

End-point assessment plan for Health Play Specialist apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0829	5	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Health Play Specialist 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 Health Play Specialist apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must 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 deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

As a gateway requirement and prior to taking the EPA, apprentices must achieve all approved qualifications mandated in the Health Play Specialist standard.

These are:

- Foundation Degree in Healthcare Play Specialism

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

The EPA must be completed within an EPA period lasting typically 3 month(s), after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Knowledge Test

- Pass
- Fail

Assessment method 2: Observation

- Pass
- Fail

Assessment method 3: Professional discussion underpinned by portfolio

- Pass
- Fail
- Distinction

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

- Pass
- Fail
- Distinction

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. <p>Apprentices must achieve the following approved qualifications mandated in the occupational standard:</p> <ul style="list-style-type: none"> • Foundation Degree in Healthcare Play Specialism • English and mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • A portfolio. The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO.
End-point assessment (which will typically take 3 months)	<p>Assessment method 1: Knowledge Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Pass • Fail <p>Assessment method 2: Observation</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Pass • Fail <p>Assessment method 3: Professional discussion underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Pass • Fail • Distinction
Professional recognition	Aligns with recognition by: <ul style="list-style-type: none"> • Healthcare Play Specialist Education Trust (HPSET)

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 3 months, after the EPA gateway.

Any supporting material which underpins an EPA assessment method should be submitted at the Gateway point.

Order of assessment methods

The assessment methods need to be delivered in the following order:

The apprentice must pass the knowledge test before other assessment methods can be attempted.

The reason for this order is:

This is a regulated profession working with vulnerable people. The underpinning legislation, frameworks and regulations must be clearly understood and demonstrated before a person can be deemed competent and safe to work without supervision.

The assessment methods need to be delivered in the order shown in the table below.

The method that needs to be passed first is in 'A' column and the method(s) that need to be passed subsequently in the 'B' (and 'C') column(s).

A	B	C	Reason for this
Knowledge test	Any	Any	regulated profession working with vulnerable people therefore full competence in underpinning knowledge is paramount

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 are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

Apprentices must achieve the following approved qualifications as mandated in the occupational standard:

- Foundation Degree in Healthcare Play Specialism

For Knowledge Test:

- no specific requirements

For Observation:

- no specific requirements

For Professional discussion underpinned by portfolio, the apprentice will be required to submit:

- The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 3 (AM3).
- There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM3. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be 15 pieces of evidence.
- The portfolio should cover the KSBs for the assessment method it is underpinning and activities that have been completed and referenced against the KSBs, supported by appropriate evidence, including photographic evidence and work products, such as work instructions, safety documentation, company policies and procedures as appropriate to the activities. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included. The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.

Assessment methods

Assessment method 1: Knowledge Test (This assessment method has 1 component.)

Assessment method 1 component 1: Knowledge Test

Overview

The rationale for this assessment method is:

This is a regulated profession which requires a strong underpinning knowledge of the policies, frameworks and codes of practice to ensure the wellbeing of patients at all times. A knowledge test will ensure that the apprentice has this before they are licenced to practice without supervision.

Test Format

The test can be:

- computer based
- paper based

It will consist of 40 questions.

These questions will consist of:

- Closed response questions (e.g. multiple-choice questions) including questions based on a scenario.

Test administration

Apprentices must have a maximum of 90 minutes to complete the test.

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

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 another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is 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/examination.

The EPAO is responsible for ensuring the security of testing 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.

This assessment method will be carried out as follows:

Although all questions are closed response, 10 of the questions must be based on scenarios.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

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.

Any incorrect or missing answers must be assigned 0 marks. Correct answers will be assigned 1 mark.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- sample test and mark scheme
- live test and mark scheme
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Assessment method 2: Observation with questioning (This assessment method has 1 component.)

Assessment method 2 component 1: Observation

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

By the very nature of the role, the occupation involves practical activity best assessed through observation. It would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

Delivery

The observation should take 3 hours. The observation may be split into discrete sections held over a maximum of 1 working day should the observation be of more than one patient. The length of a working day is typically considered to be 7.5 hours. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities MUST be observed during the observation:

The independent assessor must be unobtrusive whilst conducting the observation. The apprentice should introduce the assessor and explain their presence for each contact. Patient consent will have been sought prior to the day of assessment. Signed consent forms will be available for each patient observed. The apprentice must be observed leading an individual or group play session which includes as a minimum production of records including documentation of progress and effectiveness of provision evidence-based practice communication with colleagues, patients and their families, provision of person-centred play that meets the needs of the patient and is safe, dignified and comfortable provision of information to the patient and their family before, during and after the play session

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

The apprentice will be observed in the course of their typical daily work over a 3 hour period, conducting all duties relevant to their scheduled duties that day. This could include preparing a child for an operation, record keeping, parent/carer consultation. As a minimum, the apprentice must be observed leading a play session. Questions may be asked after the observation is complete. The independent assessor will ask a minimum of 3 questions. The purpose of the questioning is to assess or clarify underpinning knowledge and behaviours based on what the assessor has observed and to assist in determining whether the apprentice has reached pass (or distinction) criteria. They may ask additional follow-up questions where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by questioning after the observation, but these questions must be asked within a time period not exceeding 20 minutes in addition to the observation time. These questions may be a combination of those from the EPAO question bank and those generated by the independent assessor. Questioning should take place in a quiet room, free from distractions and influence.

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

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another or for comfort breaks as required. During these breaks, the clock must be stopped and restarted to ensure that the assessment duration is not reduced. Should the assessment need to be stopped due to a situation arising in the working environment e.g. cardiac arrest, the assessor has the discretion to re-start the observation in another area and/or assign an appropriate break until the situation is resolved.

Support material

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

- Outline of the assessment method's requirements
- Marking materials

Venue

The observation can take place in:

- employer's premises
- workplace other than the employer's own premises (e.g. premises of a client)

Question development

EPAOs will create open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Assessment method 3: Professional discussion underpinned by portfolio (This assessment method has 1 component.)

Assessment method 3 component 1: Professional discussion underpinned by portfolio

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 include questions that will focus on coverage of prior learning or activity.

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the observation
- it is supported by a Portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge
- it allows for testing of responses where there are a number of potential answers that couldn't be tested through the multiple-choice test
- it is cost effective, as apart from a venue, it does not require additional resources

Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

The professional discussion is used to explore the areas of knowledge that would vary between organisations e.g. local procedures and skills/behaviours that may not naturally occur in the observation. The key areas for discussion are:

- Seeking guidance and reporting requirements for uncertain situations, safety and safeguarding concerns or discriminatory behaviour
- Self-reflection, development, wellbeing, workload and working with colleagues
- Support requirements for a range of symptoms
- Local and organisational frameworks, policies and procedures
- Auditing, risk assessments and quality improvement
- Partnership working
- Acting as a role model

The contents of the Portfolio of evidence will influence the questions selected; the assessor will review the Portfolio of evidence and then select areas they wish the apprentice to expand on with reference to the identified grading descriptors. The apprentice can use the Portfolio of evidence as an aide memoire and to support answers being given.

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.

The independent assessor will make all grading decisions.

Venue

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)

Other relevant information

A structured test specification and question bank must be developed by EPAOs. 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 specifications, including 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.

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

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

- outline of the assessment method's requirements
- professional discussion specification
- question bank
- recording documentation
- marking materials

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments 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 assessment plan.

Weighting of assessment methods

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

Grading

Assessment method 1: Knowledge Test

KSBs	Fail	Pass
K1 K3 K5 K6 K7 K8 K9 K10 K11 K12 K14 K17 K18 K19	0-27 out of 40 marks	28 - 40 marks

Assessment method 2: Observation

KSBs	Pass
S1 S2 S5 S7 S9 S10 S14 S17 S20 S23 B1 B2	<p>Practices safely in all procedures and provides a safe working and play environment e.g. safeguarding of all parties health and wellbeing in the environment, (S5, S23)</p> <p>Acts in accordance with The Code (Professional standards of practice and behaviour for Healthcare Play Specialists) at all times e.g. works in the parameters of their professional boundaries (S1)</p> <p>Communicates effectively with both colleagues and in accordance with the individuals needs demonstrating appropriate interactions with people, acknowledging consent and capacity (S7)</p> <p>Provides and promotes non-discriminatory, person-centred and sensitive care at all times. Identifies and challenges discriminatory behaviour where required. Adapts approach to people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments (this could be the child, the family, other children on the ward or ward staff) (S10, S20, B1, B2)</p> <p>The effectiveness of play is monitored, documented and reported accurately. Records of play sessions are completed fully and in a timely manner (S17, S2)</p> <p>Works in partnership and provides accurate information that meets the needs of the individual and of all those involved in an individual's care at all times. The outcome of the session will be documented and verbally communicated with the appropriate member of the multi-disciplinary team. (S9, S14)</p> <p>Demonstrates the expected behaviours of a Registered Health Play Specialist at all times i.e. adhering to the behaviours within the Code of Professional Conduct and Professional Standards at all times (B1, B2)</p>
FAIL : Apprentice does not meet pass criteria	

Assessment method 3: Professional discussion underpinned by portfolio

KSBs	Pass	Distinction
<p>K2 K4 K13 K15 K16</p> <p>S3 S4 S6 S8 S11 S12 S13 S15 S16 S18 S19 S21 S22 S24 S25 S26 S27 S28 S29 S30 S31</p> <p>B3</p>	<p>Explains the importance of and reasons for maintaining a good level of personal fitness and well-being to meet people's needs for mental and physical care through play (K2)</p> <p>Explains the meaning of resilience and emotional intelligence and their influence on an individual's ability to provide play and manage workload. Lists strategies to develop resilience in self and explains how to seek support to help deal with uncertain situations and identify support needs of colleagues (K4, K15, S8, S28, B3)</p> <p>Explains the contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes (K13)</p> <p>Describes the organisational structure in respect of health play, own role and the roles of all other staff at different levels of experience and seniority (K16)</p> <p>Explains how to recognise and report any factors that may adversely impact safe and effective play provision, providing a portfolio example. (S3, S26)</p> <p>Provides portfolio evidence of self-reflection and describes how they seek and respond to support and feedback to develop professional knowledge and skills (S4, B3)</p> <p>Provides an example of how they reported any situations, behaviours or errors that could have resulted in poor outcomes. (S11, S12, B3)</p> <p>Provides an example and explains how the provision of information helped to support children, young people and their families to make informed choices to improve their mental, physical, behavioural health and wellbeing through play strategies (S13)</p> <p>Explains how to recognise when capacity has changed and how a person's capacity affects their ability to make decisions about their own care and to give or withhold</p>	<p>All the requirements of Pass have been met and all of the following are met:</p> <p>Evidences how they have successfully applied knowledge and skills to a complex situation within their chosen area of specialist professional practice and explains the outcomes of their adapted approach on the individual, their families and the organisation.</p> <p>Demonstrates how the application of appropriate interpersonal and behavioural skills has permitted them to achieve the best possible outcome in challenging circumstances.</p> <p>Provides evidence of a situation that arose which required evaluating alternative courses of action and the advantages and disadvantages of each and explains which course of action was taken and why.</p> <p>Demonstrates how they applied critical thinking and analysis to evaluate the quality and effectiveness of play and how they worked with children, their families, carers and colleagues to develop and lead quality improvement strategies.</p>

	<p>consent. Provides a portfolio example to support their response. (S15)</p> <p>Explains how to recognise people at risk of abuse, self-harm and/or suicidal ideation and the actions to take to provide adequate safeguarding. Provides an example to support their response. (S16, S18)</p> <p>Describes the importance of partnership working and information sharing with other professionals and demonstrates how they have carried this out in order to support individuals, adapting approach to play where required (S19, S22, S31, B3)</p> <p>Describes strategies to support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain, providing a portfolio example to support their response (S21)</p> <p>Demonstrates with portfolio examples of how to act in line with local and national frameworks, legislation and regulations to undertake risk assessments, report risks, and implement actions as instructed, following up and escalating as required (S24, S25)</p> <p>Provides examples of participation in data collection and team reflection activities to support audit activity and explains how this contributes to the implementation of quality improvement strategies (S27, S30)</p> <p>Provides examples of their support and supervision of health play specialist students, members of other professional teams and those new to care roles and explains how they reviewed the quality of the play provided and provided constructive feedback (S29)</p>	
FAIL: Apprentice does not meet pass criteria		

Overall EPA grading

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

Apprentices must gain a pass in one method plus a pass or higher in other methods to gain a pass. Apprentices must gain a pass in the knowledge test and observation and a distinction in the professional discussion to gain a distinction.

Grades from individual assessment methods should be combined to determine the grade of the EPA as a whole.

Assessment method 1 – Multiple Choice Test	Assessment method 2 – Observation	Assessment method 3 – Professional Discussion	Overall grading
Any grade	Any grade	Fail	Fail
Any grade	Fail	Any grade	Fail
Fail	Any grade	Any grade	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction
Pass	Pass	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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

Any assessment method re-sit or re-take must be taken during the maximum EPA period. Re-sits are typically completed within 2 months of the fail notification and re-takes are typically completed within 4 months of the fail notification.

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.

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard meet all gateway requirements when advised by the employer understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> support the apprentice to achieve the KSBs outlined in the standard to their best ability

	<ul style="list-style-type: none"> • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA <p>Must not be involved in the delivery of the EPA</p>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • 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 • have the capability to assess the apprentice at this level

	<ul style="list-style-type: none"> • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • 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 • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway <p>• Plays no part in the EPA itself</p>

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 knowledge of the following occupational areas: Registered (HPSET) Health Play Specialist with a minimum of 2 years occupational experience
- appoint independent assessors who are members of relevant professional bodies.
- appoint independent assessors who are competent to deliver the end-point assessment
- 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
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- online assessment
- using an employer's premises

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Health Play Specialist with HPSET

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge Test

Knowledge
K1 The Code of professional conduct and standards of practice and behaviour for registered health play specialist (HPSET, 2019), and how to fulfil all registration requirements
K3 The relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice
K5 The established principles for working with sick children, young people and their families
K6 The Child development theory and research related to specialised play and recreation.
K7 The best practice in health play, based on current theoretical, legal and local policies
K8 How discriminatory behaviour is exhibited
K9 The principles and processes for making reasonable adjustments
K10 The principles of research and how research findings are used to inform evidence-based practice
K11 The principles of health and safety legislation and regulations and maintain safe work and care environments
K12 The importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and well-being
K14 How and when to escalate to the appropriate professional for expert help and advice
K17 The roles of the different providers of health and care
K18 The principles of human factors and environmental factors when working in teams
K19 The influence of policy and political drivers that impact health and care provision

Assessment method 2: Observation

Skills
S1 Act in accordance with the Code: Professional standards of practice and behaviour for registered health play specialist (HPSET, 2019), and fulfil all registration requirements
S2 Keep complete, clear, accurate and timely records
S5 Safely demonstrate evidence-based practice in all skills and procedures required for entry to the register: (HPSET, 2019)
S7 Communicate effectively using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural health challenges

S9 Develop, manage and maintain appropriate relationships with people, their families, carers and colleagues
S10 Provide, promote, and where appropriate advocate for, non-discriminatory, person-centred and sensitive play at all times, reflecting on people's values and beliefs, diverse backgrounds, cultural characteristics, language requirements, needs and preferences, taking account of any need for adjustments
S14 Apply knowledge, communication and relationship management skills required to provide children, young people, families and carers with accurate information that meets their needs before, during and after a range of play interventions
S17 Monitor the effectiveness of play in partnership with children young people, families and carers, documenting progress and reporting outcomes
S20 Meet children and young people's needs for safety, dignity, privacy, comfort and play
S23 Maintain safe work and play environments

Behaviours

B1 Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences
B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice

Assessment method 3: Professional discussion underpinned by portfolio

Knowledge

K2 The professional responsibility to adopt a healthy lifestyle to maintain the level of personal fitness and well-being required to meet people's needs for mental and physical care through play
K4 The meaning of resilience and emotional intelligence, and their influence on an individual's ability to provide play
K13 The contribution of social influences, health literacy, individual circumstances, behaviours and lifestyle choices to mental, physical and behavioural health outcomes
K15 Where and how to seek guidance and support from others to ensure that the best interests of those receiving play are upheld, know and understand strategies to develop resilience in self and know how to seek support to help deal with uncertain situations
K16 Own role and the roles of all other staff at different levels of experience and seniority

Skills

S3 Recognise and report any factors that may adversely impact safe and effective play provision
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S4 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills
S6 Act as an ambassador for their profession and promote public confidence in health play services
S8 Recognise signs of vulnerability in self or colleagues and the action required to minimise risks to health
S11 Report any situations, behaviours or errors that could result in poor outcomes
S12 Challenge or report discriminatory behaviour
S13 Promote behaviours and provide information to support children, young people and their families to make informed choices to improve their mental, physical, behavioural health and wellbeing through play strategies
S15 Recognise when capacity has changed and how a person's capacity affects their ability to make decisions about their own care and to give or withhold consent
S16 Recognise people at risk of abuse, self-harm and/or suicidal ideation and the situations that may put them and others at risk
S18 Take personal responsibility to ensure that relevant information is shared according to local policy and appropriate immediate action is taken to provide adequate safeguarding and that concerns are escalated
S19 Work in partnership with other professionals, to encourage shared decision making, in order to support individuals
S21 Support people with commonly encountered symptoms including anxiety, confusion, discomfort and pain
S22 Work collaboratively and in partnership with professionals from different agencies in interdisciplinary teams
S24 Act in line with local and national organisational frameworks, legislation and regulations to report risks, and implement actions as instructed, following up and escalating as required
S25 Accurately undertake risk assessments, using contemporary assessment tools as per organisation policy and procedures
S26 Respond to and escalate potential hazards that may affect the safety of Child, young people and adults
S27 Participate in data collection to support audit activity, and contribute to the implementation of quality improvement strategies
S28 Prioritise and manage own workload, and recognise where elements of care can safely be delegated to other colleagues, carers and family members
S29 Support, supervise and act as a role model to health play specialist students and members of other professional teams and those new to care roles, review the quality of the play they provide, promoting reflection and providing constructive feedback
S30 Contribute to team reflection activities to promote improvements in practice and services
S31 Access, input, and apply information and data using a range of methods including digital technologies, and share appropriately within interdisciplinary team

Behaviours

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness