

End-point assessment plan for Play Therapist apprenticeship standard

| Apprenticeship standard number | Apprenticeship standard level | Integrated end-point assessment |
|--------------------------------|-------------------------------|---------------------------------|
| ST0905 | 7 | No |

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Introduction and overview

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

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

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

Full-time apprentices will typically spend 36 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- the apprentice must have achieved English and mathematics at level 2.
- the apprentice must have compiled a portfolio of evidence to underpin the professional discussion

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

This EPA should then be completed within an EPA period lasting typically for 3 months, after the EPA gateway.

This EPA consists of 3 discrete assessment methods.

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

Assessment method 1: Multiple-choice test

- fail
- pass
- distinction

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

- fail
- pass

- distinction

Assessment method 3: Practical demonstration with questions

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

| | |
|---|--|
| On-programme (typically, 36 months) | <p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p> |
| End-point assessment gateway | <p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit a portfolio of evidence to their EPAO to underpin the professional discussion</p> |
| End-point assessment (typically 3 months) | <p>End-point assessment method 1: Multiple-choice test graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 3: Practical demonstration with questions graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Performance in the EPA will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • fail • pass |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> • distinction |
| Professional recognition | Aligns with recognition by: Play Therapy UK (PTUK) as Certified Play Therapist |

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

The EPA period must last for a minimum of one week.

Order of end-point 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.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is consistently working at or above the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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

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

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

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

- a completed portfolio of evidence

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 10 discrete pieces of evidence
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - annotated photographs of toolkit, room layout, and resources (photographs of children during a therapy session must not be included)

This is not a definitive list; other evidence sources are possible.
- it 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
- 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
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

End-point assessment method 1: Multiple choice test

Overview

This assessment method has 1 component.

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

The rationale for this assessment method is:

- it allows for breadth and depth of knowledge and the apprentice's application to play therapy practice
- it allows for standardisation with the use of a large question bank (from the End Point Assessment Organisations (EPAO))
- it allows for flexibility in terms of when, where, and how it is taken
- it allows larger volumes of apprentices to be assessed at one time providing cost effective delivery.

Delivery

Test format

The test can be on-line or on paper.

It will consist of 40 standard multiple-choice questions covering 8 knowledge statements.

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

Apprentices must be given at least 2 weeks' notice ahead of the Multiple-choice test.

Test administration

Apprentices must have 60 minutes to complete the test.

The test is closed which means that the apprentice cannot refer to reference books or materials. Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, another external person employed by the EPAO, and/or specialised (proctor) software. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

If taken on-line, the invigilator on the day of the test will give apprentices the log-in details to the on-line multiple-choice test. Log-in will be immediately prior to the commencement of the test.

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

The EPAO is responsible for verifying the identity of the person taking the test.

Marking

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

As the multiple-choice test can be on-line, a central, secure system may be used to score and grade the results. The EPAO can then check the submitted multiple-choice test results within the programme's analytics. Results can then be collated from the software's analytics by an independent assessor.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

Assessment location

The multiple-choice test should take place in a controlled environment that is a quiet room, free from distractions and influence.

The multiple-choice test can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO

The EPAO must also verify the suitability of the venue for test-taking.

Question and resource development

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

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

The test questions must be varied yet assess the relevant KSBs.

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

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

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

Grading boundaries

The following grade boundaries apply to the multiple-choice test:

| Grade | Minimum mark | Maximum mark |
|-------------|--------------|--------------|
| Distinction | 36 | 40 |
| Pass | 28 | 35 |
| Fail | 0 | 27 |

End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

Overview

This assessment method has 1 component.

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the apprentice and an independent assessor actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods
- it allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction grading
- it allows for testing of responses where there are a number of potential answers that could not be tested through a multiple-choice test
- it is cost effective as it can be conducted remotely
- due to the sensitive nature of the work undertaken and the safety and safeguarding requirements within the sector, some KSBs cannot be reliably assessed in the practical demonstration and questions and therefore a professional discussion is the most appropriate way to assess those KSBs allowing the apprentice to draw on their experience to demonstrate competence
- the purpose of the questioning is to assess the depth of understanding of the KSBs.

Delivery

The independent assessor will conduct and assess the professional discussion underpinned by a portfolio of evidence. The independent assessor will have at least 2 weeks to review the portfolio before the professional discussion.

Apprentices must be given at least 2 weeks' notice ahead of the professional discussion underpinned by a portfolio of evidence. The underpinning portfolio will have been submitted in line with EPAO requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion topics for the professional discussion.

The professional discussion must last for 50 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors will ask a minimum of 8 questions and may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The professional discussion will be conducted as follows:

The independent assessor should set out the parameters for the professional discussion, clearly explaining the processes for the apprentice. The themes are set out below and the EPAO will ensure there is adequate opportunity for the apprentice to demonstrate the required KSBs. The apprentice should have the opportunity to ask questions for clarification about the process prior to the professional discussion commencing.

The topics and themes that must be covered are

- referral – professionalism required in working with professionals, parents and children. Referring to other professionals
- assessment – consultation with parents, professionals, children, consenting and contracting, incorporating the clinical measures, formulation of a treatment plan and the use of clinical supervision
- group work – working with a group of clients therapeutically, planning therapeutic interventions and managing group dynamics
- theoretical knowledge – neuroscience, child development, attachment theory
- applications to therapy – non-directive and directive theoretical approaches to working with clients. Play Therapy Dimensions Model

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO. The independent assessor will make notes of the apprentice's response to questions.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

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

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

The independent assessor will make all grading decisions.

Assessment location

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

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

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

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

being aided in any way e.g. use of a 360 degree camera to allow the independent assessor to look around the room during the professional discussion.

Question and resource development

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

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

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

- question bank
- structured specification
- marking materials
- grading guidance
- independent assessor training materials
- assessment recording documentation
- data capture form for evidence and gaps
- guidance document for employers and apprentices on the process / timescales for the professional discussion as well as a description of the purpose of the professional discussion
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 3: Practical demonstration with questions

Overview

This assessment method has 1 component.

A practical demonstration supplemented with questions involves an independent assessor observing an apprentice undertaking a practical task in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

The independent assessor will ask supplementary questions in relation to KSBs to gain a deeper insight of the demonstrated KSBs, although these should be kept to a minimum.

The rationale for this assessment method is:

- this is a practical occupation, best demonstrated through the undertaking of work activities; the activities chosen for this method reflect those completed by a play therapist on a regular basis and allows the apprentice to demonstrate the KSBs required to be an effective and safe play therapist
- employers and the training providers have existing facilities that can be used for this practical demonstration
- it provides a cost-effective approach to assessment as it allows assessment of several apprentices on the same day using role play, reducing independent assessor travel time
- a role play also avoids issues with scheduling clients, seeking permission and availability and access to a range of clients with different needs
- the independent assessor will ask questions after the demonstration to obtain further depth and clarity of the practical demonstration they observe.

Delivery

Apprentices must be given at least 2 weeks' notice ahead of the practical demonstration with questions

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

The EPAO will arrange for the practical demonstration to take place, in consultation with the employer. The practical demonstration with questions must take 60 minutes. The independent assessor has the discretion to increase the time of the practical demonstration with questions by up to 10% to allow the apprentice to complete their task or respond to a question. The practical demonstration will typically last for 40 minutes, and the questioning will typically last for 20 minutes.

There will be one practical demonstration activity. The practical demonstration with questions will be carried out in its entirety and may not be split except in the case of an emergency e.g. fire evacuation (in this case the practical demonstration will be re-started).

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor may observe only one apprentice during this assessment method to ensure quality and rigour.

Apprentices must be provided with both written and verbal instructions on the activity they must complete, including the timescales they are working to before the start of the practical demonstration. The time taken to give this information is exclusive of the assessment time.

The practical demonstration activity will be based on a simulated scenario similar to that of a real-life therapy session, e.g. a play therapist undertaking a therapy session with a client who presents as angry, or a client who has been abused or a client who is anxious (these are a few of an extensive list of potential referral reasons).

An 'actor' will roleplay one scenario, to which the apprentice will demonstrate their therapeutic skills. The independent assessor will not ask questions during the practical demonstration, in order to remain as unobtrusive as possible and not to interrupt the flow of the practical demonstration.

The activities that must be included in the practical demonstration and are mapped to this assessment method include:

- professionalism and process required to undertake an assessment including the use of clinical supervision
- outlining why the client is attending play therapy
- opening the therapy session with the boundary and confidentiality statement
- setting and maintaining boundaries to keep the 'client' safe
- non-directive and directive approach
- therapeutic responses to communicate with the 'client' using the therapeutic play media that the 'client' has chosen to enable their processes
- working ethically
- adapting to the changing behaviour of the client by using a therapeutic decision framework such as the Play Therapy Dimensions Model
- closing the session safely

The independent assessor will ask a minimum of 5 questions at the end of the practical demonstration. The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the practical demonstration. They will use them to confirm their understanding of the practical demonstration and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the answers to the open-ended questions.

The evidence observed in the practical demonstration and responses to questions will be assessed holistically.

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

The independent assessor will make all grading decisions.

Assessment location

EPAOs must ensure that the practical demonstration with questioning takes place in a simulated environment under controlled conditions, in a quiet room, free from distractions and influence.

The practical demonstration with questioning must be conducted in any of the following:

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

The venue must have a play therapy tool-kit including the following as a minimum that would normally be available for a play therapist to practise:

- a sand-tray and range of symbols: natural objects, dinosaurs, people, animals (wild, domestic, sea creatures) buildings, bridges, fantasy figures, army figures, cars, religious artefacts/people, crystals
- musical instruments (2 of each) to include drums, tambourine, shakers
- movement items: fans, pom-poms (2 of each)
- puppets: fierce animals, large and small animals, emerging puppets (2 of each)
- art resources, paper, crayons, chalk, paint, scissors, glue, clay

Question and resource development

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

EPAOs must develop practical demonstration scenario 'banks' and create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a practical assessment scenario and question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the scenarios and questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

- independent assessor training materials
- assessment specifications

- grading guidance
- scenario and question bank
- assessment recording documentation
- guidance document for employers and apprentices on the process / timescales for the observation as well as a description of the purpose of the observation
- guidance document for independent assessors on how to carry out the assessment

Reasonable adjustments

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

Weighting

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

Grading Descriptors

Assessment method 1: Multiple-choice test

40 multiple-choice questions covering 10 Knowledge statements

| KSBs | Fail | Pass | Distinction |
|---|---|--|--|
| K1, K3, K4, K5, K8, K11, K12, K13, K18, K19 | Does not meet the pass criteria (apprentice has answered 27 or fewer questions correctly) | Apprentice has answered 28 to 35 questions correctly | Apprentice has answered 36 to 40 questions correctly |

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

| KSBs | Fail | Pass To achieve a pass, apprentices must achieve all of the following: | Distinction To achieve a distinction the apprentice must achieve all the pass descriptors plus all of the distinction descriptors |
|---------|---------------------------------|---|---|
| S5, S6 | Does not meet the pass criteria | Discuss how they have managed the client assessment and consultation process to agree therapeutic objectives including how they have used psychometric tools to make clinical assessments, justifying their choices. (S5, S6) | Identify the client's emotional difficulties, informed by their use of psychometric tools such as SDQ, with an example of how this has helped them to formulate an effective treatment plan. (S5, S6) |
| B5 | | Evaluate how and why they have made referrals, explaining how this was in the best interests of the child. (B5) | |
| S15, B8 | | Discuss how they manage, uphold and maintain client/parent confidentiality during therapeutic working including liaising with other professionals (S15, B8) | |
| S16 | | Explain how they communicate with stakeholders, parents and professionals identifying the on-going needs of the child. (S16) | |
| K7, S4 | | Analyse how their knowledge of neurobiology informs their understanding of clients during observation, assessment and therapy sessions and in their | Critically evaluate neurobiological concepts and research for relevance to their practice. (K7, S4) |

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|-------------|--|--|---|
| | | reporting of outcomes. (K7, S4) | |
| K2, K17, S7 | | Evaluate how theoretical concepts of child development and attachment are evident within their play therapy practice with children. (K2, K17, S7) | Critically evaluate the changing attachment patterns which present within clinical work and explain how analysing this information is used to support the client. (K2, K17, S7) |
| S10, S13 | | Explain how they have planned, delivered, and evaluated therapy sessions for groups of children and assessed and delivered interventions for low and high-risk clients. (S10, S13) | |
| S3, B4 | | Evaluate how they have accessed and promoted self-care as a result of emotionally challenging clinical work with clients. (S3, B4) | |

Assessment method 3 - Practical demonstration with questions

| KSBs | Fail | Pass To achieve a pass, apprentices must achieve all of the following: | Distinction To achieve a distinction the apprentice must achieve all the pass descriptors plus all of the distinction descriptors |
|--------|---------------------------------|--|--|
| K6, S2 | Does not meet the pass criteria | Observe, identify, and manage the physical play therapy environment and resources ensuring the therapeutic media remains safe to use. (K6, S2) | |

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| K9, S8 | | Use the Integrative Holistic Model of play therapy providing a variety of therapeutic activities and media while enabling freedom of choice for the client. (K9, S8) | Critically evaluate the effectiveness of different aspects of the therapeutic toolkit used in the session in relation to objectives. (K9, S8) |
| K16, S11, S12, B1 | | Establish, agree and apply therapeutic boundaries within a therapy session. Promote safety within client sessions through containment and respond to children who are displaying passive or aggressive behaviour. (K16, S11, S12, B1) | |
| K15, S14, B2 | | Apply ethical principles throughout the session to ensure their own safety and that of the client, and consistency in approach. (K15, S14, B2) | |
| K10, K14, S1, S9, B3, B6, B7 | | Apply play in child development and use therapeutic techniques to actively listen, communicate and respond indirectly or directly towards the client as they move through different elements of the Play Therapy Dimensions Model without prejudice and discrimination and demonstrate compassion to the client. (K10, K14, S1, S9, B3, B6, B7) | Use the theoretical concepts that underpin play practice to critically evaluate their decisions and interactions with the client during the session. (S1, B6, B7) Reflect on and critically evaluate their communication and therapeutic responses during the session, analysing when and why they decided to work directly and indirectly within the four play therapy dimensions. (K10, K14, S9, B3) |

Overall EPA grading

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

Independent assessors must individually grade each assessment method, 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'.

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 distinction in all the assessment methods.

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

| Assessment 1: Multiple Choice Test | Assessment 2: Professional Discussion | Assessment 3: Practical demonstration with questions | Overall grading |
|------------------------------------|---------------------------------------|--|-----------------|
| Fail | Any grade | Any grade | Fail |
| Any grade | Fail | Any grade | Fail |
| Any grade | Any grade | Fail | Fail |
| Pass | Pass | Pass | Pass |
| Distinction | Pass | Pass | Pass |
| Pass | Distinction | Pass | Pass |
| Pass | Pass | Distinction | Pass |
| Pass | Distinction | Distinction | Pass |
| Distinction | Pass | Distinction | Pass |
| Distinction | Distinction | Pass | Pass |
| Distinction | Distinction | Distinction | Distinction |

Re-sits and re-takes

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

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

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

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 3 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 9 months of the EPA outcome notification.

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

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

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

Roles and responsibilities

| Role | Responsibility |
|------------|--|
| Apprentice | <p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements |
| Employer | <p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • 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 |

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| | <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • request and forward the apprenticeship certificate to the apprentice |
| EPAO | <p>As a minimum, EPAOs should:</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, including agreeing the price of the EPA • 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 • 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 |

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| | <ul style="list-style-type: none"> • 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 • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA |
| Independent assessor | <p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA |

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| | <ul style="list-style-type: none"> • 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 • 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 |
| Training provider | <p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be |

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| | procedures in place to mitigate against any conflict of interest |
| Actor for the practical demonstration | <p>As a minimum, the actor will:</p> <ul style="list-style-type: none"> • be occupationally competent and at the same level (trainee) as the apprenticeship standard or higher (i.e. a certified play therapist) • follow a brief provided by the independent assessor which confirms what is required • be at the assessment venue and be in situ prior to the assessment • be briefed prior to assessment by the independent assessor • adhere to confidentiality about all aspects of the assessment and the brief they have been provided • act as a client according to the brief based on a simulated practical demonstration scenario similar to that of a real-life therapy session • not ask questions of the apprentice that indicate how to complete the practical assessment successfully • not provide guidance or influence the assessment outcome in any way • have no direct connection or conflict of interest with the apprentice |
| Marker | <p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme |
| Invigilator | <p>As a minimum, the invigilator should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) • Invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice |

Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who:
 - have recent relevant experience of the occupation/sector gained in the last 5 years or significant experience as an accredited play therapist and certified clinical supervisor,
 - Maintain (and produce on request) an up-to-date and accurate record of their CPD activities e.g. Safeguarding, assessors training etc. which should equate to at least 5 days CPD in the last year.
 - Demonstrate that their CPD activities are of learning activities relevant to current or future practice.
 - are members of one or more relevant professional bodies
 - are competent to deliver the end-point assessment
- The EPAO must also:
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

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

- Use of technology – for example video conferencing where applicable
- Use of employer premises

Making maximum use of each typical 7.5 hour working day, conducting multiple assessment methods in the same day where possible

Professional body recognition

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for registration as a certified Play Therapist with Play Therapy UK.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Multiple-choice test

| Knowledge | |
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| K1 | What is required of a play therapist by the Professional Standards Authority (PSA), government and professional bodies. |
| K3 | What is required to be fit for play therapy practice taking into consideration physical and mental health and social factors. |
| K4 | How to manage the equipment used in play therapy practice to ensure that it meets the needs of the children irrespective of their physical developmental needs. |
| K5 | Psychopharmacology for working with children receiving play therapy. |

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| K8 | The Integrative Holistic Model of Play Therapy for children who have mental health and emotional well-being issues not exclusive to trauma, loss, neglect, abuse, anxiety, relationship issues. |
| K11 | Effective and efficient referral procedures for play therapy. |
| K12 | Research relating to the efficacy, effectiveness and efficiency of children's mental health and emotional well-being of play therapy interventions. |
| K13 | Physical safety risks and how to mitigate them in play therapy practice. |
| K18 | How to record, process and store sensitive data in-line with GDPR |
| K19 | Effective reporting with stakeholders, parents and professionals identifying the on-going needs of the child. |

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

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| K2 | The importance of play and attachment theory in child and adolescent development and its role in play therapy. |
| K7 | The workings of and the relevant components of children's brains, and how the mind is created and changed. |
| K17 | How attachment and child development theories are related to play therapy practice |
| S3 | Recognise personal issues that arise as a result of sessions with children, clinical supervision and training; takes actions such as personal therapy or CPD to deal with these. |
| S4 | Apply neurobiology to work with children in observation, assessment, during sessions and reporting upon clinical outcomes. |

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| S5 | Manages the consultation process through interview and discussion skills, adequate assessment of client needs, obtaining consent, agreeing a therapy contract including therapeutic objectives or making a referral to another professional concerned with children's well-being if the case is outside their competence or resources. |
| S6 | Make clinical assessments using psychometric tools such as the Strengths and Difficulties Questionnaire (SDQ). |
| S7 | Applies a theoretical framework to play therapy practice including child development and attachment theory. |
| S10 | Plan and use play therapy for groups of children. |
| S13 | Assess and deliver play therapy interventions with a variety of conditions on a spectrum of needs from low risk to high risk as measured by the SDQ and other factors. |
| S15 | Manages the handling of sensitive clinical data in practice |
| S16 | Ability to effectively communicate to stakeholders, parents and professionals identifying the on-going needs to the child. |
| B4 | Resilient through having the capacity to work with parents' and children's concerns without being personally diminished. |
| B5 | Ability to make decisions in the best interest of the child when needing to refer to others. |
| B8 | Respect confidentiality of the child and parents, recognising the differences between a therapeutic role as compared to e.g. a teaching role. |

Assessment method 3: Practical Demonstration with follow-on questions

| K6 | Requirements to manage a playroom/ play space for therapeutic uses. |
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| K9 | How to use a wide range of therapeutic activities including creative arts media for play therapy purposes. |
| K10 | Indirect and direct play therapy modalities, as appropriate with individual and with groups of children to build positive relationship with the child. |
| K14 | How to respond therapeutically to a client when the client plays and moves within the 4 quadrants of the Play Therapy Dimensions Model. |
| K15 | What is required to work ethically with clients |
| K16 | The importance of therapeutic boundaries within clinical working |
| S1 | Apply in practice play in child development with children and early adolescents |
| S2 | Identify, acquire and manage the safe use of materials and equipment for use in the playroom for therapeutic purposes these are: paper, art materials, clay, sand, sand trays with symbols, musical instruments, puppets, dressing-up clothes, water, movements items, this is an example of the minimum therapeutic media required which would be adapted to meet the physical needs of the children. |
| S8 | Use the Integrative Holistic Model of Play Therapy: therapeutic stories, clay, role play, drawing and painting, puppets, games, sand-play, music, movement, creative visualisations, masks, dressing up, blocks/lego, water, messy play, relaxation. |
| S9 | Decide and practice when to work indirectly or directly, and with unconscious or conscious processes using the Play Therapy Dimensions Model as a guide to session activities. |
| S11 | Establish, agree and enforce boundaries to keep the children safe. |

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| S12 | Respond to different children's behaviours such as aggressive/acting out or passive children in play therapy sessions. |
| S14 | Apply ethical principles to ensure personal safety within individual or group play therapy sessions. |
| B1 | Integrity and coherent in dealings with others. |
| B2 | Demonstrate at all times a personal commitment consistent in their approach |
| B3 | Demonstrate empathy through communicating and understanding of another person's experience from that person's perspective (including the children's). |
| B6 | Demonstrate how to apply appropriate criteria to inform decisions and actions regardless of personal views without discrimination. |
| B7 | Show compassion through kindness, consideration, dignity, empathy and respect. |