

# End-point assessment plan for the Youth Worker apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0522	6	Integrated degree apprenticeship

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Youth Worker 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.

An approved EPAO must conduct the EPA for this apprenticeship.

Full-time apprentices will typically spend 33 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 complete the required amount of off-the-job training specified by the apprenticeship funding rules.

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
- achievement of 330 credits of the BA (Hons) integrated degree in Youth Worker from the on-programme apprenticeship, formally confirmed prior to the gateway progression. (The final 30 credits of the BA (Hons) degree will be attributed to the end-point assessment)
- the apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules

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.

The EPA consists of three assessment methods.

The grades available for each EPA method are:

### **Assessment method 1:** Observation of practice with questions

- fail
- pass

### **Assessment method 2:** Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

### **Assessment method 3:** Presentation and questioning

- fail

- pass
- distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically 33 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</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>Achievement of 330 credits of the BA (Hons) integrated Youth Worker degree from the on-programme apprenticeship, formally confirmed prior to the gateway progression. The final 30 credits of the BA (Hons) degree will be attributed to the end-point assessment.</p> <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must agree the presentation subject and scope for their EPA with their employer and EPAO. The apprentice must submit a portfolio of evidence to their EPAO, which will underpin the EPA discussion.</p>
<b>End-point assessment</b> (typically 3 months)	<p>Assessment method 1: Observation of practice with questions With the following grades:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Assessment method 3: Presentation and questioning With the following grades:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

	Performance in the EPA will determine the overall apprenticeship standard grade of: <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<b>Professional recognition</b>	Keyworker status and Level 6 profession Joint Negotiating Committee for Youth and Community Workers endorsed professional status

## 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 level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence 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 requirement prior to starting EPA:

- achievement of 330 credits of the BA (Hons) integrated Youth Worker degree from the on-programme apprenticeship, formally confirmed prior to the gateway progression. (The final 30 credits of the BA (Hons) degree will be attributed to the end-point assessment).
- achieved English and maths qualifications in line with the apprenticeship funding rules.

For observation of practice with questions:

- no specific requirements

For presentation:

- the presentation subject and scope are to be agreed between the apprentice and employer at the gateway and will be signed off by the EPAO.

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

- a completed portfolio of evidence

**The portfolio of evidence requirements are as follows:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain at least one discrete piece of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example workplace policies/procedures, records
  - witness statements
  - annotated photographs (must include consent or redacted images)
  - video clips (maximum total duration 12 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 professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

The EPAO determines when all the gateway requirements have been met, and the EPA period will only start once this has been confirmed.

- For the observation with questions and professional discussion underpinned by a portfolio of evidence the employer must provide any workplace specific policies, requirements or instructions as requested by the EPAO.

## 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.

### Assessment method 1: Observation of practice with questions

#### Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties in the workplace. This allows for a demonstration of the KSBs assigned to this method 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 underpinning knowledge or where an opportunity to observe an activity has not naturally occurred.

The rationale for this assessment method is:

- observation of practice is an essential component for assessment of someone training as a youth worker to assess their capabilities of engaging and forming relationships with young people, therefore, the observation is the most efficient way to ensure that a youth worker is able to use the relational skills they have developed and the theoretical underpinnings to form educative, transformational relationships
- 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 hours observation time plus 45 mins for questions after the observation has been completed.

The observation with questions may not be split, other than to allow comfort breaks as

necessary 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 invigilation of apprentices during breaks 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.

An independent assessor may observe only one apprentice 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.

On the day of the assessment all relevant planning documents and risk assessments should be shown to the independent assessor before the observation commences. The independent assessor will have 20 mins to review these documents and this time will not count towards assessment time; these documents are not assessed but the independent assessor can ask questions related to these documents.

The following activities should be observed during the observation:

- the youth worker interacting with young people through a planned and structured activity, including evaluation of the learning experience.

The independent assessor must be unobtrusive whilst conducting the observation.

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

- The purpose of the assessment and the independent assessor's presence must be explained to the young people participating before it is undertaken. Young people will be given information and asked for their consent to participate in advance of the observation and so will be given the opportunity to choose not to participate if they do not wish to. The independent assessor must introduce themselves to the participants.
- Questions must be asked after the observation is complete. The purpose of questioning is to test the apprentice's breadth and depth of underpinning knowledge against the grading descriptors.
- 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 within the timeframe given above.
- During the post-observation questioning the independent assessor can ask minimum of 6 questions. They may ask follow-up questions where clarification is required.

Independent assessor must use their EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessor are responsible for generating suitable follow-up questions, in line with EPAO's training and standardisation process.

The performance observed and responses to questions will be assessed holistically, against the grading descriptors for this assessment method.

The time for questioning is included in the overall assessment time.

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

The independent assessor will make all grading decisions. These will be moderated and validated through the EPAO's quality assurance processes.

## Assessment location

The observation with questions should take place in the apprentice's workplace.

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

Other locations such as workplace (other than the employer's own premises) and detached or outreach provision will be also permitted if pre-agreed with the EPAO. If an apprentice is offering youth work in an online space, this observation may take place in an electronic environment such as a video conferencing, or other safe digital space platforms.

The apprentice should work with the employer to ensure they chose the appropriate venue to ensure feasibility that the observation can take place and put parameters in place to ensure a secondary option is possible.

## Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' 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. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

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

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

This assessment method has 1 component.

### Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion between an independent assessor and an apprentice to assess the apprentice's in-depth understanding of their work.

The rationale for this assessment method is:

- it allows assessment of some KSBs which may not naturally occur in every workplace or may take too long to observe
- it allows for the assessment of a disparate set of KSBs
- it can be conducted remotely, potentially reducing cost
- the use of a portfolio allows the apprentice to underpin their responses with evidence

### Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessor will ask a minimum of 10 questions to cover the following themes:

- Leadership
- Service Delivery & Development
- Ethical practice

The professional discussion will be conducted as set out here:

The professional discussion should be used as a method of assessing the KSBs identified in the mapping matrix. This professional discussion should be informed by the portfolio of evidence submitted by the apprentice. It will focus on evidencing the knowledge, skills and behaviours criteria mapped in the standard.

During this method, the independent assessor must combine questions from the EPAOs question bank and those generated by themselves.

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

Video conferencing can be used to conduct the professional discussion, but the EPAO must

have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

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

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

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.

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

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 discussion 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 professional discussion should take place in a quiet room, free from distractions and influence.

The assessment 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

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

## Question and resource development

A question bank must be developed by the EPAO. 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 KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

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

## End-point assessment method 3: Presentation and questioning

### Overview

This assessment method has 1 component.

A presentation involves an apprentice presenting to an independent assessor, focusing on a particular topic. It will be followed by questioning from the independent assessor. Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The rationale for this assessment method is:

Being a contemporary youth worker requires a high degree of management knowledge, creativity and autonomy. It requires the skills and ability to present complex information in a way that is suitable for a variety of audiences. Presentation skills are a fundamental requirement for any professional youth worker they may be required to present to funders, senior managers, local councillors and young people or parents/ carers.

This method of assessment allows the demonstration of a range of necessary skills, knowledge and behaviours required to operate successfully at this level, that cannot be adequately assessed through other methodologies. The presentation is designed to ensure that the apprentice is able to demonstrate their required knowledge and competencies against the mapped KSBs.

This presentation will relate entirely to the apprentices' learning throughout the final module of the degree completed on placement with their employer. Therefore the presentation's subject and scope will be agreed between the apprentice, employer and the EPAO at gateway. The EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

### Delivery

The presentation is completed after the apprentice has gone through the gateway process, following the completion of the final practice placement module.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period to plan and undertake this presentation.

A presentation with questioning involves an apprentice presenting to an independent assessor, focusing on the themes below. The actual detail (e.g. detached work in Cumbria) will be agreed with the employer and EPAO. The presentation will be followed by questioning from the independent assessor.

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. The purpose of the questioning following the presentation is to seek clarification of the presentation, to assess the depth and breadth of knowledge, skills and behaviours.

The presentation scope and subject should be submitted at the gateway. The independent assessor should have two weeks to review the scope and subject, prior to the presentation. The apprentice needs to notify the EPAO at the submission of the presentation of any technical requirements for the presentation component.

The presentation will focus on the given topic and will cover the following:

- Community and partnership working
- Policy into Practice
- Leadership & Management
- Service Development & Delivery

The apprentice will be given 2 weeks' notice of the presentation date. After the presentation the independent assessor will draw out any further information using questions. The presentation and questioning will take 60 minutes altogether.

The presentation will typically last for 20 minutes, and the questioning will typically last for 40 minutes. The independent assessor has the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last answer. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

The independent assessor will ask a minimum of 8 questions at the end of the presentation with at least 1 question from each of the bullet pointed themes listed above.

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required. 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.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

To deliver the presentation, the apprentice will have access to:

- Audio-visual presentation equipment
- Flip chart and writing and drawing materials
- Computer
- Any other requirements as notified to the EPAO on submission of the presentation

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

The independent assessor will make all grading decisions.

The independent assessor will assess all components of this assessment method holistically. They will be expected to make an overall judgement on the grade for this assessment method based on the presentation and responses to questions.

## Assessment location

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- Employer's premises
- A suitable venue sourced by the EPAO e.g. training provider's premises
- Via video conferencing

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can be used to conduct the presentation with questioning but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessor must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessor is responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their questions if employers are consulted.

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 training materials
- assessment specifications
- grading guidance
- a question bank
- 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 adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessor must individually grade the observation with questions, professional discussion supported by a portfolio of evidence and presentation according to the requirements set out in this EPA 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.

To gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

To achieve an overall EPA distinction, apprentices must achieve a pass in one assessment method and a distinction in two other assessment methods.

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

Observation with questioning	Professional discussion	Presentation & questioning	Overall grading
Any grade	Any grade	Fail	Fail
Any grade	Fail	Any grade	Fail
Fail	Any grade	Any grade	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction

Any grade = fail/pass/distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment methods 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 the re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

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

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <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>• complete the required amount of off-the-job training specified 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 off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>

	<ul style="list-style-type: none"> <li>• for the observation with questions and discussion underpinned by a portfolio of evidence the employer must provide any workplace specific policies, requirements or instructions as requested by the EPAO</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 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> <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</li> </ul>

	<p>activity and moderation for external quality assurance (EQA) purposes</p> <ul style="list-style-type: none"> <li>• deliver induction training for independent assessors, and for invigilators 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> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods</li> </ul>

	<p>and as determined by the EPAO, and without extending the EPA unnecessarily</p> <ul style="list-style-type: none"> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training Provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPAO (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>

## Internal quality assurances (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who are competent to deliver the end-point assessment and who:
  - have recent relevant experience of the occupation and sector, within 3-5 years is on the national assessment strategy for the qualification.
  - are Joint Negotiating Committee (JNC) and degree qualified youth workers, who have had experience of managing and supervising youth workers and projects.
- operate induction training for independent assessors and any other personnel involved in the delivery or assessment of the EPA (for example, 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
  - 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:

- completing applicable assessment methods remotely
- using the employer's premises

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

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

Knowledge
<b>K1</b> The importance of building trust and rapport, and methods for achieving this.
<b>K2</b> Professional relationship boundaries and the implications of these for youth workers
<b>K3:</b> Communication styles and methods, including barriers to communication and ways to overcome these.
<b>K9:</b> Resource, financial and facilities management including relevant legislation and regulations that need to be followed
<b>K13:</b> Theories and models of informal and non-formal education and their application in practice.
<b>K26:</b> Cultural and community competency in good youth work practice.
<b>K28:</b> Safeguarding legislation, government guidance and national framework regarding record keeping, disclosure management and reporting referrals to a designated safeguarding lead.
Skills
<b>S1:</b> Evaluate and utilise a range of styles of communication suited to the audience e.g.

verbal, non-verbal, written and electronic methods.
<b>S2:</b> Maintain professional boundaries in relationships with young people and colleagues
<b>S3:</b> Select and use suitable youth work models for the needs of young people they are engaging with.
<b>S5:</b> Utilise appropriate methods and tools for planning, monitoring and evaluating youth work.
<b>S6:</b> Complete, store and retain accurate administrative and financial records.
<b>S12:</b> Select and use appropriate methods and tools when planning youth work programmes and activities.
<b>S13:</b> Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development
<b>S14:</b> Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum
<b>S16:</b> Provide a safe environment for young people to explore and challenge values, beliefs, ideas and issues.
<b>S17:</b> Create and evaluate effectiveness of inclusive and participatory learning environments.
<b>S19:</b> Select and apply appropriate participation models to overcome barriers to participation.
<b>S21:</b> Identify and challenge oppressive attitudes, behaviours and situations.
<b>S28:</b> Demonstrate and promote a person-centred approach to youth work.
<b>S29:</b> Implement, identify and report safeguarding referrals, drawing on safeguarding information, in line with safeguarding policies and procedures, to take action when a

young person discloses information.
<b>S30:</b> Carry out risk assessments, plan activities, visits, and manage situations to mitigate risks to ensure the safety of all young people, depending on the setting and the environment they are working in.
<b>Behaviours</b>
<b>B1:</b> Work in an anti-oppressive and anti-discriminatory manner and appropriately challenge inequalities.
<b>B3:</b> Lead and manage by example, demonstrating inclusive and participatory behaviours in their work.
<b>B4:</b> Work collaboratively by personal example encouraging and facilitating cooperation, trust and commitment.
<b>B6:</b> Respect young people's rights to make their own decision about involvement with youth work.
<b>B8:</b> Take a positive interest in young people's concern, ideas and interests.

## Assessment method 2: Professional discussion

<b>Knowledge</b>
<b>K4:</b> Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital
<b>K6:</b> Human resources procedures, e.g. professional development, disciplinary, grievance
<b>K8:</b> The importance of staff development.

<b>K11:</b> Roles, remit and responsibilities of key stakeholders.
<b>K19:</b> Models to undertake appropriate situational needs analysis.
<b>K20:</b> Project management tools and processes, including assessing and managing risk.
<b>K22:</b> Commissioning and funding processes.
<b>K24:</b> The importance of critical reflection and continuous professional development for youth work practice.
<b>K27:</b> Principles of anti-oppressive and anti-discriminatory practice.
<b>K29:</b> Safer recruitment and staff management processes (including for volunteers).
<b>Skills</b>
<b>S4:</b> Work in partnership with young people to develop suitable services.
<b>S7:</b> Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues.
<b>S8:</b> Apply different leadership styles appropriate to the needs of colleagues.
<b>S9:</b> Utilise a range of sources of information to inform service development.
<b>S11:</b> Advocate for young people and youth work in policy and service development.
<b>S18:</b> Support young people to plan, organise and deliver youth-led activities and programmes.
<b>S20:</b> Support young people to make their voice heard to influence change on issues affecting them.
<b>S23:</b> Produce reports, evaluations and summary data in a format appropriate for the

intended audience, e.g. commissioners, funders or other stakeholders.
<b>S24:</b> Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.
<b>S25:</b> Monitor own practice and use supervision to identify areas for continuing professional development and improvement.
<b>S26:</b> Apply appropriate supervision models to support the development of colleagues.
<b>S27:</b> Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.
<b>Behaviours</b>
<b>B2:</b> Act as an ambassador for young people and youth work.
<b>B5:</b> Be a reflective practitioner.
<b>B7:</b> Promote the values of justice, fairness and equality.

### Assessment method 3: Presentation and questions

<b>Knowledge</b>
<b>K5:</b> Theories of management and leadership e.g. inter-professional and inter-disciplinary working
<b>K7:</b> Youth work supervision models.
<b>K10:</b> National and local plans and strategies relevant to youth work and young people.
<b>K12:</b> Strategies to build and manage professional partnerships.
<b>K14:</b> Theories and models for programme planning, development, delivery and

evaluation.
<b>K15:</b> Policies and strategies related to the national and local youth work curriculum.
<b>K16:</b> Contemporary models for impact and evaluation of youth work
<b>K17:</b> Models for inclusive and active participation and barriers to participation
<b>K18:</b> International, national and local factors impacting on young people's engagement in decision making, including legislation (e.g. UNCRC) and local and national participation strategies
<b>K21:</b> Evaluation and impact processes and strategies.
<b>K23:</b> Theories, models and principles for reflective practice.
<b>K25:</b> The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.
<b>K30:</b> Boundaries of professional accountability and responsibility for self, staff and project leadership.
<b>K31:</b> Child development and human growth to ensure the safeguarding of young people, including knowledge of child and adolescent development relevant to safeguarding the wellbeing of young people.
<b>Skills</b>
<b>S10:</b> Identify and work with appropriate partners to add value to work with young people, e.g., Child and Adolescent Mental Health Services (CAMHS), schools, local councillors.
<b>S15:</b> Evaluate, demonstrate and report on the impact of youth work.
<b>S22:</b> Conduct and use information from situational needs analysis to develop projects.

Behaviours
<b>B9:</b> Promote the development of political and social education for and with young people.
<b>B10:</b> Compliance with relevant policies and procedures.

## Grading descriptors

### Assessment method 1: Observation of practice

Themes & KSBs	Pass Meets all pass criteria
Interpersonal skills K1, K2, K3, S1, S2, S28 B4, B6, B8	<p>Uses a range of suitable methods to communicate with young people, respecting their rights to make their own decisions about involvement with youth work and understand the barriers to communication and how to overcome them (K3, S1, B6)</p> <p>Promotes a person-centred approach to collaborating and engaging with young people building trust whilst maintaining professional boundaries and takes a positive interest in their concerns, ideas and interests (K1, K2, S2, S28, B4, B8)</p>
Inclusive practice K26, S3, S13, S14, S16, S17, S19, S21 B1	<p>Prioritises and adapts practice to demonstrate cultural competence (K26)</p> <p>Selects and applies suitable youth work models to meet the needs of young people to overcome barriers to participation and promotes inclusive and participatory learning environments (S3, S17 S19)</p> <p>Applies differentiated methods that promote inclusive practice and analyses practice to build equality identifying and challenging oppressive attitudes, behaviours and situations (S13, S21, B1).</p> <p>Creates opportunities for young people to learn from each other and explore and challenge values, ideas, beliefs and issues in a safe environment (S14, S16)</p>

Management K9, K13, K28 S5, S6, S12, S29, S30, B3	<p>Demonstrates leadership and management of people and resources following relevant legislation and regulations to manage risks in the workplace and protect the safety of young people and staff. Demonstrates inclusive and participatory behaviours in their work. (K9, K28, S29, S30, B3)</p> <p>Selects and utilises appropriate methods and theories and models of informal and non-formal education and tools for planning youth work programmes and activities and, monitoring and evaluating youth work. Maintains complete and accurate administrative and financial records relevant to youth work (K13, S5, S6, S12)</p>
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### Assessment method 2: Professional discussion

THEMES	KSBs	Pass Meets all pass criteria	Distinction Meets all pass criteria and all distinction criteria
Leadership	K6, K8, K29 S8, S23	<p>Explores and evaluates a range of solutions for staff development. (K8)</p> <p>Evaluates how they apply human resources procedures including safer recruitment (K6, K29)</p> <p>Appraises the reports, evaluations and other information they have produced in appropriate formats for different stakeholders. (S23)</p> <p>Evaluates suitable leadership styles and how they use these in their own practice (S8)</p>	Critically analyses suitable leadership styles and how they use these in their own practice (S8)
Service Delivery & Development	K4, K11, K19, K20, K22, S4,	Evaluates and selects suitable project management tools (K20)	Synthesises complex stakeholder information from stakeholder and

	S9, S11, S18, S20, S24 B2	<p>Evaluates how they conducted needs analysis of relevant stakeholders. (K11, K19, S9)</p> <p>Evaluates how they lead service delivery or development based on suitable models of youth work resulting in positive change for the young people or youth work project (K4, K22, S4, S18, B2)</p> <p>Evaluates how the change was implemented, analysed and reviewed to improve future practice (S11, S20, S24).</p>	diverse data sources in order to produce a comprehensive needs assessment (K11, K19, S9)
Ethical Practice	K24, K27 S7, S25, S26, S27, B5, B7	<p>Evaluates how they use principles of anti-oppressive and anti-discriminatory practice including promoting the values of justice, fairness and equality in all routine situations including management or similar and how they develop their response to improve professional ethical standards and practice in youth work. (K27, S27, B7)</p> <p>Shows commitment to continuous professional and personal development, giving examples of how they have evaluated and reflected on their own practice and used supervision to identify areas for development. (K24, S7, S25, S26, B5)</p>	Evaluate impact of their own CPD and others on youth work (K24, S7, S25, B5)

**Assessment method 3: Presentation**

THEMES	KSBs	Pass Meets all pass criteria	Distinction Meets all pass criteria and all distinction criteria
Community and partnership working	K12, K25, S10	<p>Appraises the rights, responsibilities and power dynamics relevant to youth work practice. (K25)</p> <p>Analyses the strategies they have used to build and manage professional relationships and how they have identified and worked with key partners and stakeholders to support youth work practice. (K12, S10)</p>	<p>Critically analyses how they have worked in line with local policies, procedures and partnership strategies relevant to youth work practice and the impact of the strategies on youth practice. (K12)</p>
Policy into Practice	K10, K17, K18, K31, S15, B10	<p>Explains local, national and international factors, strategies, models and legislation relevant to youth work and how they comply with policies and procedures and the implications for inclusive practice (K10, K17, K18, B10)</p> <p>Evaluates the impact of youth work on young people, communities and society taking into consideration child development and human growth to ensure the safeguarding of young people (S15, K31).</p>	<p>Critically analyses the impact of local, national and international youth work strategies and plans and models for inclusive practice and how barriers to participation can be overcome. (K10, K18)</p>

Leadership & Management	K5, K7, K16, K21, K23, K30	<p>Justifies the approach taken when articulating the need for change and questioning accepted practices, drawing on relevant leadership, management and supervision models and theories when communicating their recommendations (K5, K7, K16, K21, K23)</p> <p>Justifies the decisions taken in order to maintain professional boundaries of professional accountability and responsibility for self, staff and project leadership. (K30)</p>	Critically analyses the impact of range of models for evaluation, management and supervision models and theories in order to ensure best practice. (K5, K16, K21, K23)
Service Development & Delivery	K14, K15 S22 B9	<p>Uses relevant policies and strategies, theories and models for planning and developing youth work curriculum, and promotes the development of political and social education for young people (K14, K15, B9)</p> <p>Uses information gathered from situational needs analysis to develop projects that demonstrate a learning approach to youth work (S22)</p>	Critically evaluates the effectiveness of their analyses to developing projects. (S22)