

End-point assessment plan for Digital Accessibility Specialist apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0863	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Digital Accessibility Specialist apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

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

Full-time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2¹

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

This EPA should then be completed within an EPA period lasting typically for 5 months.

This EPA consists of 3 discrete assessment methods.

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

Assessment method 1: Work-based project report and presentation with questions and answers

- Fail
- Pass
- Distinction

Assessment method 2: Knowledge Test

- Fail
- Pass

Assessment method 3: Professional Discussion

- Fail
- Pass
- Distinction

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

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

- Fail
- Pass
- Merit
- Distinction

EPA summary table

On-programme (typically, 24 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) in the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p>
End-point assessment gateway	<p>The employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics Level 2.</p> <p>Project title and summary to be submitted to the EPAO</p>
End-point assessment (typically 5 months)	<p>End -point assessment method 1: Work-based project report and presentation with questions and answers:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>End-point assessment method 2: Knowledge Test:</p> <ul style="list-style-type: none"> • Fail • Pass <p>End-point assessment method 3: Professional Discussion:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Performance in the EPA will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • International Association of Accessibility Professionals / Individual

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 5 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of assessment methods

The assessment methods can be taken in any order. The result of one assessment method does not need to be known before starting the next.

EPA Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the level of the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirement prior to starting EPA:

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

For the work-based project report and presentation with questions and answers the apprentice will be required to submit:

- A project title and summary to the EPAO at the gateway.

The project title and summary requirements are as follows:

- The apprentice will scope out and provide a summary of what the project will cover and will submit this to the EPAO at the gateway. This should demonstrate that the work-based project report will provide sufficient opportunity for the apprentice to meet the assessment criteria. The summary is not assessed and will typically be no longer than 500 words.
- The summary needs to include a summary of the project plan, research requirements, an overview of how the project will be planned including timeframes and the date that the work-based project report has to be submitted to the independent assessor taking into account the deadlines stipulated within this end-point assessment plan.

For the knowledge test the apprentice will be required to submit:

- no specific requirements

For the professional discussion the apprentice will be required to submit:

- no specific requirements

End-point assessment methods

End-point assessment method 1: Work-based project report and presentation with questions and answers

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The work-based project is carried out and the report and presentation are compiled after the apprentice has gone through the gateway.

The work-based project report should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA including suitable coverage of the KSBs assigned to this assessment method. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method includes two components:

- a work-based project report
- a presentation with questions and answers

The rationale for this assessment method is:

- This assessment method has been selected as it is the most valid method to assess competency as individuals in this occupation will undertake projects in their day to day role.
- This method will enable apprentices to demonstrate a range of KSBs on a real piece of work, which will add value to their employer. This means it is also cost effective.

The work-based project report represents the skills, knowledge and behaviours mapped to this method. It provides a substantive evidence base from a business-related project to demonstrate the application of knowledge, skills and behaviours. The work-based project will take place after the apprentice has entered the gateway.

The intention of the project is to allow the apprentice to demonstrate that they can test, audit and evaluate digital applications against accessibility standards and assistive technologies, typically including:

- accessibility considerations when designing and developing an application's user experience.
- collating and researching information required to present
- using hardware and software based assistive technologies for a variety of applications
- applying accessibility standards and regulations to practice.

The following are examples of appropriate projects which could be used to meet the requirements of the KSBs mapped to this method:

- test and evaluate a web-based application against relevant accessibility standards and produce a report

- test and evaluate a mobile-based application against relevant accessibility standards and produce a report.

Employers must ensure that apprentices have access to the following during their project:

- Assistive technology for testing (Screen Reader, Screen Magnifier, Voice Recognition) application as defined.
- Standard computer peripherals (Keyboard, mouse).

A work-based project title and summary will be submitted to the EPAO at the gateway, which can be done via email. The EPAO will sign the project title and summary off within two weeks. Once the project title and summary have been signed off by the EPAO, the project and report write up must be completed and submitted to the EPAO within 10 weeks. It is envisaged that the project will typically take 6 weeks to research and the report write-up will typically take up to a further 4 weeks.

Component 1: Work-based project report

Delivery

Once the EPAO has signed off the work-place project subject, title, and scope apprentices will conduct the work-based project.

The employer will ensure the apprentice has sufficient time and the necessary resources within the EPA period, to plan and undertake the work-based project.

The apprentice will need to consider the availability of company and external resources required to complete the work-based project. They must also ensure they are fully aware of the KSBs the work-based project intends to assess as that is what the grading of the work-based project will be based on. The work-based project is likely to incorporate a stage review process. This is likely to be a monthly progress review with the employer, at the employer's request, to ensure the work-based project and resources are on track.

Whilst completing the work-based project report the apprentice should be subject to normal line management controls. The apprentice may work as part of a team which could include technical internal or external support; however, the report will be the apprentice's own work and will be reflective of their own role and contribution.

Apprentices will conduct a work-based project and submit an electronic or paper-based report to the EPAO after a maximum of 10 weeks.

Apprentices must produce a report of 4,000 words (+/- 10%), excluding references, appendices and diagrams, based on a work-based project. The word count of 4,000 words is set to encourage the use of graphs and diagrams to present findings as this reflects workplace expectations. The work-based project report must include a one-page summary outlining recommendations (included in the word count). The work-based project report must provide an opportunity for the apprentice to provide evidence of the knowledge, skills and behaviours mapped to this assessment method. All work relating to the work-based project (including any research undertaken) and report write-up, must be completed during the EPA period.

The following should be included in the work-based project report:

1. Background and introduction

2. Management Summary
3. Standard Failings
4. The impact of Failings on people with disabilities
5. Assistive Technology Interoperability
6. Technical Rectification
7. One-page summary outlining recommendations.

The work-based project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method. The appendices should also include additional business context (meetings etc), test results, relevant communication and research and be appropriately referenced.

When the work-based project report is submitted, the employer and the apprentice must verify the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the work-based project report in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Supporting material

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

- question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the interview underpinned by a portfolio of evidence as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

Assessment method 1 component 2: Presentation with questions and answers

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the apprentice's work-based project and will cover:

- a summary of the work-based project and the apprentice's role and level of responsibility
- the key issues or challenges on the project and how they were met
- the practical application of relevant knowledge, skills and behaviours
- the options considered, solutions identified and reasons why some options were not feasible
- what the apprentice achieved and how this was achieved.

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 10 days starting from the date the project report was submitted to prepare, complete and submit the presentation.

The rationale for this assessment method is:

- The rationale behind the use of the presentation element is that it replicates the work undertaken by competent individuals in this profession. They are expected to be able to make presentations to individuals and groups.
- The presentation allows the project to be explored in more depth.

Delivery

The presentation and questioning will last for 75 minutes. The presentation will typically last for 30 minutes and the question and answers a further 45 minutes. The independent assessor has the discretion to increase the time of the presentation and questioning by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 15 questions at the end of the presentation. The questions will be drawn from a question bank supplied by the EPAO or generated by the assessor to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs.

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

- presentation software
- videos
- interactive demonstrations
- computer, or equivalent
- work products

The presentation should be presented using either of the following:

- interactive demonstration (for example using assistive technology to show failings)
- slide deck (for example highlight findings)

The independent assessor will make all grading decisions.

Marking

The independent assessor will review and mark the presentation with questions and answers in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Venue

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

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)
- online

The venue should be a quiet room, free from distraction and external influence. Additional, specific venue requirements include, all venues must comply with UK standards *such as BS 8300:2018 or ISO 21542:2011* regarding the venue being inclusive and accessible via following accessibility building practices and design, and compliance has been verified against the respective standard. The venue

should additionally have available presentation facilities such as a projector, a computer and/or a TV which can be used by the apprentice.

Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the interview underpinned by a portfolio of evidence as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

Assessment method 2: Knowledge Test

Overview

A test is a controlled assessment which consists of a series of questions in which the apprentices are asked to provide a response.

The rationale for this assessment method is:

- This will allow the KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of knowledge requirements
- The test is mapped to knowledge statements that could not be fully assessed in the other two assessment methods
- It allows for the efficient testing of knowledge where there is a right or wrong answer
- It allows for flexibility in terms of when, where and how it is taken
- It allows larger volumes of apprentices to be assessed at one time

Delivery

Test format

The test can be:

- computer based
- paper based

It will consist of 45 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions will be varied to avoid the test becoming too predictable yet allow assessment of the relevant knowledge statements.

Test Administration

This assessment method is carried out as follows:

Apprentices must have 60 minutes to complete the test.

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

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

Assessment Location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or specialised (proctor) software if the test can be taken online or another external person employed by the EPAO.

The EPAO is required to have an invigilation policy that will set out how the tests are to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO is responsible for verifying the validity of the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

Question and resources development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop test specifications. The must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contains, are fit for purpose.

The test questions must be varied to avoid the test becoming too predictable yet assess the relevant KSBs.

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

Required supporting material

EPAOs will produce the following material to support this method:

- a question bank
- a multiple-choice test specification
- sample multiple-choice papers and mark schemes
- live multiple-choice tests and mark schemes
- analysis reports which show areas of weakness for completed tests and an invigilation policy
- assessment recording documentation

Assessment method 3: Professional Discussion

Overview

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal discussion. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- A professional discussion is a well-recognised method and is widely used within the digital sector. It allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed.
- It allows for testing of responses where there are a range of potential answers that can't be tested through the multiple-choice test
- It is cost-effective as it can be conducted remotely to reduce travelling time

Delivery

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 cover the KSBs assigned to this assessment method. It will involve the questions that will focus on the KSBs mapped to this assessment method.

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 45 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The independent assessor must ask a minimum number of 7 questions.

The themes that must be covered are:

- Assistive technology and adaptive strategies
- Disability legislation and its impact on UK businesses
- Web & mobile development practices regarding accessibility
- Setting up, moderating and conducting workshops or training to a variety of audiences
- Security considerations of Assistive Technologies
- Incident management techniques, including communicating with individuals with disabilities
- Continuous professional development

The professional discussion will be conducted as set out here:

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

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

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

The independent assessor will make all grading decisions.

Assessment Location

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

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

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)

Additional, specific venue requirements include, all venues must comply with UK standards such as BS 8300:2018 or ISO 21542:2011 regarding the venue being inclusive and accessible via following accessibility building practices and design, and compliance has been verified against the respective standard.

Question and resource development

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

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

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

- Question bank
- Structured specification
- Identification verification documentation
- Marking materials including a template to record the apprentice's responses to questions generated by the independent assessor
- Grade recommendation documentation
- Assessor guidance on questions they generate themselves
- Confidentiality documentation
- Outline of the assessment method's requirements

Reasonable adjustments

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

Overall EPA grading

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

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

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan. A person appointed by the EPAO must grade the multiple-choice test. Alternatively, marking by computer is permissible where question type allows this.

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

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

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

In order to achieve an overall EPA 'distinction' or 'merit' please refer to the grading grid below.

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- Work-based project report with presentation and question and answers	Assessment Method 2 - Knowledge Test	Assessment Method 3 - Professional Discussion	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Merit
Distinction	Pass	Pass	Merit
Distinction	Pass	Distinction	Distinction

Any grade = fail, pass or distinction

Re-sits and re-takes

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

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

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

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

The timescales for a re-sit/re-take is agreed between the employer and EPAO. 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 4 months of the EPA outcome notification.

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

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • 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 a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • Select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA

	<ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be procedures in place to mitigate

	<p>any conflicts of interest which will be monitored by EQA activity</p> <ul style="list-style-type: none"> • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA

	<p>for the first time and a minimum of annually on this apprenticeship standard</p> <ul style="list-style-type: none"> • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI)

	<ul style="list-style-type: none"> mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilators	<p>As a minimum, invigilators should:</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; in all instances, including when the EPAO is the training provider (i.e. HEI) invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last 3 years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - working as a practicing Digital Accessibility specialist at level 5 or above with experience of working in the industry for the last 3 years in a Digital Accessibility role
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Value for Money

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

- Use of technology, for example online assessment where applicable.
- Location, for example use of employer premises.
- Making maximum use of each typical 7.5 hour working day.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Digital Accessibility Specialist with the International Association of Accessibility Professionals.

The experience gained and responsibility held by the apprentice on completion of the apprenticeship standard will either wholly or partially satisfy the requirements for registration with the professional body. For more details on the requirements and application process, please contact the professional body directly.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Work-based project report and presentation with questions and answers

Knowledge
K3 How accessibility is managed and integrated within an enterprise environment including policies, and reasonable adjustments.
K4 How to utilise productivity suites ensuring output is accessible and advising on the implementation of accessibility features and content.
K6 How to present using relevant technologies and aids in a manner that communicates the information (including a business case) to the chosen target audience, and understand the key facts and figures relating to accessibility.
K11 The basic principles of project management (including project life cycle methodologies), and how accessibility considerations are integrated.
K12 The accessibility considerations when designing and developing an application's user experience using related standards and guidelines including ISO9241 Ergonomics of human-system interaction, The Principles of Universal Design by the Centre for Universal Design and the Web Content Accessibility Guidelines to create an inclusive design.
K15 The principles and application of testing methodologies to accessibility criteria and assistive technologies, and the impact of accessibility findings (including test documentation).
K16 How to construct a business report (for example document layout and contents).
K22 How to audit digital applications (including web and mobile applications) against digital assistive technologies including screen readers, screen magnifiers, speech to text and literacy aids.

Skills
S1 Present information, (for example business cases, testing findings, general information etc.) to a variety of audiences to ensure understanding.
S2 Use hardware and software based assistive technologies for a variety of applications (for example testing, training etc.)
S4 Conduct testing against a variety of platforms using appropriate standards and/or guidelines and assistive technologies.
S6 Both written and verbal communication skills when working as a team or individually.
S7 Solve problems using a logical and analytical approach.
S10 Apply accessibility standards and regulations to practice.
S11 Uses productivities suites and implementing accessibility best practices (for example reading level, colour contrast etc.) into produced documentation.
S12 Create business reports, business cases and documentation appropriate for the target audience (for example developers, management etc.)
S14 Apply security best practices.
S15 Apply accessibility guidelines (for example WCAG, ISO9241 Ergonomics of human-system interaction) when designing and developing solutions on a variety of platforms (for example web, mobile etc.)
S16 Collate and research information, or statistics (for example disability statistics, appropriate assistive technology for specific disabilities and correct terminology) required to present, in a manner which is appropriate to the target audience of any training (for example project managers, web designers, developers, end users and line management).
Behaviours
B2 Proactively Inclusive.
B3 Manages time effectively and adheres to timescales when producing work product.

Assessment method 2: Knowledge Test

Knowledge
K1 The characteristics and categories of disabilities (including temporary, situational and permanent disabilities) and how these affect individuals.
K2 Commonly used accessibility guidelines (for example the Web Content Accessibility Guidelines, EN301549 and Section508), methods to implement and achieve conformance and how these assist users with disabilities.
K10 The fundamentals of the Web Content Accessibility Guidelines (WCAG), including the purpose, application and utilisation of WCAG in a variety of situations (for example web, mobile, desktop applications).

K13 How to use assistive technologies (both digital and physical), their use-cases and functionality, degrees of complexity (hi-tech, low-tech and no-tech).
K18 Best practices regarding digital security including General Data Protection Regulations 2018, how these are applied to an organisation and the factors which can result in these being effective and how these can be mitigated.
K24 How accessibility fits into the wider digital landscape, including current/future applicable regulatory requirements, and case law in the area of discriminating against employees with a disability.
K25 How to use data ethically and the implications for wider society, with respect to the use of data, automation and artificial intelligence.

Assessment method 3: Professional Discussion

Knowledge
K5 The implications and effect on users with disabilities, and UK businesses of international disability legislation (including Equality Act 2010, Public Sector Bodies (Websites and Mobile Applications) No. 2 Accessibility Regulations 2018 and Accessible Canada Act C81 2018).
K7 The process to set-up, moderate and conduct activities relating to hosting workshops including moderation usability testing, user research testing and end-user testing.
K8 The basics of Hyper Text Mark-up Language, Cascading Style Sheets, JavaScript and Accessibility Rich Internet Applications, and how these should be used to enhance the accessibility of services (for example alt text, dynamic content, colour contrast).
K9 How mobile applications are developed using appropriate development applications and the basics of the languages used.
K14 How assistive technologies interact with other digital technologies.
K17 The purpose and importance of reasonable adjustments, and how these are managed.
K19 The security considerations relating to the installation and utilisation of assistive technologies, how these tools may be misidentified by common security practices and the methods to mitigate such security constraints.
K20 How to communicate through different mediums, including tailoring communications to different user groups.
K21 How to use incident management tools, triage incidents and appropriately communicate with assistive technology users.
K23 The preparation and processes required to conduct training with a variety of user groups for example project managers, web designers, developers, end users and line management.

Skills
S3 Use Interpersonal skills to develop and maintain effective and credible professional relationships both within and outside the team.
S5 Conduct workshops, surveys or focus groups, including the set-up, running and conclusion activities.
S8 Identify appropriate assistive technologies and adaptive strategies for an individual's disability.
S9 Practice disability etiquette, when communicating with individuals with disabilities.
S13 Identifies and rectify issues being experienced using appropriate troubleshooting methods relating to a user's assistive technology.
S17 Keep up-to-date with developments in technologies, trends and innovation using a range of sources.
S18 Lead a group of individuals using basic leadership skills as to achieve a common goal.
Behaviours
B1 Motivated, empathetic and driven in the field of accessibility and the wider digital sphere.
B4 Inquisitive, innovative and forward-thinking regarding digital technologies which could have beneficial implications for disabled individuals.

Grading Descriptors

End-point assessment method 1: Work-based project report and presentation with questions and answers

KSBs	Fail	Pass Apprentices must meet all pass descriptors for a pass	Distinction Apprentices must meet all pass and all distinction descriptors for a distinction.
K3 K4 K6 K11 K12 K15 K16 K22 S1 S2 S4 S6 S7 S10 S11 S12 S14	Does not meet the pass criteria	<p>Professional & Accessible Documentation</p> <p>(K4, K6, K16, S1, S6, S7, S11, S12, S15, S16)</p> <p>The project report identifies the use of productivity suites to ensure output is accessible and provides advice on the implementation of accessibility features and content (K4, S11)</p> <p>Information is presented using relevant technologies so that key facts and figures relating to accessibility are understood by the audience (K6, S1)</p>	<p>Critically evaluates the application of accessibility standards and regulations to practice (K15, K22, S2, S4, S10, S15, B3)</p> <p>Critically analyses when, how and why accessibility was integrated into their project methodology and why they chose that approach. (K3, K11, B2)</p> <p>Evaluates the importance of accessibility when designing and developing an application's user experience to create an inclusive design (K12, S15, B2)</p>

<p>S15 S16 B2 B3</p>		<p>The work-based project report follows standard business report protocols and is written and presented in a way which reflects the identified target audience(s) (K16, S6, S12)</p> <p>The project collates research information or statistics to identify training needs and directs this to an identified target audience(s) (S16)</p> <p>The project applies accessibility guidelines and demonstrates problem solving and analytical approaches when designing and developing solutions to the platform(s) chosen (S7, S15)</p> <p>Managing Accessibility & Project Management (K3, K11, S10, S14, B2, B3)</p> <p>The project report explains the application of accessibility standards and regulations and adheres to the security and inclusivity policies and procedures set out by the organisation (S10, S14, B2)</p> <p>Accessibility considerations are integrated into the management of the project (K11)</p> <p>The project identifies how accessibility is managed and integrated within an enterprise environment including policies and reasonable adjustments (K3)</p> <p>Establishes an approach to work tasks which meets the timings for delivery set out in planning stages (B3)</p> <p>Accessibility Development (K12, K15, K22, S2, S4)</p> <p>The project report identifies accessibility considerations when designing and developing an application's user experience using industry standards and guidelines (K12)</p> <p>The project outlines the auditing of digital applications against digital</p>	<p>Explains techniques used to confirm and validate that the key facts and figures presented (which relate to accessibility) have been understood by the chosen target audience (K6).</p>
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		<p>assistive technologies and applies both hardware and software based assistive technologies (K22, S2)</p> <p>The project report outlines and applies the principles of testing methodologies to accessibility criteria and assistive technologies, and evaluates the impact of accessibility findings (including test documentation) (K15, S4)</p>	
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End-point assessment method 2: Knowledge Test

The following grade boundaries apply to the test:

Grade	Minimum score	Maximum score
Pass	35	45
Fail	0	34

End-point assessment method 3: Professional Discussion

KSBs	Fail	Pass Apprentices must meet all pass descriptors for a pass	Distinction Apprentices must meet all pass and all distinction descriptors for a distinction.
K5 K7 K8 K9 K14 K17 K19 K20 K21 K23 S3 S5 S8 S9 S13 S17 S18 B1 B4	Does not meet the pass criteria	<p>Assistive technology and adaptive strategies (K14 K17 S8 S13 B4)</p> <p>Outlines how assistive technologies interact with other digital technologies and demonstrates the identification of assistive technologies and adaptive strategies for identified disabilities (K14, S8)</p> <p>Explains how they have identified and rectified issues with users' assistive technology using troubleshooting methods (S13)</p>	<p>Critically evaluates and justifies the choice of specific assistive technologies and adaptive strategies and explains the benefits of that particular choice compare to other technologies or strategies (K14, K17, S8, B4)</p> <p>Analyses the pros and cons of web and mobile applications with respect to accessibility (K7, K8, K9)</p> <p>Evaluates their organisation's security relating to the installation and utilisation of assistive technologies justifying any recommendations for improvement (K14, K19)</p>

	<p>Explains the purpose and importance of reasonable adjustments and how these are managed in their organisations (K17)</p> <p>Identifies where they have been inquisitive, innovative and forward-thinking regarding digital technologies which have had beneficial implications for disabled individuals (B4)</p> <p>Disability legislation and its impact on UK businesses (K5) Explains the implications and effect on users with disabilities, and UK businesses of international disability legislation (K5)</p> <p>Web & mobile development practices regarding accessibility (K8, K9)</p> <p>Explains the basics of Hyper Text Markup Language, Cascading Style Sheets, JavaScript and Accessibility Rich Internet Applications, and how these should be used to enhance the accessibility of services (K8)</p> <p>Explains how mobile applications are developed using appropriate development applications and the basics of the languages used (K9)</p> <p>Setting up, moderating and conducting workshops or training to a variety of audiences (K7, K23 S5)</p> <p>Explains the preparation and processes required to conduct training with user groups (K23)</p> <p>Identifies ways of conducting workshops, surveys or focus groups,</p>	<p>Evaluates their research into new developments in the sector and incorporates their findings into current work and/or long-term planning (K7, S5, S17, B1)</p> <p>Evaluates the impact on themselves and the organisation on keeping up to date with developments in technologies, trends and innovation (S17).</p> <p>Evaluates how international disability legislation affects UK businesses and users with disabilities (K5)</p>
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		<p>including the set-up, running and conclusion activities (K7, S5)</p> <p>Security considerations of Assistive Technologies (K19)</p> <p>Explains the security considerations relating to the installation and utilisation of assistive technologies, how these tools may be misidentified by common security practices and the methods to mitigate such security constraints (K19)</p> <p>Incident management techniques, including communicating with individuals with disabilities (K20 K21 S3 S9 S18)</p> <p>Identifies methods of communication through different mediums tailoring them on reflection of the nature/needs of specific user groups (K20)</p> <p>Outlines the use of incident management tools, triage incidents and standard methods of communication used with assistive technology users following the policies and procedures set out by the organisation for communicating with individuals with disabilities (K21)</p> <p>Explains how they have used interpersonal skills demonstrated disability etiquette to develop and maintain effective and credible professional relationships both within and outside the team in line with organisational policies/procedures. (S3, S9)</p>	
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	<p>Describes how they have led a group of individuals using basic leadership skills as to achieve a common goal (S18)</p> <p>Continuous professional development (S17, B1)</p> <p>Discusses how they keep up to date with developments in technologies, trends and innovation using different sources (S17)</p> <p>Articulates how they are motivated, empathetic and driven within their role and in the wider digital sphere (B1)</p>	
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