Apprenticeship Specification

Apprenticeship Summary Information		
1	**Apprenticeship Title**	Vision Rehabilitation Specialist Apprenticeship (ST0431)
2	**BCU Apprenticeship Course Code**	UF0521
3	**Awarding Institution**	Occupational Awards Ltd
4	**Teaching Institution(s)**	Birmingham City University
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable within the Apprenticeship Standard)	Institute for Apprenticeships and Technical Education (IfATE) (ST0431)

6	**Apprenticeship Course Description**
	The Vision Rehabilitation Specialist Apprenticeship aims to train the next generation of Vision Rehabilitation Specialists. As an apprentice, you will work for your employer while also completing off-the-job training with us at the University. Your learning with us will be structured into blocks, allowing you to develop the knowledge, skills and behaviours required by the Vision Rehabilitation Specialist Apprenticeship Standard. Gradually, you will be able to put your learning into practice in the workplace, enhancing the lives of people with visual impairment. **Requirements of employers:** • Your apprentice must be employed in England for 30 hours per week or more and have an employment contract that covers the duration of the apprenticeship. • Your apprentice must work within an experienced team of Vision Rehabilitation Specialists and have a dedicated mentor who is a qualified worker with at least two years' experience. • Pay your apprentice at least the minimum wage. • Your organisation must be a levy payer with a payroll of over £3 million per annum. Alternatively, you may be a non-levy payer who can agree a Levy transfer from your Local Authority to fund the apprenticeship. You can find information about funding on the Government's apprenticeship website. • Your apprentice must have existing evidence to meet the course entry requirements.

7	**Apprentice Awards**		
7a	**Apprenticeship Final Award (awarded by End Point Assessment Organisation)**	**Level**	**Credits Awarded**
	Vision Rehabilitation Specialist	Level 5	N/A
7b	**Mandatory Awards and Credits Awarded (where applicable)**		
	N/A	N/A	N/A
7c	**University Awards and Credits Awarded (where applicable)**		
	FdSc Vision Rehabilitation Specialist (Adults)	Level 5	240 Credits
7d	**University Exit Awards and Credits Awarded (where applicable)**		
	Certificate in Higher Education in Vision Impairment Studies	Level 4	120 credits

8	**Variations from the University Academic Regulations**
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract Apprenticeships adhere to University Academic Regulations for University awards offered within apprenticeship training. Where Department for Education (DfE) regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the DfE as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.

9	**Delivery Patterns**		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Apprenticeship Block learning	City South	21 months plus up to 5 months End Point Assessment	UF0521

10	**Entry Requirements**
	Please view course entry requirements on the BCU website: https://www.bcu.ac.uk/courses/rehabilitation-work-visual-impairment-apprenticeship-fdsc-2025-26

11	**Apprenticeship Aims**

	The Vision Rehabilitation Specialist Apprenticeship aims to deliver exemplar Vision Rehabilitation Specialist training to successfully meet statutory and non-statutory service delivery requirements across England and beyond. We wish to create high quality Vision Rehabilitation Specialists capable of enabling the independent living and inclusivity in society of people who have a vision impairment in society. The course seeks to equip Vision Rehabilitation Specialists with the knowledge, skills and behaviours required to deliver, problem solve and analyse a wide range of vision rehabilitation services within multi-disciplinary practice. We aim to create reflective practitioners with personal and professional competence to achieve their own individual lifelong learning potential

12	**Apprenticeship Course Learning Outcomes**
1	Evidence the application of theoretical knowledge and insight to evaluate and assess the impact of vision impairment.
2	Describe and critique the theory and application of a wide range of strategies to problem solve orientation and mobility challenges and enhance independent travel in diverse environments.
3	Design and facilitate safe, bespoke, and effective programs of orientation and mobility for individuals who have a vision impairment.
4	Demonstrate competence in the delivery of independent living skills, methods of communication and technology training to people who have a vision impairment
5	Communicate knowledge, skills and approaches to problem solve a range of independent living challenges experienced by people who have a vision impairment.
6	Evidence critical awareness of responses to a wide range of vision rehabilitation situations, concerns and issues.
7	Apply theoretical concepts to reflect upon and enhance life-long learning within their own vision rehabilitation practice.
8	Demonstrate occupational competence in the delivery of specialist vision rehabilitation service within a work-based learning environment.

13	**Level Learning Outcomes**
	Upon completion of Level 4 / the Certificate of Higher Education, apprentices will be able to:
1.	Evidence the application of theoretical knowledge and insight to evaluate and assess the impact of vision impairment.
2.	Describe a wide range of strategies to problem solve orientation and mobility challenges and enhance independent travel in diverse environments.
3.	Demonstrate competence to adapt approaches when teaching indoor orientation and mobility techniques to people who have a vision impairment.
4.	Demonstrate competence in the delivery of kitchen-based independent living skills training to people who have a vision impairment.
5.	Discuss and apply knowledge to independent living challenges experienced by people who have a vision impairment.
6.	Identify and discuss knowledge to enhance work-based learning practice.
7.	Demonstrate professional behaviour and communication skills for working with a range of people within a work-based learning setting.
	Upon completion of Level 5 / the Foundation Degree in Sciences of Higher Education, students will be able to:

1.	Critique the theory and application of a wide range of strategies to problem solve orientation and mobility challenges and enhance independent travel in diverse environments.
2.	Design and facilitate safe, bespoke, and effective outdoor programs of orientation and mobility for individuals who have a vision impairment.
3.	Demonstrate competence in the delivery of technology training to people who have a vision impairment.
4.	Communicate skills and approaches to problem solve a range of independent living challenges experienced by people who have a vision impairment.
5.	Evidence critical awareness of responses to a wide range of vision rehabilitation situations, concerns and issues.
6.	Apply theoretical concepts to reflect upon and enhance life-long learning within their own vision rehabilitation practice.
7.	Demonstrate occupational competence in the delivery of specialist vision rehabilitation service within a work-based learning environment.

14	**Apprenticeship Learning, Teaching and Assessment Strategy (including off the job training)**
	Apprentices will develop their occupational knowledge, skills and behaviours by interacting with a wide range of on-the-job activities, block learning week teaching sessions and guided independent study. Teaching sessions will establish core knowledge and skills that will be applied in your on-the-job visual rehabilitation work setting. Block learning weeks involves interactive lectures, casework discussions and learning by doing in practical simulation sessions. Over the duration of the apprenticeship these capabilities will be gradually built upon to enable you to have the competence and confidence to take on greater role responsibilities. In the workplace apprentices begin with joint working key skills learnt at university and work to taking the lead under observation. By the end of the apprenticeship all apprentices will be working independently in all areas of practice. Apprentice development will be jointly monitored between a dedicated university personal tutor and a workplace mentor via progress reviews every eight to twelve weeks. Progress will be tracked against on and off the job apprenticeship milestones. Regular development goals will be agreed to enhance each apprentice's individual capabilities with the aim of achieving the apprenticeship knowledge, skills and behaviours. Each apprentice will complete an off the job log to evidence the scope and extent of their learning in block learning weeks and independent study. Apprentices demonstrate how this learning links to the KSB's and highlight actions for further development. This engagement feeds into the progress reviews to facilitate professional discussion on key aspects of practice. All module assessments are mapped and linked to the development and achievement of the KSB's and evidence the apprentice's ability to meet the standard. These include written assignments that are linked to practice case studies, observations of the competence to deliver practical rehabilitation skills, vivas and professional discussions about work related scenarios. There is also one assessment in each year that are assessed by the workplace mentor. These assessments evidence the ability to demonstrate apprenticeship KSBs in the workplace environment. These assessments offer the opportunity to gain direct experience with the delivery of those skills assessed in the End Point Assessment (EPA). All of these aspects must be achieved successfully to allow apprentices progress through the gateway to the EPA. Two attempts per item of assessment are permitted to enable on course progression. Both tutors and mentors will offer feedback on written and practical work to identify good practice and specific areas for individual development.

	On course apprentices focus on specific areas such as Prevent, British Values, equality and Diversity and safeguarding. These issues are considered in the context of the visual rehabilitation work cases to ensure their understanding and relevance. British Values are also considered within the context of legislation teaching involving the Human Rights Act 1998 and Mental Capacity Act 2005. Safeguarding knowledge is part of the standards behaviours and is discussed in the context of case studies involving people with a visual impairment and considered within the caseloads of apprentices in their on-the-job activities to ensure potential concerns are addressed. Diagnostic testing will assess the progression of apprentice's abilities in English and Maths. Individual and group support is given on course to enable improvement in these areas. For example, apprentices receive guidance on academic writing, formative feedback on samples of written work and formal feed forward on assessed work. On course modules such as Low Vision Therapy offer opportunities to practice mathematical equations to calculate the provision of near vision aids. In addition, teaching sessions involve the ability to use communication to describe angles and directions for mobility travel.

15	**Apprenticeship Course Requirements**
15a	**Training/Academic Requirements** **Level 4: 120 credits** **In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):**

Module Code	Module Name	Credit Value
SPR4056	Vision Impairment and Specialist Assessment	40
SPR4052	Foundations of indoor orientation and mobility	20
SPR4053	Foundations of outdoor orientation and mobility	20
SPR4054	Independent Living Skills 1	20
SPR4055	Independent Living Skills 2	20
SPR4057	Work Based Learning year 1	0

Level 5: 120 credits

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPR5051	Professional Practice	40
SPR5050	Orientation and Mobility Routes and Crossings	20
SPR5049	Advanced Orientation and Mobility	20
SPR5053	Technology Communications and Low Vision Therapy 1	20

SPR5052	Technology Communications and Low Vision Therapy 2	20
SPR5054	Work based Learning Year 2	0

Progression to Gateway:
All apprentices proceed to gateway on completion of the Foundation Degree Vision Rehabilitation Specialist. In addition, all apprentices must meet the following requirements as outlined in the Institute for Apprenticeship VRS Apprenticeship documentation:

EPA Gateway

See below

15b	**Structure Diagram**

Include a structure diagram for each mode of study. Level 4 is completed as an example including modules which extend the whole year.

Training/Academic Requirements

Level 4

SEMESTER ONE	**SEMESTER TWO**
Core Foundations of indoor of indoor orientation and mobility – 20 credits Independent living Skills 1 – 20 credits	Core Foundations of outdoor orientation and mobility - 20 credits Independent Living Skills 2 – 20 credits
Vision impairment and specialist assessment - 40 credits	

Work based learning year 1 – 0 credits

Level 5

Core Orientation and mobility routes and crossings – 20 credits Technology communications and low vision therapy 1 – 20 credits	Core Advanced orientation and mobility – 20 credits Technology communications and low vision therapy 2 – 20 credits
Professional Practice – 40 credits Work based learning year 2 – 0 credits	

Progression to Gateway:

Please see requirements as outlined in section 15a.

End Point Assessment Requirements:

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include a combination of:

- evidence of teaching Braille to grade 1
- evidence of teaching life skills
- workplace documentation and records

- workplace policies and procedures
- anonymised case study notes and referrals
- teaching materials and lesson planning
- annotated photographs
- video clips, maximum total duration 10 minutes; the apprentice must be in view and identifiable
- witness statements from training provider or employer

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

The portfolio of 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. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

End Point Assessment Requirements:

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.

Practical assessment with questioning

Overview
In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The assessment environment must closely relate to the apprentice's natural working environment. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale
This assessment method is being used because:

- it is a holistic assessment method, to assess the level of competence against the grading descriptors
- this is a practical role, best demonstrated through completing tasks
- questioning after the practical assessment allow for clarification points in relation to why the apprentice carried out actions and why they made decisions during the assessment

Delivery
The practical assessment with questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.
An independent assessor must conduct and assess the practical assessment with questioning.
The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.
The EPAO must give an apprentice 10 days' notice of the practical assessment with questioning.
The practical assessment with questioning must take 75 minutes.
The independent assessor can increase the time of the practical assessment with questioning by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.
The practical assessment with questioning cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total EPA time.
The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the practical assessment with questioning before it starts. This does not count towards the assessment time.
The independent assessor must observe the following during the practical assessment:

During this assessment the apprentice will use the knowledge, skills and behaviours described in the apprenticeship standard to deliver a one-to-one teaching session to a person with no vision.

The apprentice will:

- assess the environment to identify a safe and appropriate crossing point. The location must be within a five mile radius of the apprentice's training provider and chosen by the apprentice
- identify an appropriate route, to and from their chosen crossing point
- identify two crossing points must be on a road with a reasonable and regular flow of two-way traffic
- plan a structured and effective training session to deliver a risk managed, developmental training session that meets recognised objectives
- the route must include the following:
    - a route of approximately and no less than half a mile:
        - pavement travel
        - situated in an environment which has a frequent flow of two-way traffic
        - a landmarked starting point
        - a landmarked destination
        - two ‘waypoint’ locations, e.g. coffee shop, restaurant, post office, bus stop
        - two uncontrolled road crossings, only one uncontrolled crossing will be observed. Planning for two crossings mitigates the risk of one of the crossings being unsuitable to use on the day of the assessment
    - opportunity for the apprentice to choose an appropriate route for their client

- sensory; auditory, visual, tactual and kinaesthetic, clues and landmarks

- discuss and answer assessment questions related to the observed one-to-one teaching session
- discuss and answer assessment questions relating to planning document evidence provided and knowledge, skills and behaviours within the assessment method

At gateway the apprentice will be issued with documentation that describes the requirements of the assessment, this includes:

- an overview of the clients roleplay skills
- abilities and preferred mobility aid for example long cane
- the timings of the assessment; start time, teaching time, arrangements for questioning

10 days prior to the assessment the apprentice is required to submit:

- planning documents; assessment, legislation, access, risk, maps etc
- the location of the route start point A and destination B
- a rehabilitation plan, broken into two individual lesson plans for the uncontrolled crossings to cover a 45 minute training session to complete A to B route
- the name and location of the route starting point

The 75 minute assessment will consist of the following elements:

- the lead assessor will advise the apprentice on which element of the route will be assessed
- the apprentice will have 5 minutes to independently review the assessment section
- the apprentice will deliver a 45 minute safe, effective and developmental, training session
- the apprentice will actively contribute to a 25 minute questioning session

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The assessment will be administered by an end point assessment organisation on the Apprentice Provider and Assessment Register. The assessment will be delivered by two qualified independent assessors, a lead assessor and an associate assessor provided by the end point assessment organisation.

- lead assessor – to observe the assessment and have the responsibility to make the final judgement on whether the apprentice has passed and at what level
- lead assessor – to consult with the associate assessor, to gather feedback on the performance of the apprentice during the role-play activity
- associate assessor – to role-play as a person with no vision and provide the lead assessor with feedback on the apprentices' performance

- associate assessor - must be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.
The independent assessor must ask questions.
Questions must be asked after the practical. The total duration of the practical is 75 minutes and the time for questioning is included in the overall assessment time. The total time for the practical element is 5 minutes to independently review the assessment section, followed by 45 minutes for the safe, effective and developmental training session. The time allocated for questioning is 25 minutes.

The independent assessor must ask at least 5 questions. The independent assessor must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training.
The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the practical assessment with questioning.
The independent assessor must make the grading decision. The independent assessor must assess the practical assessment and responses to questions holistically when deciding the grade.
The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- KSBs demonstrated in answers to questions
- the grade achieved

Assessment location
The practical assessment with questioning must take place in a simulated environment selected by the apprentice within a 5 mile radius of a training provider's premises. This simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the practical assessment with questioning must be provided by the EPAO, who can liaise with the employer to provide these.

Questioning that occurs after the practical assessment with questioning should take place in a suitable environment for example a quiet room, free from distractions and influence.
Questions may be asked at the assessment location, or a suitable location nearby, once the assessment is completed in relation to the assessment activity. A quiet indoor location must be provided to allow the apprentice and independent assessor to review the planning document evidence provided and complete the question and answer session.

Question and resource development
The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of tasks and questions in the case of re-sits and retakes, to minimise predictability.
The EPAO must produce the following materials to support the practical assessment with questioning:

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

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Professional discussion underpinned by a portfolio

Overview
In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.
The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale
This EPA method is being used because:

- due to the sensitive nature of the work undertaken, some KSBs cannot be reliably assessed in the other assessment methods 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 portfolio of evidence is available as underpinning evidence to support the discussion
- it is cost effective, as it can be conducted remotely, therefore potentially reducing travel time
- allows for the three assessments methods to be carried out on separate days to minimise fatigue and stress for the apprentice

Delivery
The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.
An independent assessor must conduct and assess the professional discussion.
The purpose of the independent assessor's questions will be to assess competence against the following themes:

- vision impairment
- rehabilitation
- technology

- legislation
- professional development

The EPAO must give an apprentice 10 days' notice of the professional discussion.
The independent assessor must have at least 10 days to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.
The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.
The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.
The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must ask at least 11 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training.
Follow-up questions are allowed where clarification is required.
The independent assessor must make the grading decision.
The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.
The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.
The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.
The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.
The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.
The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio:

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

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Scenario based case study with open ended questions

Overview

In the scenario based case study with open ended questions, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method.
Long answer questions (LAQs) are open-ended questions used to assess depth of knowledge in an examination. LAQs need an extended written response or an evaluative answer.

Rationale

This assessment method is being used because:

- it can assess knowledge and skills that may not be assessable through the other methods of assessments
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost

Delivery

The scenario based case study with open ended questions designed by the EPAO must be structured to give the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method to the highest available grade.
The test can be computer or paper based.

The apprentice must be given at least 2 weeks' notice of the date and time of the test.
The test must consist of 6 long answer questions. Long answer questions need a written response. Responses to LAQs may be multiple lines, an approximate word count (such as 100 words), multiple paragraphs. This should be an extended writing opportunity for higher marked questions.

Please see requirements as outlined in section 15a.

16	**Overall Learner Workload and Balance of Assessment *(including off the job training)***

Overall learner workload consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- **Scheduled Learning** includes lectures, practical classes and workshops, contact time specified in timetable
- **Directed Learning** includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- **Private Study** includes preparation for exams

The balance of assessment by mode of assessment (e.g. coursework, exam and in-person) depends to on the optional modules, available to learners. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

12.5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	150
Directed Learning	525
Private Study	525
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	29
Exam	0
In-Person	71

Level 5

Workload

12.5% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	151
Directed Learning	480
Private Study	569
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	29
Exam	0
In-Person	71