

End-point assessment plan for the Youth Worker apprenticeship standard

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

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the **Youth Worker** – Integrated Degree apprenticeship. It explains how EPA for this apprenticeship must operate. It is for End-Point Assessment Organisations (EPAOs) who need to know how the EPA for this apprenticeship will operate. It will also be of interest to apprentices, their employers and training providers. The EPAO will be the university that is providing the on-programme integrated degree for the Apprentice.

This is an integrated degree apprenticeship of 360 credits in total (30 credits for EPA), which incorporates on-programme academic and workplace learning, and assessment through the EPA to test the knowledge, skills and behaviours (KSB) as detailed in the Youth Worker apprenticeship standard. The employer and HEI will be responsible for the on-programme stage. The HEI will then deliver the EPA in their role as the end-point assessment organisation. The HEI must be approved to deliver the EPA, and be on the Education and Skills Funding Agency's Register of End Point Assessment Organisations (RoEPAO). The EPA accounts for 30 credits.

Full time apprentices will typically spend **30 months** on-programme (before the gateway) working towards the occupational standard (36 months in total), with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 24 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced.

As a gateway requirement and prior to taking the EPA, apprentices must achieve 330 credits of the qualification mandated in the L6 Youth Worker occupational standard.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically **3 month(s)**, after the EPA gateway. This will be completed during the final year of the degree programme.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Observation of practice with questions

- Pass
- Fail

Assessment method 2: Professional discussion underpinned by a portfolio

- Pass
- Fail

Assessment method 3: Project Presentation

- Pass
- Fail
- Distinction

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

- Pass
- Fail
- Distinction

EPA summary table

On-programme (typically 36 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). <ul style="list-style-type: none"> • Compiling a portfolio of evidence.
End-point assessment gateway	Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. Apprentices must achieve the following approved <ul style="list-style-type: none"> • English and mathematics Level 2 Apprentices must submit: <ul style="list-style-type: none"> • A portfolio to support the professional discussion.
End-point assessment (which will typically take 3 months)	Assessment method 1: Observation of practice with questions With the following grades: <ul style="list-style-type: none"> • Fail • Pass Assessment method 2: Professional discussion underpinned by a portfolio of evidence With the following grades: <ul style="list-style-type: none"> • Fail • Pass Assessment method 3: Presentation With the following grades: <ul style="list-style-type: none"> • Fail • Pass • Distinction Performance in the EPA will determine the overall apprenticeship standard grade of: <ul style="list-style-type: none"> • Fail • Pass • Distinction

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 assessment methods

The assessment methods can be delivered in any order.

EPA gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at, or above, the level set out in the occupational standard, and is 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.

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 requirements prior to beginning EPA:

- 330 credits of the (qual)
- English and mathematics at level 2

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For observation of practice with questions :

- no specific requirements

For Presentation

- **The presentation subject and scope are to be agreed between the employer and the university at the gateway and will be signed off by the university as 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
- any employer contributions should focus on direct observation of performance (e.g. 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 content of the portfolio must be sufficient to evidence the apprentice can apply the knowledge,

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skills and behaviours required as mapped to the professional discussion assessment method

- the portfolio of evidence must be submitted to the university as the EPAO at the gateway
- the format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method two (AM2)
- there must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM2. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement; a qualitative as opposed to quantitative approach is suggested
- the portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours mapped to the professional discussion, supported by appropriate evidence. This can include:
 - photographic (must include consent or redacted images)
 - evidence work materials
 - documents, such as work instructions
 - safety documentation company policies and procedures as appropriate to the activities
 - progress review documentation
 - witness testimonies
 - feedback from colleagues and/or clients can also be included.

The apprentice's manager/practice supervisor/university tutor will typically support the development of the portfolio in accordance with company policy and procedures and will provide further guidance on the typical content.

The portfolio is not directly assessed. It underpins the professional discussion assessment method and therefore should not be marked as part of the EPA process. The end point assessor should review the portfolio of evidence in preparation for the Professional Discussion but is not required to provide feedback after this review of the portfolio.

The university as EPAO determines when all other 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 university as EPAO.

End-point assessment methods

Assessment method 1: Observation of practice with questions (This assessment method has 1 component.)

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.

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.

Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor (practice tutor) 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 (practice tutor) completing work under normal working conditions. The independent assessor (practice tutor) 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.
- 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 **1 hour 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.

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The independent assessor (practice tutor) 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.

One independent assessor (practice tutor) 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.

The following activities should be observed during the observation:

- Planning documents and risk assessments should be shown to the assessor before the observation commences
- the youth worker interacting with young people through a planned and structured activity, including evaluation of the learning experience.

The independent assessor (practice tutor) 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 assessor's presence must be explained to the young people participating before it is undertaken. The assessor must introduce themselves to the participants and young people must be given the opportunity to choose not to participate if they wish. Mitigation for this will be ensured through the provision of clear information to all young people before the session so they can choose not to attend or to participate in alternative activities that are not being observed.

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.

The independent assessor (practice tutor) can ask up to 10 questions. They may ask follow up questions where clarification is required. Activities not observed by the independent assessor (practice tutor) during the observation can instead be covered by questioning after the observation, but these questions must be asked within a time period not exceeding 45 minutes.

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.

Independent assessors (practice tutors) must use their university's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors (practice tutors) are responsible for generating suitable follow-up questions, in line with the university 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 (practice tutor).

The independent assessor (practice tutor) will make all grading decisions. These will be moderated and validated through the university quality assurance processes and Subject Moderation Boards.

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 university.

The apprentice should work with the employer to ensure they chose the appropriate session 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

Universities as 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.

University 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 (practice tutor) training materials
- observation specifications
- grading guidance
- question banks
- 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 assessors (practice tutors) 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. It will involve the questions that will focus on coverage of prior learning or activity. A professional discussion is a two-way discussion between an independent assessor (practice tutor) and an apprentice to assess the apprentice's in-depth understanding of their work.

The rationale for this assessment method is:

- allows some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed. It allows for the assessment of a disparate set of KSBs. As this is a degree level apprenticeship it allows for level 6, theoretically underpinned discussions, to assess the apprentice's competency and understanding at a high level.
- it can be conducted remotely, potentially reducing cost.

Delivery

The independent assessor (practice tutor) 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.

The professional discussion will be conducted as set out here:

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

The assessor can use the university EPAO bank of questions to generate discussion points, along with devising questions related to the portfolio and points made by the apprentice to exemplify points further and generate more evidence of competency.

Video conferencing can be used to conduct the professional discussion, but the university 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 (practice tutor) must use the assessment tools and procedures that are set by the university EPAO to record the professional discussion.

The independent assessor (practice tutor) will make all grading decisions.

University 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 AM2.

Questions should be open and competence based. Additional follow up questions are allowed, to seek

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clarification and to make a judgement against the grading descriptors.

Independent assessors (practice tutors) 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 assessors (practice tutors) are responsible for generating suitable questions in line with the university EPAO's training and standardisation process.

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

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

The independent assessor (practice tutor) will make all grading decisions.

Assessment location

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

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

The assessment can take place in any of the following:

- employer's premises
- a suitable venue selected by the university EPAO, for example university premises

Question and resource development

A 'question bank' must be developed by university EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the university 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.

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

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

- question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process and timescales for the interview as well as a description of the purpose
- guidance document for independent assessors (practice tutors) on how to carry out the assessment
- independent assessor (practice tutor) training materials
- list of potential topics and questions for professional discussion
- recording documentation
- grading guidance

End-point assessment method 3: Presentation

Overview

This assessment method has 1 component.

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

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.

The completion of a presentation allows the demonstration of a range of skills, knowledge and behaviours required to operate at this level, that cannot be adequately assessed through other methodologies.

Delivery

The presentation is completed after the apprentice has gone through the gateway process, at the end 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.

The presentation may be completed in the workplace or on university premises or remotely.

A presentation with questioning involves an apprentice presenting to an independent assessor, focusing on the list below. 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 purpose of the questioning is to seek clarification of the presentation, to assess the depth and breadth of knowledge, skills and behaviours.

The presentation title and abstract should be submitted at the same time as the portfolio. The independent assessor should have two weeks to review the title and abstract 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:

<ul style="list-style-type: none"> • Community and partnership working
<ul style="list-style-type: none"> • Policy into Practice
<ul style="list-style-type: none"> • Leadership & Management
<ul style="list-style-type: none"> • Service Development & Delivery

The independent assessor will then draw out any further information using questions.

The presentation must be undertaken within 12 weeks after the gateway. The apprentice will be given 2 weeks' notice of the presentation date to allow the independent assessor sufficient time to review the presentation and prepare appropriate questions. The presentation and questioning will take 60 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 presentation will typically last for 20 minutes, and the questioning will typically last for 40 minutes. 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, unless the apprentice has already achieved the highest grade 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 project proposal and presentation

KSBs met and answers to questions, must be recorded in writing by the independent assessor. The independent assessor will make all grading decisions.

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.

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 project proposal and the presentation and responses to questions.

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the 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
- question bank
- assessment recording documentation
- examples of projects

Marking

The independent assessor (practice tutor) will review and assess the presentation in a timely manner, as determined by the university EPAO, and without extending the EPA. Similarly all quality control processes will also be conducted in a timely manner, as determined by the university EPAO.

Supporting material

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

- **Outline and guidance for the assessment methods**
- required marking materials.

Reasonable adjustments

The university 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 assessors (practice tutors) 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.

University 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 two assessment methods and a distinction in the third method.

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

Assessment method 1	Assessment method 2	Assessment method 3	Overall grading
Fail	Fail	Fail	Fail
Fail	Fail	Pass	Fail
Fail	Pass	Fail	Fail
Pass	Fail	Fail	Fail
Pass	Pass	Fail	Fail
Pass	Fail	Pass	Fail
Fail	Fail	Distinction	Fail
Fail	Pass	Distinction	Fail
Pass	Fail	Distinction	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction

Any grade = fail, pass, distinction

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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. 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 apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the university EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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 university 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 24 months • undertake at least 20% off-the-job training as arranged by the employer and training provider • 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"> • select the university training provider/EPAO • work with the university to support the apprentice in the workplace and to provide the opportunities for the apprentice 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 • 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 university for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the university 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 • pass the certificate to the apprentice • for the observation with questions and interview underpinned by a portfolio of evidence the employer must provide any workplace specific policies, requirements or instructions as requested by the EPAO

<p>University will act as the EPAO</p>	<p>As a minimum, university EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • 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 (practice tutors) • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors (practice tutors) 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 • 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 • 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 • deliver induction training for independent assessors (practice tutors), and for invigilators or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors (practice tutors) before
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	<p>they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</p> <ul style="list-style-type: none"> • manage invigilation of apprentices in order to maintain security of the assessment in line with the university EPAO’s 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 (practice tutor)	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • The practice tutor is appointed specifically to assess the apprentice during the EPA period. They will support them during the placement and must not be their personal tutor or supervisor. • 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 • 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 using assessment

	<p>recording documentation provided by the EPAO, in a timely manner</p> <ul style="list-style-type: none"> • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
University Training Provider	<p>As a minimum, training providers 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 the apprentice's 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 EPAO (i.e. a 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 University 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.
 - are 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
- provide standardisation activity for 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

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

End-point assessment method 1: Observation with questions

Knowledge
K1 The importance of building trust and rapport, and methods for achieving this.
K2 Professional relationship boundaries and the implications of these for youth workers
K3: Communication styles and methods, including barriers to communication and ways to overcome these.
K4, Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital.
K9: Resource, financial and facilities management including relevant legislation and regulations that need to be followed
K13: Theories and models of informal and non-formal education and their application in practice.
K26: Cultural and community competency in good youth work practice.

Skills
S1: Evaluate and utilise a range of styles of communication suited to the audience e.g. verbal, non-verbal, written and electronic methods.
S2: Maintain professional boundaries in relationships with young people and colleagues
S3: Select and use suitable youth work models for the needs of young people they are engaging with.
S5: Utilise appropriate methods and tools for planning, monitoring and evaluating youth work.
S12: Select and use appropriate methods and tools when planning youth work programmes and activities.
S13: Identify and apply differentiated methods and styles when engaging with groups to meet the needs of young people, promoting learning and development
S14: Facilitate youth work programmes that support the learning and development of young people in line with the youth work curriculum
S16: Provide a safe environment for young people to explore and challenge values, beliefs, ideas and issues.
S17: Create and evaluate effectiveness of inclusive and participatory learning environments.
S19: Select and apply appropriate participation models to overcome barriers to participation.
S21: Identify and challenge oppressive attitudes, behaviours and situations.
S28: Demonstrate and promote a person-centred approach to youth work.

S29: Work within relevant legislative requirements

S6: Complete, store and retain accurate administrative and financial records.

S30: Carry out risk assessments and take action to manage risks in the workplace

Behaviours

B1: Work in an anti-oppressive and anti-discriminatory manner and appropriately challenge inequalities.

B3: Lead by example, demonstrating inclusive and participatory behaviours in their work.

Assessment method 2: Professional discussion

Knowledge

K4: Different models of youth work e.g. Outreach, Detached, Open access, Targeted, Social Action, Digital

K6: Human resources procedures, e.g. professional development, disciplinary, grievance

K8: The importance of staff development.

K11: Roles, remit and responsibilities of key stakeholders.

K19: Models to undertake appropriate situational needs analysis.

K20: Project management tools and processes, including assessing and managing risk.

K22: Commissioning and funding processes.

K24: The importance of critical reflection and continuous professional development for youth work practice.

K27: Principles of anti-oppressive and anti-discriminatory practice.

K28: Legislation, principles and practice of safeguarding for youth work practice and management.

K29: Safer recruitment and staff management processes (including for volunteers).

Skills

S4: Work in partnership with young people to develop suitable services.

S7: Carry out regular supervision, staff development and appraisals (where appropriate) with colleagues.

S8: Apply different leadership styles appropriate to the needs of colleagues.

S9: Utilise a range of sources of information to inform service development.
S11: Advocate for young people and youth work in policy and service development.
S18: Support young people to plan, organise and deliver youth-led activities and programmes.
S20: Support young people to make their voice heard to influence change on issues affecting them.
S23: Produce reports, evaluations and summary data in a format appropriate for the intended audience, e.g. commissioners, funders or other stakeholders.
S24: Use outcomes of evaluation of service delivery to inform, develop and enhance practice and projects.
S25: Monitor own practice and use supervision to identify areas for continuing professional development and improvement.
S26: Apply appropriate supervision models to support the development of colleagues.
S27: Ensure professional ethical standards are developed, promoted and maintained across the youth work environment.

Behaviours

B2: Act as an ambassador for young people and youth work
B5: Be a reflective practitioner.

Assessment method 3: Presentation

Knowledge
K5: Theories of management and leadership e.g. inter-professional and inter-disciplinary working
K7: Youth work supervision models.
K10: National and local plans and strategies relevant to youth work and young people.
K12: Strategies to build and manage professional partnerships.
K14: Theories and models for programme planning, development, delivery and evaluation.
K15: Policies and strategies related to the national and local youth work curriculum.

K16: Contemporary models for impact and evaluation of youth work
K17: Models for inclusive and active participation and barriers to participation
K18: 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
K21: Evaluation and impact processes and strategies.
K23: Theories, models and principles for reflective practice.
K25: The relationship between rights, responsibilities and power dynamics in professional youth work relationships and society.
K30: Boundaries of professional accountability and responsibility for self, staff and project leadership.

Skills
S10: 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.
S15: Evaluate, demonstrate and report on the impact of youth work.
S22: Conduct and use information from situational needs analysis to develop projects.

Grading descriptors

Assessment method 1: Observation of practice

KSBs	Pass
Themes Interpersonal skills K1, K2, K3 S2, S28 B1	Pass Demonstrates how they use a range of suitable and effective methods to communicate, collaborate and engage with young people maintaining professional, trust-based working relationships.
Inclusive practice K26, S3,S13,S14,S16,S17,S19,S21	Demonstrates how they prioritise and adapt practice to show cultural competence. Uses methods that promote inclusive practice and analyses practice to build equality. Creates opportunities for young people to learn from each other and challenge discrimination and inequality
Management K9, K13 S6, S12,S29,S30 B3	Demonstrates leadership and management of people and resources that are legislatively compliant and protect the safety of young people and staff. Selects and utilises models and methods for youth work project management, delivery, monitoring and evaluation.

Assessment method 2: Professional discussion

THEMES	KSBs	Pass
Leadership	K6, K8, K29 S8, S23	Explores and evaluates a range of solutions for staff development. Gives examples of how they have implemented, evaluated and reported on activities for different stakeholders. Provides examples of suitable leadership styles and how they use these in their own practice
Service Delivery & Development	K4, K11, K17, K19, K20, K22, K28 S5, S9, S11, S18, S20, S24	Critically evaluated and selected suitable project management tools Leads service delivery or development resulting in positive change for the young people or youth work project.

	B2	Gives examples of how the change was implemented, analysed and reviewed to improve future practice.
Ethical Practice	K24, K27 S7, S25, S26, S27 B4, B5	Analyses examples from their work to show they have worked in complex situations that develop their response and improve ethical practice. Shows commitment to continuous professional and personal development, giving examples of how they have evaluated and reflected on their own practice to assess, measure and improve it . Uses local and national standards and reflective frameworks that impact on youth work provision.

Assessment method 3: Presentation

THEMES	KSBs	Pass	DISTINCTION
Community and partnership working	K12, K25 S10	Demonstrates an understanding of the rights, responsibilities and power dynamics relevant to youth work practice. Evidences how they have identified and worked with key partners and stakeholders to support youth work practice.	Critically analyses how they have worked in line with local policies, procedures and partnership strategies relevant to youth work practice. (K12)
Policy into Practice	K10, K18, S15	Demonstrates an understanding of the local and national plans relevant to youth work and their implications for practice. Demonstrates the ability to evaluate the impact of youth work on young people, communities and society.	Critically evaluates local, national and international youth work strategies and plans and their ability to effect positive change for young people. (K10,K18)
Leadership & Management	K5, K7, K16, K21, K23, K30	Justifies the approach taken when articulating the need for change and questioning accepted practices, drawing on relevant leadership and management tools when communicating their	Critically analyses a range of models for evaluation, impact and management tools in order to ensure best practice. (K5, K16, K23)

		<p>recommendations.</p> <p>Justifies the decisions taken in order to maintain professional boundaries and accountability.</p>	
Service Development & Delivery	K14, K15 S22	<p>Demonstrates knowledge of theories/models for planning and developing youth work interventions</p> <p>Critically analyses the effectiveness of their use of new/updated principles for use in developing programmes/ projects in order to demonstrate a learning approach to youth work.</p>	<p>Evaluates complex facilitation techniques and details the considerations that need to be taken into account when employing these techniques. (S22)</p>