

Integrated Degree Apprenticeship for Social Worker

Level 6

End point Assessment Plan

Summary of assessment

This end-point assessment plan (EPA) accompanies the Social Worker level 6 degree Apprenticeship standard. This document sets out the requirement for end point assessment organisations. The document is for training providers, assessment organisations, apprentices and employers who need to understand how an apprentice who has been trained for this occupation must be assessed at the end of their apprenticeship.

Social Worker Apprentices will work for adult's services or children and families' services in statutory and non-statutory roles in local authorities, healthcare services, private and voluntary sector employers.

This is an integrated degree level Apprenticeship, which incorporates on-programme academic and workplace learning and assessment with an independent EPA to test the knowledge, skills and behaviours detailed in the standard.

Full time apprentices will typically spend 36 months on programme working towards the apprenticeship standard, with the EPA taken in the last six months. There will be a minimum of 20% off-the-job-training

The awarding learning provider will be responsible for the on-programme and EPA requirements. Performance in the EPA will count towards the overall degree classification.

The gateway for the EPA will occur when the apprentice has completed 300 credits of their Social Work degree, been given a provisional grade and achieved other specified criteria.

As a gateway requirement apprentices must achieve the specified English, maths, and on-programme learning requirements, prior to taking the end point assessment. Apprentices cannot successfully complete the bachelor's degree without passing the EPA. Performance in the EPA will determine the apprenticeship grade of 1st/ 2:1/ 2:2/ 3rd/ Fail.

The EPA must be completed within a six month period, after the apprentice has met the EPA gateway requirements.

The EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFAs) Register of End-Point Assessment Organisations (RoEPAOs).

The EPA consists of four distinct assessment methods grouped within two strands:

- Strand 1: Case Study. Assessment will consist of:
 - Written Critical Case Study
 - An Executive Presentation
- Strand 2: Scenario Exercise
 - initial analysis, a response to two further written data/questions, a case record
 - assessment discussion

The Case Study assessment will comprise of a written critical case study and an executive presentation.

The Scenario Exercise assessment will comprise an initial analysis, a response to two further written data/questions, a case record and an assessment discussion.

The EPA will be led either by a member of staff of the learning provider, who has not been involved in the apprentice's on-programme learning, or by a member of staff from another learning provider in a consortium.

On completion of this apprenticeship, the individual will be confirmed to be a competent and qualified Social Worker and will be eligible to apply to register as a qualified Social Worker with the relevant professional regulator. The apprenticeship has been mapped to the Social Work England professional standards.

Apprenticeship Structure

The BA (Hons)/BSc (Hons) degree must consist of 360 credits, 300 delivered on-programme and 60 through the EPA.

Learning providers will design on-programme training and assessment to develop the knowledge, skills and behaviours required in the published standard. In doing so they will work in partnership with employers. In addition, employers should ensure that the working environment allows the apprentice the opportunity to demonstrate, reinforce and apply their learning in at least two contrasting settings.

Assessment overview

Gateway

On-programme learning and assessment completed, 300 credits achieved; English, maths and communication levels achieved; assessed work experience completed; readiness for EPA confirmed by employer and learning provider.

On-programme learning and assessment including direct observation of practice

Typically 30 months

300 credits on programme learning

Apprentice

Carries out work defined by employer; completes academic course assessment requirements of degree; completes English and maths level 2 qualifications (if not already achieved); demonstrates ability to communicate at Level 7 of the International English Language Testing System (no element below level 6.5) – relevant regulator Standards of Proficiency

Employer

Creates work opportunities for apprentice – covering at least two contrasting settings, with one that focuses on statutory work; reviews work outputs and provides feedback; confirms that apprentice is ready for the EPA; provides guidance on selecting a case to review as part of EPA

Learning Provider

Maps and assesses work against Standard; advises on applicant's readiness for the EPA

End-Point Assessment

Typically six months

60 credits end-point assessment

Apprentice

Completes Strand 1 - Graded: case study

- Selects case
- Writes critical case study
- Delivers executive presentation

Completes Strand 2 - Graded: scenario exercise

- Writes initial analysis; responds to additional information; writes case record
- Delivers assessment discussion presentation

Employer

Strand 1: Case Study, sits on presentation panel
Strand 2: Takes part in assessment discussion

End-Point Assessment Organisation

Nominates independent lead EPA; Organises and chairs assessment panels (including experts by experience); Assesses and grades all EPA activity

External Quality Assurance Body

Undertakes external quality assurance

The apprentice is awarded a 1st/2:1/2:2/3rd/Fail

If a pass grade is achieved, the apprentice is confirmed to be a competent and qualified Social Worker

End-point assessment gateway

The apprentice's employer decides that the apprentice is eligible to enter EPA. They may take advice from the learning provider.

Prior to taking the EPA the apprentice must meet the following criteria:

- achieved a minimum level 2 English and maths as per the standard and general apprenticeship requirements
- have a good command of English. Social Work England recommends International English Language Testing System (IELTS) 7.0.
- successfully completed assessed work experience in at least two contrasting settings, one with a focus on statutory work
- obtained 300 academic credits of the Social Worker degree, 120 at level 4, 120 at level 5 and 60 at level 6 with a provisional grade

Although the apprentice should only be recommended for EPA when they are ready, employers should have a remediation process in place to support any apprentice who fails to meet the eligibility criteria to enter EPA.

End-point assessment methods

EPA will be undertaken either by a member of staff from another learning provider in a consortium or if that is not possible, a member of staff of the same learning provider who has had not been involved in the apprentice's on-programme learning. There are two strands to the end-point assessment: Case Study and Scenario Exercise. These will take place over a period of six months. The tests should normally be held face-to-face either at the EPA or employer's facilities.

The areas assessed by each of the methods (skills, knowledge and behaviour) are shown in Table 3. What is being assessed.

Strand 1: Case Study

1. The apprentice will identify a practice case for approval after being reviewed by head of service or proxy. Part of the approval process will include whether they have recognised the ethical issues and whether a service user agreement or an ethical approval process is required.
2. In selecting the case, it needs to be:
 - Current (started within the last six months)
 - Consistent with organisational mission (core vision)
 - Sufficiently complex to allow the apprentice to demonstrate:
 - reflection on values, ethics, knowledge, skills, behaviour and equality
 - research techniques
 - multi-agency working
 - meaningful engagement
 - ability to address risk at the appropriate level
 - a service improvement recommendation
3. The apprentice will first write a Case Study critical analysis (4,500-5,500 words) under regular professional supervision from both their learning provider and workplace mentor. This will be marked by an independent assessor .

4. The apprentice will then produce an executive presentation entitled: 'A critical case analysis; evidence-based recommendations with references to existing research.'

This will be presented to a group comprising the Lead EPA, employer and expert by experience. This will last approximately 15-20 minutes with 10-15 minutes allowed for the panel to ask follow up questions. The Lead EPA will chair the group and will have the final say on the assessment result and grading. A variety of presentation methods or tools can be used including, for example, PowerPoint, a flip chart, work products or notes.

5. On completion of both elements, the Lead EPA will award a grade of 1st/ 2:1/ 2:2/ 3rd/ Fail.

Strand 2: Scenario Exercise

1. Under examination conditions (three hours), a cohort of apprentices will view a visual (eg approximately 20 minute video or live role play) Scenario Exercise.

The scenario exercise must enable the apprentice to demonstrate they work in a strengths-based way, are culturally competent and compliant with Knowledge and Skills Statements and Professional Capabilities Framework. It should contain evolving, complex and challenging case scenarios which include risk, abuse and/or exploitation. These will combine generic/specialist elements to meet employer/sector need to produce generic workers who will be able to work in specialist areas.

In the remaining examination time, apprentices will be asked to:

- Write an initial analysis
- Write a response to two further written data/questions supplied, eg a review report/assessment, email with further information and respond appropriately, demonstrating analytical skills.
- Write a case record

Each learning provider will be responsible for creating a bank of visual scenario exercises and associated questions. This will be marked by the EPAO.

2. Within two to five days of the written examination, the apprentice will take part in an assessment discussion with representatives from the learning provider, employer and experts by experience, chaired by the Lead EPA. The discussion will last between 20-30 minutes and the apprentice can refer to copies of his/her examined work from the Scenario Exercise, and other notes, as desired. If the discussion cannot be scheduled within one week of the examination, the EPAO must make every effort to arrange the discussion at the earliest date possible.
3. On completion of both elements, the Lead EPA will award a grade of 1st/ 2:1/ 2:2/ 3rd/ Fail.

End-point assessment timescales

EPA activities will be completed over a maximum six month period, to accommodate work scheduling and cost-effective planning of resources. Moderation, learning provider quality assurance and degree award processes may be concluded after the EPA period. The EPA will deliver 60 credits.

End-point assessment grading

The EPA comprises two strands, with a total of four pieces of assessed work as shown in table 1. In order to pass the EPA, both assessment strands must be at pass grades i.e. 1st/ 2:1/ 2:2/ 3rd

Table 1: Summary of assessment methods, grading and weighting

Strand	Assessment Method	Weighting
1 Case Study	<i>Case Study - written critical case study</i>	50%
	<i>Case Study - executive presentation</i>	
2 Scenario Exercise	<i>Scenario Exercise - initial analysis, additional data response, case record</i>	50%
	<i>Scenario Exercise - assessment discussion</i>	

The grade boundaries for each piece of assessed work are:

- Fail - under 40%
- 3rd - 40 < 50%
- 2:2 - 50 < 60%
- 2:1 - 60 < 70%
- 1st - 70% and over

The Lead EPA will award a final overall grade of 1st/ 2:1/ 2:2/ 3rd/ Fail. based on the weightings above. The grading descriptors, that apply to both pieces of assessed work, are in table 2.1 and 2.2 overleaf.

For the purpose of input of grades into ESFA apprenticeship service, this will convert as below:

Grade	ESFA apprentice service
Fail	Fail
3rd	Pass
2:2	Pass
2:1	Merit
First	Distinction

Table 2.1: End-Point Assessment Grading Descriptions for Strand 1 Case Study

Fail (0-39%)	<p>Objective(s)¹ are not stated or are stated in such a way that makes little sense and undermines confidence in the purpose of the study.</p> <p>Key stakeholders² are not identified or such attempts as are made to identify them leave the reader/audience with little clear sense of who they are. There is little evidence of open and honest communication with stakeholders and records may be incomplete, inconsistent or inaccurate.</p> <p>Little or no consideration of the reasons for choosing methods, analytical approach(es) is provided.</p> <p>Discussion of the case either does not apply an analytical approach or clearly misunderstands the analytical approach attempted. There are likely to be significant passages of narrative description with little or no relevant analysis. Consideration of ethical issues is likely to be superficial and give cause for concern over fitness to practise.</p> <p>Conclusions sought may be implausible, unsupported by preceding discussion or inconsistent with findings and are unlikely to align to the objectives.</p>
Third/Pass (40%-49%)	<p>Objective(s) of study may not be clearly stated, however the overall purpose will be apparent from the way the approach is reported.</p> <p>Identification of key stakeholders shows some evidence of selectivity based on objective(s). There is evidence of open, honest and accurate communication with stakeholders.</p> <p>There is some consideration of reasons for choosing methods applied in the development of the study and analytical approach(es) taken to exploring and explaining what happened. Consideration of ethical issues may remain tacit or underdeveloped.</p> <p>Discussion of the case attempts to apply an analytical approach but this is only partially successful. There may be some instances of narrative description where analysis would be expected.</p> <p>Draws plausible conclusion(s) that align to the objectives and makes recommendations about professional practice, use of technology and/or service development.</p>
Lower Second (50%-59%)	<p>Objective(s) of the study are stated with reasonable clarity however there may be a degree of ambiguity or vagary in key terms.</p> <p>Key stakeholders whose perspective provides pertinent insight(s) in the issues addressed by the study are identified. Discussion with stakeholders is conducted in an open and honest manner. Records of these are accurate but may not be complete.</p> <p>Reasons for choosing methods and analytical approach(es) are related to objectives and consideration of ethical issues.</p>

¹ Clarity in the statement of objectives may be seen in the formulation of hypotheses and operationalisation of variables for case studies that focus on measuring and evaluating impacts.

² Stakeholders could include but are not limited to service users, colleagues and professionals from other services.

	<p>Analysis of the case produces findings that are relevant to the research objective(s). However, there may be some elements of redundancy and/or repetition in the discussion of these.</p> <p>Draws plausible conclusions that respond to the objectives and makes practicable recommendations about professional practice, use of technology and/or service development.</p>
Upper Second (60%-69%)	<p>Objective(s) of the study are clearly stated but may lack concision in attempting to avoid ambiguity and/or vagary. Approach taken to the collection and analysis of evidence shows consideration of purpose and scope of the study.</p> <p>Care is taken to identify key stakeholders whose perspective provides significant insight(s) into the issues addressed by the study. Discussion with stakeholders is conducted in an open and honest manner and planning/design of data collection instruments means that records are accurate.</p> <p>Methodological choices demonstrate sophisticated consideration of ethical issues, validity requirements of data collection and practical constraints (e.g. timetable and resource implications).</p> <p>Analysis of case identifies material that supports the development of a sustained argument with little redundancy and/or repetition. Conclusions drawn and recommendations made are plausible; consistent with analysis of the case, and respond to the objective(s). There is some consideration of the security of the conclusions and validity of the recommendations.</p> <p>Makes sound recommendations about the sustainable development of professional practice, use of technology and/or provision of services.</p>
First (70%-100%)	<p>A clear and succinct statement of the objective(s) of the study demonstrating balanced consideration of the approach taken to the collection and analysis of evidence.</p> <p>Explicitly planned sampling of participants results in the identification of key stakeholders whose perspective provides critically significant insight(s) into the issues addressed by the study. Discussion with stakeholders has been carefully managed to promote openness and honesty. The planning/design and implementation of data collection instruments and strategy has enhanced the accuracy and relevance of records.</p> <p>Critical consideration and planning for issues in ethics and professional conduct are balanced against practical limitations when collecting and recording evidence.</p> <p>Analysis of case identifies material that supports the development of a sustained and coherent line of argument/discussion with little or no redundancy and/or repetition</p> <p>Draws conclusions that are relevant to the objective(s) of the study whilst recognising any limits to their validity in terms of the reliability of the evidence or other methodological issues.</p> <p>Makes imaginative or creative recommendations about the sustainable development of professional practice, use of technology and/or provision of services.</p>

Table 2.2: End-Point Assessment Grading Descriptions for Strand 2 Scenario Exercise

<p>Fail (0-39%)</p>	<p>There is likely to be a marked tendency to narrate the scenario and further details rather than report details selectively. Attempts to make connections between case details and identified strengths, risks and/or vulnerabilities and priorities³ are likely to be implicit or obscure and entail contradiction or inaccuracy. As a consequence they are likely to be of limited validity in the situation and inconsistent with evidence based decision making.</p> <p>Responses refer to some case details when identifying how thinking has developed⁴ but these are likely to be of limited relevance and may be inaccurately described. Consequently, the interpretation is likely to be implausible and inappropriate to the situation. Inaccuracies and obscurity in records undermine confidence that case details have been understood. Communication in both verbal and written expression may not be appropriately respectful revealing potential insensitivity to individual differences. Furthermore, these records are likely to be inaccessible for some relevant parties.</p> <p>Links between the identification of strengths, risks and/or vulnerabilities and theoretical approaches/models are likely to be inconsistent. Connections between priorities and legislation and policy are incomplete and proposed interventions may not be explicitly derived from ethical principles and codes of conduct. Consequently, what is proposed is impractical/implausible and inappropriate and does not constitute secure evidence of safe professional practice and safeguarding. Therefore, the response may give cause for concern over fitness to practise.</p>
<p>Third/Pass (40%-49%)</p>	<p>There may be a marked tendency to narrate the scenario and further details rather than report details selectively. There are indications of approach taken being adapted according to the situation and context. Evidence based decision making is demonstrated in making some connections between case details and identified strengths, risks and/or vulnerabilities and priorities but these may be frequently implicit or obscure. Nevertheless, these are largely plausible and appropriate to the situation and have taken some account of the views of people who use services⁵ and treating them with compassion, dignity and respect necessary to empower positive change.</p> <p>Responses refer to some relevant case details when identifying how thinking has developed. The interpretation is plausible and appropriate to the situation.</p> <p>Records are sufficiently accurate to give the reader confidence that case details have been understood. However, there are likely to be several instances of obscurity. Communication in both verbal and written expression is appropriately respectful although it may be clumsy in its sensitivity to individual differences. Furthermore, access may prove challenging for some relevant parties. There are some links between the identification of strengths, risks and/or vulnerabilities and theoretical approaches/models but these may be inconsistent. Connections between priorities and legislation and policy are incomplete and proposed interventions</p>

³ Priorities could include differentiating between immediate and longer term concerns, considerations for information sharing, making formal referrals, scheduling and undertaking visits, consulting with colleagues and representatives from other agencies/services or other interventions.

⁴ For example, changing priorities, new hypotheses and revised plans.

⁵ This could include but is not limited to individuals accessing services on their own behalf, as carers, families or as part of a wider community.

	<p>may not be explicitly derived from ethical principles and codes of conduct. However, what is proposed is plausible and appropriate, does not give cause for concern over fitness to practise and constitutes safe professional practice and safeguarding.</p>
<p>Lower Second (50%-59%)</p>	<p>Case details drawn from the scenario and further details evidence some selectivity. The approach taken has been adapted according to the situation and context. However, the connections between these details and identified strengths, risks and/or vulnerabilities and priorities are occasionally implicit or obscure. Nevertheless, these are sound and appropriate to the situation having taken account of the views of people who use services and treating them with compassion, dignity and respect necessary to empower positive change.</p> <p>Responses refer to relevant case details when identifying how thinking has developed. The reader can identify relevance to case details in the interpretation of the case details being proposed.</p> <p>Records are accurate and focussed but may include some obscurity or repetition/redundancy. Communication in both verbal and written expression is appropriately respectful and shows some insight into individual differences. However, it may not be entirely accessible to all relevant parties.</p> <p>There are links between the identification of strengths, risks and/or vulnerabilities and theoretical approaches/models but these are underdeveloped. Connections between priorities and legislation and policy are tenuous. Proposed interventions could be more securely derived from ethical principles and codes of conduct but there is evidence of some insight into professional values</p>
<p>Upper Second (60%-69%)</p>	<p>There is clear evidence of careful attention in the selection of case details drawn from the scenario and further data. The approach taken has been effectively adapted according to the situation and context. The relevance of these details is evident in the explicit support they supply for the identification of strengths, risks and/or vulnerabilities, and priorities. The analysis of the case detail demonstrates ability in considering a number of viable interpretations and carefully takes account of the views of people who use services and treating them with compassion, dignity and respect necessary to empower positive change.</p> <p>Case details are synthesised to construct a coherent response identifying how thinking has developed. This synthesis provides some sound argument for the interpretation of the case details being proposed.</p> <p>Records are accurate, succinct and focussed. Communication in both verbal and written expression is appropriately respectful, sensitive to individual differences and clearly accessible to all relevant parties.</p> <p>Identification of strengths, risks and/or vulnerabilities is clearly linked to relevant theoretical approaches/models. Priorities are explicitly connected to relevant legislation and policies. Proposed interventions are consistent with and clearly linked to codes of conduct and/or ethical principles demonstrating insight into professional values.</p>
<p>First (70%-100%)</p>	<p>There is clear evidence of careful attention in the selection of case details drawn from the scenario and further data. The approach taken has been effectively adapted according to the situation and context. The relevance of these details is evident in the explicit support they supply for the identification of strengths, risks and/or vulnerabilities, and priorities. The analysis of the case details demonstrates sophistication in considering a variety of viable interpretations and takes a balanced account of a representative</p>

	<p>range of the views of people who use services and treating them with compassion, dignity and respect necessary to empower positive change.</p> <p>Case details are synthesised to construct a comprehensive and coherent response identifying how thinking has developed. This synthesis successfully argues for the specific interpretation of the case details being proposed.</p> <p>Records are accurate, succinct and focussed and reassure the reader about the candidate's insight and understanding of the situation. Communication in both verbal and written expression is appropriately respectful, skilful in its sensitivity to individual differences and clearly accessible to all relevant parties.</p> <p>The links between the identification of strengths, risks and/or vulnerabilities and relevant theoretical approaches/models are articulated with clarity and sophistication. Connections between priorities, legislation and policies are comprehensively explored and examined. Proposed interventions are consistent with and clearly linked to code of conduct and/or ethical principles demonstrating sensitive and creative insight into professional values.</p>
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Table 3: What is being assessed?

End Point Assessment activities	Strand 1: Case study critical analysis	Strand 1: Case study executive presentation	Strand 2: Scenario initial analysis	Strand 2: Scenario extension exercise	Strand 2: Scenario case record	Strand 2: Assessment discussion
Professional values and ethics						
Skills - Must be able to:						
<ul style="list-style-type: none"> ensure professional ethical standards are developed, maintained and promoted 					X	
<ul style="list-style-type: none"> take responsibility for your decisions and recommendations 		X				
<ul style="list-style-type: none"> be aware of the impact of your own values on practice 	X		X			X
<ul style="list-style-type: none"> exercise authority as a Social Worker within the appropriate legal and ethical frameworks 			X	X		
<ul style="list-style-type: none"> ensure the highest standard of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected 	X		X			
<ul style="list-style-type: none"> practise in a non-discriminatory manner 			X	X	X	
Knowledge - Must know and understand:						
<ul style="list-style-type: none"> the importance of rights, responsibilities, freedom, authority and use of power 			X		X	
<ul style="list-style-type: none"> the importance of maintaining, and the limits of, confidentiality 	X	X		X		
<ul style="list-style-type: none"> that relationships with individuals and their carers should be based on respect, honesty and integrity 	X					X
<ul style="list-style-type: none"> how to develop relationships appropriately 	X	X				
<ul style="list-style-type: none"> the impact of different cultures and communities and how this affects social work 	X		X	X	X	

<ul style="list-style-type: none"> current legal and ethical frameworks 	X	X	X			X
Views of people who use services, carers, their families and communities						
Skills - Must be able to:						
<ul style="list-style-type: none"> hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence 	X		X		X	X
<ul style="list-style-type: none"> promote the best interests of people who use services, carers, their families and communities 	X				X	
<ul style="list-style-type: none"> work with people to enable them to make informed decisions and exercise their rights 	X				X	
<ul style="list-style-type: none"> work to promote individual growth, development and independence 					X	
Knowledge - Must know and understand:						
<ul style="list-style-type: none"> the concepts of participation, advocacy, co-production, involvement and empowerment 	X	X				X
<ul style="list-style-type: none"> the contribution that people's own resources and strengths can bring to social work 			X	X		
Evidence-based decision making and analysis						
Skills - Must be able to:						
<ul style="list-style-type: none"> undertake assessments of need and/or capacity 			X	X		
<ul style="list-style-type: none"> initiate resolution of issues and use initiative 			X	X		
<ul style="list-style-type: none"> gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation 	X					
<ul style="list-style-type: none"> make and receive referrals appropriately 			X	X		
<ul style="list-style-type: none"> use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities 	X	X				
<ul style="list-style-type: none"> manage and weigh up competing/conflicting values or interests to make reasoned professional judgement 	X			X	X	X
<ul style="list-style-type: none"> the impact of different societies' views on human behaviour 	X					
<ul style="list-style-type: none"> the value of research and analysis and be able to evaluate evidence to inform practice 	X		X	X		

• that experiences and feelings affect behaviour in interactions			X			X
Personal and professional development						
Skills - Must be able to:						
• work within scope of practice as an autonomous professional	X		X	X	X	
• maintain high standards of personal and professional conduct		X	X			X
• manage the physical and emotional impact of your practice			X			X
• identify and apply strategies to build professional and emotional resilience	X					
• use supervision to support and enhance the quality of your practice	X					
• maintain your own health and well-being		X				
• recognise the need to manage workloads and resources effectively	X	X				
• keep your skills, knowledge and ongoing professional development up to date	X					
• show an awareness of current and relevant legislation	X				X	
• use a range of research methodologies to inform your practice	X				X	
• work in partnership with others	X					X
Knowledge - Must know and understand:						
• social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions	X					
• the impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services	X					
• how to update knowledge to ensure evidence informed practice	X					X
• the scope and limits of practice and when/how to seek advice from a range of sources	X				X	
• models of supervision, critical reflection and self-reflection to enhance/change practice	X					
• your employer's organisational context and systems and the impact on your practice	X	X				
• the concept of leadership and its application to practice	X					
• the requirements of the relevant professional body	X	X	X	X	X	

Safe professional practice and safeguarding						
Skills - Must be able to:						
• balance appropriate levels of autonomy within a complex system of accountability	X					X
• respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people you are working with, their carers or others in order to uphold professional requirements				X		
• respond appropriately to signs of harm, abuse and neglect			X	X	X	
• maintain the safety of people you work with, their families/carers and your colleagues					X	
• establish and maintain personal and professional boundaries		X				X
• follow health and safety policies and procedures	X		X			
Knowledge - Must know and understand:						
• applicable safeguarding/health and safety legislation, policies and procedures					X	X
• how to maintain your own personal safety and that of others in complex situations			X	X		
• signs of harm, abuse and neglect and the importance of professional curiosity when these are observed and the appropriate risk assessment tools and processes to use			X	X	X	X
• the role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience			X	X	X	
Communication						
Skills - Must be able to:						
• have a good command of English. Social Work England recommends International English Language Testing System (IELTS) 7.0.	X	X			X	X
• communicate your role and purpose sensitively and clearly, using appropriate language and methods		X				X
• communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change	X	X				X
• exercise professional curiosity	X					X
• have difficult conversations with empathy						X

Knowledge - Must know and understand:						
<ul style="list-style-type: none"> the range of communication methods available to meet specific needs (both verbal and non-verbal) 						X
<ul style="list-style-type: none"> the importance of the impact of verbal and non-verbal communication 		X				X
<ul style="list-style-type: none"> how communication skills affect the assessment of, and engagement with, individuals and their families/carers 					X	X
<ul style="list-style-type: none"> the range of factors that affect effective communication e.g. age, capacity, learning ability and physical ability 						X
Working with others						
Skills - Must be able to:						
<ul style="list-style-type: none"> demonstrate effective interpersonal skills 		X				X
<ul style="list-style-type: none"> engage with individuals and their families/carers and sustain effective relationships in order to effect change 	X					
<ul style="list-style-type: none"> engage effectively in inter-professional and inter-agency working to achieve positive outcomes 	X	X				
<ul style="list-style-type: none"> support networks, groups and communities to meet needs and outcomes 				X		
Knowledge - Must know and understand:						
<ul style="list-style-type: none"> the full range of interpersonal skills required to work with other professionals and agencies 						X
<ul style="list-style-type: none"> the different social and organisational contexts within which social work operates 	X	X				
Recording and reporting						
Skills - Must be able to:						
<ul style="list-style-type: none"> maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines 					X	
<ul style="list-style-type: none"> prepare formal reports in line with legislation, policies and procedures 					X	
<ul style="list-style-type: none"> critically reflect on/review practice and record the outcomes of reflection appropriately 	X	X				
<ul style="list-style-type: none"> present reports in formal settings 		X				

Knowledge - Must know and understand:						
• the applicable legislation, policies and procedures	X		X	X	X	
• the principles of good recording and record keeping					X	
Use of technology						
Skills - Must be able to:						
• use technology to manage your work		X			X	
• use technology to communicate appropriately	X	X				
• maintain individuals' information security and protect data			X		X	X
• advise people on how to use assistive technology	X					
• promote the use of technology to achieve better outcomes	X	X	X			X
Knowledge - Must know and understand:						
• the types, and benefits, of assistive technology	X					
• how to use relevant software applications	X	X			X	
• IT data sharing protocols	X		X		X	
• the potential misuses of technology eg social media					X	
Behaviours						
• communicate openly, honestly and accurately. They listen to people and think about what needs to be known, to provide quality advice, support or care.	X		X		X	
• treat people with compassion, dignity and respect and work together to empower positive change	X		X		X	
• adapt their approach according to the situation and context		X		X		X
• commit to continuous learning within social work, with curiosity and critical reflection	X	X				
• Adhere to Social Work England's Professional Standards	X		X			

Who carries out the assessment?

As this is an integrated Apprenticeship, the EPA can be delivered by the learning provider that is awarding the degree. Learning providers must develop and deliver the EPA as defined in this plan, ensuring independence as described below. Learning providers must be approved to deliver the EPA for this standard and be on the Education and Skills Funding Agency Register of End-Point Assessment Organisations (REPAO). In this context Learning Providers are termed the EPA organisation.

EPA organisations must appoint appropriately qualified and experienced staff to conduct EPAs as detailed below. Lead end-point assessors must:

- be registered as Social Workers by the regulatory body
- have practiced as a Social Worker for a minimum of five years
- hold a Practice Educator level 1 or 2 qualification or equivalent formal assessor qualification

End-point – final judgement

The Lead EPA will make the final decision as to whether an apprentice has passed and the grade they will be awarded. Any learning provider which has an integrated degree in Social Work which is on the relevant regulator's register of approved education and training providers can apply to join the REPAO for the Social Worker standard.

Independence

The learning provider will provide the Lead end-point assessor (EPA). The Lead EPA will not have been involved in the teaching or learning of the apprentice.

All learning providers delivering the Social Worker apprenticeship will be:

- staffed in such a way as to guarantee independence
- or will be part of a consortium of EPA organisations that is arranged to ensure independence

As Social Work degree courses already run across England, the pool of assessors is sufficiently large to make this possible.

Who will make the judgement?

The Lead EPA will make the final grading decision. This is consistent with the EPA being provided by the learning provider and that the quality assurance of EPA assessment decisions is managed using learning provider moderating and standardisation procedures. To inform the final decision the lead EPA will collect and coordinate input from experts by experience and employers. The apprentice needs to achieve two pass grades in order to pass the EPA overall.

Re-sits and re-takes

If an apprentice fails the end-point assessment he/she is permitted to re-take it after one month and within six months, but not after six months from the assessment decision date (unless the apprentice is deferred due to sickness, or maternity leave, which is to be determined by the assessment organisation). An apprentice is permitted to re-take the fail component(s) of the end-point assessment once within the permitted timeframe. The maximum grade they can be awarded is 'pass'.

If there are extenuating circumstances (eg sickness, injury, bereavement) when an apprentice sits an element of the EPA they can re-sit it within six months of the original date and the appropriate grade should be awarded.

Internal Quality Assurance

As all end-point assessment organisations have to be higher education institutions, they will have their own existing internal quality assurance systems including external examiner arrangements.

End-point assessment organisations must:

- develop and provide end-point assessment guidance to apprentices, employers and on-programme learning provider personnel in relation to the EPA requirements
- develop detailed marking criteria for assessment methods
- 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 EPA personnel in line with the agreed definition of role and responsibilities of end-point assessment organisations' approved and appointed staff
- provide training for EPA personnel in terms of the requirements of the operation and marking of the assessment methods and in undertaking fair and impartial assessment
- monitor and provide support to EPA personnel where required to ensure consistent assessment
- develop and provide documentation for recording assessment decisions
- hold bi-annual standardisation events for EPA personnel to ensure consistent application of the guidance
- provide immediate guidance where end-point assessments need to be halted due to unforeseen circumstances eg system emergency, apprentice illness
- ensure EPA personnel undertake regular continuing professional development
- work collaboratively with other EPA assessment organisations for this standard to ensure standardisation in delivery and sharing of good practice

External quality assurance (EQA)

The provider of external quality assurance can be found on the Institute for Apprenticeship's website.

Implementation

The estimated cost of end-point assessment is £4,600.

This approach to independent assessment has been tested with employers and learning providers who have confirmed that it is deliverable for the costs above.

The assessment approach as designed is manageable and feasible, as the necessary

expertise and provision already exists within the sector, with a well-established Social Worker training market across the country. Utilising existing expertise will ensure a sufficiency of qualified assessors with a good geographical spread, which ensures apprentices are assessed in line with the statutory requirements relating to trainee Social Workers.

The relevant regulator has agreed that any learner successfully achieving the integrated degree Apprenticeship can apply to be on their professional register.

New integrated degrees, which include the EPA, will need to seek approval from the relevant regulator before they can be used to train a Social Worker apprentice.

We anticipate that there will be around 850 apprentices in the first year, with the number likely to increase in subsequent years.

Manageability/feasibility of the standard and end-point assessment plan

While we envisage a three year 'approval' cycle, we acknowledge that we need to be prepared to monitor and evaluate early adopters' reactions and performance to ensure manageability/feasibility.