



Vision rehabilitation specialist

Key information

Reference: ST0431

Version: 1.1

Level: 5

Typical duration to gateway: 24 months

Typical EPA period: 3 months

Maximum funding: £17000

Route: Health and science

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Lars code: 243

EQA provider: Ofqual

Review: this apprenticeship will be reviewed in accordance with our change request policy.

End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the vision rehabilitation specialist apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Vision rehabilitation specialist apprentices, their employers and training providers should read this document.

A full-time vision rehabilitation specialist apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - practical assessment with questioning:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio:

- fail
- pass
- distinction

Assessment method 3 - scenario based case study with open ended questions:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

EPA summary table

<p>On-programme - typically 24 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by a portfolio, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Practical assessment with questioning:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio:</p> <ul style="list-style-type: none"> • fail • pass • distinction

	<p>Scenario based case study with open ended questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction
Professional recognition	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Rehabilitation Workers Professional Network (Rehabilitation Specialists) for Level 5
Re-sits and re-takes	<ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include a combination of:

- evidence of teaching Braille to grade 1
- evidence of teaching life skills
- workplace documentation and records
- workplace policies and procedures
- anonymised case study notes and referrals
- teaching materials and lesson planning
- annotated photographs
- video clips, maximum total duration 10 minutes; the apprentice must be in view and identifiable
- witness statements from training provider or employer

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence 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 should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of 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.

Practical assessment with questioning

Overview

In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The assessment environment must closely relate to the apprentice's natural working environment. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it is a holistic assessment method, to assess the level of competence against the grading descriptors
- this is a practical role, best demonstrated through completing tasks
- questioning after the practical assessment allow for clarification points in relation to why the apprentice carried out actions and why they made decisions during the assessment

Delivery

The practical assessment with questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the practical assessment with questioning.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give an apprentice 10 days' notice of the . practical assessment with questioning

The practical assessment with questioning must take 75 minutes.

The independent assessor can increase the time of the practical assessment with questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The practical assessment with questioning cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total EPA time.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the practical assessment with questioning before it starts. This does not count towards the assessment time.

The independent assessor must observe the following during the practical assessment:

During this assessment the apprentice will use the knowledge, skills and behaviours described in the apprenticeship standard to deliver a one-to-one teaching session to a person with no vision.

The apprentice will:

- assess the environment to identify a safe and appropriate crossing point. The location must be within a five mile radius of the apprentice's training provider and chosen by the apprentice
- identify an appropriate route, to and from their chosen crossing point
- identify two crossing points must be on a road with a reasonable and regular flow of two-way traffic
- plan a structured and effective training session to deliver a risk managed, developmental training session that meets recognised objectives
- the route must include the following:
 - a route of approximately and no less than half a mile:
 - pavement travel
 - situated in an environment which has a frequent flow of two-way traffic
 - a landmarked starting point
 - a landmarked destination
 - two 'way-point' locations, e.g. coffee shop, restaurant, post office, bus stop
 - two uncontrolled road crossings, only one uncontrolled crossing will be observed. Planning for two crossings mitigates the risk of one of the crossings being unsuitable to use on the day of the assessment
 - opportunity for the apprentice to choose an appropriate route for their client
 - sensory; auditory, visual, tactual and kinaesthetic, clues and landmarks
- discuss and answer assessment questions related to the observed one-to-one teaching session
- discuss and answer assessment questions relating to planning document evidence provided and knowledge, skills and behaviours within the assessment method

At gateway the apprentice will be issued with documentation that describes the requirements of the assessment, this includes:

- an overview of the clients roleplay skills
- abilities and preferred mobility aid for example long cane
- the timings of the assessment; start time, teaching time, arrangements for questioning

10 days prior to the assessment the apprentice is required to submit:

- planning documents; assessment, legislation, access, risk, maps etc
- the location of the route start point A and destination B
- a rehabilitation plan, broken into two individual lesson plans for the uncontrolled crossings to cover a 45 minute training session to complete A to B route

- the name and location of the route starting point

The 75 minute assessment will consist of the following elements:

- the independent assessor will advise the apprentice on which element of the route will be assessed
- the apprentice will have 5 minutes to independently review the assessment section
- the apprentice will deliver a 45 minute safe, effective and developmental, training session
- the apprentice will actively contribute to a 25 minute questioning session

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The assessment will be administered by an end-point assessment organisation on the Apprentice Provider and Assessment Register. The assessment will be delivered by an independent assessor and a competent person provided by the end-point assessment organisation.

- independent assessor – to observe the assessment and have the responsibility to make the final judgement on whether the apprentice has passed and at what level
- independent assessor – to consult with the competent person, to gather feedback on the performance of the apprentice during the role-play activity
- competent person – to role-play as a person with no vision and provide the independent assessor with feedback on the apprentices' performance
- competent person - must be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

Questions must be asked after the practical. The total duration of the practical is 75 minutes and the time for questioning is included in the overall assessment time. The total time for the practical element is 5 minutes to independently review the assessment section, followed by 45 minutes for the safe, effective and developmental training session. The time allocated for questioning is 25 minutes.

The independent assessor must ask at least 5 questions. The independent assessor must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training.

The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the practical assessment with questioning.

The independent assessor must make the grading decision. The independent assessor must assess the practical assessment and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The practical assessment with questioning must take place in a simulated environment selected by the apprentice within a 5 mile radius of a training provider's premises. This simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the practical assessment with questioning must be provided by the EPAO, who can liaise with the employer to provide these.

Questioning that occurs after the practical assessment with questioning should take place in a suitable environment for example a quiet room, free from distractions and influence.

Additional venue requirements that must be in place include:

Questions may be asked at the assessment location, or a suitable location nearby, once the assessment is completed in relation to the assessment activity. A quiet indoor location must be provided to allow the apprentice and independent assessor to review the planning document evidence provided and complete the question and answer session.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of tasks and questions in the case of re-sits and retakes, to minimise predictability.

The EPAO must produce the following materials to support the practical assessment with questioning:

independent assessor assessment materials which include:

- training materials
- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This EPA method is being used because:

- due to the sensitive nature of the work undertaken, some KSBs cannot be reliably assessed in the other assessment methods and therefore a professional discussion is the most appropriate way to assess those KSBs, allowing the apprentice to draw on their experience to demonstrate competence
- the portfolio of evidence is available as underpinning evidence to support the discussion
- it is cost effective, as it can be conducted remotely, therefore potentially reducing travel time
- allows for the three assessments methods to be carried out on separate days to minimise fatigue and stress for the apprentice

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess competence against the following themes:

- vision impairment
- rehabilitation
- technology

- legislation
- professional development

The EPAO must give an apprentice 10 days' notice of the professional discussion.

The independent assessor must have at least 10 days to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must ask at least 11 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Scenario based case study with open ended questions

Overview

In the scenario based case study with open ended questions, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method.

Long answer questions (LAQs) are open-ended questions used to assess depth of knowledge in an examination. LAQs need an extended written response or an evaluative answer.

Rationale

This assessment method is being used because:

- it can assess knowledge and skills that may not be assessable through the other methods of assessments
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost

Delivery

The scenario based case study with open ended questions designed by the EPAO must be structured to give the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method to the highest available grade.

The test can be computer or paper based.

The apprentice must be given at least 2 weeks' notice of the date and time of the test.

The test must consist of 6 long answer questions. Long answer questions need a written response. Responses to LAQs may be multiple lines, an approximate word count (such as 100 words), multiple paragraphs. This should be an extended writing opportunity for higher marked questions.

Mark scheme and grading guidance

The written descriptors that support the grade boundaries are:

The grading table shows both the numerical grade boundaries and written descriptors for the scenario based case study with open ended questions. The grade boundaries and written descriptors must be used by EPAOs to create valid and reliable mark schemes for the scenario based case study with open ended questions.

The mark scheme design and approach can be determined by the EPAO (e.g. either levels based-banded, points or a mixture). EPAOs should ensure that the questions within the scenario based case study with open ended questions mirror the level of demand set by the wording within the supporting written descriptors. This should be done by using the same command verb where possible (or a comparable verb, in terms of demand, where not).

The grading table should inform the question writing whilst also providing EPAOs with the numerical outcomes required for each level of attainment. Questions may be written that target part of the KSB statement, as long as, the full statement is assessed within the paper overall. However, EPAOs must ensure that the level of demand is not altered as per the supporting written descriptors.

Employers have determined the levels of performance required by apprentices on the scenario based case study with open ended questions. The minimum level of performance required to demonstrate competency at a pass standard is set at 60% (or 36 marks) of the total 60 marks available. To support overall standards alongside the overall mark requirements, apprentices must also achieve a minimum number of marks against the following themes.

- Vision impairment - 12 marks
- Access to information - 4 marks
- Legislation - 8 marks

To demonstrate a distinction, the standard is set at 85% (or 51 marks) of the 60 marks available.

EPAOs must ensure that their mark scheme approach supports these required standards in a reliable way. Specifically, if a levels-based, banded mark scheme design is used then the quality of performance described within each band descriptor should be set in an appropriate way to safeguard standards.

Test administration

The apprentice must have 90 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

The EPAO is responsible for the security of the test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the test.

Marking

The EPAO must develop a marking scheme based on the grading descriptors for this assessment method. The test must be marked by an independent assessor or marker employed by the EPAO. They must follow the marking scheme produced by the EPAO.

The EPAO is responsible for overseeing the marking of the test. The EPAO must ensure standardisation and moderation of tests with written answers.

Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The test can take place remotely if the appropriate technology and systems are in place to prevent malpractice.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the test:

- assessment materials for independent assessors and markers which includes:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Practical assessment with questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Vision impairment K19 S19	Explains how vision impairment acquired deafblindness impacts on daily life and wellbeing of individuals. (K19, S19).	None.
Assessment K3 K4 K8 K21 S3 S4 S8 S21	<p>Undertakes functional vision assessment that maximises any remaining vision and teaches low vision strategies (K3, S3).</p> <p>Produces and follows health and safety risk assessments to ensure activities are carried out safely (K4, S4).</p> <p>Conducts a person-centred assessment of individuals with vision impairment and develops intervention strategies to support them (K8, K21, S8, S21).</p>	<p>Justifies decisions made during functional vision assessment and reasoning behind taught low vision strategies (K3, S3).</p> <p>Articulates the reasoning behind the chosen intervention strategies to support individuals (K8, S8).</p>
Rehabilitation K6 K23 S6 S23 B1 B2 B3	<p>Adapts delivery method to meet the learning style of the individual to offer reliable and consistent support identifying the difference between teaching, coaching and mentoring (K6, S6, B3).</p> <p>Provides orientation and mobility training to individuals using techniques and equipment to promote independence to travel safely indoors and outdoors showing dignity, respect and empathy (K23, S23, B1, B2).</p>	Evaluates the different approaches to delivery and their impact on the individual (K6, S6).

Professional discussion underpinned by a portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>Vision impairment K5 K7 K13 K22 K24 S5 S7 S13 S22 S24 B4 B5</p>	<p>Explains how they conduct environmental access audits, and evaluates the impact of the wider built environment for individuals with vision impairment (K5, S5).</p> <p>Analyses scope of own practice, professional boundaries, how to act in a professional and ethical manner embracing equality, diversity and inclusivity and how to escalate to appropriate individuals as needed (K7, S7, B4).</p> <p>Justifies the processes and techniques they used to manage and prioritise caseloads, including how they are resilient under pressure (K13, S13, B5).</p> <p>Describes different mental health issues and cognitive impairment including inter-relationship between aging and vision impairment and ways to refer to appropriate services (K24, S22, S24).</p>	<p>Analyses strategies they use to manage and prioritise caseloads and the impact of prioritising caseloads (K13, S13).</p>
<p>Rehabilitation K9 K11 K15 K20 S9 S11 S15 S20</p>	<p>Explains how they teach sustainable independent life skills including sourcing and use of assistive devices, mobility aids, specialist equipment and resources (K9, K15, S9, S15).</p> <p>Explains how they choose and adapt communication methods to meet individuals needs and preferred format including braille, deafblind manual, block alphabet,</p>	<p>Evaluates the benefits of teaching sustainable independent life skills and the impact on the individual's life from utilising a variety of assistive devices, mobility aids, specialist equipment and resources (K9, K15, S9, S15).</p>

	<p>audio equipment and other low vision aids and strategies (K11, S11).</p> <p>Explains how they teach Braille to grade one to an individual with vision impairment (K20, S20).</p>	
Technology K16 S16	Explains how they teach use of assistive technologies and telecommunication to ensure the suitability, benefits and disadvantages taking into consideration the differing individuals requirements (K16, S16).	None.
Legislation K12 K18 S12 S18	<p>Explains how they maintain record keeping in line with legislation, policy and data protection procedures (K12, S12).</p> <p>Describes the principles of consent and the process for escalation when they cannot obtain consent. (K18, S18).</p>	Evaluates the potential impact if consent is not obtained (K18, S18).
Professional development K26 S26	Explains how they participate in appraisal, training and development activities highlighting how feedback, reflection and evaluation impact own practice (K26, S26).	Evaluates the benefits of appraisal, training and development activities (K26, S26).

Scenario based case study with open ended questions

Fail - does not meet pass criteria

THEME KSBS	PASS 36 - 50 MARKS	DISTINCTION 51 - 60 MARKS
<p>Vision impairment. Total marks for the theme is 30. K1 K2 K10 S1 S2 S10</p>	<p>The written descriptors that support the grade boundaries are:</p> <p>Explains the anatomy, epidemiology, and causes of visual impairment and their impact on an individuals daily life and wellbeing (K1, S1).</p> <p>Explains person-centred interventions that meet an individuals social, psychological, physical, disability, and or medical needs (K2, S2).</p> <p>Makes recommendations to adapt the environment to support individuals with vision impairment (K10, S10).</p>	<p>See grade boundaries for distinction.</p>
<p>Access to information. Total marks for the theme is 10. K14 S14</p>	<p>Explains the referral services and pathways available for individuals with vision impairment including in social care, health, employment, welfare and education services. (K14, S14).</p>	<p>See grade boundaries for distinction.</p>
<p>Legislation. Total marks for the theme is 20. K17 K25 S17 S25</p>	<p>Analyses how they work with other stakeholders to reduce the chance of neglect, harm and abuse occurring in line with duty of care, safeguarding and protection principles (K17, S17).</p> <p>Explains legislation, policies, standards, local ways of working and codes of practice within adult social care (K25, S25).</p>	<p>See grade boundaries for distinction.</p>

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass
- merit
- distinction

An independent assessor must individually grade the practical assessment with questioning, professional discussion underpinned by a portfolio and scenario based case study with open ended questions in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve a merit, an apprentice must achieve a distinction in two methods. In order to achieve an overall EPA distinction, apprentices must achieve a distinction in all the EPA methods to get an overall distinction.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PRACTICAL ASSESSMENT WITH QUESTIONING	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO	SCENARIO BASED CASE STUDY WITH OPEN ENDED QUESTIONS	OVERALL GRADING
Fail	Fail	Fail	Fail
Any grade	Fail	Fail	Fail
Fail	Any grade	Fail	Fail
Fail	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 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.

If the apprentice fails the practical assessment with questioning, the apprentice may choose to create a new route that meets the criteria. Alternatively they can request to use the second uncontrolled crossing within their original route.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA

	<ul style="list-style-type: none"> • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</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 apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • 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 • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> • apprentices • employers • independent assessors • any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year

	<ul style="list-style-type: none">• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors• monitor the performance of all their independent assessors and provide additional training where necessary• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship• arrange for the EPA to take place in a timely manner, in consultation with the employer• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA• confirm the gateway requirements have been met before they start the EPA for an apprentice• arrange a suitable venue for the EPA• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary• confirm the overall grade awarded• maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none">• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan• understand the apprenticeship's occupational standard and EPA plan• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year

	<ul style="list-style-type: none"> • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • mark test answers in line with the EPAO's mark scheme and procedures

Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice • invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures
An additional person required during the practical assessment	<p>As a minimum, the competent person must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically they must not receive a personal benefit or detriment from the result of the assessment • be occupationally competent to perform the required role • follow a brief provided by the independent assessor which confirms what is required • be at the assessment venue and be in situ prior to the assessment • adhere to confidentiality about all aspects of the assessment • not provide guidance or influence the assessment outcome in any way • provide a written statement to confirm that the task is attributable to the apprentice

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 2 years or significant experience of the occupation or sector
- have professional body membership with:
 - a vision rehabilitation professional body with registered status

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- Rehabilitation Workers Professional Network (Rehabilitation Specialists) for Level 5

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 Anatomy, epidemiology, causes and impact of vision impairment.	Scenario based case study with open ended questions
K2 Principles of the social and psychological impact, medical diagnosis and or disability and the impact of vision impairment.	Scenario based case study with open ended questions
K3 Functional vision assessments and strategies to maximise the use of vision.	Practical assessment with questioning
K4 Principles of risk assessments to ensure activities are carried out safely.	Practical assessment with questioning
K5 Principles of developing environmental access audits to understand the impact of the wider built environment for individuals with vision impairment.	Professional discussion underpinned by a portfolio
K6 Learning styles and the relationship between teaching, coaching and mentoring.	Practical assessment with questioning
K7 Scope of own practice, professional boundaries and how to escalate or refer to appropriate individuals.	Professional discussion underpinned by a portfolio
K8 Person-centred strategies and interventions.	Practical assessment with questioning
K9 Principles and practice of teaching independent life skills.	Professional discussion underpinned by a portfolio
K10 Types of environmental adaptations to support individuals with vision impairment.	Scenario based case study with open ended questions
K11 Types of communication methods and styles used by individuals with vision impairment.	Professional discussion underpinned by a portfolio

<p>K12 Record keeping, legal policy and procedural requirements and data protection obligations.</p>	Professional discussion underpinned by a portfolio
<p>K13 Processes and techniques to manage and prioritise caseloads.</p>	Professional discussion underpinned by a portfolio
<p>K14 Referral services available to support individuals with vision impairment; social care, health, employment, welfare and education services.</p>	Scenario based case study with open ended questions
<p>K15 Assistive devices, mobility aids, specialist equipment and resources available to support individuals with vision impairment in independent living.</p>	Professional discussion underpinned by a portfolio
<p>K16 Types of assistive technologies and telecommunications to support individuals with vision impairment and the suitability, benefits and disadvantage considerations in relation to differing learner requirements.</p>	Professional discussion underpinned by a portfolio
<p>K17 Duty of care, safeguarding and protection principles and the signs of neglect, harm and abuse and how to reduce the chances of them occurring.</p>	Scenario based case study with open ended questions
<p>K18 Principles of consent and actions to take if consent cannot be obtained or is withdrawn.</p>	Professional discussion underpinned by a portfolio
<p>K19 Impact of acquired deafblindness.</p>	Practical assessment with questioning
<p>K20 How to teach grade one Braille to individuals with vision impairment.</p>	Professional discussion underpinned by a portfolio
<p>K21 Principles for assessing individuals with vision impairment.</p>	Practical assessment with questioning

<p>K22 The inter-relation between aging and vision impairment.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K23 Orientation and mobility training for individuals with vision impairment to travel safely indoors and outdoors.</p>	<p>Practical assessment with questioning</p>
<p>K24 Types of mental health issues and cognitive impairment experienced by individuals with vision impairment and how to refer to appropriate services.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K25 Legislation, policies, standards, local ways of working and codes of practice within adult social care.</p>	<p>Scenario based case study with open ended questions</p>
<p>K26 Appraisal techniques and the use of reflection and CPD to develop own practice.</p>	<p>Professional discussion underpinned by a portfolio</p>

SKILL	ASSESSMENT METHODS
S1 Identify an individuals vision impairment and the impact on daily life and wellbeing.	Scenario based case study with open ended questions
S2 Provide person-centred interventions that meet individuals social, psychological, physical or disability needs.	Scenario based case study with open ended questions
S3 Undertake function vision assessments to maximise any remaining vision and teach low vision strategies.	Practical assessment with questioning
S4 Conduct health and safety risk assessments.	Practical assessment with questioning
S5 Conduct environmental access audits.	Professional discussion underpinned by a portfolio
S6 Adapt delivery method to meet the learning style of the individual.	Practical assessment with questioning
S7 Work within the scope of practice and professional boundaries and refer or escalate to appropriate individuals when needed.	Professional discussion underpinned by a portfolio
S8 Identify and develop intervention strategies to support individuals with vision impairment.	Practical assessment with questioning
S9 Teach independent life skills relevant to individuals with vision impairment.	Professional discussion underpinned by a portfolio
S10 Make recommendations of environmental adaptations required by individuals with vision impairment.	Scenario based case study with open ended questions
S11 Select appropriate communication methods and adapt to the individuals needs and preferred format including braille,	Professional discussion underpinned by a portfolio

deafblind manual, block alphabet, audio equipment and other low vision aids and strategies.	
S12 Maintain records in accordance with legal, policy and procedural requirements.	Professional discussion underpinned by a portfolio
S13 Manage and prioritise caseload.	Professional discussion underpinned by a portfolio
S14 Identify referral pathways suitable for individuals with vision impairment.	Scenario based case study with open ended questions
S15 Source and teach the use of assistive devices, mobility aids and specialist equipment and utilise existing resources to promote safe and sustainable independent living skills.	Professional discussion underpinned by a portfolio
S16 Teach the use of assistive technologies and telecommunications to meet individuals needs.	Professional discussion underpinned by a portfolio
S17 Work in partnership with stakeholders to maintain the principles of a duty of care, safeguarding and protection.	Scenario based case study with open ended questions
S18 Obtain consent from individuals or escalate when consent is not available.	Professional discussion underpinned by a portfolio
S19 Identify an individual with vision impairment acquired deafblindness and impact on daily life and wellbeing.	Practical assessment with questioning
S20 Teach Braille to grade one to individuals with vision impairment.	Professional discussion underpinned by a portfolio
S21 Conduct a person-centred assessment of individuals with vision impairment.	Practical assessment with questioning

<p>S22 Recognise the inter-relation between aging and vision impairment.</p>	Professional discussion underpinned by a portfolio
<p>S23 Provide orientation and mobility training to individuals with vision impairment using appropriate techniques and equipment; pre-cane skills, sensory travel skills, cane skills, cognitive mapping, route-planning techniques, use of public transport and the use of technology to promote independence to travel safely indoors and outdoors.</p>	Practical assessment with questioning
<p>S24 Recognise mental health issues and or cognitive impairment in individuals with vision impairment and know when to refer to appropriate services.</p>	Professional discussion underpinned by a portfolio
<p>S25 Interpret legislation, policies, standards and codes of conduct of practice for adult social care.</p>	Scenario based case study with open ended questions
<p>S26 Participate in appraisal, training and development activities, gain feedback, reflect and evaluate the impact of learning on own practice.</p>	Professional discussion underpinned by a portfolio
BEHAVIOUR	ASSESSMENT METHODS
<p>B1 Treat people with dignity.</p>	Practical assessment with questioning
<p>B2 Show respect and empathy.</p>	Practical assessment with questioning
<p>B3 Be adaptable, reliable and consistent.</p>	Practical assessment with questioning
<p>B4 Act in a professional and ethical manner, embracing equality, diversity and inclusivity.</p>	Professional discussion underpinned by a portfolio
<p>B5 Be resilient under pressure.</p>	Professional discussion underpinned by a portfolio

Mapping of KSBs to grade themes

Practical assessment with questioning

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Vision impairment K19 S19	Impact of acquired deafblindness. (K19)	Identify an individual with vision impairment acquired deafblindness and impact on daily life and wellbeing. (S19)	None
Assessment K3 K4 K8 K21 S3 S4 S8 S21	<p>Functional vision assessments and strategies to maximise the use of vision. (K3)</p> <p>Principles of risk assessments to ensure activities are carried out safely. (K4)</p> <p>Person-centred strategies and interventions. (K8)</p> <p>Principles for assessing individuals with vision impairment. (K21)</p>	<p>Undertake function vision assessments to maximise any remaining vision and teach low vision strategies. (S3)</p> <p>Conduct health and safety risk assessments. (S4)</p> <p>Identify and develop intervention strategies to support individuals with vision impairment. (S8)</p> <p>Conduct a person-centred assessment of individuals with vision impairment. (S21)</p>	None
Rehabilitation K6 K23 S6 S23 B1 B2 B3	<p>Learning styles and the relationship between teaching, coaching and mentoring. (K6)</p> <p>Orientation and mobility training for individuals with vision impairment to travel safely indoors and outdoors. (K23)</p>	<p>Adapt delivery method to meet the learning style of the individual. (S6)</p> <p>Provide orientation and mobility training to individuals with vision impairment using appropriate techniques and equipment; pre-cane skills, sensory travel skills, cane skills, cognitive mapping, route-planning</p>	<p>Treat people with dignity. (B1)</p> <p>Show respect and empathy. (B2)</p> <p>Be adaptable, reliable and consistent. (B3)</p>

		techniques, use of public transport and the use of technology to promote independence to travel safely indoors and outdoors. (S23)	
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Professional discussion underpinned by a portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Vision impairment K5 K7 K13 K22 K24 S5 S7 S13 S22 S24 B4 B5</p>	<p>Principles of developing environmental access audits to understand the impact of the wider built environment for individuals with vision impairment. (K5)</p> <p>Scope of own practice, professional boundaries and how to escalate or refer to appropriate individuals. (K7)</p> <p>Processes and techniques to manage and prioritise caseloads. (K13)</p> <p>The inter-relation between aging and vision impairment. (K22)</p> <p>Types of mental health issues and cognitive impairment experienced by individuals with vision impairment and how to refer to appropriate services. (K24)</p>	<p>Conduct environmental access audits. (S5)</p> <p>Work within the scope of practice and professional boundaries and refer or escalate to appropriate individuals when needed. (S7)</p> <p>Manage and prioritise caseload. (S13)</p> <p>Recognise the inter-relation between aging and vision impairment. (S22)</p> <p>Recognise mental health issues and or cognitive impairment in individuals with vision impairment and know when to refer to appropriate services. (S24)</p>	<p>Act in a professional and ethical manner, embracing equality, diversity and inclusivity. (B4)</p> <p>Be resilient under pressure. (B5)</p>
<p>Rehabilitation K9 K11 K15 K20 S9 S11 S15 S20</p>	<p>Principles and practice of teaching independent life skills. (K9)</p> <p>Types of communication methods and styles</p>	<p>Teach independent life skills relevant to individuals with vision impairment. (S9)</p> <p>Select appropriate communication</p>	<p>None</p>

	<p>used by individuals with vision impairment. (K11)</p> <p>Assistive devices, mobility aids, specialist equipment and resources available to support individuals with vision impairment in independent living. (K15)</p> <p>How to teach grade one Braille to individuals with vision impairment. (K20)</p>	<p>methods and adapt to the individuals needs and preferred format including braille, deafblind manual, block alphabet, audio equipment and other low vision aids and strategies. (S11)</p> <p>Source and teach the use of assistive devices, mobility aids and specialist equipment and utilise existing resources to promote safe and sustainable independent living skills. (S15)</p> <p>Teach Braille to grade one to individuals with vision impairment. (S20)</p>	
<p>Technology</p> <p>K16</p> <p>S16</p>	<p>Types of assistive technologies and telecommunications to support individuals with vision impairment and the suitability, benefits and disadvantage considerations in relation to differing learner requirements. (K16)</p>	<p>Teach the use of assistive technologies and telecommunications to meet individuals needs. (S16)</p>	<p>None</p>
<p>Legislation</p> <p>K12 K18</p> <p>S12 S18</p>	<p>Record keeping, legal policy and procedural requirements and data protection obligations. (K12)</p>	<p>Maintain records in accordance with legal, policy and procedural requirements. (S12)</p>	<p>None</p>

	Principles of consent and actions to take if consent cannot be obtained or is withdrawn. (K18)	Obtain consent from individuals or escalate when consent is not available. (S18)	
Professional development K26 S26	Appraisal techniques and the use of reflection and CPD to develop own practice. (K26)	Participate in appraisal, training and development activities, gain feedback, reflect and evaluate the impact of learning on own practice. (S26)	None

Scenario based case study with open ended questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Vision impairment. Total marks for the theme is 30. K1 K2 K10 S1 S2 S10</p>	<p>Anatomy, epidemiology, causes and impact of vision impairment. (K1)</p> <p>Principles of the social and psychological impact, medical diagnosis and or disability and the impact of vision impairment. (K2)</p> <p>Types of environmental adaptations to support individuals with vision impairment. (K10)</p>	<p>Identify an individuals vision impairment and the impact on daily life and wellbeing. (S1)</p> <p>Provide person-centred interventions that meet individuals social, psychological, physical or disability needs. (S2)</p> <p>Make recommendations of environmental adaptations required by individuals with vision impairment. (S10)</p>	None
<p>Access to information. Total marks for the theme is 10. K14 S14</p>	<p>Referral services available to support individuals with vision impairment; social care, health, employment, welfare and education services. (K14)</p>	<p>Identify referral pathways suitable for individuals with vision impairment. (S14)</p>	None

<p>Legislation. Total marks for the theme is 20. K17 K25 S17 S25</p>	<p>Duty of care, safeguarding and protection principles and the signs of neglect, harm and abuse and how to reduce the chances of them occurring. (K17)</p> <p>Legislation, policies, standards, local ways of working and codes of practice within adult social care. (K25)</p>	<p>Work in partnership with stakeholders to maintain the principles of a duty of care, safeguarding and protection. (S17)</p> <p>Interpret legislation, policies, standards and codes of conduct of practice for adult social care. (S25)</p>	<p>None</p>
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Version log

Version	Change detail	Earliest start date	Latest start date
1.1	Occupational standard, end-point assessment plan and funding band revised	15/10/2024	Not set
1.0	Approved for delivery	27/02/2018	14/10/2024

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