of different theory(ies)/methodology(ies) may have resulted in a different outcome.</p> <ul style="list-style-type: none"> • Demonstrates evidence of creative thinking by devising and testing innovative solution when training activities, methods or resources are found to be inappropriate.
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		<p>communication methods of the animal</p> <ul style="list-style-type: none"> • Understands the signs that indicate problems with animals' health and welfare and the actions that should be taken • Understands the suitability, action, welfare and ethical considerations of training aids/equipment and techniques for the species' and animals' physical and mental capabilities • Explain how training will impact on animal welfare and how to analyse whether it is in the best interests of the animal involved • Explains the factors which may affect the progress and success of training. • Outlines the process of establishing measurable goals and objectives for the training of animals 	
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		<ul style="list-style-type: none"> • Understands how to formulate training plans based on the available resources and the objectives agreed between the trainer and others • Creates and implements a training plan based upon the individual animal with realistic targets for a desired behaviour based upon the principles of learning and the intended outcomes of the training • Reviews and revises a training plan to meet the objectives • Uses current and relevant terminology/theory including classical and operant conditioning • Outlines the need to guard against unintentional classical and operant conditioning creating undesirable behaviour • Explains when training is inappropriate • Outlines appropriate enrichment methods 	
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		<p>and equipment for the species of animals concerned</p> <ul style="list-style-type: none"> • Understands socialisation and effects on animal learning and behaviour • Explains the human animal bond • Explains human training skills and relevant theories including lesson plans, learning styles, feedback and coaching • Solves problems using problem solving tools to support solutions • Demonstrates continual assessments, maintenance and evaluation of a safe working environment following relevant legislation, work place policies and procedures • Demonstrates continual assessments, maintenance and evaluation of the 5 welfare needs of 	
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		<p>animals under your care</p> <ul style="list-style-type: none"> • Approaches all interactions with the animals in a manner that reinforces desirable behavioural patterns and avoids creating undesirable behavioural patterns • Analyse data and review and implement plans accordingly and update records • Prepare the animal, resources and environment for the training session to aid the achievement of agreed learning outcomes • Obtain and interpret relevant information regarding the animals from the appropriate sources. i.e. life history, physical capabilities • Assesses the potential animal welfare consequences, of the training method and equipment such as physical and mental harm 	
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		<ul style="list-style-type: none"> • Assesses the progress of the training session against the plan at regular intervals and take action to resolve situations where training activities, methods or resources are found to be inappropriate • Communicates training plans effectively to others, such as colleagues and clients recognising individual learning styles and relevant learning theories of delivery and support them to apply these plans in practice • Solves problems using independent critical thinking to modify the training plan as needed to take into account the response of the animals and other factors • Makes decisions and work autonomously 	
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Re-sit and re-take information

Where an apprentice fails one or more assessment methods, a re-sit(s)/re-take(s) may be allowed, provided it is within the EPA period. Apprentices must complete a different project,

practical and have a different set of questions for the professional discussion in the event of a re-sit/re-take. Re-sits/re-takes outside of this period would require all elements of the EPA to be undertaken again. This should be undertaken within a six-month period. Each individual case will be jointly discussed by the employer with the EPAO and any action, if agreed will be at the discretion of the employer.

A re-take is where the apprentice requires further learning/training, whereas a re-sit does not. Apprentices who require a re-take should have a supportive plan agreed to prepare them for the re-take.

Re-sits are not allowed as a means of improving a grade i.e. pass to distinction. Where a re-sit/re-take is agreed, the grading will be limited to a pass unless there are exceptional circumstances as confirmed by the EPAO.

End-point Assessment Organisations

Employers must choose an EPAO approved to deliver the end-point assessment for this apprenticeship from the Education & Skills Funding Agency's Register of Apprentice End-point Assessment Organisations (RoEPAO). It is recommended that EPAO's work collaboratively to ensure standardisation in delivery of assessment services for the standards.

Requirements for Independent Assessors

EPAOs must appoint an independent assessor to conduct the end-point assessment observation.

Independent assessors must meet the following requirements:

- Occupationally competent demonstrated by work experience in the animal sector and having trained animals to conduct several tasks with evidence of current CPD in the Animal training sector
- Hold an assessor qualification
- Relevant work experience in Animal Training
- A minimum of 5 years working experience in the Animal Training sector

End-point Assessment organisations must:

- Provide End-point assessment guidance to apprentices, employers and training providers in relation to the requirements of the practical assessment, professional discussion and project and marking of the End-point assessment elements.
- Develop and maintain a single set of assessment tools that are used by all to carry out assessment

- Ensure independent assessors make consistent and reliable assessment and grade judgements through moderation
- Develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and competence of the apprentice through alternative assessment techniques. Whilst, these will remove barriers to participation, they must be designed to ensure judgements are not compromised to health and safety and legal requirements.
- Appoint independent assessors that meet the requirements as detailed in this plan for the purpose of conducting the practical assessment, professional discussions and project marking and grading, based on a check of Knowledge, experience and independence.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- Provide documentation and guidance in relation to the End-point assessment i.e. making reasonable adjustments, eligibility to enter End-point assessment and conflict of interest
- Hold annual standardisation events for assessors to ensure consistent application of the guidance
- Ensure End-point assessment organisation moderators are trained in assessment and assurance processes and undertake regular continuing professional development
- Develop and manage a complaints and appeals procedure
- Report to the employer/training provider on any issues that arise in relation to the apprenticeship assessment process

Internal quality assurance

Internal quality assurance refers to the requirements that EPAO must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPAOs for this standard must undertake the following:

- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate regular standardisation events that enable assessors to attend a minimum of one event per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 10 percent of each independent assessor's assessments moderated annually
- demonstrate an on-going consultation process with current industry and occupation experts
- maintain all EPA materials to reflect or reference current legislation, safety, techniques and specific industry or sector requirements
- have a procedure and process to account for and track the progress of each learner through the EPA cycle
- policies and procedures to manage escalated appeals or disputes

- guidance, policies and procedures that describe the suitable conditions for the locations of each stage of the assessment

Assessment tools and materials

EPAOs must produce assessment tools and supporting materials for the EPA that follow best assessment practice, as follows:

- Written instructions for the Practical Assessment for the apprentice
- Question bank for practical assessment questions
- Structured briefs for the Professional Discussion for use by the assessor
- Guidance on the format and content of the learners Portfolio for the apprentice
- Scoring criteria for Practical Assessment
- Scoring criteria for Professional Discussion
- Assessment outcome template
- Detailed brief for the Project

External Quality Assurance

External quality assurance arrangements will ensure that EPAOs delivering EPA for this standard operate consistently and in line with this plan.

External quality assurance for this apprenticeship standard will be undertaken by the Institute for Apprenticeships.

Consistency

The responsibility for the robustness of the assessment process is held by the End-Point Assessment Organisation. This ensures that there is consistency of decisions, true independence, impartiality, validity and reliability in the assessment.

The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of assessment tools that are used by all assessors and to inform the training that assessors receive. It is recommended that the EPAO works, in consultation with employers, to create the tools and materials to be used in assessment based on this Plan. These will be developed as soon as the Assessment Plan is approved and will be held by the End-point Assessment Organisation. Particular attention will be paid to ensuring that the tools are consistent and produce valid and reliable results. The End-point Assessment Organisation will thereafter be responsible for monitoring the work of the individual assessors to ensure continuing robustness – independent, consistent, accurate.

The EPAO will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment

have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

Implementation

Affordability: The approach presented offers an affordable and scalable solution to assessment for this EPA. The approach is robust and will ensure the best use of time, ensuring an EPA that delivers an effective synoptic assessment at reasonable cost and through a delivery model which minimizes time and adverse impact on the apprentice and employer.

Cost effectiveness has been incorporated in several ways:

- the combination of assessment methods ensures breadth, validity and reliability;
- the end-point assessment is reduced to one point of contact for the apprentice –
- the observation of practice and professional discussion, where reasonably practicable these should be undertaken consecutively on the same day.

The cost of the End Point Assessment (EPA) will be no more than 20% of the overall apprenticeship. The funding band is awaiting confirmation.

Volumes: It is anticipated that there will be 50 starts per year on this apprenticeship.

Appendix 1 – Knowledge, Skills and Behaviours to be assessed by each assessment method

Assessment method	Key
Practical Assessment	PA
Professional Discussion	PD
Project	PR

Core Knowledge

Core Knowledge statement	Assessment method
1. current legislation, including health and safety and animal welfare, work place policies and procedures	PA, PD, PR
2. the 5 welfare needs of animals: <ul style="list-style-type: none"> 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 e. its need to be protected from pain, suffering, injury and disease 	PR, PD
3. how to carry out risk assessments related to the training environment	PA, PD, PR
4. how the needs of animals under your duty of care may be assessed and addressed	PA, PD, PR
5. their responsibility, accountability and autonomy for duty of care of animals under the current animal welfare legislation	PA, PD, PR
6. the natural behaviour patterns, body language and communication methods of the animal	PA, PR
7. the signs that indicate problems with animals' health and welfare and the actions that should be taken	PR, PD
8. the suitability, action, welfare and ethical considerations of training aids/equipment and techniques for the species' and animals' physical and mental capabilities	PR, PD
9. how training will impact on animal welfare and how to analyse whether it is in the best interests of the animal involved	PR

10. the factors which may affect the progress and success of training, such as exercise, nutrition, life stage etc	PR
11. the importance of routine/preventative health/veterinary care	PD
12. anatomy, physiology and health to include conformation, biomechanics, mental (behavioural) health; reproduction and common inherited abnormalities	PD
13. the process of establishing measurable goals and objectives for the training of animals	PR
14. how to formulate training plans based on the available resources and the objectives agreed between the trainer and others	PR, PD
15. the importance of reviewing and revising a training plan to meet the objectives	PR, PD
16. current and relevant terminology/theory including classical and operant conditioning	PR, PD
17. the need to guard against unintentional classical and operant conditioning creating undesirable behaviour	PR, PD
18. when training is inappropriate	PR, PD
19. appropriate enrichment methods and equipment for the species of animals concerned	PR, PD
20. socialisation and effects on animal learning and behaviour	PR, PD
21. the factors relating to the movement of animals	PD
22. the human animal bond	PA, PD, PR
23. human training skills and relevant theories including lesson plans, learning styles, feedback and coaching	PR
24. problem solving tools to support solutions	PR

Core Skills

Core Skills statements	Assessment method
1. continually assess, maintain and evaluate a safe working environment following relevant legislation, work place policies and procedures	PA, PR
2. continually assess, maintain and evaluate the 5 welfare needs of animals whilst under your care	PA, PD, PR
3. Be responsible for minimising risks and dealing with potential incidents and emergencies including implementing appropriate controls	PD
4. assess the risk of disease transmission and implement appropriate bio-security controls	PD
5. carry out a dynamic risk assessment relating to the training environment and the animals' welfare and act appropriately	PA
6. approach all interactions with the animals in a manner that reinforces desirable behavioural patterns and avoids creating undesirable behavioural patterns	PA, PD, PR
7. analyse data and review and implement plans accordingly and update records	PR
8. prepare the animal, resources and environment for the training session to aid the achievement of agreed learning outcomes	PA, PR
9. obtain and interpret relevant information regarding the animals from the appropriate sources, i.e. life history, physical capabilities	PA, PR
10. assess the potential animal welfare consequences, of the training method and equipment such as physical and mental harm	PR
11. create and implement a training plan based upon the individual animal with realistic targets for a desired behaviour based upon the principles of learning and the intended outcomes of the training	PA, PD, PR

12. assess the progress of the training session against the plan at regular intervals and take action to resolve situations where training activities, methods or resources are found to be inappropriate	PA, PD, PR
13. communicate training plans effectively to others, such as colleagues and clients recognising individual learning styles and relevant learning theories of delivery and support them to apply these plans in practice	PR, PD
14. solve problems using independent critical thinking to modify the training plan as needed to take into account the response of the animals and other factors	PA, PR
15. balance the conflicting demands of animal welfare, societal expectations and the safety of the public in deciding the future of animals under their care	PD
16. make decisions and work automatically	PA, PR

Behaviour statements	Assessment method
Safe Working - Promote and monitor safe working practices, which must be adhered to at all times with constant situational awareness and adaptability to ensure safety of the animals, themselves and others.	PA, PD, PR
Work Ethic - Have a strong work ethic, be a good role model and mentor for others. Be respectful, punctual, reliable, trustworthy and diligent. Work effectively and encourage efficiency to meet time deadlines and organisational requirements. Take a pride in their work showing commitment and loyalty whilst conducting themselves in a professional manner. Make the most efficient and effective use of materials, resources and time.	PA, PD, PR
Responsibility - Assume a role of responsibility in the workplace. Organise themselves, delegate tasks, supervise and monitor others and the animals in their care. Show compassion, respect, patience and tolerance in all situations to people and animals. Work with methods that reduce risk of injury to the animals, themselves or others. Recognise own limitations and seek qualified professional advice as necessary/when required. The ability to operate as the advocate for the animal and to balance this against societal expectations and the safety of the public.	PA, PD, PR
Team Work - Work independently and as part of a team, showing leadership and initiative as appropriate. Understand their role within the team and their impact on others and animals. Promote good	PR, PD

working relationships, reduce, manage and report conflict within the team when necessary. Contribute to and support the training and development of others.	
Communication - Respect the need for confidentiality and adhere to data protection policies. Confidently and respectfully communicate with colleagues, volunteers, visitors, clients, industry specialists and animals. Show good interpersonal skills and accurately report any concerns, incidents and abnormalities. Know when to ask for, offer and give advice and guidance. Use social media responsibly.	PA, PD, PR
Professionalism - Have a strong and professional ethic including pride in their appearance and work. Attention to detail; integrity and time management; have a flexible attitude to work; have a safety mind set to self and others; demonstrate initiative. A commitment and willingness to learn and to contribute to their own continuing professional development.	PA, PD, PR