

End-point assessment plan for Youth Support Worker apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0906	3	No

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Introduction and overview

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

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the Youth Support Worker occupational standard. The qualification required is: Level 3 Diploma in Youth Work Practice
- apprentices must have achieved English and Mathematics at Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 3 months. This EPA consists of 2 discrete assessment methods.

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

Assessment method 1: Observation with questions

- Fail
- Pass

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

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

EPA summary table

On-programme (typically 18 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards the Level 3 Diploma in Youth Work Practice.</p> <p>Training towards English and Mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>Apprentices must have achieved all qualifications mandated in the Youth Support Worker standard. The qualifications required are:</p> <ul style="list-style-type: none"> • Level 3 Diploma in Youth Work Practice • English and Mathematics at Level 2. <p>Apprentices must submit a portfolio of evidence to underpin the professional discussion</p>
End-point assessment (typically 3 months)	<p>Assessment method 1: Observation with questions</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction
Professional recognition	<p>Aligns with Youth Support Worker status recognition by:</p> <ul style="list-style-type: none"> • National Youth Agency Education, Training & Standards Committee on behalf of Joint Negotiating Committee for Youth and Community Workers

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 3 months, starting when the EPAO has confirmed that all Gateway requirements have been met.

The EPA period must last for a minimum of one week.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

EPA Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard, that is to say they are deemed to have achieved occupational competence. 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 in the occupational standard, the apprentice must have completed the following gateway requirement prior to beginning EPA:

- Level 3 Diploma in Youth Work Practice.
- English and Mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the professional discussion, 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 10 discrete pieces of evidence
- 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, for example workplace policies/procedures, records
- witness statements
- annotated photographs of the apprentice carrying out youth work activities with redacted faces and names of young people (the apprentice must be in view and identifiable if appropriate)

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

For Observation with questions

- The location of the observation must take place within the normal work environment to ensure all safety, security and confidentiality permissions are managed appropriately.
- The apprentice must have sought the permission of all young people that are going to be present during the observation.
- The apprentice should provide clear information to the young people on the purposes of the observation and where any notes related to the observation will be stored.
- The apprentice should explain to all young people that there will be no recorded information that would enable identification of any participants with the exception of the apprentice. Apart from the following exceptions:
 - working in a secure unit, youth offending or health provision.
- Young people must be given the opportunity to withdraw from a session of assessed practice without prejudice. If all young people withdraw from the observation the apprentice would be given an opportunity to rearrange the assessment. This opportunity will not be viewed as a re-sit/re-take.

Evidence of the above should be presented to the EPAO at the gateway when dates for the observation and the chosen observation activity are agreed by the EPAO.

End-point assessment methods

End-point assessment method 1: Observation with questions

Overview

This assessment method has 2 components.

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 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.

This assessment method includes two components:

- a session plan and risk assessment completed post-gateway
- an observation with questioning

Both components should allow the apprentice to demonstrate all the KSBs mapped to this assessment method. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth.

The evidence from the session plan and risk assessment, observation and responses to questions will be assessed holistically.

The rationale for this assessment method is:

The occupational sector involves practical activity best assessed through compliant observation; it will reflect the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

This method will assess elements of the Youth Support Worker role that would otherwise be difficult to assess through any other methods because the role relates to effective relationship building with young people; this can only be demonstrated through observation in practice.

It would be difficult to replicate the working environment in a way that is congruent and authentic without the independent assessor having the opportunity to observe the youth support worker in their real work environment.

Assessment method 1 component 1: Session plan and risk assessment

Delivery

Apprentices will complete a session plan and risk assessment after they have gone through the gateway to reflect the planning process involved when delivering a youth work session. The observation activity must be signed off by the EPAO at gateway to ensure sufficient coverage of the assigned KSBs.

To facilitate the observation with questioning, the apprentice must provide the independent assessor with a copy of the session plan and risk assessment no later than 24 hours before the observation takes place.

The session plan must include:

- the location
- start and finish times
- aims for the session
- risk assessment.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and complete the session plan and risk assessment. The apprentice should complete the session plan and risk assessment unaided however will receive supervisory support from their employer. When the session plan and risk assessment is submitted, the apprentice and their employer must verify that the submitted session plan and risk assessment is the apprentice's own work. It must be accompanied by a statement outlining the apprentice's contribution, signed by the apprentice and their employer.

The independent assessor must review the session plan and risk assessment prior to the observation and ask questions about the planning process in the questioning element. The independent assessor will review and assess the session plan and risk assessment holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

Assessment method 1 component 2: Observation with questioning

Delivery

The EPAO will arrange for the observation to take place, in consultation with the employer. The observation with questions must take three hours. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete their last task or respond to a question. The observation will typically last for 120 minutes, and the questioning will typically last for 60 minutes. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning.

The observation with questions may be split into discrete sections held over a maximum of 2 working days. This would only be permissible should circumstances prevent the demonstration of assessable KSBs. An example of this might be a safeguarding incident that arises and takes priority during the observation period.

Where breaks occur, they will not count towards the total assessment time.

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

One 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, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time.

The activity will be chosen by the apprentice and approved by the EPAO at the gateway to ensure all the KSBs mapped to this assessment method will be covered, and a standardised approach will be delivered. The apprentice must ensure any young people who want to take part in the observation give consent prior to the activity taking place. The planning process does form part of the assessment. The independent assessor must review the session plan and risk assessment prior to the observation and ask questions about the planning process in the questioning element.

The following activities must be observed during the observation:

The youth support worker interacting with a group of young people through a planned and structured activity, including some evaluation of the learning experience with young people. The apprentice will have previously planned the activity and will be able to evidence this planning.

Depending on the nature of the youth work practice, the activities are diverse due to the location, amount of young people, or type of youth support practice but some examples of this could be as follows:

- Session on sexual health
- Session on local and national politics
- Session on substance misuse
- Health and wellbeing
- Open access youth provision session

This is not an exhaustive list.

Please note group work is defined as working with a minimum of three young people.

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

- In a Youth Support Worker environment, delivering a session with young people.
- The independent assessor must be unobtrusive whilst conducting the observation.

The independent assessor will ask a minimum of 5 questions at the end of the observation. 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 observation. They will use them to confirm their understanding of the observation and how it demonstrates the relevant KSBs. 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. The independent assessor 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.

The performance observed and responses to questions will be assessed holistically.

KSBs observed, and answers to questions, must be recorded by the independent assessor. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in any of the following:

- employer's premises
- workplace other than that of employer
- detached and outreach locations

If an apprentice is offering youth support 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 EPAO must ensure the appropriate identification checks have been carried out, to verify the identity of the apprentice and ensure the apprentice is not being aided.

The young people who take part in the assessment will attend the youth work provisions, so will recognise and have a working relationship with the apprentice.

There may be circumstances where direct observation is not possible due to restrictions imposed by the venue (e.g. within the secure estate, specific health settings). In these circumstances, agreement for a video recording of the session to be submitted may be approved, subject to confidentiality and GDPR legal requirements. This video submission should be viewed by the independent assessor alongside the apprentice, to replicate the observation process. Questions can then be defined for clarification in the same way as they would be after a normal, in person observation.

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. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions (where permitted) in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

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

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

Overview

This assessment method has one component.

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 which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- Due to the nature of the work undertaken and the safety and security requirements within the sector, some KSBs cannot be reliably assessed in the observation and a professional discussion is the most appropriate way to assess those KSBs that will not naturally occur during the observation, allowing the apprentice to draw on their experience to demonstrate competence.
- It allows the opportunity for the apprentice to demonstrate their knowledge and competency of a wide range of KSBs necessary for a youth support worker role.
- To ascertain the professional competency of the apprentice against KSBs mapped to this assessment method.

Delivery

The independent assessor will conduct and assess the professional discussion underpinned by a portfolio of evidence.

Apprentices must be given at least 4 weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with EPAO requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion topics for 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. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately to focus on the professional practice of a Youth Support Worker. Independent assessors will ask a minimum of 10 questions (five theory based and five practice scenario-based) and may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method. The practice scenario-based questions will need to draw on specific examples of the apprentice's practice.

The professional discussion will be conducted as follows:

The independent assessor should set out the parameters for the professional discussion, clearly explaining the processes for the apprentice. The themes are set out below and the EPAO will ensure there is adequate opportunity for the apprentice to demonstrate the required KSBs. The apprentice should have the opportunity to ask questions for clarification about the process prior to the professional discussion commencing.

There must be at least one question on each of the following themes:

- Administration, policy and procedures
- Partnerships and communities
- Youth support work principles and practices
- Management, supervision and reflective practice
- Equality and rights

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO. The independent assessor will make notes of the apprentices' response to questions.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

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

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 professional discussion can take place in any of the following:

- employers' premises
- a suitable venue selected by the EPAO (for example outreach locations or a training provider's premises)
- video conferencing

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 any way e.g. use of a 360-degree camera to allow the independent assessor to look around the room during the professional discussion.

Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A 'question bank' must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

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

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading Descriptors

Assessment method 1: Observation with questions

Fail: does not meet the pass criteria.

KSB	Pass
<p><i>Is a safe practitioner that works within legal and organisational boundaries for the benefit of young people.</i></p> <p>K18, K19, K21, K22, S16, S17, S19, S20</p>	<p>Applies safeguarding procedures and protocols and safeguards the wellbeing of all young people by taking appropriate action regarding any concerns they might have. (S16)</p> <p>Uses and records risk assessment to ensure environment is safe and fit for purpose and to minimise hazards and harm. (K22, S19)</p> <p>Works within the parameters of organisational and local policies and procedures including:</p> <ul style="list-style-type: none"> • Health and safety • Child protection • Data protection • Equality <p>(K19, K21, S17)</p> <p>Records their work with young people, and stores this in line with data protection, in order to keep young people and their data, safe. (K18, S20)</p>
<p><i>Communicates appropriately with colleagues, stakeholders, and other relevant people in line with occupational competencies.</i></p> <p>K6</p> <p>S2, S9</p>	<p>Carries out all relevant responsibilities related to the youth work session and follows organisational protocols such as signing in of young people, creating risk assessments, use of session plans, and recording of health and safety incidents. (S9)</p> <p>Communicates with colleagues and any other relevant stakeholders to support youth support work. (K6, S2)</p>

<p><i>Demonstrates youth support worker values and principles throughout their work with young people.</i></p> <p>K1, K12, K14, K15, K16, K17, K26</p> <p>S3, S4, S5, S8, S10, S11, S12, S15, S23</p> <p>B2, B3, B4, B5, B7, B8, B9</p>	<p>Applies methods of inclusive practice to encourage young people to participate in developing their own learning and upholds the values and principles of youth (support) work. (K15, B3, B4, S4) K26</p> <p>Plans, delivers and evaluates youth work sessions to facilitate the learning and development of young people. (K12, S3, S10, S11)</p> <p>Celebrates success of individual young people and uses different approaches to build rapport and reflect the diverse needs of young people and ensures that all have an opportunity to participate fully and take the lead where appropriate. (K1, K17, B5)</p> <p>Manages behaviour to safeguard the welfare and wellbeing of all participants. (S8) S23</p> <p>Promotes and prioritises the rights of young people and facilitates the development of understanding of their rights and responsibilities politically and socially. (K16, S15, B2, B7, B9)</p> <p>Facilitates discussions with young people that encourage them to express views, aspirations, needs and concerns, both personally and in relation to their communities and wider society. Facilitates activities that foster growth, and the development of confidence and resilience. (K14, S5, S12, B8)</p>
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Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Fail: does not meet the pass criteria.

KSB	Pass	Distinction
<p><i>Administration, policy, and procedures.</i></p> <p>K11, K23, K24, S18, S21</p> <p>B10</p>	<p>Describes different approaches to youth support work project management (including systems and procedures) and how they have applied this in practice, including risk assessments, budgets and resources. (K11, K24, S21, B10, S18)</p> <p>Explains how they collect, use and store data in compliance with policy, and how this data can be used to measure and demonstrate impact of youth support work. (K23)</p>	<p>Evaluates different approaches to youth support work project management and identifies the strengths and weaknesses of these. (K11, K24, S18, S21, B10)</p>

<p><i>Partnerships and communities.</i></p> <p>K3, K4, K5</p>	<p>Describes the local community context for their work with young people and how young people can get involved. (K4)</p> <p>Gives examples of relevant partnerships that they are engaged in through their work, and how these are of benefit to young people. (K5)</p> <p>Explains key factors that may impact on young people, including social, environmental, economic and political. (K3)</p>	<p>Evaluates ways to increase active participation in a community context, and how the youth support work role is able to work to achieve this. (K5)</p>
<p><i>Youth support work principles and practice.</i></p> <p>K2, K7, K10, K13, K20</p> <p>S1</p> <p>B6</p>	<p>Explains the different environments in which youth support work can take place, and how professional approaches to this work with individuals and groups are applied in these contexts. (K7, K10)</p> <p>Explains group work theory and practices including relational boundaries and young people's choices, and how these inform youth support work and the work they do with young people. (K2, S1, B6)</p> <p>Explains what is meant by values and beliefs and why these are important in youth support work with young people. (K13)</p> <p>Describes the indicators of abuse and exploitation, including how to recognise these and take action in their workplace. (K20)</p>	
<p><i>Management, supervision and reflective practice.</i></p> <p>K8, K9, K25</p> <p>S6, S7, S22</p>	<p>Explains the difference between reflection in action and reflection on action, and how critical self-reflection enhances continual professional development for youth support work practice. Gives examples of different reflective practice models and their impact on their work. (K8, K9)</p> <p>Explains how they use reflective practice and supervision recordings to monitor, inform and improve their practice. (S6, S7)</p> <p>Explains their line management responsibilities and how these relate to organisational procedures. (S22)</p> <p>Describes how to model supportive and developmental first line management for</p>	<p>Evaluates different models of reflective practice and supervision to develop their leadership and the skills of their team. (K9, S7)</p>

	volunteers and assistant youth support workers. (K25)	
<i>Equality and rights.</i> S13, S14 B1	<p>Gives examples of how to support young people to develop activities and programmes on issues that are of importance to them. (S14)</p> <p>Explains, with examples, when they have managed and challenged oppressive or discriminatory attitudes, behaviours and situations, demonstrating how they work in an anti-oppressive, anti-discriminatory manner (B1, S13)</p>	Analyses how supporting rights-based approaches in their work has led to positive action and wider systemic change in the lives of young people. (S14)

Overall EPA grading

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

Apprentices must meet all the pass criteria to gain a pass for each assessment method.

Apprentices must meet all the distinction criteria to gain a distinction for the professional discussion.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve a pass in the observation and a distinction in the Professional discussion

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

Assessment method 1 - Observation	Assessment method 2 – Professional discussion	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 1 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 3 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 a higher grade.

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

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis

	<ul style="list-style-type: none"> request and forward the apprenticeship certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> understand the occupational standard make all necessary contractual arrangements, including agreeing the price of the EPA develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) appoint suitably qualified and competent independent assessors appoint administrators (and invigilators where required) to administer the EPA as appropriate provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA arrange for the EPA to take place, in consultation with the employer deliver the EPA as outlined in this EPA plan in a timely manner where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be no conflict of interest have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes conform to the requirements of this EPA plan and deliver its requirements in a timely manner conform to the requirements of the nominated external quality assurance provider (EQAP) conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)

	<ul style="list-style-type: none"> • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily

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

Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained within the last 5 years and evidence of continued professional development
- appoint independent assessors who are professionally qualified as recognised by the National Youth Agency (Professional Statutory Regulatory Body)
- appoint independent assessors who are competent to deliver the end-point assessment and who hold a professional youth work qualification endorsed by the National Youth Agency as Professional, Statutory and Regulatory Body.
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide training for markers
 - provide 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

Affordability

Value for money of the EPA will be aided by using at least some of the following practices:

- Completing observation and professional discussion on the same day where possible, to reduce time and resourcing implications.
- Using an employer's premises.

Professional body recognition

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for identification as a Youth Support Worker with The National Youth Agency (England), on behalf of the Joint Negotiating Committee for Youth and Community Workers.

The experience gained and responsibility held by the apprentice on completion of the apprenticeship standard will wholly satisfy the requirements for the professional body.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation with questions

Knowledge
K1: Methods to build trust and rapport, with diverse groups of young people.
K6: Communication techniques including verbal, written and electronic.
K12: Methods for evaluating and recording youth work sessions and how these are applied in practice.
K14: Different contexts including cultural, social and political perspectives operating within young people's communities and wider society.
K15: Methods for encouraging and enabling young people to participate in an inclusive manner.
K16: Article 12 of the United Nations Convention on the Rights of the Child in youth work settings.
K17: Approaches for increasing active participation and creating opportunities for youth voice and leadership.
K18: Professional obligations regarding administration, recording and management of data i.e. GDPR.
K19: Current national and local policies for safeguarding young people and vulnerable adults, and the application of these to own practice.
K21: Health and safety policies relating to the care and wellbeing of young people and implementation of these in the youth support worker role.
K22: Positive risk benefit assessment to ensure there are safe working practices for youth support work.
K26: Limits of professional behaviour boundaries in line with organisational policies and procedures

Skills
S2: Communicate with stakeholders – internal and /or external.
S3: Facilitate the learning and development of young people.
S4: Encourage the participation of young people in developing their own learning.
S5: Facilitate activities and techniques to use with young people that promotes self-confidence and builds self-esteem and resilience.
S8: Appropriately manage behaviour boundaries in line with organisational policies.
S9: Plan youth support work programmes and sessions.
S10: Lead youth support work programmes and sessions.
S11: Evaluate youth support work programmes and sessions.

S12: Enable young people to express their views, aspirations, needs and concerns appropriately in line with youth support work principles
S15: Embeds in own practice a commitment to the rights of young people.
S16: Apply safeguarding procedures and protocols.
S17: Work within the parameters of organisational, local, and national health and safety, child protection, data protection and equalities policies and procedures.
S19: Record all health and safety risks and take the correct actions to ensure the safety of all young people.
S20: Complete administrative responsibilities signing in young people, risk assessments, and recording activities.
S20: Complete administrative responsibilities signing in young people, risk assessments, and recording activities.
S23: Work with and maintain professional behaviour boundaries when working with young people.

Behaviours
B2: Promote acceptance and understanding of others.
B3: Support positive engagement in activities.
B4: Uphold principles and values of youth work practice.
B5: Celebrate success and the journey of young people individually and collectively.
B7: Promote the values of justice, fairness and equality.
B8: Take a positive interest in young people's concerns, ideas and interests.
B9: Promote the development of political and social education for and with young people.

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

Knowledge
K2: Group work theory and its application in work with young people.
K3: Local and national factors that impact on young people, i.e. social, environmental, economic, political.
K4: Local community networks and ways in which young people might become involved.
K5: Partnership and multi-agency working.
K7: Places and spaces that professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person.
K8: Key reflective practice models that can be used in youth support work practice and their impact.

K9: Critical reflection, and how to use it in practice to enhance continuous professional development for youth support work.
K10: Professional approaches to informal education with individual and groups in different settings.
K11: Youth support work planning, monitoring and evaluation methods and how these are applied in practice.
K13: What is meant by values and beliefs and why it is important to encourage young people to explore these.
K20: Indicators for abuse and exploitation and how to recognise these and take action within the context and setting.
K23: How to collect and use sources of information in order to demonstrate the impact and benefits of youth support work.
K24: Systems and procedures relevant to the role and setting.
K25: First line management styles that are supportive and developmental for volunteers and assistant youth support workers.

Skills
S1: Recognise, manage and reflect upon relational boundaries in professional youth support work.
S6: Reflect on practice in line with daily tasks to enhance the support young people receive.
S7: Monitor and record the outcomes of own practice to identify areas for development and improvement.
S13: Identify, appropriately challenge, and act upon oppressive or discriminatory attitudes, behaviours and situations.
S14: Support young people to participate in planning, organising, delivering, and evaluating youth work activities and programmes, and engaging on issues of importance to them.
S18: Participate in risk assessments and manage risk and risk benefits within the workplace.
S21: Manage budgets and resources.
S22: Manage individuals in line with organisational procedures.

Behaviours
B1: Work in an anti-oppressive, anti-discriminatory manner.
B6: Respect young people's rights to make their own decision about involvement with youth work.
B10: Compliance with relevant policies and procedures.