



# End-point assessment plan for Public Service Operational Delivery Officer apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0314	3	No

## Contents

Introduction and overview .....	2
EPA summary table .....	3
Order of assessment methods .....	4
Gateway .....	5
Assessment methods.....	6
Weighting of assessment methods .....	12
Grading.....	12
Roles and responsibilities .....	16
Internal Quality Assurance (IQA).....	18
Re-sits and re-takes.....	18
Affordability.....	19
Professional body recognition .....	19
Reasonable adjustments .....	19
Mapping of knowledge, skills and behaviours (KSBs) .....	20

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Public Service Operational Delivery Officer apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Public Service Operational Delivery Officer apprentices, their employers and training providers.

Full time apprentices will typically spend 12 - 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Public Service Operational Delivery Officer standard.

These are:

- Level 2 Award in Operational Delivery (Principles).
- Level 3 Certificate in Operational Delivery (Advanced)

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting a maximum of 6 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods. The individual assessment methods will have the following grades:

**Assessment method 1:** Work based project followed by a presentation of the work-based project with questions and answers

- Pass
- Fail
- Distinction

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

- Pass
- Fail
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Pass
- Fail
- Distinction

## EPA summary table

<b>On-programme</b> (typically 12 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• Achievement of maths and English at level 2.</li> </ul> <p>Apprentices must complete the following approved qualifications mandated in the occupational standard:</p> <ul style="list-style-type: none"> <li>• Level 2 Award in Operational Delivery (Principles)</li> <li>• Level 3 Certificate in Operational Delivery (Advanced)</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence</li> </ul>
<b>End Point Assessment</b> (which would typically take 4 months)	<p>Assessment Method 1: Work based project followed by a presentation of the work based project with questions and answers</p> <p>Assessment Method 2: Professional discussion underpinned by a portfolio of evidence</p>

## Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically 6 months, beginning when the apprentice has passed the gateway.

The portfolio should be submitted to the EPAO at the Gateway.

If any parts of the assessment method has failed, it should be resat/retaken within the EPA period in-line with the requirements set out in this assessment plan.

## Order of assessment methods

The assessment methods can be delivered in any order.

## 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 are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

- Apprentices must complete the following approved qualifications as mandated in the standard:
  - Level 2 Award in Operational Delivery (Principles)
  - Level 3 Certificate in Operational Delivery (Advanced)

For Work based project followed by a presentation of the work-based project with questions and answers:

- No specific requirements

For Professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- The completion of a portfolio of evidence, which is submitted to the EPAO at the Gateway.

The portfolio of evidence will typically have a minimum of 10 pieces of evidence and a maximum of 15 pieces of evidence. The portfolio of evidence can be electronic or paper-based and will be made up of a collection of evidence in a variety of formats including written, audio, and video. Reflective accounts and self-evaluation cannot be included as evidence. Examples could be:

- Video / audio comments / extracts
- Written statements
- Project plans
- Reports / Minutes / Action logs
- Observations that have taken place during delivery of the programme and conducted by the training provider or employer.
- Discussions from Networks / Working Groups
- Presentations
- Feedback (managers and Peers)
- Reports or documents that have been written by apprentice
- Performance Reviews

# Assessment methods

## Assessment Method 1: Work based project followed by a presentation of the work based project with questions and answers (This Method has 2 components.)

### Method 1 Component 1: Work based project

#### Overview

The project is compiled after the apprentice has gone through the Gateway process.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed between the employer and the EPAO within 2 weeks of the apprentice entering the EPA period. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The EPAO should sign-off the project title to confirm its suitability prior to the project commencing. It is envisaged that the project will typically be completed over 8 weeks and the report write up will typically take up to 4 weeks. All elements must be completed and submitted to the EPAO within 18 weeks of the apprentice entering the EPA period..

The rationale for this assessment method is:

The work-based project is the most valid method as it allows a practical demonstration of professional competence. The project will contribute to the employers business and be part of the apprentices every day work, ensuring that they can demonstrate KSBs in practice.

#### Delivery

Apprentices will conduct a project in the form of a report.

The project is compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit it to the EPAO within 18 weeks of the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls.

The apprentice may work as part of a team which could include internal or external support however the report will be the apprentices own work and will be reflective of their own role and contribution.

The project should be either paper based and/or electronic

The work based project represents the skills, knowledge and behaviours in the Standard assigned to the project. It provides a substantive evidence base from a business related project to demonstrate the application of skills and knowledge. The project will take place after the apprentice has passed the gateway. Each project must enable the following to be demonstrated:

- The application of knowledge, skills and behaviours to meet the outcomes in the standard

- The approach to planning and completion of the project

It is designed to assess apprentices in a consistent way, irrespective of their workplace.

The project may be based on any of the following (these are examples):

- review and implement a change plan to improve efficiency within the workplace
- review current practice such as use of the tax mobile app, in order to ensure cost savings
- evaluate a working practice such as the four-day working week and make recommendations on how this can be used to increase well-being at work

The project will be a contextualised work-based project report of 2500 words, making use of graphs and pictorial representations of findings (+/- 10%) excluding annexes (which could include graphs, pictorial representations or diagrams). It should be based on an area of work that the apprentice works in.

In order for the employer and EPAO to confirm the project title and scope, the apprentice will provide a brief summary of what the project will cover and will submit to the independent assessor a terms of reference of what will be undertaken by themselves and an initial project plan for agreement. The summary should be submitted after the Gateway and confirmation of the title received from the employer and independent assessor within 2 weeks of entering the EPA period. No part of the summary is assessed and there is no word count for this element.

The work based project will be started after the title and scope have been confirmed by the employer and independent assessor. The project will typically be developed over 8 weeks with a further 4 weeks provided to the apprentice to write their project report.

The work-based project report will be reviewed for evidence that the knowledge, skills and behaviours assigned to the work based project are inherent in the apprentice's practice. It should cover their use of different analytical development techniques in the workplace to identify and produce key findings and judgements in assessments; how they identified gaps and opportunities for further analysis; how they engaged with clients, their own organisation and other interested parties and should explain their own critical thinking in both their analysis and generation of their overall findings and recommendations. The content of the project must enable the KSBs mapped to this assessment method to be met.

A typical structure for the work-based project report should include:

- Introduction
- Background
- Aims and Objectives
- Research and Methodology
- Outcomes
- Discussion
- Business implications
- Conclusions
- Recommendations

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their understanding of commercial pressures, and

the application of their thinking and problem-solving skills. This will form part of their findings and recommendations.

The report must be the apprentices own work and will be reflective of their own role and contribution.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice. The employer needs to verify through a signed statement that the project is all the apprentices' own work.

### Marking

The independent assessor will review the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

### Required supporting material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- A guidance document for employers and apprentices on how the assessment will take place, including timescales.

## Method 1 Component 2: Presentation of work based project with questions and answers

### Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the work based project and will cover an overview of project.

The presentation of the work based project will last for 15 minutes (+10% at the discretion of the independent assessor) followed by 15 minutes (+10%, at the discretion of the assessor) for questions and answers. This totals a time of 30 minutes.

The presentation with questions and answers will take place on a one to one basis between the independent assessor and the apprentice (the employer can be present but to observe only).

The presentation will be a summary of the work-based project, and so a copy of the completed project report must be given to the assessor two weeks before the presentation so that it can be reviewed, and the independent assessor can prepare questions for the presentation.

The work-based project report and presentation with questioning will be graded holistically as one assessment method.

EPAOs must schedule the presentation and questioning elements to take place during the end-point assessment period after the completion of the project report, giving an apprentice a minimum of two weeks' notice of the time, date and venue.

Prior to the presentation and questioning, the independent assessor must have prepared 6 questions selected from the EPAO question bank for the questioning element based on the work-based project. However, follow up questions may be used to take account of the presentation evidence.



Apprentices can use presentation tools such as power point, video clips, flip chart, work products etc. EPAOs must ensure that any reasonable presentation requirements are in place, e.g. power point facilities; apprentices must make any requirement requests at least one week prior to the scheduled date for the presentation and questioning.

Apprentices may refer to their work-based project report and presentation aides such as PowerPoint slides, flipcharts etc when answering the questions.

EPAOs must produce sample questions as a guide for their independent assessors.

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

The presentation must take place in a quiet room free from distractions and influence.

Independent assessors must allocate a grade of fail, pass or distinction for the assessment method using the grading criteria.

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation and ensure the the apprentice is not aided in any way, e.g. by the use of a 360 deg camera.

The apprentice will have 2 weeks to prepare, complete and submit the presentation after the project report has been submitted to the EPAO.

The rationale for this assessment method is:

The presentation is part of the overall "Work-based Project and Presentation" assessment method. The rationale behind the use of the presentation element is that it replicates the sort of work undertaken by competent individuals in this profession. They are expected to be able to make presentations to individuals and groups. The presentation allows the project to be explored in more depth.

### Delivery

The presentation will last for 15 minutes. The assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask 6 questions at the end of the presentation. The questions will be drawn from a question bank supplied by the EPAO, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours. Follow up questions may be asked to take account of the presentation evidence.

The independent assessor will make all grading decisions.

### Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (e.g. a training provider)
- Digital technology e.g. Skype, video conferencing and other suitable digital platforms may be used to conduct the presentation with questions and answers however the EPAO must ensure that control measures are in place e.g. 360 degree camera.

The venue should be a quiet room, free from distraction and external influence. The venue will also have suitable digital technology to use.

## Other relevant information

Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Template to record answers to questions
- A guidance document for employers and apprentices on how the assessment will take place, including timescales.

## Assessment Method 2: Professional discussion underpinned by a portfolio of evidence (This Method has 1 components.)

### Method 2 Component 1: Professional discussion

#### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on work based scenarios and competency based questions.

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

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)
- Using digital technology eg, Skype, video conferencing and other suitable digital platforms

The rationale for this assessment method is:

This will allow some KSBs, which may not naturally occur in every workplace, or may take too long to be observed, to be assessed and the assessment of a disparate set of KSBs. This method was judged to be the most appropriate for the KSBs being assessed. It allows a range of examples to be brought forward during the discussion, and ensures that excellence can be evidenced and acknowledged.

#### Delivery

The independent assessors will conduct and assess the professional discussion on a one-to-one basis.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in –line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. They will ask a minimum of 6 questions from the EPAO question bank and up to 6 supplementary questions generated by the independent assessor based on the portfolio of evidence.

The professional discussion will be conducted as set out here:

The professional discussion is a structured one-to-one discussion between the apprentice and an independent assessor. The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

The professional discussion will be underpinned by a portfolio of evidence submitted at the Gateway. The Independent assessor must select a minimum of 6 questions from a bank of scenario and competency-based questions to ensure a consistent approach is adopted, as well as ensuring all required areas of the standard are appropriately covered. A further 6 supplementary questions generated by the assessor may also be asked based on the portfolio of evidence to elicit a more detailed response from the apprentice. A template to record the professional discussion must be developed by EPAOs.

Independent assessors must be developed and trained in the conduct of professional discussions and reaching consistent judgement by their EPAO. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The professional discussion should be graded pass, fail or distinction. The portfolio supports the professional discussion and will not be assessed or graded during the end-point assessment. Independent assessors must allocate grades using the grading criteria.

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

The independent assessor will make all grading decisions.

### Venue

The professional discussion should take place in a quiet room, free from distractions and influence away from the apprentice's work station e.g. onsite office or offsite location. This can also be taken via skype etc.

### Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. The same portfolio of evidence can be used in the event of a re-sit/re-take.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement. The professional discussion may be attended by the employer. The employer representative can provide technical support, advice and guidance such as confirming company policies, procedures, processes, providing context on technical information. Any information provided by the must only be at the request of the end-point assessor who has the final say over the assessment and grade awarded. The employer must not provide evidence on behalf of the apprentice, ask the apprentice questions or influence the apprentice in any way. The employer must not amplify or clarify points made by the apprentice. Note that the EPA judgement lies solely with the independent assessor who grades the professional discussion.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements

Marking materials

- Data capture form to gather details of the responses to the questions
- Bank of questions
- Guidance document for employers and apprentices on the process / timescales for the discussion as well as a description of the purpose of the discussion
- Guidance document for independent assessors on how to carry out the assessment

## Weighting of assessment methods

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

## Grading

### Assessment method 1: Work based project followed by a presentation of the work based project with questions and answers

KSBs	Fail	Pass	Distinction
<b>K1 K2</b>  <b>S1 S2 S4</b> <b>S6 S7</b>  <b>B1 B2 B6</b> <b>B10</b>	Does not meet the pass criteria.	<p>Describes the principles, practices, regulations and law that affects their area of work and the effect these have on day to day work such as working with vulnerable individuals or keeping the UK's borders secure (K1).</p> <p>Describes how the needs and expectations of a diverse range of customers and communities (from individuals to multi-national businesses) are identified and met (K2 &amp; S2).</p> <p>Explains how they have supported their team to implement changes to systems or processes based on calculations made against information received in order</p>	<p>Explains how they have used analysis of information to identify opportunities to improve business performance and offer recommendations on services (K2, S4 &amp; B10).</p> <p>Explains how they have evaluated recommendations to influence on-going opportunities for change (B1)Analyses how a service is developed within their organisation and how this is evaluated against future trends and services (K1, B1).</p>

		<p>to give guidance to citizens (S1 &amp; B1).</p> <p>Analyse data/information (complying with legislation) from a range of sources, in a clear and concise format, using it to meet customer needs and to support any interviews or investigations (S4 &amp; B10).</p> <p>Describes the procedures used to review, validate, process, share and store information from a range of sources (S4, S7 &amp; B10).</p> <p>Explains the processes used to manage information using IT systems and how to report the poor performance of tools and equipment needed to do their job (S7).</p> <p>Describes how they identify problems and the techniques they use to resolve them, including what actions they take to prevent the risk of it reoccurring (S6).</p> <p>Explains problem solving techniques used to identify and resolve issues quickly, and the impact this has on customers and the organisation (S6 &amp; B2).</p> <p>Explains how they change and develop the way they work in order to meet the needs of different customers whilst delivering a quality service (B1 &amp; B6).</p>	
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## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs	Fail	Pass	Distinction
<b>K3</b>  <b>S1 S2 S3</b> <b>S5 S6 S8</b>  <b>B3 B4 B5</b> <b>B7 B8 B9</b> <b>B11</b>	Does not meet the pass criteria.	<p>Describes the range of public services that are delivered across government (e.g. payment of pensions and funding public services) (K3).</p> <p>Describes the services they offer and how they use the information received to provide clear and accurate advice and guidance to all customers (K3, S1 &amp; B11).</p> <p>Describes the additional support that some customer groups (such as the vulnerable) may require (S1).</p> <p>Explains an example of when they have 'gone the extra mile' to adapt the delivery of a service to meet the needs of different customers (e.g. those with disabilities) (S1 &amp; B6).</p> <p>Describes when they have demonstrated effective and open communication skills to support the development of individual and team performance to meet business results (S2, B3, B4, B8 &amp; B9).</p> <p>Describes how they have developed contacts both internally and externally in order to support themselves and their team (S3 &amp; B4).</p> <p>Describes when they have complied with rules when undertaking negotiations (either with individuals or businesses) and influencing</p>	<p>Explains what opportunities there are for their organisation to continually improve (S4, B1 &amp; B5).</p> <p>Explains an example of when they have dealt with a challenging case requiring the individual needs of a customer to be taken into account and how this case was resolved professionally (S1, S2, S5, S8, B6 &amp; B11).</p> <p>Explains an example of when they have identified and resolved a problem, justifying the techniques used and impact this had on the business (S6).</p> <p>Explain when they have faced challenges whilst working to complete tasks within set deadlines, and the actions taken to ensure workload was prioritised accordingly and completed (S8 &amp; B7).</p> <p>Explains an example of when they have taken the lead role in negotiations with a contact (internal or external), explaining what they did and how a solution was reached (S4).</p>

		<p>the solutions accepted by all parties (S5).</p> <p>Describes how they plan and manage their own workload to ensure that all tasks and actions are completed within deadlines set (S8 &amp; B7).</p> <p>Describes how they have built their knowledge and skills through CPD activities and the impact this had on their development (B5).</p>	
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### Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass, the apprentice must achieve a pass in both assessment methods by achieving at least a pass in all pass criteria.

To achieve a distinction, the apprentice must achieve a distinction in both assessment methods by achieving all pass criteria and all distinction criteria.

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

Assessment method 1	Assessment method 2	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to develop their knowledge skills and behaviours as outlined in the standard</li> <li>• complete the on programme element of the apprenticeship</li> <li>• prepare for and complete the EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the Values, KSBs outlined in the standard to the best of their ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is prepared for the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification</li> </ul>



Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway, and provide additional support as requested</li> <li>• plays no part in the EPA itself</li> <li>• Ensure English and maths are complete where applicable</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: Working within a public sector organisation, either as a direct employee or as a linked contractor. The role must have been in operational delivery and involve dealing with customers.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector.
- appoint independent assessors who are trained to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events twice a year for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time. assessors must attend standardisation at least once per year.

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice, who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

If an apprentice fails the project element of the end-point assessment they will be asked to rework the work based project taking into account the feedback from the independent assessor. 4 weeks will be provided for the reworked project to be resubmitted to the independent assessor, who then has a further 2 weeks to review it. They will not be asked to complete a new work based project. The work-based project will only be awarded a pass if the apprentice has to resit/retake it.

If the presentation element of assessment method 1 is failed, the apprentice is permitted to use the same project for the re-sit or re-take, however different questions must be asked.

If the professional discussion is failed, the apprentice is permitted to use the same portfolio of evidence for the re-sit/re-take however different questions must be asked.

Apprentices who do not meet the timescales for either improving or resitting their work must retake the entire EPA.

Any assessment method re-sit or re-take must be taken during the EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

## Affordability

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

- using an employer's premises
- online assessment

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Reasonable adjustments

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

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Work based project followed by a presentation of the work based project with questions and answers

Knowledge
<b>K1</b> Legislation, policies and procedures - Understanding the principles, practices, regulations and law in your own area of operational delivery, and how it is applied and the effect it has, from supporting the needs of the most vulnerable individuals to keeping the UK's borders secure
<b>K2</b> Customers - Understanding the diverse range of customers and communities, and their needs, rights and expectations, from individuals to the biggest multi-national businesses.
Skills
<b>S1</b> Customer service - Delivering services to a wide range of customers, including those most in need and vulnerable, recognising that some customers will need extra support to access and use services. You will be providing a professional service at the right time and in a non-judgmental way. This includes carrying out calculations based on information received and giving accurate advice and guidance to help citizens understand what they need to do.
<b>S2</b> Communicating effectively – understanding the importance of effective communication in the workplace and communicating effectively in different situations and communicating the best way to meet the needs of different audiences. This includes questioning and listening when carrying out interviews or investigations, and communicating in a clear and concise way using letters, e-mails or social media, over the phone or face-to-face.
<b>S4</b> Gathering and managing information - Complying with data protection principles. Accurately reviewing, validating, processing and storing information from a range of sources and accurately using it to meet customers' needs in a way they find clear and easy to understand. You may be analysing information for discrepancies, potential fraud or non-compliance. This could also support interviews and investigations.
<b>S6</b> Problem solving and decision making - Identifying problems quickly and using a range of techniques to solve them and stop them happening again. This includes preventing a customer having to contact us a number of times.
<b>S7</b> Tools and equipment - Using IT systems to manage, share and store information. This includes using office equipment appropriately and reporting poor performance of services you use to do your job.
Behaviours
<b>B1</b> Changing and improving - Being open to change. This includes being creative in supporting continuous improvement or changes to systems or processes that affect the way you do your job.

**B2** Making effective decisions - Having sound judgement. This includes making decisions about the relevance, quality and accuracy of the information available to you and using and sharing it appropriately.

**B6** Managing a quality service - Delivering a quality service. This includes 'going the extra mile', and showing an awareness of different customer needs (for example, those with disabilities)

**B10** Objectivity - basing your advice and decisions on rigorous analysis of evidence

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

### Knowledge

**K3** Range of services - Having an appreciation of the range of public services available that are delivered across government, from ensuring money is available to fund public services to making payments to pensioners

### Skills

**S1** Customer service - Delivering services to a wide range of customers, including those most in need and vulnerable, recognising that some customers will need extra support to access and use services. You will be providing a professional service at the right time and in a non-judgmental way. This includes carrying out calculations based on information received and giving accurate advice and guidance to help citizens understand what they need to do.

**S2** Communicating effectively – understanding the importance of effective communication in the workplace and communicating effectively in different situations and communicating the best way to meet the needs of different audiences. This includes questioning and listening when carrying out interviews or investigations, and communicating in a clear and concise way using letters, e-mails or social media, over the phone or face-to-face.

**S3** Working together - Working well with your team, colleagues and others and developing productive working relationships to achieve individual, team and business results.

**S5** Negotiating and influencing – Using tact and diplomacy to negotiate with individuals or businesses to ensure they comply with the rules, and reaching solutions that suit all parties and are right for the business.

**S6** Problem solving and decision making - Identifying problems quickly and using a range of techniques to solve them and stop them happening again. This includes preventing a customer having to contact us a number of times.

**S8** Professionalism, self-management and awareness - Taking responsibility for your own actions. This includes being self-motivated, and planning work to make sure that tasks are completed and deadlines met.

Behaviours
<b>B3</b> Leading and communicating - Leading by example. This includes being even-handed, supportive, and not letting personal opinions override business needs, and communicating professionally, openly and honestly.
<b>B4</b> Collaborating and partnering - Working collaboratively and building professional relationships with colleagues. This includes working as part of a team and developing contacts so you can support each other
<b>B5</b> Building capability for all - Learning and building your own knowledge and skills, and developing the mindset and ways of working to continually improve
<b>B7</b> Delivering at pace - Delivering at pace includes working to agreed goals and activities, and responding to challenges constructively, for example managing time well and thinking positively
<b>B8</b> Integrity - Putting the obligations of public service above your own personal interests
<b>B9</b> Honesty - Being truthful and open
<b>B11</b> Impartiality - Acting according to the merits of each case and serving the government of the day impartially