



openawards

EPA Handbook

*ST0906: Youth
Support Worker*



EPA HANDBOOK

Version history

Version	Date	Change(s) made	Section(s)	Publication source(s)
0.1	02/10/2022	Input draft content	Assessment, appendices	Dev team
0.2	10/10/2022	Amended section order, amended language and added guidance according to SR feedback	Assessment, Portfolio	Dev team
0.3	01/11/2022	Revised appendices to match final templates and docs	Appendices	Dev team
0.4	March 2023	Added guidance about electronic signatures on gateway forms	Assessment	Dev team
0.5	July 2023	Clarified gateway requirements	Gateway requirements	Dev team

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About Open Awards

Set up in 1981 as Open College Network North West Region (OCNNWR) and now trading as Open Awards, we have been in business for 40 years. During that time, we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into further and higher education.

We were the first awarding organisation to design qualifications and courses based on credit accumulation so that learners could achieve in “bite sized” chunks. We designed the units and qualifications that became the basis of the Qualification and Credit Framework (QCF).

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward-thinking organisations, FE Colleges and Local Authorities, created Open College Networks (OCNs) to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are “of the sector and for the sector”. Our purpose is to meet the needs of our provider organisations and their learners. We are a not-for-profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (Ofqual in England and CCEA in Northern Ireland) and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learning or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

We are delighted to have expanded our scope, becoming an end-point assessment organisation (EPAO) for a growing number of apprenticeship standards in England approved by the Institute for Apprenticeships and Technical Education (IfATE). Our EPAO number is: **EPA0565**

Occupational Overview

This occupation is found in informal settings such as youth clubs, activity-based projects and social action projects; or more formal settings such as schools, Early Help or youth offending and in local authority, charity, private or voluntary organisations. Youth support workers may work in more specialist settings such as schools, alternative education provisions, hospitals, youth justice environments or within the social care system. In all cases, safeguarding young people, following health and safety and equal opportunities policies will be central to the role. Youth support workers deliver youth support work in local and area projects. Youth Support workers may be responsible for management of volunteers and assistant youth support workers. They may also be responsible for young people working as volunteers and peer educators. This would be dependent on the scope of the employing organisation and what it offers.

The broad purpose of the occupation is to work in a supporting role with young people aged 11-25 (predominantly in the age range of 11-19) to promote their personal, social and educational development. Youth support work builds a holistically supportive, positive professional relationship with young people, ensuring the relationship is rooted in young people's own journey and led by them. It creates opportunities for young people to explore their views and develop their voice. Youth support work creates opportunities for young people to learn about themselves and society using informal education methods within the context of the professional relationship. Youth support workers lead work with young people, under the supervision of a degree qualified youth worker (or suitably aligned professional where this is not possible). An example of this might be working on a youth voice project to increase the active participation of young people in the development or delivery of a service.

Further details on the knowledge, skills and behaviours associated within the occupational standard are accessible on the IfATE website¹ and can also be found in Appendix 1.

¹ <https://www.instituteforapprenticeships.org/apprenticeship-standards/youth-support-worker-v1-0>

Standard information

Level: 3

Reference: ST0906

Approved for delivery: 07 December 2020

Route: Care services

Typical duration to gateway: 18 months (this does not include the EPA period)

Employers involved in creating the standard:

University of YMCA, York St John, Victoria University, University of Central Lancaster, De Montfort University, University of Bedfordshire, Linwood Youth Hub, Eastern Multi-Academy Trust, Youth Focus NE, YMCA, Hackney Council, University of Salford, London Borough of Barking and Dagenham, Slough Borough Council, Manchester Metropolitan University, Shropshire Youth Association, West Berkshire Council.

External Quality Assurance Provider: Ofqual

Entry requirements

The completion of a DBS check in line with local and organisational safer recruitment guidelines.

Progression opportunities

Apprentices who successfully complete their Youth Support Worker Apprenticeship are likely to attain, or be able to work towards roles such as: Youth Support Worker, Deputy Leader, Participation Worker, Youth Leader, Project Worker, Youth Club Leader, and Youth Development Officer.

Professional recognition

This standard aligns with the following professional recognition:

Youth Support Worker status recognition by: National Youth Agency Education, Training and Standards Committee on behalf of Joint Negotiating Committee for Youth and Community Workers.

On-programme requirements

A summary of the on-programme requirements for each apprentice is outlined below:

- Training to develop the knowledge, skills and behaviour criteria (KSBs) for the occupational standard.
- Training towards the Level 3 Diploma in Youth Work Practice.
- Training towards English and Mathematics Level 2, if required.
- Compilation of a portfolio of evidence to outline apprentices' work during their apprenticeship programme, mapped to the [KSBs from the occupational standard](#).

Registration, Gateway and Booking

Registration with Open Awards

Registration is the point at which an employer signals that it has selected Open Awards as their end-point assessment provider. Employers are encouraged to register their apprentices with Open Awards, through the training provider, as soon as possible. Our EPAO number is: **EPA0565**

Registrations can be made by providers via the EPA Section of Open Awards' Secure Portal. Early registrations enable Open Awards to initiate early dialogue to ensure arrangements can be planned, such as IEPA availability, to ensure end-point assessment is delivered as smoothly as possible in a timescale that supports the employer's planned gateway date. It also enables the training provider to access a range of practice and preparation materials, so they and the employer can support the apprentice prepare for end-point assessment.

Please note that Open Awards are only able to accept registrations from training providers who are currently on the Register of Approved Training Providers (RoATP).

In line with the Education & Skills Funding Agency's (ESFA) requirements, the employer must inform Open Awards of the planned gateway and end-point assessment dates at least three (3) months in advance.

Gateway

Gateway is the point at which the employer reviews their apprentice's knowledge, skills and behaviours, and formally confirms the apprentice has reached occupational competency, completed all the mandatory elements of their apprenticeship programme and are ready for end-point assessment. The training provider may support the employer in making this decision, but the decision is made by the employer, with the apprentice also confirming they are ready for end point assessment.

End-point assessment must be completed by an independent End-point Assessment Organisation (EPAO) selected by the employer, such as Open Awards, from the ESFA's Register of End Point Assessment Organisations (RoEPAO).

The end-point assessment period should only start, and the end-point assessment arrangements confirmed, once the employer is satisfied that the apprentice is consistently working at or above the level of the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to Open Awards. For this standard, end-point assessment must be completed within a period lasting a maximum of three (3) month(s), beginning when the apprentice has met the end-point assessment gateway requirements.

Gateway requirements

The training provider must provide Open Awards with all required evidence to enable Open Awards to undertake the necessary gateway checks. This evidence includes:

- Fully completed and signed Gateway agreement and authenticity form.
- Apprentices without English and mathematics at Level 2 must achieve Level 1 English and mathematics, and take the tests for Level 2. The ESFA maintains a list of current and prior qualifications accepted as meeting the minimum English and maths requirements for apprenticeships at Level 2 and above. The most current list can be found on the ESFA website². For those apprentices with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.
- Apprentices must have completed the minimum apprenticeship on-programme duration (usually 12 months from the start date).
- Apprentices must have achieved all qualifications mandated in the Youth Support Worker occupational standard. The qualification required is: Level 3 Diploma in Youth Work Practice
- For this standard, apprentices are also required to have completed a portfolio of evidence.

Open Awards cannot accept end-point assessment booking requests until the gateway checks have been satisfactorily completed, so failure to submit all the necessary information or evidence will delay this process. Open Awards will contact the training provider if the information or evidence is missing or insufficient, so that this can be rectified as quickly as possible. Open Awards aims to complete gateway checks **within five (5) working days** from receipt of the gateway declaration and authenticity form, subject to provision of all necessary information and ancillary evidence.

Please note – where typed signatures are used on gateway forms, supporting evidence must be provided to Open Awards to confirm authenticity i.e email thread.

Once gateway checks have been successfully completed, Open Awards will confirm provisional bookings or schedule subsequent bookings.

Booking

Bookings can be made by providers via the EPA Section of Open Awards' Secure Portal. As per ESFA guidance, Open Awards requires at least three (3) months advance notice of the potential gateway date. However, training providers may make

² <https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above>

provisional bookings at any point following Open Awards acceptance of an apprentice registration.

Open Awards will endeavour to accept and schedule bookings for end-point assessment to meet the expressed preference dates of the employer wherever possible. However, any provisional booking cannot be confirmed or scheduled by Open Awards until gateway checks have been successfully completed.

Post-gateway, Open Awards normally require a **minimum of 10 workings days'** notice when provisionally booking an assessment. The exception is the online knowledge test when **five (5) workings days'** notice is required.

Cancelling or rescheduling a booking

Provisional bookings can be re-scheduled or cancelled by providers via the EPA Section of Open Awards' Secure Portal. Confirmed bookings **up to 10 workings days** before the assessment day can be re-scheduled at no charge. Confirmed bookings cancelled or re-scheduled with **less than 10 workings days'** notice will incur a charge in line with Open Awards fees policy³.

Assessment plan version

Open Awards will undertake end-point assessment in line with the requirement of the current version of the assessment plan or in line with IfATE directions. Training providers and employers must contact Open Awards to discuss any instance where they believe it is appropriate for assessment to be undertaken in line with a historic/previous version of the assessment plan. Because Open Awards may need to liaise with either IfATE or the External Quality Assurance Provider to determine whether this is allowable, training providers and employers should be aware this may delay the ability of Open Awards to undertake end-point assessment until resolved.

³ Available on the Open Awards Secure Portal <https://portal.openawards.org.uk/Login.aspx>

Identification checks

Open Awards requires the apprentice to present photographic identification to an Open Awards invigilator or IEPA immediately prior to each assessment on each assessment day. This is a requirement to ensure Open Awards can confirm an individual completing an assessment is the person they are claiming to be.

The following are acceptable forms of evidence of an apprentice's identification:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

Where this identification is not available to be checked, the assessment will not be allowed to commence.

Where an apprentice does not have access to the necessary identification or where the name on the identification does not match the name registered with Open Awards, the training provider must contact Open Awards to make arrangements for alternative or additional authentication checks to be made.

Data Management

Open Awards has a responsibility under the Data Protection Act to ensure that learners and apprentices are informed of how their information is processed and shared.

Open Awards collects and processes personal learner information for the purpose of: registering learners and apprentices, and awarding learner and apprentice achievements; exercising its functions; and meeting its responsibilities, both statutory and otherwise.

Further information on the personal data and information shared with Open Awards and how we use it and who we share it with can be found in the Privacy Notice: Learner Information which is on the Open Awards website.

Whilst we endeavour to collect only that data for which there is a legal or sound business requirement and to ensure the integrity of the data, we strongly encourage customers to contact us if you believe any data to be incorrect.

Any concerns can be sent to Open Awards by emailing enquiries@openawards.org.uk

In compliance with ESFA Conditions for being on the register of end-point assessment organisations, Open Awards must retain information about the EPAs undertaken and payment received for six (6) years after the activity took place. This will include details of what assessments were undertaken, against which versions of the standard and assessment plan, when and by whom, along with assessment outcomes and evidence of the internal quality assurance of those assessments. Open Awards is also required to share end-point assessment information with the External Quality Assurance Provider to ensure they are able to undertake their regulatory role. The External Quality Assurance Provider for this standard is Ofqual.

For the purposes of the Data Protection Act and General Data Protection Regulation (GDPR) 2018, Open Awards is the data controller for personal information processed by the organisation.

Assessment

The EPA consists of two assessment methods which are individually graded:

- Assessment method 1: Observation with questions
 - Component 1: Session plan and risk assessment completed post-gateway
 - Component 2: An observation with questions
- Assessment method 2: Professional discussion underpinned by a portfolio of evidence.

Assessment preparation

Assessment templates (Appendices 1-7, pgs. 35-54) are available to support training providers and employers post-gateway to ensure apprentices are well prepared for their EPA experience.

Order of assessment methods

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

Assessment window

Both EPA assessment components must be passed within a period of three months from the gateway. The minimum time window for undertaking EPA assessments is one week. Open Awards will usually be able to provide Independent End-point IEPA (IEPA) availability for undertaking both components within this minimum one-week period but cannot guarantee this depending on time of year and notice period provided. Thus, training providers and employers should ensure that assessments are planned and booked to ensure a suitable timescale can be met.

Assessment method 1: Observation with questions

Overview

The apprentice must demonstrate an interaction with young people in a group session of at least three participants according to a planned and structured activity (youth work session) to include evaluation of learning with session participants.

The IEPA will observe the apprentice during the session and record evidence that meets the performance outcomes and KSB criteria shown in the Observation with questions Assessment Record (Appendix 6, pg. 48) relevant to this EPA assessment method. Evidence of the following elements are included:

- Quality and completeness of the apprentice's session plan and risk assessment
- Quality of the observed apprentice's performance during the session
- Quality of the apprentice's answers to IEPA questions following the session.

Observations will be undertaken on a one-to-one basis and the IEPA is only able to assess one apprentice at a time. The IEPA must be non-obtrusive, i.e., they must observe only and **not** contribute in any way to the session.

After the session has been completed, the IEPA will ask the apprentice questions about the session to draw out evidence of the apprentice's relevant knowledge, skills and behaviours. The aim of the questions is to give apprentices the opportunity to demonstrate their knowledge, skills and behaviours that were either not demonstrated in the session plan, risk assessment and/or observation, or which were not demonstrated with a sufficient depth of understanding to meet the given grading criteria. The questions are chosen from a question bank developed and maintained by Open Awards.

Preparing for the observation

The apprentice must choose the theme of the session and session activities best suited to meet the planned aims and outcomes. This should be chosen in collaboration with their employer to ensure that the session theme and activities are suitable for the employer context and reasonable for the employer to provide resources for it.

Assessment 1, Component 1: Session plan and risk assessment

After choosing the session theme, the apprentice should produce a session plan and risk assessment.

The session plan must include the following mandatory information: the location, start and finish times, session aims and a risk assessment. The apprentice may use pre-existing employer or provider templates that they may be familiar with using during their apprenticeship programme, or they can use the templates provided

(Appendices 4 and 5, pgs. 43-47). The employer should support the apprentice to ensure that planned session will enable the IEPA the opportunity to observe and evidence the relevant KSBs for this assessment method.

The employer must send the apprentice's session plan and risk assessment to Open Awards at least 14 days prior to the scheduled observation in order to make the plan available to the scheduled IEPA. This will allow the IEPA to select relevant questions from the question bank to ask the apprentice in the question session following observation. The IEPA will also approve the session theme once they can see that all components of the session plan and risk assessment are included, and that the session will provide sufficient opportunity for apprentices to demonstrate the required KSBs.

Assessment conditions

The overall observation and questions must take 3 hours. The observed session takes approximately 2 hours and the question session takes approximately 1 hour. The planned session may involve a number of activities to meet the session aims and provide apprentices with the opportunity to demonstrate the required KSBs.

The IEPA will select questions from a question bank provided by Open Awards. Open Awards will provide training and guidance for their IEPAs on how to select the most relevant questions and how flexible they can be in amending the questions or asking follow up questions in order to best draw out the apprentice's knowledge, skills and behaviour. The questions will cover the following:

- session planning
- risk assessment
- observed performance during youth work session
- evaluation of participant learning during the session.

The observation with questions may be split into discrete sections held over a maximum of 2 working days. This would only be permissible should circumstances prevent the demonstration of assessable KSBs, e.g., where a safeguarding incident has arisen which takes priority during the observation period. Where breaks occur, they will not count towards the total assessment time.

Otherwise, the observation with questions should be held on the same working day, with a break between them.

The observation with questions must be carried out over a maximum total assessment time of **three hours (180 minutes)**, typically **two hours** for the observed session and **1 hour** for the question-and-answer session. However, the IEPA has the discretion to increase the overall time by up to 10% (i.e., **18 minutes**), but only to allow the apprentice to complete activities in their session, or to complete answers they have started in the question-and-answer session. The IEPA will not

inform the apprentice whether they have additional time or how much additional time may be available. The apprentice should not assume that they will receive any additional time.

Open Awards expects the observation will be conducted in the apprentice's normal working environment to take account of the occupational context in which the apprentice operates. The employer is responsible to provide the resources and availability for the youth work session and must also schedule and secure an observation slot with Open Awards so that the Open Awards can organise an IEPA to conduct the observation.

All observed sessions must include participation from a minimum of three young people; however, it is recommended to schedule a session with more than three young people wherever possible to mitigate the risk of drop out due to illness or other absence event.

All participants must have given prior agreement to be observed, and the employer/training provider must be able to provide written evidence of this agreement, e.g., a signed and dated statement of agreement/consent form.

The IEPA will **always** attend the observation and question session in person, unless the employer/training provider circumstances make direct in-person observation very difficult or impossible. In these exceptional circumstances, online observation and questioning may be arranged subject to Open Awards online assessment conditions.

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Portfolio of evidence

Apprentices on this standard are required to develop and submit a portfolio of evidence. The portfolio must be submitted to Open Awards alongside other gateway evidence. Open Awards preferred format is an electronic portfolio either uploaded by the training provider to their Open Awards SharePoint folder, or else a login provided to enable Open Awards to access the portfolio. Training providers should contact Open Awards to discuss alternative arrangements, e.g., where a paper-based or mixed portfolio is developed.

Apprentices should select their best possible evidence to reflect their current level of proficiency against the standard at the point they undertake their professional discussion. The portfolio is not assessed and will only be used to support the professional discussion. However, where the content requirements (pg. 19) are not met, or the evidence not authenticated, the portfolio will be returned by Open Awards to the apprentice, via the training provider, for amendment and subsequent resubmission. This resubmission will not be considered as an assessment attempt. Resubmission of the portfolio will not constitute either a resit or retake of the professional discussion. However, this will delay completion of the gateway checks therefore, training providers and employers are encouraged to ensure the portfolio requirements are met before submission at gateway.

Open Awards have developed supporting evidence tracking documentation to support apprentices, training providers and employers to meet the portfolio content requirements set out in the assessment plan. This documentation is available from the Open Awards Secure Portal:

- | | |
|-------------------|--|
| ST0906-PAS | Portfolio authenticity statement – Completion of this is a mandatory requirement. |
| ST0906-ERS | Evidence reference sheet – Completion of this is a mandatory requirement as it shows the evidence requirements within the assessment plan have been met; however, Open Awards will accept any alternative equivalent approach demonstrating that the portfolio content and structure requirements set out below have been met. |
| ST0906-CMS | KSB Criteria mapping sheet – Completion of this is NOT mandatory, but will help the Independent End-Point IEPA (IEPA) prepare for the professional discussion by giving apprentices the opportunity to signpost to where they believe appropriate evidence may be found. |

Portfolio content and structure

The portfolio of evidence must:

- be compiled during the on-programme period of the apprenticeship
- contain evidence related to the KSBs assessed by Assessment method 2: Professional discussion
- typically contain 10 or more discrete pieces of evidence
- cover the 11 occupational duties outlined in the standard

Evidence may be used to demonstrate more than one KSB. The document **ST0906-CMS** (from the Open Awards Secure Portal) should be used to map on-programme evidence against the relevant KSB criteria demonstrated as set out in the standard. All KSB criteria should be demonstrated in the portfolio.

The portfolio will not be assessed by Open Awards, nor will Open Awards provide feedback on portfolio work, but will be used by the IEPA to prepare for the apprentice's Professional discussion.

The portfolio can be made up of a collection of evidence in a variety of formats, including written, audio and video. Sources may include:

- Workplace documentation, for example workplace policies/procedures, records
- Witness statements
- Annotated photographs of the apprentice carrying out youth work activities with redacted faces and names of young people (the apprentice must be in view and identifiable if appropriate)
- Written statements
- Reports / Minutes / Action Logs
- Observations by the apprentice's manager / mentor
- Notes from discussions
- Review meeting notes
- Feedback (managers and peers)
- Reports completed by the apprentice
- Performance Reviews

Authenticity of apprenticeship work

The evidence provided must be valid and attributable to the apprentice. The portfolio of evidence must contain a statement from the employer and apprentice confirming this (form **ST0906-PAS**).

What to avoid

Portfolio evidence should **not** include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions.

Portfolio submission

The portfolio must be submitted at gateway alongside the gateway evidence. Because the portfolio must be completed as a gateway requirement, all evidence must be generated and dated pre-gateway. No post-gateway dated evidence can be included.

Where post-gateway evidence is included within the portfolio, the content requirements are not met or the evidence is not authenticated, the portfolio will be returned by Open Awards to the apprentice via the training provider for amendment and subsequent resubmission. Resubmitted portfolios must be submitted to Open Awards to enable the gateway checks to be completed.

Professional discussion

The apprentice and the IEPA will have a two-way dialogue, allowing the apprentice to evidence the KSBs assigned to this assessment method in each key area of activity outlined in the apprenticeship standard.

The IEPA will draw on appropriate evidence from the apprentice's portfolio to underpin the discussion. The portfolio itself will not be assessed, but it must meet a minimum level of quality to enable the professional discussion to take place.

The discussion will be undertaken on a one-to-one basis between the IEPA and the apprentice and last for 60 minutes. However, the IEPA can increase the overall time by up to 10% (i.e., 6 minutes), but only to allow the apprentice to complete the answer they are giving. The IEPA will not inform the apprentice whether they have additional time or how much additional time may be available. The apprentice should not assume that they will receive any additional time.

The professional discussion may be undertaken by the same IEPA that undertook the observation with questions, but this is not a requirement; both assessment methods are independent of each other.

In the case where the same IEPA undertakes both assessment methods, the observation with questions and the professional discussion may be conducted at the employer's premises on the same day to encourage efficient use of both employer and Open Awards resources.

In circumstances where it is difficult to undertake a professional discussion at the employer's premises, it can be undertaken remotely through video conferencing (e.g., MS Teams or Zoom). Further details of this option are available from Open Awards.

As the professional discussion only involves the apprentice and the IEPA, neither the employer nor provider are required to attend.

Open Awards will provide employers with requirements for the professional discussion at least **three (3) working days** in advance of the assessment. This will specify requirements such as room layout, environment and equipment or materials.

Independent assessment

The end-point IEPA will meet or exceed the qualification requirements set out in the assessment plan associated with the standard and be independent of the apprentice, their employer and training provider(s) i.e., there will be no conflict of interest. This IEPA makes the final decisions on the individual assessment method grades and on the overall grade. These decisions are subject to moderation and/ or verification through Open Awards internal quality assurance processes.

Grading

Mapping of KSBs against assessment methods

Appendix 2, pg. 39 shows each assessment method and the KSBs from the standard that are assessed by that method. Additionally, Appendix 3, pgs. 40-42 details the breakdown of the KSBs assessed in each of the key competencies (observation with questions) and key areas (professional discussion).

Grading individual assessments

Apprentices must meet all the pass criteria to gain a pass for each assessment method.

Apprentices must meet all the distinction criteria to gain a distinction for the professional discussion.

Aggregation of individual assessment grades into an overall grade

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

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

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

In order to achieve an overall EPA 'distinction', apprentices must achieve a pass in the observation and a distinction in the Professional discussion

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

Assessment method 1 - Observation	Assessment method 2 – Professional discussion	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Reasonable adjustments and Special considerations

Open Awards is committed to ensuring access to fair assessment for all learners and to protecting the integrity of assessments and qualifications.

There may be circumstances whereby arrangements need to be made to take account of particular learners' requirements in order to ensure that this is achieved without giving any unfair advantage over other learners.

The Reasonable Adjustments and Special Considerations Policy and Procedures, sets out the principles which should be followed when making decisions about adjustments to assessment. It outlines Open Awards' reasonable steps to ensure it avoids disadvantage (directly or indirectly) in line with the requirements of The Equality Act 2010 (Disability) Regulations 2010. The policy and procedures are accessible through the Open Awards Secure Portal

Reasonable adjustments

Any action that helps to reduce the effect of a disability or difficulty that places a learner at a substantial disadvantage in the assessment situation. Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the reliability or validity of the assessment outcomes but may involve:

- Changing the usual assessment arrangements, e.g. allowing a learner extra time to complete an assessment activity
- Adapting assessment materials e.g. by providing large print or providing materials in Braille
- Providing assistance during an assessment e.g. by providing a trained signer, interpreter or a reader
- Changing the assessment method e.g. from a written assessment to a spoken assessment
- Using assisted technology such as screen reading or a voice activated software.

Reasonable adjustments must be approved and set in place before the assessment takes place. The work produced by the learner will be assessed in the same way as all other learners.

Where the employer and training provider believe reasonable adjustment(s) may be required, this can be identified at the registration stage. Open Awards requires a minimum of 90 days' notice of any request for reasonable adjustments so this can be considered and where approved, arrangements made.

Special considerations

Adjustments which may be applied after an assessment where the learner has encountered exceptional circumstances that have disadvantaged them during their assessment.

The assessment plan for the apprenticeship standard defines permissible special considerations and the circumstances surrounding the apprentice's End-point assessment that fall within this definition.

Cancellations or rescheduled assessments

Cancellation by the apprentice, training provider or employer

Provisional bookings can be re-scheduled or cancelled at no charge. Confirmed bookings can be re-scheduled at no charge **up to 10 workings days** before the assessment day.

Confirmed bookings cancelled or re-scheduled with **less than 10 workings days'** notice will incur relevant costs associated to the booking.

The 5% apprentice registration fee is non-refundable regardless of withdrawal date.

Cancellation by Open Awards

In the unlikely event that a confirmed booking has to be cancelled by Open Awards, it will be rescheduled as soon as possible for a mutually convenient time. There will be no additional charges associated with the rescheduled assessment.

Confirmation of results

Assessment results will be made available to providers via the EPA Section of Open Awards' Secure Portal. Results of assessment will normally be provided to the training provider **within 10 working days** of the assessment being undertaken. The exception to this is the online knowledge test where the result notification will normally be provided **within 72 hours** of the assessment taking place.

Resits and Retakes

Open Awards provides resit and retake opportunities in line with ESFA requirements unless the assessment plan associated with the apprenticeship contains alternative requirements.

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake. Open Awards will provide feedback alongside the result notification to all apprentices who fail an assessment method. This feedback will be provided via the training provider, normally **within 10 workings days** of the assessment taking place. The exception to this is the online knowledge test where only the result notification will be provided and this will normally be **within 72 hours** of the assessment taking place.

Where the result notification suggests a retake may be appropriate, the ESFA recommend the employer and training provider consider a supportive action plan that responds to the performance weaknesses identified within the feedback. This action plan should clearly state the nature and extent of the re-training and include the estimated time to prepare the apprentice for the retake. When a retake is booked, Open Awards will require confirmation from the training provider that the apprentice has received further training and is ready to be assessed.

A resit involves the apprentice attempting one or more failed assessment components again, without the need to undertake further training.

Open Awards normally require a **minimum of 10 workings days'** notice when booking a resit or a retake. The exception is the online knowledge test when **five (5) workings days'** notice is required.

The number of resits and retakes that can be taken by an apprentice will normally be at the discretion of the employer. The ESFA recommends a limit of two (2) resits or retakes, however, more than two (2) resits or retakes may be taken if available, or unless otherwise specified or limited within the assessment plan.

Resits or retakes are only to be taken in the event of a failure. A resit or retake cannot be taken with the intention of increasing the original grade if an apprentice

has passed their EPA. Therefore, feedback will not normally be provided to apprentices who achieve a pass or higher.

The maximum grade that can be achieved for a resit or retake is a pass, unless Open Awards has determined there are exceptional circumstances. Where an apprentice believes exceptional circumstances impacted on their initial assessment attempt, they must submit a formal request with supporting evidence for exceptional circumstances to be considered, directly to Open Awards **within five (5) working days** of receiving the assessment decision.

The same IEPA who undertook the initial assessment attempt may be allocated by Open Awards to assess an apprentice's resit or retake. This may be a requirement of the assessment plan. The allocation of IEPAs to assessments will be taken by Open Awards based upon the requirements of the assessment plan or operational considerations.

Appeals and Complaints

Open Awards is committed to ensuring that all assessment decisions are consistent, fair and based on valid judgements made by independent IEPAs.

If an apprentice is satisfied with their result but seeks information as to why a specific grade was awarded, they can request formal feedback through their training provider. This feedback will be limited to justification of the decision and will not be developmental in nature (i.e., indicate how they may have achieved a higher grade). This feedback may take **up to 20 working days** to be provided. Further details are available from Open Awards.

If an apprentice is not satisfied with their result, they can request an enquiry about results which is an informal appeal. Open Awards will review the documentation for administrative errors and correct these if identified. An enquiry about results must be made by the apprentice **within 10 working days** of notification of the results concerned.

Alternatively, or subsequent to an enquiry about results, if an apprentice is not satisfied with their result, they may lodge an appeal. Appeals can be made by the training provider on behalf of the apprentice, but they must have the permission of the apprentice to do this.

Appeals made in respect of the final overall grade will result in a delay to the completion certificate being requested by Open Awards. For further details regarding the process, timelines and fees, please refer to Open Awards' Enquiries and Appeals Policy and Procedures which can be found on the Portal.

Completion and certification

Open Awards will issue a summary of results following successful completion of all EPA assessments. This will be issued to the apprentice via the provider and show the grade associated with each assessment, alongside the overall grade and the date this was awarded.

Open Awards will also request the apprenticeship completion certificate from the IfATE on behalf of an apprentice once they have completed their apprenticeship. As part of the gateway declaration form an apprentice is required to give Open Awards permission to do this on their behalf. Without this permission Open Awards is unable to claim the certificate.

Open Awards will request the certificate once the apprentice has received and agreed the final grade. Where the apprentice does not formally agree the final grade, Open Awards will assume it is agreed once the window for an enquiry about results or appeal is extinguished (**10 working days** from the notification of results).

Requests for the certificate are then made **within 20 working days** and in most instances, sooner. IfATE normally send the completion certificate directly to the employer by recorded delivery; this can take **up to 15 working days** to arrive from the date it is requested.

Quality assurance

Internal quality assurance

Quality assurance is at the heart of Open Awards' practices and we follow suitably rigorous processes to ensure that the integrity of our assessments is maintained.

Internal quality assurance is the process of reviewing and evaluating assessment practices and decisions to ensure that:

- an identified individual is responsible for coordinating internal quality assurance processes
- there are clear and documented roles and responsibilities for all those involved
- all learners are assessed accurately, fairly and consistently to the right standard
- internal quality assurance is structured and incorporates all of the requirements set out in the assessment plan associated with the apprenticeship standard
- assessment tasks and learner work are sampled appropriately
- good practice is promoted through internal standardisation events and quality assurance meetings
- decisions are supported by full and clear records and action plans that are followed
- internal processes are transparent and regularly evaluated.

External quality assurance

External quality assurance for this apprenticeship standard is undertaken by Ofqual.

Maladministration and Malpractice

Maladministration is defined as any activity, neglect, default or other practice that results in an apprentice, training provider or employer not complying with the specified requirements for delivery of end-point assessment.

Malpractice is any act, default or practice which:

- Compromises, attempts to compromise, or may compromise, the process of assessment/ examinations, the integrity of any end-point assessment activity or the validity of an assessment result or certificate, including maladministration
- Damages the authority, reputation or credibility of Open Awards or any officer or employee
- Involves a failure by an apprentice, training provider or employer to provide Open Awards with such necessary information as required to enable it to investigate allegations of suspected malpractice also constitutes malpractice.

An apprentice, training provider or employer must report any allegation of suspected malpractice/ maladministration to Open Awards. Failure to report allegations of malpractice/ maladministration can lead to assessment results not being conferred and certification claims not being processed, and future registrations not being accepted.

Further information is available within Open Awards' Malpractice and Maladministration Policy and Procedures, including how Open Awards will manage alleged or suspected malpractice or maladministration.

Where Open Awards is satisfied on the balance of probabilities that an allegation is substantiated, it reserves the right to impose a range of sanctions on an apprentice and/ or training provider and/ or an employer, depending on the seriousness of the situation and the risk to the interests of learners and the integrity of the end-point assessment and the effect on public confidence in Open Awards. Further information can be found within Open Awards' Sanctions Policy.

Open Awards will ensure that in most cases alleged malpractice is kept confidential between itself and those directly impacted. However, in cases of serious malpractice, Open Awards may exchange information with the regulators, other end-point assessment organisations and other appropriate authorities.

Open Awards Policies and Procedures

Current versions of the following Open Awards policies and procedures, relevant to end point assessment are accessible to training providers through the Secure Portal. Employers and apprentices can obtain copies from the relevant training provider, or can be obtained directly by contacting Open Awards.

- End Point Assessment Pricing Policy
- Reasonable Adjustments and Special Considerations Policy
- Data protection
- Enquiries and Appeals Policy and Procedures
- Complaints Policy
- Malpractice and Maladministration Policy and Procedures
- Equality and Diversity Policy
- Sanctions Policy
- Safeguarding Policy
- Conflict of Interest Policy
- Fair Access policy

In addition, the current version of the following relevant document may be obtained by training providers, employers or apprentices by contacting Open Awards directly:

- Instructions for Conducting Controlled Assessment Remotely

Open Awards recommends that local copies of policies and procedures are not made and referred to as these may not be current.

Fees and Charges

Open Awards standard fees and charges for end-point assessment, including resits and retakes are set out the schedule of fees. The current schedule can be found on the Open Awards' website.

Support

The Open Awards web site www.openawards.org.uk is the best source for general information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services.

In addition, our experienced customer service team can be contacted on 0151 494 2072 or via email enquiries@openawards.org.uk.

Glossary

Assessment	The process of making judgements about the level of occupational proficiency an apprentice can demonstrate when measured against the knowledge, skills and behaviours set out in the standard.
Assessment Criteria	Assessment criteria describe what a learner should be able to do in order to demonstrate competence (i.e., pass).
Authentic	Evidence must be the apprentice's own work.
Completion certificate	The certificate issued by IfATE which demonstrates an apprentice has successfully completed their apprenticeship
Diversity	Acknowledging that each individual is unique and recognising individual differences, e.g., culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
EQA	External Quality Assurance
Equality	Fair treatment for all regardless of differences, e.g., culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
Evidence	How an apprentice demonstrates knowledge, skills or behaviour that can be used to make a judgment of achievement against criteria.
Fair	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.
Gateway	The point at which the employer decides the apprentice is occupationally competent and ready to undertake end-point assessment
Holistic	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
Independent assessment	Assessment decisions made by an IEPA and end-point assessment organisation who have no relationship with the apprentice, training provide or employer and therefore, have no interest in the assessment result
Independent end-point assessor (IEPA)	The individual recruited and trained by the Awarding Organisation who assesses the apprentice during end-point assessment
IQA	Internal Quality Assurance
Learning Outcomes	Learning outcomes describe what an apprentice should know and understand by the end of a unit.

Reliable	Reliable evidence indicates that the apprentice can consistently perform at this level. A reliable method of assessment will produce consistent results for different IEPAs at each assessment.
Simulation	Where simulation is allowed it must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities at their employer's premises.
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
Valid	Evidence must be relevant to the learning outcome and assessment criteria i.e. capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate IEPA's ability to provide feedback to learners.
XAMS	The Open Awards platform used for online assessments and tests

Appendix 1 Details of the Standard

Occupational Duty	The Youth Support Worker will know and understand (Knowledge):	The Youth Support Worker will be able to (Skill):
<p>1 Establish and maintain relationships with young people</p>	<p>K1: Methods to build trust and rapport, with diverse groups of young people</p> <p>K2: Group work theory and its application in work with young people.</p>	<p>S1: Recognise, manage and reflect upon relational boundaries in professional youth support work</p>
<p>2 Establish and maintain relationships with community groups and/or key partners.</p>	<p>K3: Local and national factors that impact on young people i.e. social, environmental, economic, political</p> <p>K4: Local community networks and ways in which young people might become involved</p> <p>K5: Partnership and multi-agency working</p> <p>K6: Communication techniques including verbal, written and electronic</p>	<p>S2: Communicate with stakeholders - internal and/or external</p>
<p>3 Use informal education practices to develop young people's social education; providing programmes of activities, services and facilities.</p>	<p>K7: Places and spaces that professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person</p>	<p>S4: Encourage the participation of young people in developing their own learning</p>
<p>4 Actively participate in supervision with a professional youth worker or equivalent</p>	<p>K8: Key reflective practice models that can be used in youth support work practice and their impact</p> <p>K9: Critical reflection, and how to use it in practice to enhance continuous professional development for youth support work</p>	<p>S5: Facilitate activities and techniques to use with young people that promote self-confidence and build self-esteem and resilience</p> <p>S6: Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive</p> <p>S7: Monitor and record the outcomes of own practice to</p>

		identify areas for development and improvement.
5 Plan for, deliver and evaluate youth work experiences supported by the supervision of a professional youth worker or equivalent	<p>K10: Professional approaches to informal education with individuals and groups in different settings</p> <p>K11: Youth support work planning, monitoring and evaluation methods and how these are applied in practice</p> <p>K12: Methods for evaluating and recording youth work sessions and how these are applied in practice</p>	<p>S3: Facilitate the learning and development of young people</p> <p>S8: Appropriately manage behaviour boundaries in line with organisational policies</p> <p>S9: Plan youth support work programmes and sessions</p> <p>S10: Lead youth support work programmes and sessions</p> <p>S11: Evaluate youth support work programmes and sessions</p>
6 Enable young people to explore their values, beliefs and identity	<p>K13: What is meant by values and beliefs and why it is important to encourage young people to explore these.</p> <p>K14: Different contexts, including cultural, social and political perspectives operating within young people's communities and wider society</p> <p>K17: Approaches for increasing active participation and creating opportunities for youth voice and leadership</p>	<p>S12: Enable young people to express their views, aspirations, needs and concerns appropriately in line with youth support work principles</p> <p>S13: Identify, appropriately challenge and act upon oppressive or discriminatory attitudes, behaviours and situations</p>
7 Work with young people in line with youth participation principles to promote and facilitate youth voice and influence	<p>K15: Methods for encouraging and enabling young people to participate in an inclusive manner</p> <p>K16: Article 12 of the United Nations Convention on the Rights of the Child in youth work settings</p>	<p>S14: Support young people to participate in planning, organising, delivering and evaluating youth work activities and programmes, and engaging on issues of importance to them</p> <p>S15: Embeds in own practice a commitment to the rights of young people</p>
8 Work within relevant legislative requirements including those regarding Health and Safety, Child Protection, Safeguarding, Data Protection and the Equalities Act 2010	<p>K18: Professional obligations regarding administration, recording and management of data i.e. GDPR</p> <p>K19: Current national and local policies for safeguarding young people and vulnerable adults; and the application of these to own practice</p>	<p>S16: Apply safeguarding procedures and protocols</p> <p>S17: Work within the parameters of organisational, local and national health and safety, child protection, data protection and equalities policies and procedures</p>

	<p>K20: Indicators for abuse and exploitation and how to recognise these and take action within the context and setting</p> <p>K21: Health and safety policies relating to the care and wellbeing of young people and implementation of these in the youth support worker role</p> <p>K26: Limits of professional behaviour boundaries in line with organisational policies and procedures</p>	<p>S18: Participate in risk assessments and manage risk and risk benefits within the workplace</p> <p>S23: Work with and maintain professional behaviour boundaries when working with young people</p>
<p>9 Maintain a safe environment for group work under the supervision of a JNC qualified professional range youth worker or equivalent</p>	<p>K22: Positive risk benefit assessment to ensure there are safe working practices for youth support work</p>	<p>S19: Record all health and safety risks and take the correct actions to ensure the safety of all young people</p>
<p>10 Perform and ensure the discharge of administrative duties (for example budget control, records keeping or reporting)</p>	<p>K23: How to collect and use sources of information in order to demonstrate the impact and benefits of youth support work</p> <p>K24: Systems and procedures relevant to the role and setting</p>	<p>S20: Complete administrative responsibilities e.g., signing in young people, risk assessments and recording activities</p> <p>S21: Manage budgets and resources</p>
<p>11 Line management responsibility for assistant youth support workers, sessional workers, volunteers or peer leaders, including recruiting, developing and support</p>	<p>K25: First line management styles that are supportive and developmental for volunteers and assistant youth support workers</p>	<p>S22: Manage individuals in line with organisational procedures</p>
<p>Behaviours:</p> <p>B1: Work in an anti-oppressive, anti-discriminatory manner</p> <p>B2: Promote acceptance and understanding of others</p> <p>B3: Support positive engagement in activities</p> <p>B4: Uphold principles and values of youth work practice</p> <p>B5: Celebrate success and the journey of young people individually and collectively</p>		

B6: Respect young people's rights to make their own decision about involvement with youth work

B7: Promote the values of justice, fairness and equality

B8: Take a positive interest in young people's concerns, ideas and interests

B9: Promote the development of political and social education for and with young people

B10: Compliance with relevant policies and procedures

Appendix 2 Map of KSBs against assessment methods

Assessment method	KSBs assessed
Assessment method 1: Observation with questions	K1, K6, K12, K14, K15, K16, K17, K18, K19, K21, K22, K26 S2, S3, S4, S5, S8, S9, S10, S11, S12, S15, S16, S17, S19, S20, S23 B2, B3, B4, B5, B7, B8, B9
Assessment method 2: Professional discussion underpinned by a portfolio of evidence	K2, K3, K4, K5, K7, K8, K9, K10, K11, K13, K20, K23, K24, K25 S1, S6, S7, S13, S14, S18, S21, S22 B1, B6, B10

Appendix 3 Assessment Specifications

Assessment method 1: Observation with questions	
Key competencies	
1. The apprentice is a safe practitioner that works within legal and organisational boundaries for the benefit of young people. 2. The apprentice communicates appropriately with colleagues, stakeholders, and other relevant people in line with occupational competencies. 3. The apprentice demonstrates youth support worker values and principles throughout their work with young people.	
Key competency	KSB criteria
1	K18: Professional obligations regarding administration, recording and management of data i.e., GDPR.
	K19: Current national and local policies for safeguarding young people and vulnerable adults, and the application of these to own practice.
	K21: Health and safety policies relating to the care and wellbeing of young people and implementation of these in the youth support worker role.
	K22: Positive risk benefit assessment to ensure there are safe working practices for youth support work.
	S16a: Applies safeguarding procedures and protocols
	S16b: Safeguards the wellbeing of all young people by taking appropriate action regarding any concerns they might have
	S17: Work within the parameters of organisational, local, and national health and safety, child protection, data protection and equalities policies and procedures.
	S19: Record all health and safety risks and take the correct actions to ensure the safety of all young people.
	S20: Complete administrative responsibilities signing in young people, risk assessments, and recording activities.
2	K6: (Use appropriate) communication techniques including verbal, written and electronic.
	S2: Communicate with stakeholders – internal and /or external.
	S9: Plan youth support work programmes and sessions.
3	K1: (Understands) methods to build trust and rapport, with diverse groups of young people.
	K12: (Understands) methods for evaluating and recording youth work sessions and how these are applied in practice
	K14: (Understands) different contexts including cultural, social and political perspectives operating within young people's communities and wider society.
	K15: (Understands) methods for encouraging and enabling young people to participate in an inclusive manner.
	K16: (Knows) Article 12 of the United Nations Convention on the Rights of the Child in youth work settings.
	K17: (Understands) approaches for increasing active participation and creating opportunities for youth voice and leadership.
K26 (Understands) limits of professional behaviour boundaries in line with organisational policies and procedures	

S3: Facilitate the learning and development of young people.
S4: Encourage the participation of young people in developing their own learning.
S5: Facilitate activities and techniques to use with young people that promotes self-confidence and builds self-esteem and resilience.
S8: Appropriately manage behaviour boundaries in line with organisational policies.
S10: Lead youth support work programmes and sessions.
S11: Evaluate youth support work programmes and sessions.
S12: Enable young people to express their views, aspirations, needs and concerns appropriately in line with youth support work principles
S15: Embeds in own practice a commitment to the rights of young people.
S23: Work with and maintain professional behaviour boundaries when working with young people.
B2: Promote acceptance and understanding of others.
B3: Support positive engagement in activities.
B4: Uphold principles and values of youth work practice.
B5: Celebrate success and the journey of young people individually and collectively.
B7: Promote the values of justice, fairness and equality.
B8: Take a positive interest in young people's concerns, ideas and interests.
B9: Promote the development of political and social education for and with young people.

Assessment method 2: Professional discussion underpinned by a portfolio of evidence			
Key Area	KSB coverage	Theory-based questions	Portfolio-based questions
a. Administration, policy, and procedures.	K11: Youth support work planning, monitoring and evaluation methods and how these are applied in practice. K23: How to collect and use sources of information in order to demonstrate the impact and benefits of youth support work. K24: Systems and procedures relevant to the role and setting. S18: Participate in risk assessments and manage risk and risk benefits within the workplace. S21: Manage budgets and resources. B10: Compliance with relevant policies and procedures.		x1
b. Partnerships and communities	K3: Local and national factors that impact on young people, i.e., social, environmental, economic, political. K4: Local community networks and ways in which young people might become involved. K5: Partnership and multi-agency working.	x1	
c. Youth support work principles and practice	K2: Group work theory and its application in work with young people. K7: Places and spaces that professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person. K10: Professional approaches to informal education with individual and groups in different settings. K13: What is meant by values and beliefs and why it is important to encourage young people to explore these. K20: Indicators for abuse and exploitation and how to recognise these and take action within the context and setting. S1: Recognise, manage and reflect upon relational boundaries in professional youth support work. B6: Respect young people's rights to make their own decision about involvement with youth work.	x2	x2
d. Management, supervision and reflective practice	K8: Key reflective practice models that can be used in youth support work practice and their impact. K9: Critical reflection, and how to use it in practice to enhance continuous professional development for youth support work. K25: First line management styles that are supportive and developmental for volunteers and assistant youth support workers. S6: Reflect on practice in line with daily tasks to enhance the support young people receive. S7: Monitor and record the outcomes of own practice to identify areas for development and improvement. S22: Manage individuals in line with organisational procedures.	x2	x1
e. Equality and rights.	S13: Identify, appropriately challenge, and act upon oppressive or discriminatory attitudes, behaviours and situations. S14: Support young people to participate in planning, organising, delivering, and evaluating youth work activities and programmes, and engaging on issues of importance to them. B1: Work in an anti-oppressive, anti-discriminatory manner.		x1

Appendix 4 Apprenticeship Session Plan

Apprenticeship Session Plan



Apprentice name:	Click or tap here to enter text.
Job title/ role:	Click or tap here to enter text.
ILR number:	Click or tap here to enter text.
Employer/ Provider name:	Click or tap here to enter text.
Apprenticeship standard:	ST0906 Youth Support Worker

Location/setting:	Timings:	Date:	Session/Group size:
Staff:			
Volunteers:			

Session theme/topic:

Aims and objectives/Learning Outcomes:

Timing (mins)	Activity description	Resources needed	Learning areas covered	Comments (including health and safety considerations, specific learning needs)

Appendix 5 Risk Assessment

Risk Assessment



Apprentice name:	Click or tap here to enter text.
Job title/ role:	Click or tap here to enter text.
ILR number:	Click or tap here to enter text.
Employer/ Provider name:	Click or tap here to enter text.
Apprenticeship standard:	ST0906 Youth Support Worker

Facility / Activity	Identify the hazards	Who/what may be harmed	Risk likelihood	Severity of harm	Overall risk	Existing control measures	Recommendations/ further action required
<i>e.g., learning basic cooking skills</i>	<i>e.g., accident with tools and equipment</i>	<i>e.g., participants with less well-developed motor skills, participants with none or little previous cooking experience</i>	<i>e.g., 4 or amber, or medium</i>	<i>e.g., severe</i>	<i>e.g., 5 or amber, or medium</i>	<i>e.g., use child-proof tools for relevant participants</i>	<i>e.g., ensure all participants are pre-assessed for motor skills/experience/confidence</i>

Appendix 6 Observation with questions Assessment Record

Apprentice name:	Click or tap here to enter text.
Job title/ role:	Click or tap here to enter text.
ILR number:	Click or tap here to enter text.
Employer/ Provider name:	Click or tap here to enter text.
Apprenticeship standard:	ST0906 Youth Support Worker

Introductory notes:

- The observation must be carried out under controlled conditions in a suitable environment.
- The IEPA must introduce themselves and confirm their identity to the apprentice and employer/ representative (and others present if appropriate).
- The IEPA must agree with the employer/ representative how disruptions will be managed (e.g., alarms and emergencies) including confirming evacuation procedures.
- The apprentice must provide photographic proof of their identity before the assessment commences. Where this is not provided, the assessment must NOT proceed.
- If at this stage the IEPA believes there is a conflict of interest, the assessment should NOT proceed and they should contact Open Awards for guidance.
- If reasonable adjustments have been requested and approved by Open Awards, the IEPA should record this and confirm this to the apprentice before starting.
- If the observation is undertaken remotely, please record the system used (e.g., Zoom, MS Teams) and the location of both the IEPA and the apprentice.
- The IEPA should confirm the apprentice is ready to be assessed, has read the task brief and understands the assessment parameters.
- The apprentice will have **3 hours** to undertake the observation with questions, typically the observed session would take 2 hours and the question session would take 1 hour.
- The duration of the observation with questions can be increased by a maximum of 18 minutes (i.e., a maximum of 3 hours and 18 minutes in total) to allow apprentices to complete a session activity and/or to answer a question.

Session title:						
Session start time:	Click or tap here to enter text.	Session finish time:	Click or tap here to enter text.			
Q&A start time:	Click or tap here to enter text.	Q&A finish time:	Click or tap here to enter text.			
Performance Outcome	Pass criteria	Session plan	Risk assessment	Observed	Question & Answer session	Holistic judgement
The apprentice is a safe practitioner that works within legal and organisational boundaries for the benefit of young people. (K18, K19, K21, K22, S16, S17, S19, S20)	Applies safeguarding procedures and protocols and safeguards the wellbeing of all young people by taking appropriate action regarding any concerns they might have. (S16)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Uses and records risk assessment to ensure environment is safe and fit for purpose and to minimise hazards and harm. (K22, S19)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Works within the parameters of organisational and local policies and procedures including: <ul style="list-style-type: none"> • Health and safety • Child protection • Data protection • Equality (K19, K21, S17) 	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Records their work with young people, and stores this in line with data protection, in order to keep young people and their data, safe. (K18, S20)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Communicates appropriately with colleagues, stakeholders, and other relevant people in line with occupational competencies. (K6 S2, S9)	Carries out all relevant responsibilities related to the youth work session and follows organisational protocols such as signing in of young people, creating risk assessments, use of session plans, and recording of health and safety incidents. (S9)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Communicates with colleagues and any other relevant stakeholders to support youth support work. (K6, S2)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Demonstrates youth support worker values and principles throughout their work with young people.	Applies methods of inclusive practice to encourage young people to participate in developing their own learning and upholds the values and principles of youth (support) work. (K15, K26, B3, B4, S4)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Session title:						
Session start time:	Click or tap here to enter text.	Session finish time:	Click or tap here to enter text.			
Q&A start time:	Click or tap here to enter text.	Q&A finish time:	Click or tap here to enter text.			
Performance Outcome	Pass criteria	Session plan	Risk assessment	Observed	Question & Answer session	Holistic judgement
(K1, K12, K14, K15, K16, K17, K26 S3, S4, S5, S8, S10, S11, S12, S15, S23 B2, B3, B4, B5, B7, B8, B9)	Plans, delivers and evaluates youth work sessions to facilitate the learning and development of young people. (K12, S3, S10, S11)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Celebrates success of individual young people and uses different approaches to build rapport and reflect the diverse needs of young people and ensures that all have an opportunity to participate fully and take the lead where appropriate. (K1, K17, B5)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Manages behaviour to safeguard the welfare and wellbeing of all participants. (S8, S23)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Promotes and prioritises the rights of young people and facilitates the development of understanding of their rights and responsibilities politically and socially. (K16, S15, B2, B7, B9)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Facilitates discussions with young people that encourage them to express views, aspirations, needs and concerns, both personally and in relation to their communities and wider society. (K14, S12, B8)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Facilitates activities that foster growth, and the development of confidence and resilience. (S5)	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

Appendix 7 Professional Discussion Assessment Record

Apprentice name:	Click or tap here to enter text.		
ILR number:	Click or tap here to enter text.		
Employer name	Click or tap here to enter text.		
Apprenticeship standard:			
IEPA name:	Click or tap here to enter text.		
Location:	Click or tap here to enter text.		
Date of assessment:	Click or tap to enter a date.		
Photographic proof of identity provided:	Choose an item.	Reasonable adjustments approved	Choose an item.
Start time:	Click or tap here to enter text.	Finish time:	Click or tap here to enter text.
Employer confirmed observation requirements have been facilitated AND kept confidential from the apprentice			Choose an item.

Introductory notes:

- The professional discussion must be carried out under controlled conditions in a suitable environment.
- The IEPA must have reviewed the apprentice's portfolio in advance.
- The IEPA must introduce themselves and confirm their identity to the apprentice and employer/ representative (and others present if appropriate).
- The IEPA must agree with the employer/ representative how disruptions will be managed (e.g., alarms and emergencies) including confirming evacuation procedures.
- The apprentice must provide photographic proof of their identity before the professional discussion commences. Where this is not provided, the assessment must NOT proceed.

- If at this stage the IEPA believes there is a conflict of interest, the assessment should NOT proceed and they should contact Open Awards for guidance.
- If reasonable adjustments have been requested and approved by Open Awards, the IEPA should record this and confirm this to the apprentice before starting.
- If the professional discussion is undertaken remotely, please record the system used (e.g., Zoom, MS Teams) and the location of both the IEPA and the apprentice.
- The IEPA must confirm the apprentice is ready to be assessed and understands the assessment parameters.
- The professional discussion **must last for 60 minutes** (+10% at the IEPAs discretion to allow an apprentice to finish the answer they are giving).

Key area	Pass criteria	Distinction criteria	Question reference	Outcome
a. Administration, policy, and procedures. 1 question	Describes different approaches to youth support work project management (including systems and procedures) and how they have applied this in practice, including risk assessments, budgets and resources. (K11, K24, S21, B10, S18)	Evaluates different approaches to youth support work project management and identifies the strengths and weaknesses of these. (K11, K24, S18, S21, B10)	a1.	Choose an item.
	Explains how they collect, use and store data in compliance with policy, and how this data can be used to measure and demonstrate impact of youth support work. (K23)			
b. Partnerships and communities 1 question	Explains key factors that may impact on young people, including social, environmental, economic and political. (K3)	Evaluates ways to increase active participation in a community context, and how the youth support work role is able to work to achieve this. (K5)	b1.	Choose an item.
	Describes the local community context for their work with young people and how young people can get involved. (K4)			
	Gives examples of relevant partnerships that they are engaged in through their work, and how these are of benefit to young people. (K5)			
c. Youth support work	Explains the different environments in which youth support work can take place, and how professional approaches to		c1.	Choose an item.

Key area	Pass criteria	Distinction criteria	Question reference	Outcome
principles and practice. <i>4 questions (2 theory + 2 portfolio)</i>	this work with individuals and groups are applied in these contexts. (K7, K10)			
	Explains what is meant by values and beliefs and why these are important in youth support work with young people. (K13)			
	Describes the indicators of abuse and exploitation, including how to recognise these and take action in their workplace. (K20)			
	Explains group work theory and practices including relational boundaries and young people's choices, and how these inform youth support work and the work they do with young people. (K2, S1, B6)			
			c2.	Choose an item.
			c3.	Choose an item.
			c4.	Choose an item.

Key area	Pass criteria	Distinction criteria	Question reference	Outcome
d. Management, supervision and reflective practice. <i>3 questions (2 theory + 1 portfolio)</i>	Explains the difference between reflection in action and reflection on action, and how critical self-reflection enhances continual professional development for youth support work practice. Gives examples of different reflective practice models and their impact on their work. (K8, K9)	Evaluates different models of reflective practice and supervision to develop their leadership and the skills of their team. (K9, S7)	d1. d2. d3.	Choose an item.
	Describes how to model supportive and developmental first line management for volunteers and assistant youth support workers. (K25)			Choose an item.
	Explains how they use reflective practice and supervision recordings to monitor, inform and improve their practice. (S6, S7)			Choose an item.
	Explains their line management responsibilities and how these relate to organisational procedures. (S22)			
e. Equality and rights. <i>1 question</i>	Gives examples of how to support young people to develop activities and programmes on issues that are of importance to them. (S14)	Analyses how supporting rights-based approaches in their work has led to positive action and wider systemic change in the lives of young people. (S14)	e1.	Choose an item.
	Explains, with examples, when they have managed and challenged oppressive or discriminatory attitudes, behaviours and situations, demonstrating how they work in an anti-oppressive, anti-discriminatory manner (B1, S13)			

Appendix 8 EPA Planning Form

EPA Planning Form



This form is applicable to any End-point assessment (EPA) activity where the assessment(s) is undertaken at a venue not directly managed by Open Awards and to which the independent End-point IEPA (IEPA) is required to attend in-person (i.e., the assessment(s) is undertaken face-to-face and not remotely).

The form must be fully completed by the provider or employer (as appropriate) and uploaded to the Open Awards Secure Portal at the same time as the assessment(s) is booked. Where remedial actions are identified, these must be addressed prior to the assessment day.

Full address of assessment venue	Click or tap here to enter text.
Location IEPA should report to upon arrival	This is important on large sites where there may be multiple receptions/ entrances. E.g., <i>"Reception in Building 'C' on the attached map"</i> Click or tap here to enter text.
Name of contact person at venue	This person will be responsible for meeting the IEPA on arrival, providing an appropriate health & safety briefing and must be available throughout the assessment(s) to deal with queries from the IEPA or emergencies Click or tap here to enter text.
Telephone of contact person at venue	Landline Click or tap here to enter text. Mobile Click or tap here to enter text.
Access arrangements	Is there anything the IEPA should be aware of. E.g., postcode to use with Sat Nav if different from above, car parking arrangements on/ off site, access from nearest train station Click or tap here to enter text.
Specific requirements the IEPA should be aware of	E.g., is PPE required and if so, is the IEPA expected to provide this or will it be provided for them Click or tap here to enter text.
Name of person completing this form	Click or tap here to enter text.
Job title/ position	Click or tap here to enter text.
Date form completed and uploaded to Open Awards Portal	Click or tap to enter a date.

Any other relevant information that would help the IEPA plan for the EPA.
E.g., challenging customers may be present or goods delivery is expected on the day of assessment.

Click or tap here to enter text.

	Yes/ No	If 'No', what remedial actions will be put in place to address this prior to the assessment(s)
There is a current health & safety policy in place for the venue which covers the EPA activities, the apprentice, the IEPA and other visitors undertaking quality assurance of the assessment(s)	Choose an item.	Click or tap here to enter text.
There is appropriate liability insurance in place which covers both the apprentice, IEPA and other visitors undertaking quality assurance of the assessment(s)	Choose an item.	Click or tap here to enter text.
The provider/ employer will undertake an appropriate risk assessment relevant to the assessment(s) and share this with both the apprentice and the IEPA	Choose an item.	Click or tap here to enter text.
The apprentice will have access to any Personal Protective Equipment required and received prior training in its use and storage. This PPE will be fit-for-purpose.	Choose an item.	Click or tap here to enter text.
There is adequate, accessible and signed posted first aid provision including first aid personnel and medical supplies available on the day of the assessment(s)	Choose an item.	Click or tap here to enter text.
An emergency contact at the venue will be available for duration of the EPA	Choose an item.	Click or tap here to enter text.
There are appropriate means of fire detection and raising the alarm in the event of a fire	Choose an item.	Click or tap here to enter text.
There is an emergency procedure (e.g., fire or first aid) in place which will be communicated to the apprentice and IEPA before the assessment(s) commence	Choose an item.	Click or tap here to enter text.
The venue and the assessment environment are safe and hazards appropriately managed in line with current best practice	Choose an item.	Click or tap here to enter text.
Welfare facilities (e.g., toilets, washing, eating and changing) are adequate, safe, healthy, clean and accessible to the IEPA	Choose an item.	Click or tap here to enter text.
All necessary safety notices (e.g., warning signs, fire-related, first aid) are displayed	Choose an item.	Click or tap here to enter text.
All machinery and equipment required is in good working order, meets appropriate legal standards and has been maintained by a competent person	Choose an item.	Click or tap here to enter text.

Appendix 9 Remote assessment

Open Awards recognises that remote assessment may present an attractive proposition to employers to overcome workplace challenges, e.g., limited physical access to enable the IEPA to observe the apprentice.

However, remote assessment itself has challenges and Open Awards are likely to require confirmation or reassurance that:

- Remote observations etc., can be live-streamed, not recorded.
- Remote assessment will be supported by video conferencing facilities/ technology which is sufficiently stable to enable the apprentice and IEPA to effectively communicate.
- Imagery will be of sufficiently high-quality resolution to allow an IEPA to clearly view in detail the apprentice and any evidence.
- The technology used will accommodate the maximum possible duration of the assessment; not the assessment governed by the capacity of the technology.
- Any live-stream must remain on the apprentice throughout the assessment.
- The employer accepts that any break in the live-stream or where the IEPA is unable to see the apprentice or communicate with them may result in the assessment being cancelled and count as an assessment attempt; the employer may be required to pay for the resit.
- The employer will be able to supply at their expense someone to support the observation workplace (e.g., holding a camera) who does not have a supervisory relationship with the apprentice and who has sufficient health and safety awareness so as not endanger themselves or others whilst they are undertaking the support role.

The above list is not exhaustive and may vary depending upon the assessment method and associated requirements set out in the assessment plan. Where the assessment plan does not explicitly allow for assessment to be undertaken remotely, Open Awards may have to seek clarification from the External Quality Assurance Provider as to whether remote assessment is permissible.

Therefore, employers must liaise directly with Open Awards at the earliest possible opportunity to enable a determination to be made as to whether remote assessment is viable and valid.

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