

END-POINT ASSESSMENT PLAN FOR THE PEER WORKER APPRENTICESHIP STANDARD

APPRENTICESHIP STANDARD REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0896	3	No

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Introduction and overview

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

Peer worker apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 15 months on-programme (this means in training before the gateway) working towards competence as a peer worker. All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.

This EPA has 2 EPA methods.

The grades available for each EPA method are:

EPA method 1 - observation of practice with questions:

- fail
- pass

EPA method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

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

- fail
- pass
- distinction

EPA summary table

<p>On-programme typically 15 (months)</p>	<p>Training to develop the knowledge, skills, and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics qualifications at Level 2¹, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a peer worker • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have achieved English and mathematics at Level 2¹.</p> <p>An apprentice must submit all gateway evidence to the EPAO. The EPAO must review the evidence. When the EPAO confirms the gateway requirements have been met, the EPA period starts and typically takes 3 months to complete. The expectation is that the EPAO will confirm the gateway requirements have been met.</p> <p>For the observation of practice with questions and the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment (typically 3 months)</p>	<p>Grades available for each method:</p> <ul style="list-style-type: none"> • observation of practice with questions fail • pass <p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction

	<p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: distinction • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 3 months

¹For 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.

Length of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think the apprentice is working at or above the occupational standard as a peer worker. They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

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

These are:

- achieved English and mathematics at Level 2¹.
- for the observation with questions and the professional discussion underpinned by a portfolio of evidence, the apprentice must submit: a portfolio of evidence

Portfolio of evidence requirements:

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 15 discrete pieces of evidence. Evidence should be mapped against the KSBs.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include within:

Part A - to support session 2 of the observation

- presentations
- lesson plans
- Training evaluation forms/ feedback records for training delivered

Part B - to underpin the professional discussion

- workplace documentation/records, for example:
 - workplace policies/procedures, records
 - witness statements
 - a written report supporting an intervention
 - evidence of ongoing professional development
 - evidence of managing and signposting resources and services
 - reflection relating to K47 and S37

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

The portfolio should not include reflective accounts or any methods of self- assessment except where providing supporting evidence for S37 and K47. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins session 2 of the observation and the professional discussion. Independent assessors should review the portfolio of evidence to prepare questions for session 2 of the observation and the discussion assessment method. They are not required to provide feedback after this review.

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

Assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Observation of Practice with questions

Overview

In an observation with questions, an independent assessor observes an apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs shown in the mapping through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation.

The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the observation of practice.

Rationale

This EPA method is being used because:

- this is a practical role, best demonstrated through completing activities in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of skills that may not naturally occur during the observation and underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method.

Delivery

The observation of practice must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade. The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks' notice of the observation.

The observation must take 2 hours and 15 minutes and will cover two sessions.

Session 1: Observation 60 minutes and 30 minutes questioning

Session 2: Observation 30 minutes and 15 minutes questioning

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the

KSBs at the highest possible grade.

The observation may be continuous or split into the two discrete sessions held over a maximum of 5 working days. A working day is typically considered to be 7.5 hours long. The reason for this split is that the activities required to be observed may be more time-efficiently or cost-effectively completed in discrete sessions.

EPAOs must manage invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

Consent or agreement to be part of the assessment must be obtained from the individual/s, their families and/or carers that will be involved in the observation in line with the apprentice's employer's organisational policy and recorded by the Independent Assessor in the record of the observation.

The independent assessor must observe the following during the observation

Session 1:

- working with individuals, their families and/or carers in individual or group settings to provide peer support.
- communicating in a way that facilitates trust and understanding
- adhering to workplace policies, procedures, or ways of working protocols relevant to their role, the support being offered and the organisation they are working in.
- accessing resources and information using digital platforms

Session 2:

The apprentice Peer worker will give a 30 minute presentation to deliver training to a small group of 4 – 5 people either from their own team, another team or group of professionals from the same organisation or from another organisation who are attending the presentation to gain a greater understanding of the role and remit of a Peer Worker.

The training could cover the following:

- why it is important to raise awareness and understanding of the peer worker's role and remit
- the importance of tackling stigma and encouraging culture change
- the value of promoting lived experience perspectives
- raising the concerns of individuals being supported across teams and organisations.

During the training those involved in the session will be asked to reflect on their own experiences in relation to the presentation topic and will have the opportunity to ask the apprentice questions.

These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked after each session. The purpose of the questions will be to clarify any areas from the observation and to assess depth and breadth of skills and knowledge.

The time for questioning included in the overall assessment time is 45 minutes. The independent assessor must ask at least 4 questions for each session. Follow-up questions are allowed.

Apprentices must have access to their portfolio of evidence during the questioning. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation. The independent assessor can also ask questions to clarify answers given by the apprentice.

The independent assessor conducts and assesses the observation of practice. They must record the KSBs observed, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor makes all grading decisions.

Assessment location

The observation of practice must take place in the apprentice's normal place of work (for example their employer's premises). Equipment and resources needed for the observation must be provided by the employer and be in good working condition.

Video conferencing can be used by the independent assessor to assess session 2. Where video conferencing is used, the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

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

EPAOs must produce the following materials to support the observation of practice:

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

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

Rationale

This EPA method is being used because:

- it allows for assessment of knowledge, skills and behaviours that do not occur on a predictable or regular basis

- it allows assessment of responses where there are a range of potential answers that cannot be tested through the observation
- it can be conducted remotely, potentially reducing cost
- a professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector

Delivery

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

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

- to provide peer support to individuals, families or carers
- positive risk taking, health and safety and safeguarding
- teamworking and service improvement
- personal development and supervision

The EPAO must give an apprentice 2 weeks' notice of the professional discussion. The independent assessor must have at least 2 weeks to review the supporting documentation.

Apprentices must have access to their portfolio of evidence during the professional discussion

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

The professional discussion must last for 75 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary. For the professional discussion, the independent assessor must ask at least 10 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. The professional discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the professional discussion.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to

questions.

The independent assessor will make all grading decisions.

Assessment location

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

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

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

Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

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

EPAOs must produce the following materials to support the professional discussion:

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

Grading

Observation of Practice with questions

Fail - does not meet pass criteria

THEME	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
<p>Session 1</p> <p>Provide peer support to individuals, families or carers</p> <p>K1 K5 K12 K13 K14 K15 K16 K17 K18 K19 K25 K26 K27 K45</p> <p>S1 S5 S6 S7 S8 S9 S10 S11 S12 S13 S15 S17 S18 S20 S34</p> <p>B1 B2 B3</p>	<p>Uses a mutual, reciprocal and empowering peer relationship with the individual applying trauma informed approaches and founded on the core principles of peer support, showing sensitivity, and inclusiveness. (K1, K5, K19, S1, B2)</p> <p>Shares relevant and appropriate lived experience within the context of the peer relationship and through sharing mutual experiences establishes the peer relationship and inspires hope. (K12 S5, B1)</p> <p>Demonstrates a connection with the individual based on shared understanding of experiences and through the commonality of experience establishes equality in the peer relationship. (S6, B3)</p> <p>Models self-help and self-management approaches appropriate to the circumstances and supports the individual to develop these skills. (K13, K14, K15, S7, S8)</p> <p>Discusses care and support options collaboratively with the individual, supporting them to identify opportunities, overcome setbacks or challenges to achieving their self-defined goals. (S9, S12,)</p> <p>Supports individual led activities that facilitate the individual to work towards self-defined goals using peer-based approaches and co-production. (K16, K17, S10, S11)</p> <p>Contributes collaboratively to an individual's care and goal plans, finding information and supporting the individual to safely access support for goals through digital platforms. (K18, S13, S15)</p> <p>Discusses concerns with the individual in line with local protocol and when necessary, raises any issues with an appropriate colleague or supervisor. (S17)</p>

THEME	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
	<p>Supports the individual to make choices and control the care and support options open to them by</p> <p>Supports the individual to prepare for a review, complete an application or referral e.g. housing, medication review, food bank, benefits. (S20, K27)</p> <p>Manages their own time, work priorities and resources. (K45, S34)</p>
<p>Session 1</p> <p>Accessing or signposting to resources and services K22 K30 K33 S19 S22 S24</p>	<p>Raises awareness and understanding of the opportunities available to the individual in a way that is likely to be most useful and follows up to determine if signposting has met their needs or whether alternatives should be sought. (S22, K33)</p> <p>Supports the individual to navigate through systems to access support relevant to their circumstances and can be used independently. (K30, S24)</p> <p>Signposts to resources including advocacy services that can be used by the individual to work towards self-defined goals, differentiating between guidance, advice and information. (K22, S19)</p>
<p>Session 2</p> <p>Promoting Peer Support and Peer Perspectives K34 K35 K36 K37 K38 S25 S26 S27 S28</p>	<p>Demonstrates how co-production and learning and development activities can raise awareness of their role and remit and the value of their own lived experience. (K34, K35, S25, S27)</p> <p>Promotes the lived experience perspectives and concerns of the individual/s being supported (across own workplace and other organisations and services) and through the use of service development activities challenges stigma, labelling and encourages cultural change. (K36, S28, S26)</p> <p>Designs a presentation that takes account of different learning styles of the audience. (K37, K38)</p>
<p>Session 1</p>	<p>Adapts communication to meet the needs of others. (K53, S45)</p> <p>Supports people who are experiencing distress by creating and holding a safe space with the individual. (K54, S46)</p>

THEME	PASS
KSBs	Apprentices must demonstrate all the pass descriptors
Communication & Record Keeping K53 K54 K55 K56 K57 K58 S45 S46 S47 S48 S49 S50	<p>Provides relevant and supportive feedback to individuals or groups in the peer relationship and actively seeks feedback on the support they have provided. (K55, K56, S47, S48)</p> <p>Maintains accurate records in accordance with their organisation's policy on record keeping including confidentiality, consent and information sharing and where these records are about the individual they are supporting, these are co-produced. (K57, K58, S49, S50)</p>

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
Provide peer support to individuals, families or carers K 2 K3 K4 K6 K7 K8 K9 K10 K11 K20 K21 K23 K24 K28 K29 K31 K32 S2 S3 S4 S14 S16 S21 S23, B4, B5	<p>Explains the ethical dilemmas that may arise in the peer relationship and why it is important to mutually establish the purpose and boundaries within the peer relationship and why it is important to adhere to these boundaries (K4, K10, S2)</p> <p>Describes the legislation related to equality, diversity & inclusion in the context of the Peer Worker role. (K2)</p> <p>Describes how they have engaged and supported families and carers within the peer relationship taking account of the rights of carers and the organisation's families and carer strategy/carers engagement</p>	Evaluates how they managed the ending of a peer relationship and what changes they introduced to their practice as a result of this. (K8, S4)

	<p>protocol. (K7, S3)</p> <p>Explains how they manage and prepare for endings of the peer relationship in line with organisational policies and procedures. (K8, S4)</p> <p>Describes how they have set up and worked with a group to facilitate the individuals in the group or the group to work toward their individual or shared goals, exploring choices in a non-directive and non-judgemental way, empowering them to come to their own decisions, and how they evaluated their facilitation and management of the group. (K23, S14, B5)</p> <p>Describes how they have shown compassion when supporting an individual during changes in their life circumstances. (S16, B4)</p> <p>Explains the need to maintain a detailed knowledge of existing resources, how they identify gaps in the sources of support and describes how they searched out new resources, community projects or care and support options available in the organisation and local community. (K20, K28, S21)</p> <p>Explains how they act as a community connector, the importance and value of building links with local community organisations as sources of support and how to raise awareness of sources of support and connect people to the right resources for them. (K21, K29, S23)</p>	
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	<p>Explains how labelling theory and stigma can affect individuals and describes the way unconscious bias can affect peer relationships. (K3, K31)</p> <p>Explains the significance of culture and identity and how health and socio-economic inequalities can influence a person's experience and needs. (K6, K9)</p> <p>Describes the history and value of the peer support movement. (K11)</p> <p>Explains how restrictions may apply to an individual's access to sources of information and why these restrictions may be in place. (K24)</p> <p>Describes factors that may limit individual's access to resources and how they may overcome these (K32)</p>	
<p>Positive risk taking, health and safety and safeguarding K49 K50 K51 K52 S40 S41 S42 S43 S44</p>	<p>Describes where they have facilitated discussions with individuals or between the individual and any of the services they use on potential risks to the health and safety of the individual. Explains how they encouraged those involved to acknowledge different perspectives, promote positive risk taking and how and when to escalate concerns regarding risk. (K50, S41, S42)</p>	<p>Analyses how different perspectives on risk can have negative implications and how they were able to mitigate for these. (K50, S41, S42)</p>

	<p>Explains the principles of safeguarding and how the legislation and their organisational policies affect the way they work including what action they must take where there are safeguarding concerns. (K51, K52, S43)</p> <p>Explains how to identify risks and how they contributed to required risk assessments in accordance with their organisation's policies. (K49, S40)</p> <p>Describes a high-risk situation they may be exposed to and the action they should take. (S44),</p>	
<p>Team working and service improvement K39 K40 K41 K42 K43 K44 S29 S30 S31 S32 S33 S35</p>	<p>Explains how they have worked effectively with other organisations or services (S31)</p> <p>Describes where and how they have positively challenged low expectations and discriminatory practice, whether this influenced any system change or enhanced the service and any follow-up action they have taken, in line with organisational policy where they have observed discriminatory practice or behaviour (K43, K44, S32)</p> <p>Describes how they contribute to the team, and how they use meetings with other members of the multidisciplinary team to embed peer-based approaches to promote both the individual's perspective and their rights within the team (K39, K40, S29, S30)</p>	<p>Critically evaluates how positively challenging low expectations and discriminatory practice can influence system change or enhances the service. (K43, S32)</p>

	<p>Explains how they have developed and maintained peer and professional networks and the value of these networks to their own work. (K41, S35)</p> <p>Explains the limits of their responsibility and competence in the peer worker role and the advice, support or assistance they sought when these limits were reached. (K42, S33)</p>	
<p>Personal development and supervision K46 K47 K48 S36 S37 S38 S39</p>	<p>Explains how they participate in team and peer supervision giving an example of where they have used team or peer supervision to explore their practice. (S36)</p> <p>Describes how they have participated in appraisal, personal development planning and continuous professional development and analyses the purpose & value of supervision, appraisals and personal development planning. (K46, S39)</p> <p>Describes approaches to reflective practice, how they apply reflective practice in their own work and how it has changed the way they work. (K47, S37)</p> <p>Describes the importance of self-care, how they recognise their own needs and explains how they have accessed available support structures when required (K48, S38)</p>	<p>Reflects on their own experience of becoming a reflective practitioner analysing and predicting their future requirements for ongoing CPD. (S37, K47)</p>

Overall EPA grading

The EPA methods contribute equally to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade the: observation of practice with questions and professional discussion according to the requirements set out in this EPA plan.

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.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. In order to achieve an overall EPA 'distinction', apprentices must achieve a pass in the observation of practice assessment method and distinction in the professional discussion assessment method.

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

OBSERVATION OF PRACTICE WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

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

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

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

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

An apprentice will get a maximum EPA grade of distinction for a re-sit or re-take.

Roles and responsibilities

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 training provider • understand the purpose and importance of EPA undertake the EPA including meeting all gateway requirements.
Employer	<p>As a minimum, employers must:</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 level required by the occupational standard and so is ready for EPA

	<ul style="list-style-type: none"> • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the 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 allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is well prepared for the EPA • require the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, employers must:</p> <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 allows appropriate opportunity for the KSBs to be met • remain independent from the delivery of 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 upon receipt from the EPAO.
EPAO	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements,

	<p>including agreeing the price of the EPA</p> <ul style="list-style-type: none"> • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors and oversee their working • 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 • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or 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 the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
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	<p>Pre-gateway, EPAOs must:</p> <ul style="list-style-type: none"> • make all necessary contractual arrangements, including agreeing the price of the EPA • 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. <p>At the Gateway, EPAOs must:</p> <ul style="list-style-type: none"> • confirm all gateway requirements have been met as quickly as possible. <p>Post-gateway, EPAOs must:</p> <ul style="list-style-type: none"> • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
Independent assessor	<p>As a minimum, independent assessors must:</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 for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily

	<ul style="list-style-type: none"> • 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 EPAO. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest.

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 2 years or significant experience of the occupation or sector
 - meet the following minimum requirements:
 - is a peer worker, in a peer worker supervisory role or other professional role working in the area of peer support that is able to demonstrate occupational competence across the apprenticeship standard
 - demonstrate they have participated in CPD activities to ensure they continue to meet occupational currency and if required current professional registration
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

Value for money

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

- have no using the employer's premises
- conducting assessment methods on the same day

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Map KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 The core values and principles of peer support	Observation of practice with questions
K2 Legislation related to equality, diversity & inclusion	Professional discussion underpinned by a portfolio of evidence
K3 The way unconscious bias can affect peer relationships	Professional discussion underpinned by a portfolio of evidence
K4 The importance of establishing and adhering to the boundaries of the peer relationship	Professional discussion underpinned by a portfolio of evidence
K5 Empowerment and its role in peer support	Observation of practice with questions
K6 How health and socio-economic inequalities can influence the individual's experience and needs	Professional discussion underpinned by a portfolio of evidence
K7 The rights of carers and the organisation's families and carer strategy/carer engagement protocol	Professional discussion underpinned by a portfolio of evidence
K8 How to manage and prepare for the ending of the peer relationship	Professional discussion underpinned by a portfolio of evidence
K9 The significance of culture and identity and how this can influence the individual's experience and needs	Professional discussion underpinned by a portfolio of evidence
K10 Ethical dilemmas that may arise within the peer relationship	Professional discussion underpinned by a portfolio of evidence

K11 The history and value of the peer support movement and its relationship to systems, inequalities, power and civil rights	Professional discussion underpinned by a portfolio of evidence
K12 The purpose of sharing lived experience, and how much to share in a relevant way	Observation of practice with questions
K13 Self-help and self-management approaches that can be used by individuals being supported	Observation of practice with questions
K14 How to support individuals to develop self-help and self-management approaches through modelling	Observation of practice with questions
K15 Problem solving skills that can be used by individual's being supported	Observation of practice with questions
K16 The principles of involvement and co-production within own scope of practice	Observation of practice with questions
K17 Goal setting and how to support individuals to establish self-defined goals using co-production	Observation of practice with questions
K18 Care planning, the individual's current care and support needs and where to find that information	Observation of practice with questions
K19 How to apply trauma informed approaches in own work	Observation of practice with questions
K20 Where to find information on care and support options available and what they provide within their organisation and the local community	Professional discussion underpinned by a portfolio of evidence
K21 The importance and value of building links with local community organisations as sources of support	Professional discussion underpinned by a portfolio of evidence

K22 The differences between guidance, advice and information	Observation of practice with questions
K23 How to facilitate and manage groups	Professional discussion underpinned by a portfolio of evidence
K24 Types of settings where restrictions on access to sources of information may apply to individuals	Professional discussion underpinned by a portfolio of evidence
K25 The rights and choices of the individual within the context of their circumstances	Observation of practice with questions
K26 The importance of advocacy and self-advocacy in relation to the individual being supported	Observation of practice with questions
K27 How to support the individual to prepare for reviews, complete applications and referrals	Observation of practice with questions
K28 The importance of maintaining up to date knowledge of existing resources, identifying gaps in sources of support and how to search out new resources	Professional discussion underpinned by a portfolio of evidence
K29 How to raise awareness of the sources of support available and connecting individual's to the right resources for their needs	Professional discussion underpinned by a portfolio of evidence
K30 The importance of signposting in ways that are the most likely to be used independently by the individual	Observation of practice with questions
K31 How stigma and labelling can affect individuals	Professional discussion underpinned by a portfolio of evidence
K32 Factors that may limit an individual's access to resources and how to overcome these	Professional discussion underpinned by a portfolio of evidence

K33 The importance of following up with an individual to determine if signposting has met their needs or whether alternatives should be sought	Observation of practice with questions
K34 How to get involved in service development activities to provide a peer perspective	Observation of practice with questions
K35 The value of promoting the peer worker role to encourage understanding and acceptance of the role	Observation of practice with questions
K36 The value of promoting lived experience perspectives and raising the concerns of individuals being supported	Observation of practice with questions
K37 How to present information to individuals and groups	Observation of practice with questions
K38 How individuals learn and how to tailor training delivery to the audience	Observation of practice with questions
K39 How to work effectively in a team setting	Professional discussion underpinned by a portfolio of evidence
K40 How to promote the service user perspective within the team	Professional discussion underpinned by a portfolio of evidence
K41 The value of peer and professional networks	Professional discussion underpinned by a portfolio of evidence
K42 The limits of responsibility and competence of the peer worker role and where to seek advice, support or assistance when these limits are reached	Professional discussion underpinned by a portfolio of evidence
K43 How to positively challenge an individual or organisation's low expectations of the individuals being supported	Professional discussion underpinned by a portfolio of evidence

K44 The action to take in line with organisational policy when discriminatory practice or behaviour is observed	Professional discussion underpinned by a portfolio of evidence
K45 How to manage own time, work priorities and resources effectively	Observation of practice with questions
K46 The purpose and value of supervision, appraisals and personal development planning	Professional discussion underpinned by a portfolio of evidence
K47 Reflective practice how to use it effectively	Professional discussion underpinned by a portfolio of evidence
K48 The importance of self-care and available support structures	Professional discussion underpinned by a portfolio of evidence
K49 How to identify risk and undertake risk assessments following organisational policies and procedures	Professional discussion underpinned by a portfolio of evidence
K50 How to facilitate discussions on risk, acknowledge different perspectives on risk, promote positive risk taking and how and when to escalate concerns regarding risk	Professional discussion underpinned by a portfolio of evidence
K51 The principles of safeguarding	Professional discussion underpinned by a portfolio of evidence
K52 Legislation and organisational policy regarding risk and safeguarding	Professional discussion underpinned by a portfolio of evidence
K53 How to communicate with the individuals they support and the wider multi-disciplinary team	Observation of practice with questions
K54 How to create and hold a safe space with someone experiencing distress	Observation of practice with questions

K55 How to give feedback to the individuals being supported	Observation of practice with questions
K56 How to seek and receive feedback from the individuals they support and the wider multi-disciplinary team	Observation of practice with questions
K57 The organisation's policy on record keeping	Observation of practice with questions
K58 Legislation and organisational requirements on confidentiality, consent and information sharing	Observation of practice with questions
S1 Develop and maintain mutual and reciprocal peer relationships	Observation of practice with questions
S2 Mutually establish the purpose and boundaries within the peer relationship	Professional discussion underpinned by a portfolio of evidence
S3 Engage with and support families and carers	Professional discussion underpinned by a portfolio of evidence
S4 Manage and prepare for the ending of the peer relationship	Professional discussion underpinned by a portfolio of evidence
S5 Purposefully share lived experience within the context of the peer relationship	Observation of practice with questions
S6 Establish connections with the individual based on shared understanding of experiences	Observation of practice with questions
S7 Model self-help and self-management approaches for the individual they are supporting	Observation of practice with questions
S8 Support the individual to develop self-management and problem-solving skills	Observation of practice with questions

S9 Support individuals to identify opportunities and overcome setbacks and challenges when trying to achieve self-defined goals	Observation of practice with questions
S10 Support individuals to work toward self-defined goals using peer-based approaches in 1-to-1, drop-in or virtual settings	Observation of practice with questions
S11 Support individual-led activities	Observation of practice with questions
S12 Collaboratively discuss care and support options with the individual	Observation of practice with questions
S13 Actively contributes to an individual's care and goal plans with the individual	Observation of practice with questions
S14 Sets up and work with groups to facilitate working toward individual or shared goals within the group setting	Professional discussion underpinned by a portfolio of evidence
S15 Support individuals to safely access support for their goals through digital platforms	Observation of practice with questions
S16 Support the individual during changes in their life circumstances	Professional discussion underpinned by a portfolio of evidence
S17 Discuss concerns with the individual and when necessary, raise any issues with an appropriate colleague or supervisor	Observation of practice with questions
S18 Support the individual to self-advocate and through self-determination, make choices and control the care and support options open to them	Observation of practice with questions
S19 Signpost to advocacy services	Observation of practice with questions

S20 Support the individual to prepare for reviews and complete applications or referrals, e.g. housing, medication review, food bank, benefits	Observation of practice with questions
S21 Identify new resources or community projects that could be accessed by individuals being supported	Professional discussion underpinned by a portfolio of evidence
S22 Raise awareness and understanding of the opportunities available to the individuals being supported	Observation of practice with questions
S23 Act as a community connector to build links with community resources	Professional discussion underpinned by a portfolio of evidence
S24 Support individuals to navigate through systems to access support, signposting resources relevant to their circumstances and self-defined goals that they can access independently	Observation of practice with questions
S25 Support co-production and delivery of learning and development activities to raise awareness and understanding of the Peer Worker's role and remit	Observation of practice with questions
S26 Use service development activities to tackle stigma and labelling to encourage culture change	Observation of practice with questions
S27 Give presentations and deliver training to small groups	Observation of practice with questions
S28 Promote the lived experience perspectives and concerns of the individual being supported across own workplace and other organisations and services	Observation of practice with questions

S29 Promote and embed peer-based approaches in teams and services with which they work	Professional discussion underpinned by a portfolio of evidence
S30 Use meetings with other multi-disciplinary team members to facilitate understanding of the individual's perspective and their rights	Professional discussion underpinned by a portfolio of evidence
S31 Work collaboratively with the multi-disciplinary team and other organisations or services	Professional discussion underpinned by a portfolio of evidence
S32 Positively challenge low expectations and discriminatory practice to influence system change and enhance services	Professional discussion underpinned by a portfolio of evidence
S33 Seek advice, support or assistance from the appropriate person when the limits of own responsibility and competence has been reached	Professional discussion underpinned by a portfolio of evidence
S34 Manage own time and work priorities, using resources effectively	Observation of practice with questions
S35 Develop and maintain peer and professional networks	Professional discussion underpinned by a portfolio of evidence
S36 Actively participate in team and peer supervision	Professional discussion underpinned by a portfolio of evidence
S37 Reflect on and applies learning to practice	Professional discussion underpinned by a portfolio of evidence
S38 Recognise the importance of self-care, taking appropriate action when required	Professional discussion underpinned by a portfolio of evidence

S39 Participate in appraisal, personal development planning and continuous professional development	Professional discussion underpinned by a portfolio of evidence
S40 Identify risks and contribute to required risk assessments	Professional discussion underpinned by a portfolio of evidence
S41 Facilitate discussions with individuals and between the individual and the services they use on potential risks to their health and safety when working toward their self- defined goals	Professional discussion underpinned by a portfolio of evidence
S42 Promote positive risk taking and different perspectives on risk within the team	Professional discussion underpinned by a portfolio of evidence
S43 Take action in line with organisational policy where there are safeguarding concerns	Professional discussion underpinned by a portfolio of evidence
S44 Recognise high-risk situations and takes action in line with organisational policy	Professional discussion underpinned by a portfolio of evidence
S45 Adapt their communication to meet the needs of others	Observation of practice with questions
S46 Support individual's who are experiencing distress	Observation of practice with questions
S47 Provide relevant and supportive feedback to the individual in the peer relationship	Observation of practice with questions
S48 Actively seek feedback from individuals or groups on the support provided	Observation of practice with questions
S49 Maintain accurate records, ensuring where records are about the individual being supported, these are co-produced	Observation of practice with questions

S50 Follow legal and organisational requirements when dealing with confidentiality, consent and information sharing	Observation of practice with questions
B1 Through sharing mutual experiences establishes the peer relationship and inspires hope	Observation of practice with questions
B2 Acknowledges diversity of experiences and works in an inclusive way	Observation of practice with questions
B3 Develops and shares a commonality of mutual experience and establishes equality within the peer relationship	Observation of practice with questions
B4 Compassionate, showing respect and kindness to self and others	Professional discussion underpinned by a portfolio of evidence
B5 Explores choices in a non-directive and non-judgemental way with the individual being supported and empowers them to come to their own decisions	Professional discussion underpinned by a portfolio of evidence