

# Paralegal Apprenticeship Standard, Level 3: End-Point Assessment Plan

May 2018

## 1.0 Introduction & Overview

This assessment plan sets out the requirements for End-Point Assessment (EPA) for the Paralegal apprenticeship standard. It is written for End-Point Assessment Organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Paralegal apprentices, their employers and training providers.

Full time apprentices will typically spend 20 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

This document has been developed with close involvement of CILEx Regulation and the Solicitors Regulation Authority (SRA) who may seek to rely on successful completion of this standard to provide exemptions from the formative requirements for onward qualification as either a Chartered Legal Executive (CLE) or a solicitor, subject to regulatory requirements.

Completing this standard should also provide exemptions for the Solicitor Apprentice standard and the Legal Executive Standard.

This apprenticeship has been available since September 2016 and embodies the following principles:

- it leads to the apprentice being recognised as a paralegal in the area of practice in which they have completed their apprenticeship;
- it has been designed to enable the apprentice to seek some exemption from the requirements to qualify as a Chartered Legal Executive or solicitor, subject to regulatory requirements;
- all the knowledge and competence requirements should be assessed to demonstrate a competent standard to complete the apprenticeship;
- end-point assessment methodologies have been selected on the basis that they provide a high level of validity of the relevant knowledge, skills and competencies;
- end-point assessment will be synoptic, take place at the end of the apprenticeship and will be independently assessed by an EPAO that has not been involved in the training of the apprentice.

‘Paralegal’ is a general title, which can be applied to many job roles operating in a wide range of areas of legal practice. The Paralegal Standard has identified a common core of competencies, which can be applied to all paralegals. However, the knowledge requirements (law and practice) for paralegals are different, dependent on the area of legal practice in which the paralegal works. As a result, end-point assessments must be contextualised based on the area of practice in which the paralegal works.

To ensure that the EPA can be met by all apprentices to a consistent standard, the process set out in the summary below has been developed:

### Paralegal End-Point Assessment (summary)

On-programme (typically, 20 months)	End-Point Assessment Gateway	End-Point Assessment (maximum 14 weeks)	Professional recognition (optional)*
Training to develop the occupation standard's knowledge, skills and behaviours	English/maths Level 2	Two written, timed scenario assessments	Membership of the Chartered Institute of Legal Executives (CILEx) is available
Working towards English/maths Level 2 (if required)	Submission of portfolio, to support an interview	Interview	
Completion of a portfolio of evidence	Employer satisfied apprentice is consistently working at, or above, the level of the standard	[the EPA components can be taken in any order] Graded fail, pass or distinction	

#### Paralegal Standard

\*Apprentices aiming to complete the Chartered Legal Executive apprenticeship will be required to study CILEx level 3 and 6 professional qualifications for that standard.

## 2.0 End-Point Assessment Gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at, or above, the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO. Employers may wish to take advice from their apprentice's training provider.

### Gateway requirements

Paralegal apprentices must have:

- completed a portfolio of evidence (ready to support an interview) which will not be assessed or graded as part of the EPA;
- achieved English and maths at level 2. Apprentices without English and maths at level 2 on entry must achieve level 2 prior to taking their EPA. For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths

minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

### 3.0 End-Point Assessment Methods, Timescales & Location

The EPA comprises two distinct assessment methods:

Part 1 – two written and timed scenario assessments;  
Part 2 – an interview (supported by a portfolio of evidence).

To be ready to support an interview the portfolio should demonstrate the following:

- evidence of using knowledge and understanding of relevant law and practice\* to solve problems;
- evidence of undertaking appropriate legal research;
- evidence of assisting with a legal matter/transaction;
- evidence of balancing competing priorities;
- evidence of good file management;
- evidence of ability to work with others;
- evidence of ability to work to deadlines.

*\*The law and practice demonstrated through the portfolio should cover knowledge and understanding of the English Legal System as well as knowledge and understanding of the relevant area of law and practice.*

The evidence could come from a variety of sources, including: evidence taken from the apprentice's workload and third-party statements. The employer, in consultation with the training provider, will determine when the portfolio is ready to submit to the gateway for the EPA.

The EPA must be completed within 4 months of an apprentice going through the gateway. Successful completion of this apprenticeship will require the apprentice to have developed sufficient knowledge, skills and competence to be able to successfully complete the EPA. The portfolio will be countersigned by the employer and training provider, as confirmation that the content meets the required standard and is entirely the work of the apprentice, before being forwarded to the EPAO.

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

Both parts of the EPA can be completed in any order and will be completed within 4 months after going through the gateway. The schedule for the EPA will be determined by the independent assessor.

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Both assessment methods are assessed synoptically i.e. they assess knowledge, skills and behaviours together in an integrated way. The assessment methods can be completed in any order. It is anticipated that both timed scenario assessments will take place on the same day, however this is not a requirement. This allows flexibility in scheduling and cost-effective allocation of resources.

EPAOs must ensure that the interview and timed scenario assessments are conducted in a suitable controlled environment i.e. quiet room free from distraction, with the necessary equipment for each assessment method e.g. computer. It is anticipated that EPAOs will use the apprentice's employer's premises wherever possible to minimise costs. The interviews may be conducted face-to-face or via an online platform e.g. video-conferencing. EPAOs must ensure appropriate measures to prevent misrepresentation are in place should an online option be used.

Performance in the EPA will determine the apprenticeship grade of FAIL, PASS, or DISTINCTION.

Requirements for each assessment method are detailed below.

### **Method 1 - Scenario Timed Assessments**

The timed assessments will be scenario-based tasks undertaken in controlled conditions. They will assess the ability of the apprentice to apply their legal knowledge, skills and behaviours to write a report, draft a document and solve a problem. This is effective as an assessment instrument as it simulates the work likely to be asked of a paralegal in the workplace, once the apprenticeship is complete using the knowledge, skills and behaviours in an integrated way, to demonstrate full competence against the standard.

There should be two written, timed, scenario tests, based on advance materials issued three weeks in advance, each of 1.5 hours (+/- 10%). These should be drafted to demonstrate the following learning outcomes in the apprentice's area of practice:

- knowledge and understanding of law and practice;
- application of knowledge and understanding of law in relevant area of practice to solve a problem;
- ability to draft a document;
- ability to produce accurate written work;
- ability to work to deadlines (time management).

The EPAO will mark and grade the assessments and the grade will be combined with the grade for the interview to deliver the final grade for the apprenticeship.

For the timed scenario assessments:

- apprentices must complete two timed scenario assessments during the EPA period;
- the timed assessments must assess apprentices against the standard's knowledge and skills as shown in Annex A;
- each timed assessment must last for 1.5 hours (+/-10%);
- apprentices must pass both timed assessments to pass this assessment method. If they fail one of the timed assessments they can re-sit the part they have failed using the same advance materials, but the task(s) used must be different to the one(s) they faced originally. If they fail both they must re-sit both parts with new advance materials;
- the EPAO must release advance materials three weeks before the timed assessments are scheduled to allow the apprentice to undertake the necessary legal research and preparation for the assessments;
- both timed assessments must be based around practical tasks reflecting work that would be undertaken by the apprentice in their relevant roles and based on one set of advance materials;
- timed Assessment 1 must comprise a single, scenario-based, practical task in which the apprentice must prepare a draft report, which will demonstrate the apprentice's competence in report writing;
- timed Assessment 2 must comprise two scenario-based, practical tasks. Part 1 will require apprentices to draft an email to a client. Part 2 will require apprentices to carry out a smaller activity specific to their area of practice. For example, preparing a checklist for conveyancing. Together both tests will demonstrate the apprentice's competence in Legal Practice and Drafting;
- apprentices can take into each timed assessment their research notes, which can be handwritten or typed, together with any other reference material that they would use for such tasks in their job roles;
- the timed assessments must be delivered electronically;
- EPAOs must ensure any reasonable adjustments are in place and apprentices must make any requirement requests at least 1 month prior to the scheduled date for the timed scenario assessments;
- apprentices must take the timed assessments in the presence of an EPAO approved invigilator;
- the timed assessments must be marked by EPAO independent assessors, following a marking guide produced by the EPAO; electronic marking is permissible;
- independent assessors must award a FAIL, PASS or DISTINCTION grade (See Annex A).
- EPAOs must ensure the timed assessment is available for apprentices within the EPA period;

- EPAOs must develop ‘test banks’ of questions and tasks of sufficient size to prevent predictability and review these annually to ensure they, and the details they contain, are fit for purpose;
- tasks must be set so that a pass will represent competence in the knowledge and skills; with a distinction representing a deeper understanding of the knowledge and skills;

## **Method 2 - Interview, supported by a portfolio of evidence**

The EPAO will conduct an interview with the apprentice, supported by the portfolio of the apprentice’s work, to check that the apprentice has a full understanding of the Paralegal Standard. The portfolio will not be assessed during the EPA.

The interview will be conducted by an independent assessor, appointed by the EPAO. They will ensure that the apprentice has a full understanding of the Paralegal Standard as well as ensuring that the work in the portfolio is the apprentice’s own. The interview will assess the knowledge, skills and behaviours as outlined in Annex A.

For the interview:

- prior to the interview and questioning, the independent assessor must have reviewed the apprentice’s portfolio and prepared 12-15 questions based on the standard outcomes;
- EPAOs must schedule the interview to take place at an agreed time and place within the EPA period, giving an apprentice a minimum of 2-weeks’ notice of the time, date and venue;
- the interview must take place on a one-to-one basis between an independent assessor and an apprentice;
- the interview and questioning must take place concurrently;
- the interview must be 50 minutes in length (+/- 10%);
- must take place in a quiet room away from workplace distraction and influence;
- if the interview is run remotely, the independent assessor must be able to see the apprentice (for example when using SKYPE);
- the EPAO must specify any equipment and software required for the interview if taking place remotely;
- the EPAO must give guidance on the structure of the interview;
- EPAOs must produce sample questions as a guide for independent assessors;
- the questions must be competency-based and relate to the evidence of work within the portfolio. EPAOs must develop ‘test banks’ of questions of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.;
- apprentices may refer to their portfolio, and evidence contained within the portfolio, when answering the questions;

- EPAOs must ensure any reasonable adjustments are in place and apprentices must make any requirement requests at least 1 month prior to the scheduled date for the interview and questioning;
- the interview and questioning must be recorded electronically;
- questions must seek to assess competence evidenced through the portfolio and/or depth of understanding to assess performance against the distinction criteria;
- independent assessors must assess the interview and give a FAIL, PASS or DISTINCTION grade. (See Annex A)
- the EPAO will create a report template for the assessor to submit to confirm the grade.

#### 4.0 Apprenticeship Grading

The Paralegal apprenticeship will be awarded a grade of **FAIL**, **PASS** or **DISTINCTION**.

The grade will be determined by the combined results from the timed scenario assessments and the interview. Apprentices will need to pass all assessment components to pass the apprenticeship. The final overall grade must be determined by independent assessors. The Grading Combinations table (see below) indicates how the final grade of the apprenticeship will be awarded.

Independent assessors' decisions will be subject to moderation by the EPAO (see section 8). Decisions should not be confirmed until after moderation. The grading criteria are shown in Annex A.

##### Grading Combinations

Timed Scenario Assessment grade (must achieve a pass in both scenario timed assessments)	Interview (supported by portfolio) grade	EPA grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

#### 5.0 Re-sits/Re-takes

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If an apprentice fails any component part of the end-point assessment they can re-sit that component. A re-sit does not require further learning. If they fail all parts of the EPA then further development must be provided prior to a re-take. A re-take requires the apprentice to undertake further learning and therefore would need to go through the gateway process again.

If re-sits or re-takes are required, apprentices should complete these within 12 months. There is no limit to the number of re-sits or re-takes within this period.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail. An apprentice cannot retake any part of the EPA in order to increase their grade from a pass to a distinction

In the event of extenuating circumstances, apprentices can be given the opportunity to rearrange their date, subject to the agreement of the independent assessor. Any appeals in relation to the outcome of the end-point assessment will be managed by the EPAO whose decision is final.

## 6.0 Internal Quality Assurance

Any organisation seeking to act as an EPAO must be on the Education and Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO). They should be able to demonstrate that they have the necessary infrastructure and quality assurance processes in place to ensure the apprenticeship standard is being consistently applied. This would include:

- capacity to mark high volumes of assessments on demand;
- robust systems to quality assure the marking and grade allocation process;
- IT systems that can meet the demands for marking and grade allocation through sufficient resources and infrastructure;
- IT systems that can demonstrate robust administrative arrangements and data collection systems to be able to provide statistical data on the operation of the apprenticeship;
- staff expertise in assessment production and capacity to generate reports and attend meetings;
- ensuring invigilators are appointed to administer and confirm the EPA is carried out appropriately, mitigating malpractice;
- appointing quality assurance staff to implement and monitor robust IQA systems and procedures that support fair, reliable and consistent assessment across the organisation and over time and to undertake standardisation and moderation of EPA;
- capacity to oversee the appointment, recruitment and training of independent end-point assessors who:
  - are independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest;

- are not be involved in on-programme delivery;
- can undertake assessment activities with integrity and impartiality to offer a fair and consistent assessment experience;
- can demonstrate a working knowledge of apprenticeships;
- hold, or be working towards, an assessor qualification or have relevant assessor experience, and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading;
- must have relevant legal knowledge to be able to assess at Level 3 in a specialist area, for example Conveyancing, Civil Litigation or Tort
- are responsible for maintaining their own on-going CPD relevant to both assessment legal practice;
- undertake regular EPAO standardisation and training.

Quality assurance arrangements must be applied to the end-point assessments and include requirements setting out the probity of the assessment systems to assure consistency of standards between candidates, across different assessment venues and over time between successive sittings; to identify areas for improvement and to monitor and review assessment standards using comparative data.

### **Assessment tools and materials**

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

- a wide selection of scenario-based tasks, such as a question bank, including advance materials for the scenario assessments;
- instructions for invigilators;
- guidance on the structure and questioning for the interview;
- guidance and recording templates for interview;
- documentation for recording assessment evidence and decisions;
- policies and procedures to govern EPA delivery and monitoring.

## 7.0 External Quality Assurance

External quality assurance for the end-point assessment for this apprenticeship standard will be undertaken by Ofqual.

## 8.0 Implementation

### Affordability

Based on current registrations this apprenticeship is expected to have approximately 200 starts a year. It is anticipated that the EPA will not represent more than 20% of the maximum funding band for this apprenticeship (Band 9 - £9,000)

The following factors should ensure the EPA is affordable:

- employers' premises should be used for EPA venues where possible;
- remote assessment is permissible, reducing travel costs;
- the portfolio, used to support the interview, is based on real work completed for the apprentice's employer, adding value to the employer.

## Annex A – Assessment Methods and Grading

<b>Assessment method key</b>	Interview	I	Scenario Timed Assessment	STA
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<b>1 Ethics, professionalism and judgment</b>	<b>Assessment method</b>
1.1 Have an understanding of the legal and regulatory requirements relevant to the role	I, STA
1.2 Maintain sufficient competence and legal knowledge to work effectively – relevant law, research	I, STA
1.3 Avoid working outside their areas of knowledge and competence, seek guidance and support where needed	I
1.4 Use understanding and analysis to solve problems	I, STA

<b>2 Technical legal practice</b>	<b>Assessment method</b>
2.1 Undertake legal and factual research and present the findings accurately and clearly	I, STA
2.2 Use precedents and draft documents, using plain and succinct language	I, STA
2.3 Assist with legal matters and transactions	I, STA

<b>3 Managing themselves and their own work</b>	<b>Assessment method</b>
3.1 Manage work activities to ensure that they are completed on time and to an appropriate standard, including: A. Keep others informed of progress B. Ability to work under pressure and willingness to accept changing priorities when new jobs need to be done C. Paying appropriate attention to detail	I
3.2 Practise good file management – prepare and collate bundles, take and file accurate notes, close and review files, maintain databases, version control	I
3.3 Work in accordance with good business practice – maintain an understanding of the basic financial drivers, time recording and billing processes relevant to the role and firm	I, STA

<b>4 Working with other people</b>	<b>Assessment method</b>
4.1 Communicate clearly and effectively, both orally and in writing	I, STA
4.2 Establish and maintain effective and professional relations with others, including an ability to work with people at all levels towards achieving internal and external clients' and team objectives	I

## Paralegal Standard Grading Criteria Guidance

### Assessment method: Scenario Timed Assessments

Ref	Paralegal Standard	Distinction - the apprentice must display all of the pass criteria and all of the following	Pass - the apprentice must display all of the following	Fail
1.1	<b>Have an understanding of the legal and regulatory requirements relevant to the role</b>		<ul style="list-style-type: none"> <li>• Shows knowledge and understanding of the legal and regulatory framework by demonstrating compliance with the key principles and outcomes of the SRA Code of Conduct</li> </ul>	The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.
1.2	<b>Maintain sufficient competence and legal knowledge to work effectively – relevant law, research</b>	<ul style="list-style-type: none"> <li>• Is able to use a range of cases accurately, in order to support legal arguments</li> <li>• Is able to explain how legislation interacts with common law accurately and using language that would be understood by different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Shows knowledge and understanding of legal principles, and/or rules of practice</li> <li>• Shows accurate knowledge and application of principal pieces of relevant legislation with knowledge of interaction with common law</li> <li>• Absence of legal errors</li> <li>• Presentation errors do not amount to a misrepresentation of legal matters</li> </ul>	

1.4	<b>Use understanding and analysis to solve problems</b>	<ul style="list-style-type: none"> <li>• Correctly identifies all of the legal/relevant issues</li> <li>• Shows breadth and depth in applying a relevant range of cases and legislation to the given situation</li> <li>• Shows application of comprehensive and relevant research to workload/facts to identify the full range of issues relevant to the task.</li> <li>• Demonstrates critical analysis and evaluation of problems with comprehensive identification and differentiation of issues, strengths and weaknesses to generate plausible solutions and make recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly identifies the majority of the legal issues</li> <li>• Is able to apply the relevant law and practice to the facts of a case accurately</li> <li>• Shows an ability to apply a relevant case and legislation in the given situation</li> <li>• Shows an application of research which is accurate and relevant to workload/facts to identify all the main issues <i>involved</i>. Demonstrates analysis of problems to generate and identify a plausible solution.</li> </ul>	
2.1	<b>Undertake legal and factual research and present the findings accurately and clearly</b>	<ul style="list-style-type: none"> <li>• Applies research findings in an effective manner</li> <li>• Presents arguments supported by a range of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates investigative skills by evidencing relevant legal research</li> <li>• Presents logical and structured arguments</li> <li>• Uses legal terms accurately</li> <li>• Provides explanations for the rationale of cases and effect of legislation</li> </ul>	

2.2	<b>Use precedents and draft documents, using plain and succinct language</b>	<ul style="list-style-type: none"> <li>• Uses a range of relevant precedents when drafting to produce documents which are appropriate for purpose and context</li> </ul>	Uses clear, concise and appropriate language when drafting which applies a relevant precedent, and is free from colloquialism and jargon to produce documents which are appropriate for purpose and context	
2.3	<b>Assist with legal matters and transactions</b>	<ul style="list-style-type: none"> <li>• Demonstrates independent thinking in fulfilling the requirements of the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to assist with legal matters and transactions, producing work that fulfils the requirement of the task</li> </ul>	
3.3	<b>Work in accordance with good business practice – maintain an understanding of the basic financial drivers, time recording and billing processes relevant to the role and firm</b>	<ul style="list-style-type: none"> <li>• Communicates timing considerations with the client</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an appreciation of client billing requirements through appropriate records</li> </ul>	
4.1	<b>Communicate clearly and effectively, both orally and in writing</b>	<ul style="list-style-type: none"> <li>• Uses persuasive and evaluative language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language which is appropriate in tone and style for the context and recipient</li> </ul>	

*Note: Outcomes 1.3, 3.1, 3.2 and 4.2 will be assessed via the Interview method only*

### Grading Criteria against Paralegal Standard

Assessment method: Interview supported by portfolio of evidence

Ref	Paralegal Standard	Distinction - the apprentice must display all of the pass criteria and all of the following	Pass - the apprentice must display all of the following	Fail
1.1	<b>Have an understanding of the legal and regulatory requirements relevant to the role</b>	<ul style="list-style-type: none"> <li>Shows understanding of the importance of legal and regulatory requirements by providing <b>more than one example</b> of key regulatory expectations of professional conduct</li> <li>Understands the consequences of a failure to keep client money safe</li> <li>Understands the benefits of respecting equality and diversity and the consequences of a failure to do so</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of the importance of legal and regulatory requirements by providing <b>one example</b> of key regulatory expectations of professional conduct</li> <li>Shows awareness of the need to keep client money safe</li> <li>Shows awareness of the need to respect equality and diversity and to act fairly and inclusively</li> </ul>	The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.
1.2	<b>Maintain sufficient competence and legal knowledge to work effectively – relevant law, research</b>	<ul style="list-style-type: none"> <li>Provides <b>more than one example</b> of benefits of CPD and importance of sharing knowledge with colleagues.</li> <li>Provides <b>more than one example</b> of reflecting on and</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>one example</b> of benefits of CPD and importance of sharing knowledge with colleagues.</li> <li>Provides <b>one example</b> of reflecting on and learning from work practice and colleagues</li> </ul>	



		<p>learning from work practice and colleagues</p> <ul style="list-style-type: none"> <li>• Provides <b>more than one</b> example of new skills acquisition</li> <li>• Provides <b>more than one</b> example of application of new skills in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>one example</b> of new skills acquisition</li> <li>• Provides <b>one example</b> of application of new skills in the workplace</li> </ul>	
1.3	<b>Avoid working outside their areas of knowledge and competence, seek guidance and support where needed</b>	<ul style="list-style-type: none"> <li>• Shows understanding why an individual should not work outside their areas of knowledge and competence by providing <b>more than one example of either</b> disclosing when work has been beyond their personal capability <b>or</b> of seeking guidance and support where needed</li> <li>• Provides <b>more than one example</b> of making effective use of feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding why an individual should not work outside their areas of knowledge and competence by providing <b>one example of either</b> disclosing when work has been beyond their personal capability <b>or</b> of seeking guidance and support where needed</li> <li>• Provides <b>one example</b> of making effective use of feedback</li> </ul>	
1.4	<b>Use understanding and analysis to solve problems</b>	<ul style="list-style-type: none"> <li>• Provides <b>more than one example</b> of problem-solving in the workplace describing: <ul style="list-style-type: none"> <li>○ the problem,</li> <li>○ any relevant law or practical point</li> <li>○ the solution and</li> <li>○ any decisions taken</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>one example</b> of problem solving in the workplace describing: <ul style="list-style-type: none"> <li>○ the problem,</li> <li>○ any relevant law or practical point</li> <li>○ the solution and</li> <li>○ any decisions taken</li> </ul> </li> </ul>	
2.1	<b>Undertake legal and factual research and present the findings accurately and clearly</b>	<ul style="list-style-type: none"> <li>• Provides <b>more than one example</b> of carrying out legal or factual research in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Provides <b>one example</b> of carrying out legal or factual research in practice identifying:</li> </ul>	

		identifying: <ul style="list-style-type: none"> <li>○ the issue</li> <li>○ the objective</li> <li>○ the sources used</li> <li>○ the outcome of the research and</li> <li>○ how the findings were presented</li> </ul>	<ul style="list-style-type: none"> <li>○ the issue</li> <li>○ the objective</li> <li>○ the sources used</li> <li>○ the outcome of the research and</li> <li>○ how the findings were presented</li> </ul>	
2.2	<b>Use precedents and draft documents, using plain and succinct language</b>	<ul style="list-style-type: none"> <li>● Provides <b>more than one example</b> of using precedents or of drafting documents using plain and succinct language</li> <li>● provides supporting explanation as to the purpose of the document</li> </ul>	<ul style="list-style-type: none"> <li>● Provides <b>one example</b> of using precedents or of drafting documents using plain and succinct language</li> <li>● provides supporting explanation as to the purpose of the document</li> </ul>	
2.3	<b>Assist with legal matters and transactions</b>	<ul style="list-style-type: none"> <li>● Provides <b>more than one example</b> of assisting in a legal matter and transaction describing:             <ul style="list-style-type: none"> <li>○ their role</li> <li>○ their contribution to</li> <li>○ in the management and progression of the matter</li> <li>○ the outcome</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Provides <b>one example</b> of assisting in a legal matter and transaction describing:             <ul style="list-style-type: none"> <li>○ their role</li> <li>○ their contribution to</li> <li>○ in the management and progression of the matter</li> <li>○ the outcome</li> </ul> </li> </ul>	
3.1	<b>Manage work activities to ensure that they are completed on time and to an appropriate standard, including:</b>	<ul style="list-style-type: none"> <li>● Demonstrates an understanding of why the work activities A-C are important through providing <b>more than one example</b> of each of the following:</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates an understanding of why the work activities A-C are important through providing <b>one example</b> of each of the following:</li> </ul>	

	<p><b>A. Keep others informed of progress</b></p> <p><b>B. Ability to work under pressure and willingness to accept changing priorities when new jobs need to be done</b></p> <p><b>C. Paying appropriate attention to detail</b></p>	<p>A. Keeping others informed of progress</p> <p>B. Working under pressure and changing priorities when new jobs need to be done</p> <p>C. Paying appropriate attention to detail</p>	<p>A. Keeping others informed of progress</p> <p>B. Working under pressure and changing priorities when new jobs need to be done</p> <p>C. Paying appropriate attention to detail</p>	
3.2	<p><b>Practise good file management – prepare and collate bundles, take and file accurate notes, close and review files, maintain databases, version control</b></p>	<ul style="list-style-type: none"> <li>Provides <b>more than one example</b> of preparing and collating bundles, taking and filing accurate notes, closing and reviewing files, maintain databases and version control</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>one example</b> of preparing and collating bundles, taking and filing accurate notes, closing and reviewing files, maintain databases and version control</li> </ul>	
3.3	<p><b>Work in accordance with good business practice – maintain an understanding of the basic financial drivers, time recording and billing processes relevant to the role and firm</b></p>	<ul style="list-style-type: none"> <li>Provides <b>more than one example</b> of workload management in which they have balanced priorities appropriately, organised and managed time effectively and efficiently and shown an appreciation of client billing requirements</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>an example</b> of workload management in which they have balanced priorities appropriately, organised and managed time effectively and efficiently and shown an appreciation of client billing requirements</li> </ul>	
4.1	<p><b>Communicate clearly and effectively, both orally and in writing</b></p>		<ul style="list-style-type: none"> <li>Uses language which is clear, accurate and appropriate in tone and style for the context and recipient and is coherent</li> </ul>	

4.2	<p><b>Establish and maintain effective and professional relations with others, including an ability to work with people at all levels towards achieving internal and external clients' and team objectives</b></p>	<ul style="list-style-type: none"> <li>• Shows understanding of the need to establish and maintain effective and professional relations with others by providing <b>more than one example</b> of working effectively and proactively with others and assisting their supervisor in achieving client and team</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding of the need to establish and maintain effective and professional relations with others by providing <b>one example</b> of working effectively and proactively with others and assisting their supervisor in achieving client and team</li> </ul>	
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