End-Point Assessment Plan

Cultural Learning and Participation Officer – LEVEL 3

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1. Introduction

The Cultural Learning and Participation Officer Apprenticeship standard has been designed to operate as the professional standard for people working as Cultural Learning and Participation Officer at Level 3 across the sector.

The assessment plan is to accompany the standard and will ensure that the completion of a Cultural Learning and Participation Officer Apprenticeship meets the requirements of the standard in terms of Knowledge, Skills and Behaviours.

On completion of the Apprenticeship, the individual will be recognised as competent to perform in the role of a Cultural Learning and Participation Officer across the sector. This will be achieved by passing the End-Point Assessment.

This plan outlines the End-Point Assessment that apprentices must successfully complete to achieve their apprenticeship.

2. Summary of Assessment

The following table outlines the suggested key elements of the on-programme journey; what evidence is required in order that the apprentice can be entered in to the EPA process and the assessment methods that form part of the EPA. The total duration of the apprenticeship is typically 15 – 21 months. The apprenticeship on-programme journey will typically be a minimum of 15 months. All on-programme requirements must be completed prior to the end-point assessment taking place. The end-point assessment period is 3 months.

on-programme journey - a minimum of 15 months	end-point assessment gateway - after a minimum of 15 months	end-point assessment - total duration is 3 months
off the job learning & training and assessment	satisfactory completion of all learning & training agreed by the employer	a practical observation of the apprentice undertaking work based activities
on the job learning & training and assessment	achievement of English and maths at level 2	a professional discussion
completion of English and maths level 2 if not held on commencement	a portfolio demonstrating knowledge, skills and behaviours to support the professional discussion as part of the end-point assessment	
compilation of a a portfolio demonstrating knowledge, skills and behaviours to support the professional discussion as part of the end-point assessment	confirmation by the employer that the apprentice is ready to enter end-point assessment	
	Minimum of 12 months of training	

Table 1 Apprenticeship elements

3. On-Programme Journey

Apprentices must follow an agreed learning and training programme that supports their acquisition of the knowledge, skills and behaviours as defined in the standard. The off the job element of this learning and training must be at least 20% of their apprenticeship duration.

It is suggested that regular reviews of the apprentice's progress are held. Typically, these reviews should be led by the employer and, where appropriate, supported by the training provider.

Formal off the job training, a minimum of 20% of the duration of the apprenticeship, is usually provided by a training provider. Employers and training providers must ensure that the apprentice is able to demonstrate the appropriate knowledge, skills and behaviours as agreed as part of the training plan. Employers must provide the opportunity for the apprentice to practise the learning in the work place i.e. on the job training.

Prior to entering end-point assessment, the apprentice must develop a portfolio of evidence. This evidence will demonstrate how the apprentice meets the knowledge, skills and behaviours identified in appendix A in relation to the professional discussion.

The portfolio should contain a minimum of 21 pieces of evidence and a maximum of 30. The portfolio, which can be electronic, should contain written/recorded summary accounts of all appropriate activities that have been completed and referenced against the elements below andas detailed in appendix B:

- Understanding audiences and effective methods of engagement
- Working with Partners
- Impact and social benefit
- Meeting regulations and legislation
- Your role and responsibility
- Understanding the organisation
- Fundraising
- IT Systems and Software
- Project Coordination
- Communication
- Project Administration
- Relationship Management
- Problem solving
- Team working
- Positive and proactive attitude
- Promote an Inclusive environment
- Using initiative
- Emotional intelligence and resilience
- Ethics/professional values
- Creativity
- Passion

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The written/recorded summary accounts contained in the portfolio should be supported, where appropriate, by relevant photographic/video/digital/audio visual evidence, in-house/external training certificates, examples of other work produced, appropriate reports, funding bids, written articles demonstrating the benefit of social impact, evaluation sheets, event planning schedules, witness testimonies, feedback reports from colleagues/stakeholders, work-based communications e.g. emails to give context to evidence. Progress review documentation should also be included. To support the synoptic assessment, evidence can be referenced against more than one knowledge, skill or behavioural requirement. Reflective accounts and self-evaluations must not be included as evidence.

The portfolio is retained by the apprentice and brought by them to the professional discussion. It is used as a vehicle through the discussion for the apprentice to bring to life their knowledge, skills and behaviour as required during questioning by the Independent Assessor.

4. End-Point Assessment Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they 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.

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

> completed satisfactorily all learning and training as agreed between the employer and training provider

- a portfolio demonstrating knowledge, skills and behaviours to support the professional discussion as part of the end-point assessment
- achieved level 2 or equivalent or higher in English and maths, if these were not attained prior to entry on to the apprenticeship
- the employer's agreement to enter the end-point process
- had a minimum of 12 months of training

All end-point assessment gateway criteria must be achieved.

5.   End-Point Assessment

5.1   End-Point Assessment Overview

The EPA process will take place during the final 3 months of the apprenticeship and consists of two assessment methods: a practical observation; a professional discussion based on the evidence portfolio developed towards the end of the on-programme journey. The assessment methods will ideally be undertaken in the following order:

- Practical Observation
- Professional Discussion

The following is a summary table of the assessment methods, what is to be assessed, who will undertake the assessment, what grading will be applied to each method and weighting of the assessment method:

Assessment Method and Weighting	Areas Assessed	Assessed by	Grading
Practical observation 50% weighting	See appendix A – Practical Observation (PO)	End-point assessment organisation	Fail, pass or distinction
Professional discussion 50% weighting	See appendix A – Professional discussion (PD)	End-point assessment organisation	Fail, pass or distinction

Table 1 End-Point Assessment overview

End-point assessment organisations (EPAO) must be registered on the Register of End-Point Assessment Organisations (RoEPAO) held by the Education and Skills Funding Agency (ESFA).

5.2   Roles and Responsibilities

The following describes who will undertake each assessment method, the criteria for their selection and activities they are involved with:

Title	Criteria	Role
Independent Assessor	Appointed by the EPAO Working or has worked in the industry in the last 3 years Has 3 years' experience of managing people undertaking learning and community projects within the creative and/or cultural sector Holds a current enhanced DBS certificate	To assess the practical observation and professional discussion Makes recommendations to the EPAO regarding final grade outcomes

	Is not employed by the apprentice's employer or the training provider who has worked with the apprentice	

Table 2 Roles and Responsibilities

5.3   Assessment Methods

The practical observation and professional discussion will, subject to any local constraints, take place on the same day. It is expected that the same Independent Assessor will undertake both assessment methods for an individual apprentice.

5.3.1   Practical Observation

The practical observation will allow the apprentice to demonstrate all aspects of a practical delivery of an education workshop/community engagement project from planning through to evaluation.

To prevent predictability, EPAOs must develop a bank of 'practical observation scenaios' of sufficient size from which the actual practical observation is assigned to the apprentice. The aims and requirements of the apprentice's organisation needs to considered as part of this assignment to ensure the practical observation is appropriate. The bank of practical observation scenarios must be reviewed regularly and at least once a year to ensure the scenarios are fit for purpose.

The practical observation will be in accordance with the Employer's policies and procedures and will cover the Knowledge, Skills and Behaviours (mapped in Appendix A):

- Preparation for a cultural education workshop/community engagement project. This will include demonstrating: consultation process, choice of format for the audience, accessibility considerations, layout of venue, and information about the event, suitability of content and pricing restrictions.
- Compliance with health and safety and other regulations
- Manage the event
- Communication in both verbal and non-verbal formats to an audience/stakeholder. This may include artistic and cultural outcomes, skills and knowledge development, or a range of social outcomes to audiences, partners and colleagues
- Immediately evaluate and review the feedback in relation to engagement, participation of the audience and the impact on them

It is 1:1 observation although the apprentice will be working as part of wider team to complete the event. Others present are not being observed or assessed. The observation will be completed in one session and will take place in a realistic work environment.

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It will take 3 hours (+ 10% at the discretion of the independent assessor). There will be natural short breaks allowed e.g. lunch if required, these are not included in the total time allowed.

Following the completion of the practical tasks the Independent Assessor will ask the apprentice follow-up questions over a period of an additional 15 minutes (+10% at the discretion of the independent assessor) in order to explore any areas that did not naturally occur during the practical observation. This will allow them to gain greater clarity of the apprentice's Knowledge, Skills and Behaviours around the tasks and to clarify actions taken e.g. what other options were there for consultation process and the consequences of those options.

These questions should be asked at the end of assessment so not to disrupt the flow of the practical elements of the observation. No questions should be asked during the practical observation itself and/or when there is audience present. The actual questions and answers should be recorded on paperwork provided by the EPAO.

End-point assessment organisations will provide a standard template upon which to record the assessment outcome. The Independent Assessor provides an assessment outcome to the EPAO.

5.3.2   Professional Discussion

The professional discussion is based on the evidence portfolio which the apprentice developed towards the end of the on-programme journey and will bring with them to the professional discussion. It is the outcome of the professional discussion that is assessed, not the portfolio. The portfolio is used as a vehicle for the apprentice to bring to life their their knowledge, skills and behaviours as required during questioning by the Independent Assessor.

All elements of the standard (as mapped against professional discussion (PD) in appendix A), will be covered in the portfolio. Appendix A not only details the high level requirement but includes greater detail.

All detail needs to be explored eg Meeting regulations and legislation, Legislation and regulatory requirements that affect the role including Health and Safety, the principles of Safeguarding children and vulnerable adults, accessibility and equality. This can typically include knowledge and use of risk assessments, standard operating procedures, how to respond to a safeguarding incident, documenting and reporting events and incidents using company templates, attending inductions and training on child protection.

The professional discussion is split into 2 equal parts and there will be a short natural break between the 2 parts, if required. Ideally, the professional discussion will be conducted by the same independent assessor who has assessed the practical observation and will:

- Take place in a quite space, with no interruptions. Appropriate equipment should be provided to allow the apprentice to demonstrate their evidence.

- Last in total 2.5 hours (+10% at the discretion of the independent assessor), excluding breaks.

The professional discussions will be undertaken under controlled conditions and will be in two parts. Both parts will last for a maximum of 75 minutes (+10% at the discretion of the independent assessor) each. The first part will consist of 11 questions and the second part will consist of 10 questions. There will be one main question for each of the elements identified below. Each question discussion will last for a maximum of 7 minutes (+10% at the discretion of the independent assessor, and this time will include any follow-up questions that may be required.

The first part will cover the following elements (specific KSBs as detailed in appendix B):

- Understanding audiences and effective methods of engagement
- Working with Partners
- Impact and social benefit
- Meeting regulations and legislation
- Your role and responsibility

- Understanding the organisation
- Fundraising
- IT Systems and Software
- Project Coordination
- Communication
- Project Administration

The second part will cover the following element (specific KSBs as detailed in appendix B):

- Relationship Management
- Problem solving
- Team working
- Positive and proactive attitude
- Promote an Inclusive environment

- Using initiative
- Emotional intelligence and resilience
- Ethics/professional values
- Creativity
- Passion

The Independent Assessor will use standardised questions from a question bank developed by the EPAO. EPAOs will hold banks of sufficient size consisting of at least 3 questions per element. Actual questions used per apprentice will be provided by the EPAO on a randomised basis. Questions will be reviewed regularly and at least on an annual basis to ensure that they are fit for purpose and moderated by the EPAO. The EPAO will also provide a template to record apprentice responses.

The Independent Assessor will grade the professional discussion in-line with grading criteria contained in table 3 below. The EPAO will provide a template document for the Independent Assessor to record their grade recommendation.

5.4   Re-takes/Re-sits

Where an apprentice fails one or more assessment methods, a re-sit(s)/re-take(s) may be allowed, provided it is within the 3 month EPA period. Re-sits/re-takes outside of this period would require all elements of the EPA to be undertaken again. This should be undertaken within a 3-month period. Each individual case will be jointly discussed by the employer with the EPAO and any action, if agreed, will be at the discretion of the employer.

A re-take is where the apprentice requires further learning/training, whereas a re-sit doesn't. Apprentices who require a re-take should have a supportive plan agreed to prepare them for the re-take.

Re-sits and re-takes are not allowed as a means of improving a grade i.e. pass to distinction. Where a re-sit/re-take is agreed, the grading will be limited to a pass unless there are exceptional circumstances as confirmed by the EPAO.

6.   Grading

6.1   End-Point Assessment Grading

This apprenticeship includes fail, pass and distinction grades. To achieve a pass grade an apprentice will demonstrate application of the knowledge, skills and behaviours against the whole standard i.e. achieve a pass grade in both assessment methods. The apprentice has to achieve all pass criteria as detailed in appendix B. A distinction grade needs to be achieved in both assessment methods to achieve an overall distinction grade. All distinction criteria is detailed in appendix B.

7.   Final Grade

The final grade decision, subject to standardisation and moderation, is made by the Independent Assessor using the grading criteria above as well as guidance and documentation provided by the EPAO.

8.   Quality Assurance

8.1   Internal Quality Assurance

The EPAO are responsible for all internal quality assurance processes including responsibility for all assessment decisions, grading of apprenticeships and standardising the judgements of Independent Assessors. The following describes internal quality assurance processes:

8.1.1   Assessment Moderation

EPAOs will undertake moderation of all independent assessors' decisions. This must be done through observations and examination of documentation on a risk sampling basis dependent on assessor experience, the number of assessments undertaken previously and the type of context in which the apprentice has been working. Where a number of independent assessors are involved in with one or a cohort of apprentices in an assessment schedule, moderation and standardisation across assessors must always take place within that time frame

8.1.2   Roles and Responsibilities of End-Point Assessment Organisations

End-point assessment organisations must:

- Provide EPA guidance to apprentices, employers and training providers in relation to the requirements of the professional discussion/evidence portfolio and professional discussion.
- Develop assessment tools and documentation in consultation with representative employers.
- Develop and manage a complaints and appeals procedure.
- Provide guidance in relation to the EPA i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
- Develop compensatory assessment for learners with special requirements known by the employer at the time of entering into end-point assessment, to allow reasonable adjustments to be made to assess the knowledge, skills and behaviours of the apprentice through alternative assessment techniques. They must be designed to ensure judgements are not compromised
- Appoint and approve independent assessors to conduct the EPA marking and grading, based on a check of knowledge and experience.
- provide training for independent assessors:
    - In terms of the requirements of the operation and marking of the EPA tools and initial grading.
    - In undertaking fair and impartial assessment and making judgements about performance and the application of knowledge, skills and behaviours within a workplace setting.
    - hold bi-annual (as a minimum) standardisation events for independent assessors to ensure consistent application of the guidance. Assessor must attend atleast one event per year.
- ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid
- Consider evidence in relation to reasons for failing an EPA and confirm with the employer whether a grade higher than pass will be allowed for a re-take/re-sit, where

the learner may have failed due to exceptional circumstances.

- Ensure end-point assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development.

8.2   External Quality Assurance

External quality assurance (EQA) for this apprenticeship standard will be managed on a not for profit basis by The Institute for Apprenticeships.

9.   Implementation

9.1   Consistency

The responsibility for the robustness of the assessment process is held by the End-Point Assessment Organisation. This ensures that there is consistency of decisions, true independence, impartiality, validity and reliability in the assessment.

The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of assessment tools that are used by all assessors and to inform the training that assessors receive. The End-point Assessment Organisation will, create the tools and materials to be used in assessment based on this Plan. It is recommended that the EPAO consults with employers when developing the assessment tools. These will be developed as soon as the Assessment Plan is approved and will be held by the End-point Assessment Organisation. Particular attention will be paid to ensuring that the tools are consistent and produce valid and reliable results. The End-point Assessment Organisation will thereafter be responsible for monitoring the work of the individual assessors to ensure continuing robustness – independent, consistent, accurate.

The End-point Assessment Organisation will provide robust validation and quality assurance processes to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

9.2   Volumes

Expected Starts (England)	16 – 18	19+
20118/19	**40/50**	**40/50**
2019/20	**40/50**	**40/50**
On-going annual requirement	**40/50**	**40/50**

9.3   Assessor Requirements

We envisage that one independent assessor will be able to undertake all assessment activities for one apprentice in one day. The independent assessor resource requirements, when the apprenticeship is fully established within the sector, is expected to be in the region of 80/100 days per year.

Appendix A – Assessment Methods

Assessment Method	
Professional Discussion	PD
Practical Observation	PO

CLPOs will have the following knowledge and understanding:		Assessment Method
Understanding audiences and effective methods of engagement	K! - The typical and specific needs, priorities and expectations of a range of existing and potential new audiences and participants that the organisation wishes to engage and how to find out audience data/information. This could typically include audience groups based on socio-economic background, ethnicity, disability, age, previous artistic/cultural experience and other characteristics.	PD
	K2 - Methods for reaching, engaging and forming relationships with the target audience such as accessing analysing, interpreting and using demographic data, coordinating community events, face to face meetings, flexing communication methods and channels to suit the target audience.	PD
	K3 - The potential barriers to artistic engagement faced by different audiences which may include socio-economic, financial, cultural and geographical factors.	PD
	K4 - Methods of enabling and/or increasing participation in artistic and cultural activities, how to apply these such as how to consult and/or involve audience groups, different event types and formats and how to choose appropriate formats for specific audience groups, considering accessibility/layout/information/artistic content/pricing.	PD & PO
	K5 - Methods of evaluating engagement and participation such as structured feedback events, interviews, consultation, online surveys and how to measure impact through, for example, collecting audience numbers, statistics, or creating questionnaires to evaluate outcomes.	PD & PO
Working with Partners	K6 - How to identify partner(s), the principles of effective partnership working, processes to establish and maintain effective partnerships.	PD
	K7 - The importance of professional arts and cultural networks and know the benefits and contributions they make to project success	PD
	K8 - Relevant industry membership schemes, their importance and benefit to the CLPO profession such as sharing knowledge and good practice, contacts and networks of artists, set industry benchmarks and standards and to aid training, personal and career development.	PD

Impact and social benefit	K9 - Why CLP programmes are needed to increase opportunities for inclusion and diversity across the organisation's staff, audiences and artists/external practitioners and within the arts and cultural sector more widely.	PD
Meeting regulations and legislation	K10 - Legislation and regulatory requirements that affect the role including Health and Safety, the principles of Safeguarding children and vulnerable adults, accessibility and equality. This can typically include knowledge and use of risk assessments, standard operating procedures, how to respond to a safeguarding incident, documenting and reporting events and incidents using company templates, attending inductions and training on child protection.	PD & PO
Your role and responsibility	K11 - How your role and work fits within your team, the organisation, your responsibilities to support others internally and externally, the importance and impact of cross-team working, this can typically include knowing how to effectively work with colleagues to fulfil your role, such as joint planning, coordinating and delegating tasks within a project, establishing and agreeing goals and outputs.	PD
	K12 - How and when to refer to a line manager or senior colleague for support and guidance	PD
Understanding the organisation	K!3 - Your organisation's mission, purpose and governance structures.	PD
	K14 - The cultural, artistic and participatory work of your organisation.	PD
	K15 - Your organisation's relationships with artists/external practitioners, visiting companies, creative or funding partners, audiences and volunteers and how your role as a CLPO supports this.	PD
	K16 - The financial model of the organisation and the CLP projects that you implement including the different funding streams available to support the work.	PD
	K17 - The production of learning and participation events and workshops. This may typically include advancing/planning event content, schedules, technical/venue/audience requirements appropriate to artistic discipline, managing communications between parties, disseminating event documentation as appropriate.	PD & PO
	K18 - Budgetary and project management requirements used for artistic and cultural practices, such as identifying artist/human/financial/resource inputs, outputs, outcomes, milestones and performance indicators, creating an evaluation brief and reporting performance against aims and budget.	PD
Fundraising	K19 - Arts fundraising processes which may typically include how to identify funder requirements (priorities, amounts available, process, reporting), how to complete an application or report for funding and how to establish and maintain relationships with donors/funding organisations.	PD
IT Systems and Software	K20 - The organisation's IT systems and specific software. This may typically include email, websites and intranets, industry specialist software for box office and marketing systems, donor records, stage management, event scheduling, venue diary systems.	PD

CLPOs will demonstrate and apply the following skills:		Assessment Method
Project Coordination	S1 - Plan, organise and co-ordinate education and community engagement projects on behalf of the organisation, in order to ensure the facilitator (visiting artist or company colleague, freelancer or volunteer) can deliver effectively This could typically include deciding on appropriate content and information including producing event schedules, artist and technical riders, booking artists and practitioners.	PD
	S2 - Identify learning objectives of education and community engagement projects and suitability for target audience.	PD & PO
	S3 - Work within a set budget, use appropriate resources, venues, systems and technologies to implement the CLP projects ensuring they meet stated objectives and outcomes.	PD
	S4 - Ensure projects comply with the organisation's Health & Safety policies and procedures including Safeguarding children and vulnerable adults.	PD & PO
Communication	S5 - Communicate clearly and effectively, adapting methods both verbal and non-verbal as appropriate to the stakeholder or audience, which may include public speaking and/or using social media and digital communication methods	PO
	S6 - Communicate the CLP projects aims, which may include artistic or cultural outcomes, skills and knowledge development, or a range of social and educational outcomes to audiences, partners and colleagues.	PO
	S7 - Produce clear, concise project reports, fundraising applications and other written communications.	PD
	S8 - Find and participate in professional networks such as arts and culture networks, meetings and events, performances and exhibitions, training and professional development events and industry membership schemes, in order to benefit the organisation.	PD
Relationship Management	S9 - Establish, develop and maintain positive relationships with a wide variety of internal and external partners, artists, colleagues, participants and audiences that result in and/or enable successful projects.	PD
	S10 - Build effective professional arts and cultural networks and identify the benefits they bring to the projects and wider organisation	PD
Project Administration	S11 - Contribute and manage audience/participant/venue bookings and ensure artists/external practitioners are recruited for projects as per the organisation's policies and procedures, including contracting requirements	PD & PO
	S12 - Maintain artist/external practitioner and audience records as directed, which may include personal information, in-line with employer systems and data protection requirements.	PD

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PD	S13 - Time management skills, demonstrating your ability to be organised, meet deadlines within project timeframes and meet budgets requirements	PD
	S14 - Evaluate projects and use feedback to improve current and/or future activity.	PD
	S15 - Provide high quality content, which may be in written or image form, as required, to internal/external communications for example e-bulletins, newsletter content, posters, print and meetings, to aid the promotion of, and engagement with, the organisation's learning and participation programme.	PD
	S16 - Contribute to fundraising activities including desk research on potential funding sources, note taking at audience consultation meetings, compiling data and information.	PD
Problem solving	S17 - Identify problems, generate and form ideas to resolve issues, by thinking creatively in response to challenges and identifying when to seek help and support from others.	PD
Team working	S18 - Collaborate effectively with colleagues, creative and cultural professionals and other organisations and partners to achieve project aims and objectives.	PD & PO

CLPOs will exhibit the following values and behaviours	Assessment Method
B1 - Positive and proactive attitude; Through internal and external development opportunities, take ownership for keeping role and organisation knowledge and skills up to date.	PD
B2 - Positive and proactive attitude; Proactive in seeking opportunities to broaden understanding of CLP projects and working practices.	PD
B3 - Positive and proactive attitude; Open to receiving feedback and demonstrate actions taken in relation to it.	PD & PO
B4 - Promote an Inclusive environment; Support and promote the organisation's core values and behaviours including those relating to Equality & Diversity, Customer Care, Safeguarding, Health & Safety and Data Protection.	PD & PO
B5 - Using initiative; Self-motivated and uses their initiative for example to resolve issues, improve processes.	PD & PO
B6 - Working well with others; Gets on well with other team members and plays their part in achieving team goals. Equally comfortable working on solo activities.	PO
B7 - Emotional intelligence and resilience; Manage interpersonal relationships with patience and empathy.	PD & PO
B8 – Emotional intelligence and resilience; Deals positively with challenges and adverse situations	PD
B9 - Ethics/professional values; Apply appropriate ethical principles such as mutual respect, equality & inclusion and personal integrity, through interactions in the workplace.	PD
B10 - Creativity; Offer new ideas and concepts, be adaptive and responsive as required.	PD

B11 - Passion; Passionate about the arts and culture and believe in its value to society.	PD

Appendix B – Grading Criteria

Professional Discussion Topic	Distinction Criteria – all pass plus all of the following to be achieved	Pass Criteria – all to be achieved	Fail Criteria
K1, K2, K3, K4, K5	• Describes specific research undertaken focused on a priority target audience, the use and analysis of data and how this fed into the team or organisation's planning process • Identifies their own creative ideas and/or examples of engaging a particular audience, the methods chosen and used, the benefits and/or challenges and solutions used • Identifies a range of ideas to overcome barriers to artistic engagement for particular audience groups and the associated considerations, benefits and challenges to ensure success • Provides specific examples of audience engagement activities that have enabled successful participation by target audiences e.g. social media, visits, linking to other groups. Describes practical examples of ensuring accessibility needs of audiences are met before, during and after • Identifies the pros and cons of each evaluation method e.g. structured feedback events, interviews, consultation, online surveys, and the appropriate situations for each event or project	• Identifies the priority target audiences of their employer and describes the needs of different audiences in relation to the creative or cultural activities provided by their employer. • Demonstrates knowledge of how to research data e.g. identifying data sources, establishing data quality and quantity and analysing data with conclusions. • Explains the different methods available for engaging and forming relationships with target audience e.g. co-ordinating community events; face to face meetings and the benefits and problems of each method. • Explains the range of potential barriers to artistic engagement e.g. socio-economic, financial, cultural and geographicical factors and describes approaches used by the organisation to overcome the barriers. • Describes the range of methods used to enable or increase participation, aligned to specific activities and target audiences e.g. social media, visits, linking to other groups. Provides practical examples or considerations in applying methods successfuly. • Explains different methods for gathering information e.g. structured feedback events, interviews, consultation, online surveys, and processing evaluation information e.g. collecting audience	Does not meet all pass criteria

		numbers, statistics, and examples of their use within their organisation.	
K6, K7, K8	• Suggests ideas for other potential partners and describes the potential benefits for the organisation and the partner. • Identifies important processes in establishing and maintaining partnerships and the risks and rewards attached to them • Demonstrates an awareness of the range of professional networks in the sector and is proactive in taking part in them • Demonstrates an awareness of the broad range of industry membership schemes in the sector. Can describe particular membership schemes that relate to this area of the sector and demonstrate an analysis of the benefits of the identified schemes.	• Identifies partners of their work or the organisation and explains the relationship/activities and the benefits of the partnership. • Names some of the principles of effective partnership working and important processes in establishing and maintaining them e.g. collaboration, sharing resources • Identifies ways in which professional networks have impacted on a project's success • Identifies ways in which industry membership schemes can impact on career and project success e.g. sharing knowledge and good practice, contacts and networks of artists, set industry benchmarks and standards	Does not meet all pass criteria
K9	• Describes the organisation's activities supporting diversity and inclusion with an understanding of successes and challenges	• Demonstrates awareness of the need and positive impacts of diversity and inclusion in the creative and cultural sector for the sector and wider society	Does not meet all pass criteria
K10	• Describes examples of implementing health and safety and safeguarding children and vulnerable adults procedures and associated documentation in projects/activities. • Describes the procedures, reporting and escalation processes involved in a Safeguarding incident.	• Identifies the range of Health, Safety, policies and procedures that may affect Cultural Learning and Participation events including safeguarding • Understands why Health & Safety and other policies & procedures that affect events are required including safeguarding	Does not meet all pass criteria

K11, K12	• Understands the components of their organisation and how skills and responsibilities are distributed. • Describes effective working individually and as part of a team within this context • Demonstrates solving problems independently when appropriate.	• Understands the requirements of their role and its responsibilities. • Describes the process of working with others • Describes their personal decision-making process around deferring to managers/colleagues	Does not meet all pass criteria
K13, K14, K15, K16, K17, K18	• Can describe how the work of Cultural Learning and Participation fits within the mission and objectives of the organisation • Demonstrates an understanding of the work of other departments within the organisation. • Demonstrates an awareness of the aims and challenges of the external relationships e.g. artists/external practitioners, visiting companies, creative or funding partners, audiences and volunteers and the potential of the CLPO to impact them. • Considers the difference between longer and shorter-term relationships and how to prioritise the relationships. • Understands why the organisation works with these models and streams. • Can describe the main sources of income and expenditure of the organisation. • Understands the risks and challenges of producing an event and mitigates them during the event planning process.Demonstrates examples of this through event planning documentation/schedules. • Understands the range of budgetary and project management resources to manage as part of a project e.g. resources, outputs, milestones, reporting. Provides examples of projects and contribution to	• Identifies the links between the organisation's mission, purpose and policy statements • Describes the work conducted by the department the apprentice is in • Demonstrates an awareness of the different external relationships in the organisation e.g. artists/external practitioners, visiting companies, creative or funding partners, audiences and volunteers and can describe CLPO relationship to them • Describes the organisation's and CLP department's funding models and streams e.g. Government, local government, other public funds, National Lottery, Ticket Sales, Commerical sponsorship, contracts for services, charitable trusts/foundations, philanthropy • Works within a budget. • Understands the processes of producing events e.g. advancing/planning event content, schedules, technical/venue/audience requirements • Demonstrates an awareness of organisational budgetary and project management requirements as impacted on the CLPO e.g. resources, outputs, milestones, reporting and describes the process for working within them	Does not meet all pass criteria

	creating/monitoring elements of budget and analysis of successes, challenges and learning from projects.		
K19	• Demonstrate contribution to the research, preparation and/or writing of a fundraising application, with a reflection on what was learned from this experience to inform future activity.	• Describes different funding bodies e.g. trusts and foundations, business funding and the basic elements/content of a completed funding application e.g. purpose, amount requested, timescales, budget, outputs, outcomes and impact, beneficiaries, evaluation, evidence of need, partners	Does not meet all pass criteria
K20	• Identifies the best ways to use Organisation/Industry systems and software efficiently and effectively as a tool in CLP projects/activities.	• Demonstrates using appropriate systems and software e.g. email, websites and intranets, industry specialist software	Does not meet all pass criteria
S1, S2, S3, S4	• Provides justification for process choices and identifies areas for improvement in relation to processes for planning, organising and co-ordinating education and community engagement activities . • Describes process of deciding learning objectives, taking consultation and participation into account. Understands how a range of different content can meet different learning needs for participants • Links how the constraints of budget/resource management relate to the execution of aims and objectives of the project with analysis of successes and challenges. • Describes the risks of not following health and safety and safeguarding policies them.	• Describes processes for planning, organising and co-ordinating education and community engagement activities and gives practical examples of CLPO role within their organisation • Demonstrates session plans with learning objectives that are suitable for the target audience • Describe how the objectives shaped the activity • Describes budget and resource management aspects of the project and how they were applied to meet project objectives and deadlines • Understands the impact of health and safety and safeguarding policies.	Does not meet all pass criteria

S7, S8	• Demonstrate application of different formats, styles, tone and methods of written communication for specific recipients/audiences and provide rationale for choices made. • Is proactive in professional networks and organisations. • Explains the benefits of participation in professional networks/organisations in relation to their own development.	• Demonstrates contribution to producing clear, concise project reports, fundraising applications and other written communications. • Identifies appropriate networks and organisations to join e.g. arts and culture networks and makes resources from these available to colleagues.	Does not meet all pass criteria
S9, S10	• Describes and analyses the actions they have taken to maintain and enhance relationships which support successful project outcomes. • Identifies long-term and short-term implications of building networks, linking to personal development and organisational strategy.	• Understands effective relationship management principles e.g. establishing, developing and maintaining them and describes the outcomes of using them in relation to their projects. • Demonstrates making and keeping contacts and describes following-up with them. • Identifies the potential benefits of doing this. • Demonstrates keeping the organisation in the loop	Does not meet all pass criteria
S11, S12, S13, S14, S15, S16	• Identifies suggested changes to the administrative processes to increase efficiency. • Explains the importance of accurate record keeping and the organisational impact of getting it wrong • Demonstrates prioritising tasks and managing expectations of internal and external stakeholders • Justifies the feedback method used e.g. on-line, verbal • Conducts detailed analysis and outlines how to move forward. • Creates a justified action plan.	• Identifies all administrative processes associated with an event e.g. audience/participant/venue bookings and artists/external practitioners are recruited • Demonstrates record keeping in accordance with organisational requirements • Demonstrates meeting deadlines, timeframes and budgetary requirements • Demonstrates gathering feedback and conducting basic analysis and action planning • Provides approved communication content across a range of formats e.g. e-bulletins, newsletter content, posters, print and meeting notes and demonstrates	Does not meet all pass criteria

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	• Demonstrates suggestions regarding how the CLPO and organisation could improve its standards • Demonstrates initiative in researching funding opportunities and communicates potential opportunity to appropriate colleagues	they are created in accordance with organisation's guidelines. • Demonstrates undertaking appropriate fundraising tasks in accordance with requirements	
S17	• Identifies other similar potential problems. Reflects on lessons learnt and what they would do differently next time	• Explains how they either identified or responded to challenges	Does not meet all pass criteria
S18	• Outlines and evaluates actions they have been involved in to help the team achieve its goals	• Describes working with others to achieve team goals	Does not meet all pass criteria
B1, B2, B3	• Identifies how role and skills have changed through-out the apprenticeship and in particular those of significant impact. • Identifies specific next steps for training and development and justifies choices including benefits of attendance. • Demonstrates understanding of why issues or successes were identified as part of feedback. Has an action plan to move forward.	• Demonstrates independence and lack of reliance (or blame) on others as appropriate for the situation • Describes own skills in relation to the role and areas to develop for the future • Identifies other training and/or development opportunities that may be relevant to personal development • Discusses feedback received and immediate actions taken as a result	Does not meet all pass criteria
B4	• Demonstrates practical examples of using initiative to apply the organisation's values and behaviours in CLPO work activities	• Describes the organisations values and behaviours and how they relate to CLPO work activities	Does not meet all pass criteria
B5	• Identifies learning from situations and taking it forward into practice.	• Identifies situations in which CLPO had to take the initiative and the outcomes	Does not meet all pass criteria
B7, B8	• Recognises the benefits of adapting their style to other's needs. • Discusses mitigating actions they have taken to prevent the same challenge arising again.	• Demonstrates taking other's needs into account when achieving goals • Discusses challenges and how they have met them	Does not meet all pass criteria

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B9	• Understands the benefits and importance of using these approaches such as mutual respect, equality & inclusion and personal integrity	• Demonstrates applying ethical principles in workplace interactions such as mutual respect, equality & inclusion and personal integrity	Does not meet all pass criteria
B10	• Demonstrates proactively making suggestions to improve processes and identifies the benefits of the changes.	• Identifies new ideas to respond to challenges or new ways of undertaking tasks	Does not meet all pass criteria
B11	• Demonstrates the part their own role plays in this and has a vision of future work in it.	• Describes with enthusiasm how arts and culture benefit society	Does not meet all pass criteria

Practical Observation Activity	Distinction Criteria – all to be achieved in addition to all pass criteria	Pass Criteria – all to be achieved	Fail Criteria
K4, K5	• Demonstrates that information, use and layout of space, technology, logistics, communication methods, content is accessible and appropriate to enable target audience to fully engage in event. Acts in a responsive and positive manner to issues arising at the event and engages effectively with audiences and colleagues in overcoming any challenges. • Selects an appropriate method of evaluation for the activity session e.g. structured feedback process, interviews, consultation, postcards, online surveys and builds it in such a way as not to disrupt the participants' experience	• Provides event space and practical resources, information and equipment appropriate to the audience group and event leader. Audience engagement in event suggests needs are being met. • Builds an evaluation method into the event/activity session successfully that is used by target audience	Does not meet all pass criteria

K10	• Demonstrates implementing practical health and safety preparations at event /activity including undertaking risk assessment, knowledge of housekeeping/ procedures in event of emergency and communication to audience and colleagues, appropriate and safe registering of audience (e.g. ticketing or sign in)	• Demonstrates compliance with all Health & Safety & other appropriate policies & procedures including safeguarding	Does not meet all pass criteria
K17	• Operates as part of event management team/event organiser, ensuring technical, artistic and audience needs are met and event plans are successfully implemented	• Produces an event that is well-paced, well-communicated, well-pitched and feels safe and enjoyable for audience/participants.	Does not meet all pass criteria
S2, S4	• Recognises the different ways in which learning processes manifest in participants. • Identifies any compliance issues arising and demonstrates following organisational procedure in relation to health and safety and safeguarding policies	• Chooses and refers to measurable learning objectives in delivery of the session • Refers to and complies with health and safety and safeguarding policies.	Does not meet all pass criteria
S5, S6	• Demonstrates adapting and evaluating communication method(s) e.g. verbal and non-verbal when responding to the audience as a group and as individuals • Uses appropriate communication techniques e.g. questioning, observation to check for and ensure understanding by participants and respond to questions or concerns from different audiences, partners and colleagues. • Justifies use of the chosen technique(s)	• Demonstrates selecting and applying different methods of communication e.g. verbal and non-verbal and justifies their chosen methods • Applies appropriate communication techniques and/or methods e.g. questioning, observation to clearly share project aims and outcomes with participants	Does not meet all pass criteria
S11	• Demonstrates consistency and accuracy in all administrative processes associated with an event e.g. audience/participant/venue bookings and artists/external practitioners recruitment	• Ensures all administration is in order as part of event preparation e.g. audience/participant/venue bookings and artists/external practitioners are recruited and	Does not meet all pass criteria

		attendees have accurate information such as timing and aims	
S18	• Adapts communication style to respond to different personalities. • Remains calm and positive.	• Communicates clearly and in an appropriate manner with team members and divides tasks to achieve goals.	Does not meet all pass criteria
B3	• Uses feedback to identify related actions required.	• Demonstrates taking feedback and identifies actions required as a result	Does not meet all pass criteria
B4	• Evidence of organisation's values and behaviours present through planning and running of event or activity	• Adapts actions to all needs presented and demonstrates Equality & Diversity, Customer Care, Safeguarding, Health & Safety and Data Protection policy compliance.	Does not meet all pass criteria
B5	• Resolves challenges confidently and competently	• Works independently and resolves challenges	Does not meet all pass criteria
B6	• Proactively creates positive work environment.	• Works independently and with others as appropriate • Identifies their personal goals and how they contribute to the success of the team	Does not meet all pass criteria
B7	• Pays attention to all and is sensitive to concerns, remains calm and attentive.	• Is positive towards everyone in the team and audience.	Does not meet all pass criteria