



## End-point assessment plan for Physiotherapist (integrated Degree) apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0519	6	Integrated degree apprenticeship

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Physiotherapist apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to physiotherapist apprentices, their employers and training providers.

The apprenticeship degree must comprise 360 BSc/160 MSc Credits. 340 BSc/140 MSc credits must be dedicated to on-programme learning and assessment. The final 20 credits of the programme must be dedicated to the EPA.

Full time apprentices will typically spend 48 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is 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 that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the physiotherapist standard.

These are:

- 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 a maximum of 6 month(s), beginning when the apprentice has met the EPA gateway requirements.
- The EPA consists of 2 distinct assessment methods.

The individual assessment methods will have the following grades:

### Assessment Method 1

- Pass
- Fail

### Assessment Method 2

- Distinction
- Pass
- Fail

Performance in the EPA will determine the overall apprenticeship grades of:

- Distinction
- Pass
- Fail

### EPA summary table

<b>On-programme</b> (typically, 48 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End Point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> <li>• Achievement of 340 credits of the BSc (Hons) in Physiotherapy or 140 of MSc in Physiotherapy (pre-registration)</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• a portfolio of evidence</li> </ul>
<b>End Point Assessment</b> (6 months)	<p>Assessment Method 1: Demonstration of Practice</p> <p>Assessment Method 2: Professional Discussion</p>
<b>Professional recognition</b>	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> <li>• Health and Care Professions Council</li> <li>• The Chartered Society of Physiotherapy</li> </ul>

### Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 6 months of the first part of the end-point assessment commencing and within the total EPA period.

### Order of assessment methods

The assessment methods can be delivered in any order.

## 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, that is to say they 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:

- 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.

Apprentices must complete the following approved qualifications as mandated in the standard:

- BSc (Hons)
- Or a MSc Physiotherapy (pre-registration)

For the Demonstration of Practice:

- No specific requirements

For the Professional Discussion, the apprentice will be required to bring with them:

A completed portfolio of evidence. The portfolio will **not** be assessed by the EPAO and does not need to be submitted to them prior to the professional discussion taking place. It will be used by the apprentice to underpin the discussion, selecting items to inform and enhance their evidence.

The portfolio of evidence developed on-programme should:

- Provide evidence of the apprentice's progress and achievements
- Be personally managed and owned by the apprentice
- Be drawn from both formal and informal learning activities
- Only include case related activity that is anonymised
- Be used through the apprenticeship for review and personal development planning
- Be mapped to the domains and knowledge, skills and behaviours of the physiotherapist integrated degree apprenticeship standard.
- Be completed prior to the EPA assessment gateway
- Provide content that can be drawn upon during the EPA professional discussion

The portfolio can be either paper-based or electronic in format.

Suggested structure for the portfolio of evidence:

- Table of contents
- Portfolio introduction e.g. purpose of the portfolio
- Key contacts information
- Planning - SWOT analysis, PDP, individual learning plans
- Collation of evidence, learning and clinical-reasoning mapped to the knowledge skills and behaviours of the physiotherapist integrated degree standard
- Commitment statements
- Off-the-job learning evidence
- Formal learning opportunities record
- Mandatory training record (including relevant employer and training provider policies)
- Programme of study - Programme learning outcomes, module descriptors etc.
- Course work (e.g. assessments & feedback)
- Attendance register / records
- Research
- Not include reflective accounts

## Assessment Methods

### Method 1 Demonstration of practice

#### Overview

Apprentices must be observed by an independent assessor completing 2 practical demonstration stations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for when the observation will take place, in consultation with the employer.

The apprentice must be observed demonstrating practice in a simulated environment for this assessment method. The same independent assessor must assess both practical demonstration stations of this assessment method.

The term 'patient' is used to mean where a 'live subject' is required for this assessment method; recognising the assessment method will take place in a simulated environment. End point assessment organisations must ensure the 'patient' has an ability to sufficiently interact with apprentices in order to carry out the assessment in a meaningful way that allows the outcomes of the assessment to be met.

End point assessment organisations are at liberty to decide which medium they use to do this (for example expert by experience, actor etc) provided that the assessment is equitable, fair and robust.

The practical demonstrations must be carried out over a maximum total assessment time of 90 minutes. The two practical demonstration stations may not be split, other than to allow comfort breaks as necessary. Both stations must be passed.

The rationale for this assessment method is:

Physiotherapy is a science-based profession requiring the development and use of a depth and breadth of clinical knowledge and skills to assess, diagnose and treat people with problems caused by illness, injury, disability or ageing. Physiotherapy service delivery occurs in a diverse range of locations and changing situations, with many variables on a daily and even hourly basis. Therefore, it is appropriate to do an assessment and observation of practice in a controlled environment to ensure all apprentices are provided with a consistent and standardised practical assessment process and experience.

The scenario design of the assessment method will allow the apprentice to demonstrate critical elements of a physiotherapeutic assessment and intervention and therefore the KSBs required to practise both safely and effectively as per the requirements of the apprenticeship standard.

An observation of practice in a live setting was not selected, as this will not cover the breadth and depth of assessment and intervention required, it avoids situations where patients are not available on the day, do not give consent and issues around patient confidentiality. This method will ensure consistency.

The assessment stations are:

- Station 1 Assessment and intervention - 40 minutes
  - 10 minutes to review the information (range of data and information about the patient with an acute condition they will be assessing) and make notes
  - 30 minutes to demonstrate the assessment and intervention of a patient with an acute condition
- Station 2 On going management - 40 minutes
  - 10 minutes to review the information (range of data and information about the patient with a long-term condition) and make notes
  - 30 minutes to demonstrate the on-going management of a patient with a long-term condition
- A ten-minute clarification discussion will follow completion of both stations to allow the independent assessor to cover any gaps for KSBs not observed.

The independent assessor has the discretion to increase the time of the practical demonstration by up to 10% to allow the apprentice to complete a demonstration that is part of this element of the EPA.

The independent assessor must assess only one apprentice at a time during this assessment method.

The independent assessor must:

- On the assessment day, select a random scenario from the 'bank of scenarios' provided by the EPAO for each station.
- Check the controlled environment is suitable and has the required equipment for the apprentice to demonstrate the KSBs mapped.
- Check the assessment areas is set up properly
- Check the 'patient' has understood the brief provided
- Observe the apprentice demonstrating the KSBs mapped to the assessment method.
- Interact appropriately with the apprentice while they are observing, using a range of questions and prompts to seek clarity on what and/or why the apprentice has done something.
- Ensure the apprentice has been given the opportunity to demonstrate all of the knowledge, skills and behaviours for the assessment method.
- Use the structured template to conduct the assessment.
- Use the grading matrix to grade the component.
- Decide the overall assessment method grade.

The 'patient' will:

- Be a 'live subject' with whom the apprentice can interact and demonstrate practical assessment techniques and interventions.
- Arrive at the assessment venue and be in situ prior to the assessment.
- Be provided with a one-page brief prior to the assessment.
- Follow the brief and enact what is required.
- Adhere to confidentiality about all aspects of the assessment and the brief they have been provided with.

## Delivery

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

EPAOs will create and set of open questions to assess related underpinning knowledge, skills and behaviours, guidance will be given by the EPAO to assessors for the questioning element. The questions can be asked both during and after the practical demonstration. Questioning must be completed within the total time allowed for the practical demonstration.

KSBs observed and answers to questions must be documented by the independent assessor.

The independent assessor must make all grading decisions.

## Station 1 – Assessment and Intervention

The apprentice must demonstrate what they would do when presented with an 'Acute Condition'

Description:

The apprentices will be presented with a range of data and information about the patient with an acute condition they will be assessing. The data and information will include an introduction to the scenario and referral information such as the patient's details, presenting condition, serious pathology/red flag screening, past medical/family/social history and any appropriate diagnostic test results such as X rays/ MRI scan and blood tests.

Acute condition:

Described as a clinical condition of severe and sudden onset and could be anything from an acute sprained ankle to an acute chest infection. There are many acute conditions that can be used to develop the scenarios.

**Timing:**

- 10 minutes - for the apprentice to review and analyse acute condition scenario data and information.
- 30 minutes -for the apprentice to demonstrate and justify the assessment and intervention methods used

The following activities **MUST** be observed during the practical demonstration, that is a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

**The apprentice must:**

- Review and assimilate the data and information provided to hypothesise the physiotherapeutic problem, to inform the assessment and intervention approaches they plan to demonstrate
- Select and demonstrate an appropriate practical assessment method.
- Select and demonstrate an appropriate intervention technique for the management of the 'patient's' condition/symptoms.
- Explain their problem-solving and clinical-reasoning that informed their selection of the assessment and intervention approaches, including how they appraised other possible approaches and why they chose not to use these.
- Articulate their use of physiotherapy's evidence base to justify the decisions they take
- Identify specific outcome tools that could be used to evaluate outcomes of intervention demonstrated

**Station 2 – On-going Management**

The apprentice must demonstrate what they would do when presented with a long-term condition

**Description:**

The apprentice will be presented with a range of data and information about the patient with a long-term condition who requires on going management and whose care would typically be managed in a non-hospital setting. The data and information will include an introduction to the scenario, the patient's details, presenting condition, investigation results (MRI, CT, X-ray, Bloods, other as appropriate) past medical/family/social history, social circumstances, any other agencies involved, ongoing health and social problems and patient's current self-management approach if appropriate.

The apprentice will assimilate and analyse the information provided and consider any information gaps to hypothesise the physiotherapeutic on-going management required. They must plan, communicate and record a safe and effective care plan, discharge or on-ward referral of the 'patient' and demonstrate appropriate approaches for ongoing holistic patient care. The apprentice can use any tools or equipment made available to them.

#### Long-term Condition:

A long-term condition is a condition that cannot, at present be cured; but can be managed by medication and other therapies. Examples include arthritic diseases, chronic obstructive pulmonary disease and multiple sclerosis. There are many long-term conditions that can be used to develop the scenarios.

#### Timing:

- 10 minutes - for the apprentice to review and analyse the long-term condition scenario data and information
- 30 minutes- for the apprentice to demonstrate and justify the decisions they make, devise an exercise programme and health promotion and education required to plan safe and effective ongoing management. This will include a written record of intervention

The following activities **MUST** be observed during the practical demonstration, that is a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

#### The apprentice must:

- Assimilate information provided to inform their selection and decision-making regarding an appropriate care plan (including effective discharge planning and/or referral to another service as appropriate).
- Demonstrate teaching the patient an exercise programme relevant to, and appropriate for the scenario with which they are presented. This must consist of a minimum of 3 different exercises.
- Demonstrate leadership by means of health promotion and education through patient engagement, advice and guidance.
- Demonstrate meeting the 'patients' needs involving multi-agency engagement including through the advice the apprentice gives to the patient in relation to onward referral and sources of support.
- Document a record of their decision-making and intervention for the scenario in line with national standards for record-keeping.

## Support material

To support this assessment method the EPAO will:

- Develop a ‘bank of scenarios’
  - with a maximum of 1,000 words which includes a diverse range of information and data, similar to those found in clinical case notes and referrals which are relevant to the specific assessment component. E.g. patient details, history, symptoms, referral letters, social circumstances, diagnosis if known, X-ray/MRI or other scenario-appropriate diagnostic test results and reports.
  - provide the apprentice with enough background and relevant data and information to be able to fulfil the requirement of the specific assessment component and demonstration of the associated KSBs.
- Develop a one-page scenario brief for the ‘patient’
- Provide a structured template for the independent assessor to use for managing and grading of the assessment to ensure consistency and moderation.
- Provide a marking matrix for the independent assessors to use at each station and to use to grade the whole demonstration of practice
- Appoint ‘patients’ for the assessment and ensure they are provided with scenario briefs.
- Ensure an appropriate controlled environment is provided for the assessment

## Questions and resources development

EPAOs will produce specifications to outline in detail how the practical demonstrations will operate, what they will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop ‘bank of scenarios’ of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

## Venue

Practical demonstrations must be conducted in one of the following locations:

A suitable venue selected by the EPAO (e.g. a training provider's premises or another employer's premises).

The venue must:

- Offer a designated space, in a quiet room that is free from distractions
- Allow for the demonstration of practice areas to be placed at suitable intervals to minimise the chance of overhearing or seeing what is happening at other stations
- Provide a separate room so that apprentices waiting to do their demonstration of practice are not in contact with those who have finished to avoid conferring
- Provide standard physiotherapy furniture and equipment appropriate for the demonstration of practice.

### Other relevant information

A 10-minute clarification discussion will follow completion of both components of the demonstration of practice to allow the independent assessor to cover any gaps for KSBs not observed.

## Assessment Method 2: Professional Discussion

### 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 questions that will focus on coverage of prior learning or activity and problem solving to explore how the apprentice meets the KSBs of the apprenticeship standard.

The professional discussion can take place in any of the following:

A suitable venue selected by the EPAO (e.g. a training provider's or another employers' premises)

The rationale for this assessment method is:

The professional discussion will allow the apprentice to demonstrate the depth and breadth of the KSBs required to practise safely and effectively. As a structured, in-depth two-way conversation between the assessor and each apprentice, the professional discussion will provide an effective holistic assessment of complex understanding and knowledge that is valuable in determining what and how an apprentice is performing. It will also provide opportunity to evidence their analytical, problem solving and decision-making abilities which are essential for physiotherapy practice.

The discussion format is an excellent method to cover the range of KSBs required. It will include the opportunity for the apprentice to use supportive evidence from their on-programme portfolio to inform and enhance the discussion.

The professional discussion will complement the demonstration of practice in providing a robust EPA for a physiotherapy apprentice. Together they will maximise the opportunity for the apprentice to demonstrate the full range of KSBs required to practice safely and effectively as a competent physiotherapist.

## Delivery

The independent assessors 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. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

During the discussion, the independent assessor must combine questions from the EPAO's question bank with supplementary questions generated by themselves.

The professional discussion will be conducted as set out here:

The apprentice will undertake a 1:1 face to face professional discussion with the independent assessor. The independent assessor must structure the professional discussion with a range of questions chosen from a 'question bank' developed by the EPAO that cover all the Physiotherapist integrated degree apprenticeship standard domains.

The independent assessor must:

- Structure the professional discussion with questions chosen from a 'question bank' developed by the EPAO that cover the physiotherapist integrated degree apprenticeship domains.
- Use a minimum of one lead discussion question in relation to each of the four standard domains from the bank of questions provide by the EPAO.
- Use a format for the discussion that facilitates professional dialogue, rather than one that adopts a formulaic approach to questions and answers. In keeping with this, the independent assessor must use a facilitative questioning style, pursuing key points and issues to explore the depth of applied knowledge and understanding held by the apprentice.
- Ensure the apprentice has been given the opportunity to demonstrate all of the knowledge, skills and behaviours for the assessment method.
- Use the structured template to conduct the assessment.
- Use the grading matrix to grade the professional discussion.

- The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.
- The independent assessor will make all grading decisions

The Apprentice must:

- Interact with the assessor in a discussion to demonstrate their knowledge, skills and behaviours as required for the professional discussion.
- Bring their completed portfolio of evidence to the professional discussion, so they can draw on the contents of the portfolio to underpin the discussion, selecting items to inform and enhance the discussion.

## Venue

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

## Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

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

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

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

A structured template for the independent assessor to use for managing, recording and grading the professional discussion to ensure consistency and moderation.

## Weighting of assessment methods

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

## Grading

### Assessment Method 1: Demonstration of Practice

KSBs	Name of grade	Grade descriptor
<b>K1 K2 K3 K4</b> <b>K5 K14 K17 K21</b> <b>K22 K25</b>  <b>S1 S2 S3 S5 S7</b>  <b>B1 B2 B3 B4</b> <b>B8 B12 B14 B16</b>	Pass	<p>Use clinical-reasoning skills to make an accurate assessment and diagnosis and to plan a safe and effective physiotherapeutic intervention (K1, S1)</p> <p>Demonstrate the appropriate selection and use of physiotherapy approaches to optimise individuals' function, movement, mobility, independence and well-being (K2, K3, S2)</p> <p>Design and deliver an appropriate rehabilitation activity, underpinned by a holistic assessment of need and partnership-working (K4, K5, K22, S3)</p> <p>Demonstrate proficiency in selecting and using appropriate communication approaches to advise on reducing the risk or effects of illness and to support individuals meet their personal goals (K25, S5, S7, B2)</p> <p>Demonstrate engagement with the responsibilities of professional autonomy by explaining and justifying personal decisions and actions and compliance with health and safety requirements (B1, B4)</p> <p>Complete accurate, timely records of decisions and actions relating to assessing, diagnosing and treating individuals (B3)</p> <p>Demonstrate engagement with physiotherapy ethics and values, underpinned by an accurate knowledge of legal, regulatory and professional requirements and standards (K14, B8)</p> <p>Demonstrate proficiency in engaging with people in non-discriminatory ways, including obtaining</p>

		<p>informed consent and upholding confidentiality (K17)</p> <p>Demonstrate proficiency in critically applying leadership and management theories and approaches in engaging and interacting with others (K21, B12)</p> <p>Demonstrate proficiency in designing and delivering an appropriate learning activity to meet intended learning outcomes (K22)</p> <p>Demonstrate proficiency in sharing information, including the accurate appraisal of different formats to serve different purposes and audiences (K25)</p> <p>Accurately explain developments in physiotherapy practice, service delivery and the evidence base and their significance for contemporary physiotherapy practice (B14)</p> <p>Demonstrate an accurate understanding of others' roles and contribution to meeting individual and group needs and the importance of working collaboratively (B16).</p>
	Fail	The apprentice has failed to meet the pass criteria

## Assessment Method 2: Professional Discussion

KSBs	Name of grade	Grade descriptor
<b>K6 K7 K9 K10 K11 K20 K26 K27</b>  <b>S6 S8 S9</b>  <b>B7 B10 B13 B15</b>	Distinction	<p>The apprentice has achieved all of the pass criteria plus:</p> <p>Demonstrate a critical engagement with the evidence base of physiotherapy to justify answers throughout the professional discussion (K7, K20, K26, S8)</p> <p>Demonstrate a synthesis of physiotherapy theory and practice and creative thinking to physiotherapy service development and delivery throughout the discussion (K9, K10, K20, S6, B15)</p> <p>Demonstrate a critical understanding throughout the discussion of the implications of changing population, patient and service needs for physiotherapy's development (K6, K11, K26, K27, B7)</p> <p>Articulate a critical self-awareness of personal learning and development throughout the discussion, including in terms of identifying plans for onward professional development as a physiotherapist (S9, B10, B13)</p>
<b>K6 K7 K8 K9 K10 K11 K12 K13 K15 K16 K18 K19 K20 K23 K24 K26 K27</b>  <b>S4 S6 S8 S9 S10</b>  <b>B5 B6 B7 B8 B9 B10 B11 B13 B15</b>	Pass	<p>The apprentice can:</p> <p>Appraise the significance of population and patient healthcare trends and political, social and economic factors for physiotherapy practice and service delivery (K6, K11)</p> <p>Identify how evaluating physiotherapy practice and service delivery can help to highlight areas for personal and service development (K9, S9)</p> <p>Explain accurately how research is used to explore and develop physiotherapy (K10)</p> <p>Demonstrate engagement in the profession's legislative and clinical governance frameworks, including accurately identifying when and how to</p>

		<p>raise concerns about risks to safety and quality (K12, B5)</p> <p>Explain the skills required for effective clinical caseload management, including making judgements to balance meeting individual need and efficient service delivery (S4)</p> <p>Make accurate decisions on delivering appropriate physiotherapy advice and interventions and select and use available resources, including health technologies (K8, S6)</p> <p>Articulate engagement with the ethics, values and behaviours of physiotherapy, including responsibilities to practise within the limits of personal scope of practice, manage personal behaviour outside practice, and act as an advocate for the profession (K13, K16, B6, B11)</p> <p>Demonstrate a person-centred, culturally-aware approach to delivering and evaluating physiotherapy (B7, B9)</p> <p>Articulate an accurate understanding of the legal, regulatory and professional requirements of being a physiotherapist and how to comply with these (K15, B8)</p> <p>Demonstrate engagement with physiotherapy's evolving evidence base and proficiency in accessing and using evidence to inform practice (K7, S8)</p> <p>Demonstrate engagement in support networks, both for personal development and contributing to others' development (K23, B13)</p> <p>Demonstrate a critical understanding of how information resources need to contribute to, support and improve the quality of physiotherapy service delivery (K24, B15)</p> <p>Articulate the importance of engaging in multi-disciplinary/-agency working and identify how this</p>
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		<p>contributes to optimising physiotherapy practice (K27)</p> <p>Accurately identify and appraise how the development of physiotherapy is informed by international, inter-professional and policy contexts (K26)</p> <p>Articulate how engagement with regulatory, professional and employer requirements and career-long learning contributes to maintaining and developing professional competence and scope of practice (K18, K19, K20)</p> <p>Articulate proficiency in how to facilitate others' learning, including through the design and delivery of learning activities (S10)</p> <p>Reflect on personal practice and learning and demonstrate the ability to identify areas for onward professional development (B10)</p>
	Fail	Apprentice has not met the pass criteria

## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

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 Demonstration of practice	Assessment Method 2 Professional Discussion	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> </ul>

	<ul style="list-style-type: none"> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have:
  - Three years previous experience of working as a physiotherapist in a variety of clinical specialties and settings and using their knowledge and clinical reasoning skills to assess, diagnose and treat people with problems caused by illness, injury, disability or ageing. Examples of clinical specialties include neurology, musculoskeletal, cardiovascular, mental health and respiratory.
- appoint independent assessors with a Master's Degree
- ensure independent assessors have the following minimum skills, knowledge and occupational competence:
  - Be an HCPC registered physiotherapist
  - Hold a post graduate teaching qualification or equivalent
  - Demonstrate evidence of CPD relating to the role
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time. All Independent assessors must then attend annual standardisation events.

## Re-sits and retakes

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 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 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 EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

### **Affordability**

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

- Using an employer's premises
- Assessors can assess more than one apprentice on the same day.

### **External Quality Assurance (EQA)**

The external quality assurance provider for this assessment plan is named on the Institute for Apprenticeships' website.

### **Professional body recognition**

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as Physiotherapist with the Health and Care Professions Council and for eligibility for full membership of the Chartered Society of Physiotherapy.

### **Reasonable adjustments**

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

## Mapping of KSBs

### Assessment Method 1: Demonstration of Practice

Knowledge
<b>K1</b> The structure and function of the human body in the context of health, disease, disorder and dysfunction, across the lifespan.
<b>K2</b> The biomedical, psychological, behavioural, physical and social science basis of physiotherapy practice.
<b>K3</b> Physiotherapy approaches to whole body systems including musculoskeletal, neurological, cardiovascular and respiratory systems, to enhance movement and to minimise loss of function.
<b>K4</b> Theories and approaches underpinning holistic assessment, rehabilitation, re-ablement, self-management and behaviour change.
<b>K5</b> Approaches to inclusive communication, engagement and partnership working
<b>K14</b> The ethics and values underpinning UK physiotherapy practice and professionalism[i].
<b>K17</b> How to engage with people in non-discriminatory ways, obtain informed consent, maintain confidentiality, uphold data security, and appropriately report any issues that may impact on your own capacity and capability to practice.
<b>K21</b> Theories and approaches to leadership and management.
<b>K22</b> How to design and deliver learning activities for individuals and groups, to meet intended learning outcomes.
<b>K25</b> How you can share information, findings and ideas with others in a range of formats and through a range of media.

Skills
<b>S1</b> Assess individual needs, using clinical-reasoning skills to diagnose and plan (e.g. to deliver advice or treatment, or make a referral).
<b>S2</b> Use and advise on a range of physical and psychological approaches (including manual therapy, exercise, physical activity, clinical technologies and equipment) to optimise function, movement, mobility, independence and well-being.
<b>S3</b> Design and deliver individual and group rehabilitation activities.
<b>S5</b> Promote health and well-being, advising on reducing the risk or effects of illness and supporting individuals to achieve reasonable, person specific goals e.g. walking following a stroke, self-management of a long-term breathing problem, reducing the risk of falls.

**S7** Use a range of communication approaches, in line with people's needs, to provide information, advice and solutions to patients, carers, health care professionals and those to whom you delegate activity.

## Behaviours

**B1** Take responsibility and be accountable for your decisions and actions as an autonomous practitioner.

**B2** Be sensitive to the needs, preferences and goals of individuals, working with them, their family and carers to plan and keep progress under review

**B3** Keep accurate, timely records of the care that you deliver

**B4** Comply with all relevant health and safety requirements.

**B8** Fulfil all legal, regulatory and professional requirements and standards relating to being a physiotherapist[i].

**B12** Demonstrate leadership in how you engage and interact with others

**B14** Keep up-to-date with developments in physiotherapy practice, models of service delivery and the profession's evidence base

**B16** Respect and engage with the role and contributions of others who contribute to meeting health and social care needs.

## Assessment Method 2: Professional Discussion

Knowledge
<b>K6</b> The significance of population and patient health care trends for physiotherapy practice and service delivery.
<b>K7</b> The evolving evidence base underpinning physiotherapy.
<b>K8</b> Approaches to enabling access to appropriate physiotherapy services in line with need e.g. triage, self-referral.
<b>K9</b> Ways to evaluate and develop physiotherapy practice and service delivery through patient outcomes, clinical audit and data collection.
<b>K10</b> How to use a range of research methods to explore and develop physiotherapy.
<b>K11</b> The political, social and economic factors impacting on health and social care and physiotherapy service delivery.
<b>K12</b> The legislative and clinical governance frameworks in which physiotherapy is delivered.
<b>K13</b> The limits of your scope of practice and seek guidance where appropriate to ensure safe and effective interventions.
<b>K15</b> The legal, regulatory and professional requirements and standards to which you need to adhere as a physiotherapist.
<b>K16</b> The significance of your behaviour outside your physiotherapy role for your personal standing and the profession's reputation.
<b>K18</b> Your responsibility to engage in career-long learning to maintain and develop your competence and scope of practice.
<b>K19</b> HCPC and CSP regulatory, professional and employment requirements to demonstrate your professional development[ii].
<b>K20</b> Developments in physiotherapy, their significance and implications for your practice.
<b>K23</b> Available professional peer support networks relevant to your career and areas of professional interest.
<b>K24</b> How to search, appraise and use literature and other resources relating to physiotherapy practice.
<b>K26</b> The dynamic, evolving nature of physiotherapy, including in international, inter-professional and policy contexts.
<b>K27</b> Models of health and social care delivery, including multi-disciplinary teams and inter-agency collaborations.

Skills	
<b>S4</b> Manage a clinical caseload to meet identified needs and contribute to efficient service delivery individually or as part of a team.	
<b>S6</b> Include health technologies in how you deliver advice and interventions, in line with individual needs and available/accessible resources e.g. exercise apps.	
<b>S8</b> Use contemporary quality evidence to inform your practice.	
<b>S9</b> Effectively evaluate professional practice to inform personal and service development.	
<b>S10</b> Facilitate learning through designing and delivering activities for patients, students, colleagues etc.	

Behaviours	
<b>B5</b> Raise and act on concerns about issues that may compromise safety, quality and risk	
<b>B6</b> Engage with and fulfil the ethics, values and behaviours that underpin physiotherapy practice and professionalism.	
<b>B7</b> Take a person-centred approach to how you make decisions and act, including how you contribute to delivering physiotherapy and evaluate value and impact.	
<b>B8</b> Fulfil all legal, regulatory and professional requirements and standards relating to being a physiotherapist[i].	
<b>B9</b> Demonstrate an inclusive, culturally aware approach to your physiotherapy practice and act as an advocate where appropriate.	
<b>B10</b> Reflect on your practice and learning, actively engage in supervision, acting on feedback from others, be self-aware and identify areas for your own development	
<b>B11</b> Advocate for the physiotherapy profession through your actions and communication	
<b>B13</b> Engage in professional networking, recognising its importance for your own and others' professional development	
<b>B15</b> Share information, ideas and solutions to contribute to knowledge transfer and quality improvements	