

# **Community Energy Specialist Apprenticeship, Level 4**

## **End-point Assessment Plan**

## Overview

This document sets out the requirements for end-point assessment (EPA) for the Community Energy Specialist apprenticeship standard. It will be of interest to apprentices and their employers, training providers and end-point assessment organisations.

Community Energy Specialists are required to achieve a unique balance of sector-specific knowledge, understanding of core business concepts such as project management and financial evaluation, and soft skills for engaging and influencing members of the public.

Full time apprentices will typically spend 24 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training, with the EPA completed within an 8-week period.

The EPA must only start once the employer is satisfied that the pre-requisite gateway requirements have been met and can be evidenced to an EPA organisation; and that the apprentice is consistently working at or above the level set out in the standard. Apprentices must complete portfolio and case study as a gateway requirement and have English and maths level 2 qualifications.

The EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-Point Assessment Organisations.

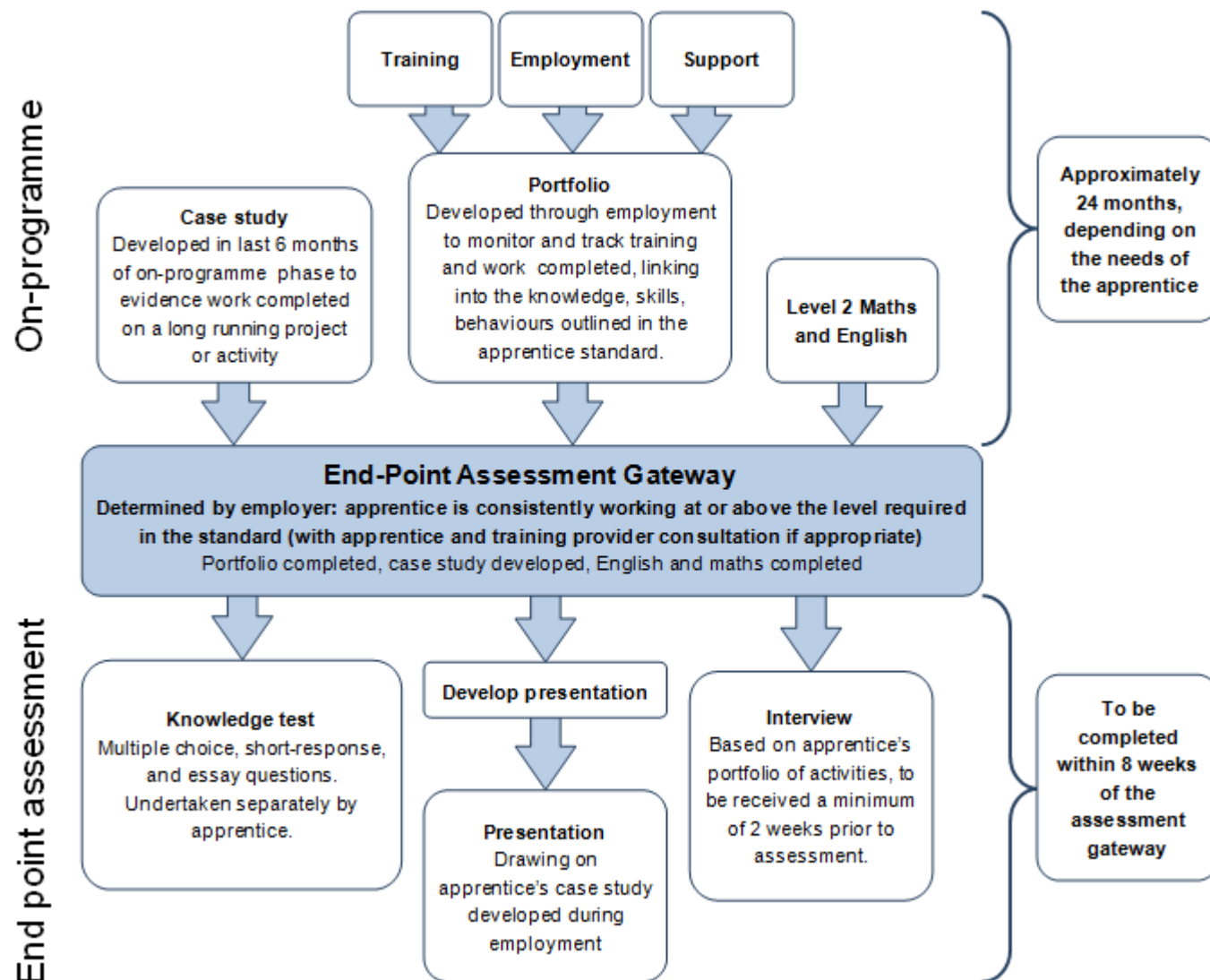
The EPA consists of 3 distinct assessment methods:

- knowledge test
- presentation
- interview

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

The diagram below details the structure of the key areas of the apprenticeship required to progress to completion.

**Diagram 1. Apprenticeship Structure**



## End-point Assessment Gateway

The EPA must only start once the employer is satisfied that the pre-requisite gateway requirements have been met and can be evidenced to an EPA organisation; and that the apprentice is consistently working at or above the level set out in the standard.

Requirements:

- A portfolio evidencing the standard's knowledge, skills and behaviours.

Apprentices must document their development whilst undertaking the apprenticeship. This will be completed through the development of a mandatory portfolio recording the apprentice's work from 6 months into the apprenticeship. The portfolio will act as documentary evidence of competencies gained over the apprenticeship and will act as a foundation for the interview component of the EPA. The portfolio should contain feedback from the apprentice's manager and community groups they are working with as appropriate, evidencing the quality of the apprentice's work and adherence to the knowledge, skills, and behaviours of the apprenticeship standard. Examples of feedback may include:

- Evaluation of events attended by the apprentice, detailing the apprentice's level of involvement and engagement
- A manager's report on a specific action undertaken by the apprentice
- Written outcomes of development meetings between the manager and apprentice, to be completed by the apprentice

Employers must not be directly involved in the writing of any aspect of the portfolio other than the feedback detailed above, but they may work with the apprentice to confirm whether the apprentice's own work maps to the knowledge, skills, and behaviours (KSBs) of the apprenticeship.

Employers will be responsible for giving the apprentice suitable time in the on-programme phase to complete the portfolio.

While the portfolio will not be marked as part of the EPA, its importance in supporting the interview means that priority should be placed on completing this effectively.

- Completion of a detailed case study report on a project undertaken by the apprentice.

This case study report informs the presentation component of the EPA. The case study will be developed over the last 6 months of employment, and the report must be submitted to the end-point assessment organisation prior to the presentation date.

- Qualifications in maths and English at level 2

## End-point Assessment Methods

The EPA consists of 3 assessment methods, to be completed in this order:

- knowledge test
- presentation
- interview

The assessment methods will be undertaken over 2 separate days, with the knowledge test held first and the presentation and interview held together on another day in order to ensure effective allocation of assessor time and minimise assessment costs. The 3 assessment methods must be taken within an 8-week period after the EPA gateway.

EPA will be carried out at a suitable venue agreed by the employer and end-point assessment organisation; the location choice should take into account the travel needs of the apprentice. It is anticipated that end-point assessment organisations will use employers' premises where possible to reduce costs.

### Assessment method 1: knowledge test

The knowledge test must assess apprentices against the standard's knowledge and skills as detailed in Appendix 1. To minimise administration costs, the exam will be conducted electronically.

The knowledge test must be conducted in a suitable room, i.e. a quiet space free from interruptions, distraction, and influence, with suitable equipment and connectivity to enable the electronic exam to be undertaken.

An assessor must administer/invigate the knowledge test, with a maximum administrator/invigator to apprentice ratio of 1 to 10. The knowledge test must be closed book; apprentices must have no access to any reference materials or notes.

The knowledge test must be two hours in length and combine multiple choice questions, short-response answers and questions requiring a detailed, reasoned response to aspects of a hypothetical case study. Apprentices will have an hour to answer 20 multiple-choice and 20 short-answer questions, which will be randomly issued to apprentices from a question bank. Multiple choice questions will have one correct answer to be chosen from four options. Short answer questions require either responses of one to two sentences or discrete information. Together, multiple choice and short answer questions will assess all knowledge and skills to be assessed using the knowledge test (see appendix 1). Another hour will be dedicated to answering two from a choice of six long form questions, designed to assess in more detail an apprentice's knowledge and skills. A choice of long form questions is necessary to reflect each employer's operational

circumstances, ensuring that apprentices are not disadvantaged due to the focus of their apprenticeship. Long form questions will be developed to the same quality and degree of difficulty, with each question assessing the same number of knowledge and skill indicators. Long form questions will require detailed essay-type answers.

Multiple choice questions will receive 2 marks each for each correct answer, with a maximum of 40 marks. Short answer questions will receive 3 marks each for a correct answer, with a maximum of 60 marks. Long-form questions will receive 50 marks each, with a maximum of 100 marks. A total score out of 200 marks will be available. Long form questions will be graded on a curve, with award meetings held by each assessment organisation to evaluate the answers of several apprentices and set grades based on answer quality.

The knowledge test must be marked by an assessor appointed by the end-point assessment organisation and a grade assigned using grading criteria per the section below.

The grading boundaries will be as follows:

<b>Assessment method</b>	<b>Fail criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
Knowledge test	Mark = 0–119	Mark = 120–159	Mark = 160–200

Details of grading for each question type will be given in the End-point Assessment Grading section below.

End-point assessment organisations must develop a knowledge test question bank, in association with representative employers, ensuring appropriate difficulty and subject matter. The question bank must be of sufficient size to mitigate predictability, and must be reviewed and refreshed as a minimum annually.

Examples of the level and structure of knowledge test questions can be found in appendix 2; these are for information only and are not designed to be used in end-point assessments.

### Assessment method 2: presentation on on-programme case study

The presentation must assess apprentices against the standard's KSBs as detailed in appendix 1.

The presentation may be conducted face-to-face or remotely through video conferencing software, subject to the agreement of the employer, apprentice, and end-point assessment organisation.

When completed face-to-face, the presentation must be conducted in a quiet room free from interruptions, distractions or influence. Apprentices are able to use a variety of tools to support their presentation such as digital aids e.g. PowerPoint and physical aids e.g. maps/flip charts; the room must have all necessary equipment. This must be arranged between the apprentice/apprentice's employer and end-point assessment organisation prior to the assessment day.

When undertaken remotely, the apprentice must have all necessary tools available to them, and both the assessor and apprentice must be in a suitable quiet room with effective video linking technology.

The presentation must be conducted on a one-to-one basis between an apprentice and one assessor appointed by an end-point assessment organisation. The same assessor must conduct the presentation and interview.

Apprentices must develop a case study report based on a project they are engaged with, completing this over the last six months before the gateway, with the case study report being completed as the project is carried out. By completing a case study report based on practical experience, the apprentice has the opportunity to demonstrate that they have developed the ability to implement theoretical knowledge about community energy in practical situations, demonstrating full competence within the sector upon successful completion.

Developing the case study during the on-programme phase of the apprenticeship allows apprentices to effectively capture work undertaken as it occurs, ensuring the detail of their on-programme role is fully captured. The case study report will be used as the basis of an assessed presentation. In order to outline the work of the apprentice in appropriate detail while maintaining a report that is brief enough to avoid unnecessary embellishment, case study reports must be 5,000 words long, with a tolerance of +/- 5%. By submitting the case study to the assessment organisation prior to the presentation, assessors are fully sighted on the focus of the apprentice's work, enabling assessors to be prepared should the presentation demonstrate any gaps in evidencing KSBs. Before progressing to the EPA, apprentices, employers, and the assessment organisation must be satisfied that the case study's scope is sufficient for the presentation to address the KSBs outlined in appendix 1.

In order to effectively inform the EPA, case study reports must:

- Be based on an ongoing project within the Employer's organisation. Examples of this case study may include:

- Evidence of developing and delivering public consultation around a community energy scheme;
  - Contributing to financial evaluation of projects and identification of suitable sites or technologies;
  - The delivery of appropriate energy saving installations in identified properties;
  - Other actions that demonstrate the apprenticeship's knowledge, skills, and behaviours;
- Cover the KSBs listed in Appendix 1 as being assessed by the presentation;
  - Have their project agreed with the End-point Assessment Organisation and the employer;
  - Explicitly state which tasks the Apprentice was actively involved in, and the extent of their involvement;
  - Evaluate and justify the success of the project and apprentice's involvement, identifying reasons for the outcomes generated;
  - Describe the project in sufficient detail to allow the assessor to draft questions following the presentation;

The presentation must be created and delivered by the apprentice based on their case study report per guidance above. The case study report must be submitted to the end-point assessment organisation upon registration for the EPA. The presentation will be prepared in advance of the assessment day.

In order to fully provide information on the apprentice's involvement in the project and his/her understanding of the issue, the presentation must be 30 minutes long, with a tolerance of 10%.

After the presentation, 15 minutes will be allocated for questioning, with a tolerance of 10%. The assessor must ask four to five open questions, with follow up questions allowed for clarification. Questions focusing on the presentation must include specific design/technical questions around the project developed by the apprentice, reflection on the case study report and presentation, a challenge to the project put forward for presentation, and any other relevant questions identified by the assessor. Questions will be developed by the assessor in response to the case study report and presentation. Apprentices may take and refer to their case study report during the presentation and questioning.

The assessor will grade the presentation per the grading criteria section below.

### Assessment method 3: Interview

The interview must assess apprentices against the standard's KSBs as detailed in appendix 1.



The interview must be conducted in a quiet room free from interruptions, distractions or influence, and will be 45 minutes in duration with a tolerance of 10%.

The interview may be conducted face-to-face or through remote video link, and will be on a one-to-one basis between an apprentice and one assessor appointed by an end-point assessment organisation. The same assessor must conduct the presentation and interview.

As the presentation and interview will be conducted on the same day, it is necessary that they are both conducted in the same manner: it is not acceptable for the presentation to be conducted through video link and the interview to be conducted face-to-face.

The interview will be underpinned by the apprentice's portfolio. The portfolio must be submitted to the end-point assessment organisation no later than two weeks prior to the interview date and must be available to the assessor and apprentice during the interview.

The assessor will ask between 5 and 8 broad-ranging questions that together test the knowledge and skills being assessed by the interview as detailed in appendix 1; follow up questions after each main question are allowed for clarification. Behaviours assessed by the interview cut across the knowledge and skills being assessed; interviewers will assess an apprentice's behaviours based on the questions. Apprentices must refer to evidence within the portfolio in their answers. End point assessment organisations must develop a bank of competency based questions in association with representative employers, ensuring appropriate difficulty and subject matter. The question bank must be of sufficient size to mitigate predictability, and must be reviewed and refreshed as a minimum annually.

### Assessors

End-point assessment organisations must appoint assessors that meet the following requirements:

- Be independent of the apprentice, their employer and training provider(s) in order to avoid conflict of interest
- Have an understanding of the community energy sector developed through a minimum of 3 years employment in the sector and undertake a minimum of 5 days continued professional development related to the sector per year
- Hold or be working towards an assessor certificate e.g. Certificate in Assessing Vocational Achievement (CAVA) or have completed training in assessment practice with their end-point assessment organisation

### Re-sits/Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take with the agreement of the apprentice's employer. A re-sit does not require any further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit/re-take. Apprentices taking a re-sit/re-take must sit a different knowledge test and/or a different set of interview questions. If the presentation is failed, apprentices must develop a new presentation based on the same case study; this reflects the fact that the case study is not directly assessed in the EPA.

Apprentices taking a re-sit/re-take will not be awarded a grade higher than pass, unless the end-point assessment organisation determines there are exceptional circumstances accounting for the fail.

## **End-point Assessment Grading**

Assessors must grade each assessment method and combine the results to determine the overall grade, according to the requirements set out in this plan.

Where different assessors conduct the knowledge test and presentation and interview, the independent assessor who conducts the presentation and interview will be responsible for combining the grades. Assessors' decisions must be subject to moderation by the end-point assessment organisation – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

Each assessment method must be individually marked and awarded a grade of fail, pass, or distinction, using the grading criteria and boundaries below.

To pass the EPA, apprentices must achieve a minimum of a pass in each of the 3 assessment methods.

To achieve a distinction, apprentices must achieve a distinction in the each of 3 assessment methods.

Restrictions on grading apply where apprentices re-sit/re-take an assessment method per the re-sit/re-take section above. Each apprentice will be allowed a maximum of 2 re-sits/re-takes.

## Grading Criteria

Fail, pass, and distinction criteria are outlined below for each KSB; appendix 1 details which assessment method will be used to assess each KSB. In order to achieve a distinction, pass and distinction criteria must both be met.

<b>Knowledge:</b>	<b>Fail criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
Technology: the workings of renewable energy and associated technologies, their relative advantages, and the ability to identify appropriate solutions for individual scenarios.	Apprentice is able to identify main technologies and understands in principle where each would be effective, without demonstrating application in specific scenarios.	Apprentice demonstrates understanding of all main renewable energy and associated technologies, their relative advantages, and the ability to identify appropriate solutions for individual scenarios.	Apprentice demonstrates knowledge of new innovations and is able to combine technologies for maximum benefit in individual scenarios.
Energy efficiency: of home and business efficiency measures and an understanding of fuel poverty, its causes, impacts, and manifestation.	Apprentice is able to identify the main efficiency measures and how they work, but does not explain how efficiency measures can mitigate fuel poverty.	Apprentice demonstrates knowledge of main efficiency measures and their effectiveness relative to cost, and the principle causes of heat/energy loss in domestic and industrial settings. Apprentice understands causes, impacts, and manifestation of fuel poverty.	Apprentice is able to implement appropriate holistic energy efficiency solutions at scales from individual household to significant industrial/housing sites, with an understanding of site and measure specific issues.
National and local grids: the workings of the National Grid, how energy generating technology is linked into the	Apprentice is able to explain the function of an electricity grid and can explain the process from energy generation through to	Apprentice understands the function of national and local grids, the structure of grid companies (including the role of	Apprentice demonstrates knowledge of new developments in grid organisation and technology

grid, and the function of local electricity grids.	consumption, but does not evidence knowledge of the organisation types involved in the process.	the System Operator, Transmission Operators, Distribution Network Operators, Energy Generators, and Energy Suppliers), and legislation controlling these.	occurring as a result of more flexible, decentralised energy generation.
Legislation, guidance and policy: the legislative and policy framework surrounding community energy initiatives and the requirements of energy production and sale	Apprentice demonstrates knowledge of the principal legislation affecting community energy, but shows gaps in policy knowledge or is unable to identify how or why legislation will impact community energy.	Apprentice demonstrates knowledge of all legislation and policy required to be adhered to when developing a community energy project.	Apprentice demonstrates horizon-scanning abilities to anticipate likely forthcoming changes in legislation through an understanding of current political focus.
Financial support: the financial, administrative and advisory support products and organisations in the community energy sector and relevant financial subsidies.	Apprentice shows understanding of financial support mechanisms available to community energy but fails to identify significant opportunities (e.g. Feed in Tariff, Renewable Heat Incentive, Rural Community Energy Fund) or identifies support mechanisms no longer available.	Apprentice demonstrates knowledge of all government support and subsidies for the community energy sector, and can identify sources of non-governmental support.	Apprentice demonstrates significant knowledge of non-government support and finance opportunities, including at local/regional scale, and can evaluate the time commitment required against potential benefits to identify the most appropriate opportunities.
Project management: the elements and costs of community energy schemes, including operation and maintenance. Knowledge of	Apprentice contributes to an action plan which fails to address all of the information needed for successful project completion, or it is clear through	Apprentice is able to develop a detailed action plan and timeline for a community energy scheme, identify approximate costs, and identify	Apprentice can successfully identify risks, dependencies and contingency plans to mitigate risks and challenges in the project.

different project delivery models and the ability in a team to deliver a project from start to finish.	the presentation that the apprentice does not understand the project plan.	individuals/organisations to undertake each aspect of the project	
<b>Skills:</b>	<b>Fail criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
Community and corporate engagement: Organise and coordinate meetings, workshops, and events with community groups and champions, enabling engagement with private enterprises, local, and national government.	Apprentice provides information about meetings, workshops, and events attended but is unable to evidence personal input at these.	Apprentice displays evidence of meetings, workshops, and events organised and attended.	Apprentice can provide examples of how they have resolved challenging situations
Leadership: Demonstrate full familiarity with the community in order to coordinate all stakeholders in a community energy project and ensure the progression of actions in the project through to completion.	Apprentice demonstrates engagement with local community at points in the project's delivery but outcomes achieved do not demonstrate a focus on community outcomes.	Apprentice demonstrates engagement with community through all milestones of the project, and evidences specific examples of where he/she has driven results through stakeholder coordination.	Apprentice is able to explain in detail the structure of the community in which they are working and shows an understanding of the reasons for engagement in the community energy project.
Negotiation: Engage and influence people on the telephone and in person, from community volunteers to those in executive positions, effectively handling objections	Apprentice evidences little engagement with stakeholders, and positive outcomes are either not demonstrated or show little influence from the apprentice.	Apprentice identifies specific examples of negotiation with a variety of stakeholders and is able to demonstrate positive outcomes.	Apprentice details examples where negotiation has made the difference between success and failure, or where the apprentice's engagement has contributed to significant

and encouraging support for community energy projects.			benefits that would otherwise not have occurred.
Communication: Generate a range of media appropriate to the community energy sector such as social media posts, blogs, flyers, newsletters, and briefs to effectively disseminate information and raise support.	Apprentice demonstrates communication outputs that are either limited in timescale or scope, use an unsuitable medium for the purpose for which is intended, or fail to engage with the target audience.	Apprentice evidences a range of communication examples created and distributed by the apprentice that are appropriate to the audience targeted.	Apprentice details analysis of statistics, or other information including written or spoken feedback to evidence the success of communications.
Public speaking: Effectively deliver presentations and engage with community members and other stakeholders at public, internal, and stakeholder events.	Apprentice is unable to detail and evidence instances where they have delivered presentations or engagement events in their apprenticeship.	Apprentice effectively delivers a presentation as part of the EPA, with the presentation and subsequent discussion, and demonstrates specific examples of delivering stakeholder events.	Apprentice can evidence positive outcomes of engagement events delivered, through quantitative outcomes or positive feedback.
Project management: Select and apply appropriate project management principles and techniques to the specific context of community energy to successfully run and complete projects as part of a team.	Apprentice shows little ability to identify suitable techniques to drive a project forward, instead performing tasks assigned by others.	Apprentice is able to identify the principles of project management and apply these effectively to a community energy project that they have worked on.	Apprentice is able to distinguish between project management methods, identify the most suitable for a project, and justify the inclusion.
Risk management: Identify the risks and mitigating strategies associated with community energy projects.	Apprentice fails to identify key risks, and project is negatively impacted through lack of contingency actions.	Apprentice demonstrates comprehensive identification of risks in a project he/she is engaged in and details strategies to mitigate these.	Apprentice demonstrates learning from challenges experienced in practice, and details how these have altered

			planning and risk mitigation subsequently.
Financial management: Use community energy specific computer software to assist in financial modelling and accounting of projects, interpreting information from the financial models to drive community energy projects to completion.	Apprentice is unable to demonstrate an understanding of financial modelling, creating financially unfeasible projects.	Apprentice demonstrates an understanding of financial models by extracting information from a real-world example and discussing the elements that will impact on a project with reference to the model.	Apprentice is able to manipulate financial models to demonstrate for example the feasibility, payback period, and potential return of a project under various scenarios
Project funding: Identify and apply the correct community funding approach to a project's requirements.	Apprentice fails to identify the most appropriate funding mechanism for a project, focusing on less effective mechanisms.	Apprentice is aware of the main funding mechanisms for community energy projects and can identify the most suitable for a defined project.	Apprentice justifies the funding approach taken and is able to identify combinations of funding sources where appropriate, including innovative funding opportunities.
Site and building evaluation: Identify the most suitable renewable energy technologies and/or efficiency measures for implementation on a community project.	Apprentice delivers a project but fails to identify the most suitable technology for it, reducing the effectiveness of outcomes.	Apprentice delivers a technically feasible project, and is able to justify the technologies and measures chosen.	Apprentice details a combination of approaches that work together to deliver positive outcomes, using comprehensive reasoning to justify technologies' inclusion and exclusion.
Report writing: Develop clear, structured, reports of action to support the project, tailored for community energy audiences that may not have detailed	Apprentice fails to evidence contribution to reports, or evidences reports that are confusing or misleading.	Apprentices will refer to reports created during employment and outline their intended purpose and audience.	Apprentice demonstrates a range of reports that are different in tone to reflect their intended audiences and can

knowledge of technologies and processes.			evidence positive outcomes as a result of the reports.
Data analysis: Conduct market research, and collect and analyse data to justify projects and evaluate their outcomes, for example identifying local potential for community investment and suitable sites for installation.	Apprentice shows little evidence of where decisions made have been taken using data and research to justify them.	Apprentice is able to draw conclusions from project data to inform strategy and evaluate the success of actions undertaken.	Apprentice utilises a variety of engagement techniques and data sources to develop projects and can form detailed justifications for decisions taken.
Problem solving: Anticipate issues arising from the changing community energy marketplace and use a range of problem solving techniques to address challenges faced in the development of community energy schemes.	Projects are based on outdated legislation or market structures, fail to respond to sector challenges, and do not show an understanding of current community energy issues.	Apprentice is able to identify significant changes to the community energy sector over the previous 12 months and explain how this impacts project delivery.	Apprentice is able to proactively identify opportunities arising from sector changes, and propose operational models to take advantage of these opportunities.
Administration: Provide administrative support for community business development and operations, effectively maintaining client records and project information.	Apprentice does not evidence maintenance of records to data protection requirements, or fails to capture key information useful to the success of a project.	Apprentice evidences effective administration of databases or information, demonstrating adherence to data protection legislation.	Apprentice is able to explain in detail why data protection and effective data management is necessary, and details where stored data has been analysed to improve project outcomes.
ICT skills: Effectively use a keyboard, operate standard Office software and learn/use	Apprentice's written work submitted contains a number of errors.	Apprentices develop coherent, clear presentation and demonstrate ability to use	Apprentice demonstrates effective use of a number of software tools, including those



relevant other IT programmes as required		relevant supporting tools in the presentation.	beyond the suite of office programmes where appropriate.
<b>Behaviours:</b>	<b>Fail criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
Commitment: A personal commitment to the principles of environmental sustainability and stronger communities.	Apprentice is unable to detail engagement with social or environmental issues outside of their employment.	Apprentice provides evidence of personal commitment to environmental sustainability and stronger communities	Apprentice can detail personal commitment to environmental principles above that of the general population, and evidences personal action to foster stronger communities.
Empathy: Ability to gain an understanding of the concerns and approaches of voluntary community groups in order to inform actions.	Apprentice displays actions during his/her apprenticeship that occur counter to the concerns or approaches of local communities or are created in isolation from community understanding.	Apprentice evidences instances where actions have been completed as a result of community feedback and engagement.	Apprentice evidences detailed, comprehensive engagement with various community groups and understands their different focus and needs. Apprentice is able to balance the needs of several groups to achieve the best outcome.
Interpersonal skills: Ability to form strong professional relationships with a diverse demographic.	Apprentice is unable to speak confidently about their role and industry in the EPA, or fails to evidence the development of strong professional relationships through the apprenticeship.	Apprentice evidences effective professional relationships throughout employment and effectively engages assessors through their apprenticeship.	Apprentice demonstrates strong interpersonal skills in relationships with a broad range of stakeholders, including senior management, external organisations, and communities.
Teamwork: Ability to work cooperatively with individuals and groups to effectively achieve a defined goal.	Apprentice fails to work effectively with others to develop objectives or successfully complete an action.	Apprentice evidences strong team working through employment within their team and local area.	Apprentice demonstrates the development of significant stakeholder networks, proactively engaging with other departments or sectors of industry.

Personal accountability: Responsible and self-motivated, able to work with little supervision.	Evidence from the apprentice demonstrates that the apprentice needed detailed instructions throughout their on-programme phase and were unable to undertake self-driven work.	Apprentice evidences instances where they have effectively self-led on their work load.	Apprentice can demonstrate occasions where outcomes above those expected by the employer have been achieved through the apprentice personally driving results.
Conscientious and meticulous: Desire to perform tasks to the best of your ability and to ensure thorough preparation of work.	Apprentice evidences work that has not been completed to the standard required by the employer, or several instances where significant improvements have been required in work.	Apprentice evidences high quality work throughout the apprenticeship.	Apprentice evidences where excellent performance has led to greater responsibility being given for preparing or carrying out work streams.
Adaptability: Ability to evaluate the merits of a situation and be open to alternative approaches.	Apprentice fails to adapt approaches to the work load in spite of alternatives being available, and cannot justify the approach taken.	Apprentice details instances where decisions have been made following evaluation of several alternatives.	Apprentice is proactive in identifying and evaluating alternative approaches, including through engagement with others.
Flexibility: Be flexible in your approach to work, adapting to changing market and policy landscapes.	Apprentice displays resistance to industry change and continues activities that link to outdated policies or practices.	Apprentice demonstrates instances where they have been flexible in their employment in order to meet changing or non-standard requirements.	Apprentice proactively identifies upcoming changes to policy or market landscapes in order to deliver outcomes that address future issues in addition to meeting current demand.

## Knowledge Test grading criteria

Knowledge test question form	KSBs assessed
Multiple choice	All KSBs identified as assessed by knowledge test in appendix 1 will be tested through the two question forms
Short answer	
Long form	Each question assesses a unique mixture of KSBs, with question banks created so that each question assesses the same number of KSBs and is of the same difficulty

In the knowledge test, multiple choice questions each have a maximum score of 2 marks and short answer questions each have a maximum score of 3 marks. Both multiple choice and short answer questions have discreet answers that are either correct or incorrect, and together will assess all knowledge and skills outlined in appendix 1.

Apprentices will be awarded all available marks for a question where they have given the full correct answer. In short answer questions where more than one answer is expected, marks will be allocated depending on the apprentice's response, i.e. in the question 'Name the three largest renewable sources of electricity in the UK' apprentices will obtain one mark for naming each of the three electricity sources. Partial marks will be awarded for partial answers to short answer questions, with the end-point assessment organisation detailing how marks will be allocated when developing the questions.

Long-form questions in the knowledge test are scored out of a maximum of 50 marks. The marks will be assigned using the following criteria:

- 30 marks will be awarded where the apprentice demonstrates competence in all KSBs assessed by the question, as detailed in appendix 1
- A maximum of 15 marks will be awarded for apprentices demonstrating competence of the distinction criteria of the KSBs being assessed, as detailed in appendix 1
- A maximum of 5 marks will be awarded for correct application of industry terminology to situations outside an apprentice's on-programme work, and an understanding of the principles behind these terms

<b>Summary of roles and responsibilities</b>	
<b>Stakeholder</b>	<b>Role</b>
Employer	- Determine when apprentice passes through the assessment gateway by identifying when an

	<p>apprentice is delivering consistently at or above the required standard</p> <ul style="list-style-type: none"> <li>- Support the development of the apprentice's portfolio of work per guidelines in the 'End-point Assessment' section</li> <li>- Provide time to allow the apprentice's case study development</li> <li>- Support apprentice to confirm that case study and portfolio cover apprenticeship KSBs</li> <li>- Identify and enter into contract with end-point assessment</li> </ul>
Training provider	<ul style="list-style-type: none"> <li>- Deliver off-the-job training</li> <li>- Consult with employer where appropriate to advise on assessment gateway timing</li> </ul>
End-point Assessment Organisation	<ul style="list-style-type: none"> <li>- Develop and administer knowledge tests</li> <li>- Organise an assessor to conduct the presentation and interview aspects of the EPA</li> <li>- Conduct presentation and interviews</li> <li>- Mark knowledge test, presentation and interview</li> </ul>
Industry support organisation (Community Energy England)	<ul style="list-style-type: none"> <li>- Coordinate External Quality Assurance process carried out by a board of employer representatives</li> </ul>

## Internal Quality Assurance

Internal quality assurance refers to the requirements that an end-point assessment organisation must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions.

EPA organisations for this EPA must undertake the following:

- Appoint assessors that meet the requirements as detailed in this plan – see assessor section above
- Provide training for assessors in terms of good assessment practice, operating the assessment tools and grading
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- Operate annual standardisation events; these meetings will be held with all assessors undertaking EPAs, and will evaluate examples of marking to ensure that guidance is being applied consistently between assessors and EPA cohorts.

- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 15 percent of each assessors' assessments moderated

EPA organisations must produce assessment tools and supporting materials for the EPA that follow best assessment practice, as follows:

- guidance on the EPA for apprentices and employers
- question banks for the knowledge test and interview
- documentation for recording assessments and assessment decisions

## **External Quality Assurance (EQA)**

EQA for the apprenticeship will be employer-led and conducted on a non-profit basis. Community Energy England, the national support body for community energy organisations in England, will oversee the EQA process; a board of employer representatives from the community energy sector will be assembled from members of Community Energy England. This will ensure that the EQA process will be led by industry experts, will effectively evaluate the consistency of grading, and will be conducted by independent individuals not engaged in the apprenticeship.

## **Implementation**

It is envisaged that the EPA will cost approximately 15% of the apprenticeship funding band. The apprenticeship has been given an indicative funding band of £6,000.

The large number of community energy companies across the UK offers the potential for community energy experts to work as assessors for the EPA of apprentices, no matter where they are in the country. This ensures that apprentices are assessed consistently irrespective of location, and minimises barriers to small organisations employing apprentices that would come about from lack of access to assessment provision.

The structure of the EPA has been developed so that no specialist equipment is required in its undertaking. This ensures that employers in geographically remote areas are able to take on a community energy apprentice without incurring the costs and inconvenience of travelling long distances to undertake the EPA.

The development throughout the apprenticeship of a portfolio of work to inform the interview section of the EPA and the assessment of a case study developed from apprentices' direct experience during the apprenticeship both contribute to ensuring that

apprentices are trained to the same standard of competence irrespective of the type of employer they are based in.

Where agreed by the employer and training provider, apprentices will be able to develop their portfolio and case study on a computer, resulting in an e-portfolio. Where this is the case, the e-portfolio will be subject to the same submission requirements as a physical portfolio upon reaching the assessment gateway.

It is envisaged that there will be approximately 20 starts on the apprenticeship in the first year, rising to 50 per year thereafter.

## Appendix 1

The table below shows the knowledge, skills, and behaviours outlined in the Community Energy Specialist and how they will be assessed.

	Competencies	Assessment method		
		Knowledge test	Presentation (to be contained in case study)	Interview
	<b>Knowledge:</b>			
K1	Technology: the workings of renewable energy and associated technologies, their relative advantages, and the ability to identify appropriate solutions for individual scenarios.	<b>K</b>		<b>I</b>
K2	Energy efficiency: of home and business efficiency measures and an understanding of fuel poverty, its causes, impacts, and manifestation.	<b>K</b>		<b>I</b>
K3	National and local grids: the workings of the National Grid, how energy generating technology is linked into the grid, and the function of local electricity grids.	<b>K</b>		
K4	Legislation, guidance and policy: the legislative and policy framework surrounding community energy initiatives and the requirements of energy production and sale	<b>K</b>		<b>I</b>
K5	Financial support: the financial, administrative and advisory support products and organisations in the community energy sector and relevant financial subsidies.	<b>K</b>		
K6	Project management: the elements and costs of community energy schemes, including operation and maintenance. Knowledge of different project delivery models and the ability in a team to deliver a project from start to finish.	<b>K</b>	<b>P</b>	

	<b>Skills:</b>	<b>Knowledge test</b>	<b>Presentation</b>	<b>Interview</b>
S1	Community and corporate engagement: Organise and coordinate meetings, workshops, and events with community groups and champions, enabling engagement with private enterprises, local, and national government.			I
S2	Leadership: Demonstrate full familiarity with the community in order to coordinate all stakeholders in a community energy project and ensure the progression of actions in the project through to completion.			I
S3	Negotiation: Engage and influence people on the telephone and in person, from community volunteers to those in executive positions, effectively handling objections and encouraging support for community energy projects.			I
S4	Communication: Generate a range of media appropriate to the community energy sector such as social media posts, blogs, flyers, newsletters, and briefs to effectively disseminate information and raise support.			I
S5	Public speaking: Effectively deliver presentations and engage with community members and other stakeholders at public, internal, and stakeholder events.		P	
S6	Project management: Select and apply appropriate project management principles and techniques to the specific context of community energy to successfully run and complete projects as part of a team.		P	
S7	Risk management: Identify the risks and mitigating strategies associated with community energy projects.		P	
S8	Financial management: Use community energy specific computer software to assist in financial modelling and accounting of projects, interpreting information from the financial models to drive community energy projects to completion.		P	
S9	Project funding: Identify and apply the correct community funding approach to a project's requirements.	K		I



S10	Site and building evaluation: Identify the most suitable renewable energy technologies and/or efficiency measures for implementation on a community project.		P	
S11	Report writing: Develop clear, structured, reports of action to support the project, tailored for community energy audiences that may not have detailed knowledge of technologies and processes.		P	
S12	Data analysis: Conduct market research, and collect and analyse data to justify projects and evaluate their outcomes, for example identifying local potential for community investment and suitable sites for installation.	K		
S13	Problem solving: Anticipate issues arising from the changing community energy marketplace and use a range of problem solving techniques to address challenges faced in the development of community energy schemes.		P	
S14	Administration: Provide administrative support for community business development and operations, effectively maintaining client records and project information.			I
S15	ICT skills: Effectively use a keyboard, operate standard Office software and learn/use relevant other IT programmes as required		P	
	<b>Behaviours:</b>	<b>Knowledge test</b>	<b>Presentation</b>	<b>Interview</b>
B1	Commitment: A personal commitment to the principles of environmental sustainability and stronger communities.			I
B2	Empathy: Ability to gain an understanding of the concerns and approaches of voluntary community groups in order to inform actions.		P	
B3	Interpersonal skills: Ability to form strong professional relationships with a diverse demographic.		P	
B4	Teamwork: Ability to work cooperatively with individuals and groups to effectively achieve a defined goal.		P	I

B5	Personal accountability: Responsible and self-motivated, able to work with little supervision.			I
B6	Conscientious and meticulous: Desire to perform tasks to the best of your ability and to ensure thorough preparation of work.			I
B7	Adaptability: Ability to evaluate the merits of a situation and be open to alternative approaches.		P	I
B8	Flexibility: Be flexible in your approach to work, adapting to changing market and policy landscapes.		P	