

End-point assessment plan for Asset Finance Practitioner apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0880	3	No

Contents

<u>Introduction and overview</u>	2
<u>EPA summary table</u>	4
<u>Length of EPA period</u>	5
<u>Order of end-point assessment methods</u>	5
<u>EPA Gateway</u>	6
<u>End-point assessment methods</u>	8
<u>Reasonable adjustments</u>	15
<u>Overall EPA grading</u>	16
<u>Re-sits and re-takes</u>	17
<u>Roles and responsibilities</u>	18
<u>Internal Quality Assurance (IQA)</u>	22
<u>Value for money</u>	23
<u>Professional body recognition</u>	23
<u>Mapping of knowledge, skills and behaviours (KSBs)</u>	24
<u>Grading descriptors</u>	27

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Asset Finance Practitioner apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 3 months.

This EPA consists of 2 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: **Professional discussion underpinned by a portfolio of evidence**

- Fail
- Pass
- Distinction

Assessment method 2: **Exam**

- Fail
- Pass
- Distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Merit
- Distinction

EPA summary table

On-programme (typically 24 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Working towards English and mathematics Level 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit: A portfolio of evidence (see Gateway section for full details)</p>
End-point assessment (typically 3 months)	<p>End-point assessment method 1: Professional discussion underpinned by a portfolio of evidence</p> <p>graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>End-point assessment method 2: Exam</p> <p>graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Performance in the EPA will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • N/A

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all Gateway requirements have been met. Any supporting material which underpins an EPA assessment method should be submitted at the gateway.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

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.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

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

Achieved English and mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

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

- A portfolio of evidence

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 10 discrete pieces of evidence; (2 evidence pieces per 5 themes. (See grading descriptor section of this EPA plan for details of the 5 themes)
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are allowable.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

For the Exam, the apprentice will be required to submit:

- N/A

End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

Assessment method 1: Professional discussion underpinned by a portfolio of evidence (This assessment method has 1 component.)

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 the questions that will focus on the apprentice's occupational competence and whether they have met the KSBs, using the portfolio to underpin this.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- it is an holistic assessment method, allowing the apprentice to demonstrate KSBs in an integrated way.
- it allows for a range of Asset finance practitioner activities to be demonstrated.
- it provides a cost-effective assessment, as it minimises independent assessor time and makes use of the apprentice's employer's workplace, equipment and resources, and should contribute to workplace productivity.

Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 80 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.

The professional discussion will be conducted as follows:

- The professional discussion is a structured one-to-one discussion between the apprentice and an independent assessor.
- Independent assessors must be developed and trained by their EPAO in the conduct of professional discussions and in reaching consistent judgements.
- The independent assessor will conduct and assess the professional discussion.
- The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence.

- Independent assessors will ask a minimum of 10 questions (two per theme) which can be taken from an EPAO question bank or be those generated by the assessor based on their review of the portfolio.
- The independent assessor will use follow-up questions throughout the professional discussion to allow the apprentice the best opportunity to evidence their competence.
- The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the discussion and both can refer to it as needed.
- The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. Recording documentation for the professional discussion must be developed by the EPAOs.
- The professional discussion should be graded fail, pass or distinction. Independent assessors must allocate grades using the grading criteria.
- The portfolio underpins the professional discussion and will not be assessed or graded during the end-point assessment.

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 apprentice and the independent assessor should have access to the portfolio during the professional discussion.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

The purpose of the questions will be:

- Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The EPAO will provide the apprentice with 2 weeks notice prior to the discussion. The EPAO will provide the independent assessor with 2 weeks to review the portfolio prior to the discussion.

The topics and themes that must be covered are

- Managing the asset finance life cycle.
- Effective handling of communications, relationships and complaints.
- Delivering successful asset finance agreements.
- Utilising organisation and IT infrastructure.
- Balancing objectives and quality to effectively manage a workload.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

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.

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

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- a video conferencing platform

Other relevant information

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

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

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

- Outline of the assessment method's requirements
- Marking materials
- Independent assessor training materials
- Grading guidance
- A question bank
- Assessment recording documentation

Assessment method 2: Exam (This assessment method has 2 components.)

Overview

An exam is an assessment that consists of a series of questions in which apprentices are asked to provide a response. This assessment will consist of both multiple choice and open response questions.

The rationale for this assessment method is:

- The unpredictability and life cycle of asset finance agreements makes this occupation difficult to effectively observe.
- While the professional discussion enables a disparate set of KSB's to be tested, the exam provides for an efficient test of knowledge recall via multiple choice, with longer, structured answers, based on a fictitious case study, exploring application of both knowledge and skill.

Delivery

Exam format

The exam can be:

- computer based
- paper based

It will consist of 24 questions in total across the two component parts, as detailed below.

Exam administration

Apprentices must have a total of 90 minutes to complete the entire exam comprising both component 1 and component 2 (45 minutes per component). Breaks between component 1 and component 2 are generally not permitted and are at the discretion of the independent assessor (any such breaks will require continued invigilation by the EPAO). Further time may be granted for apprentices with appropriate needs, in line with the EPAOs Reasonable Adjustments Policy. This must be declared, and appropriate certification provided prior to the assessment.

This assessment method will be carried out as follows:

Component 1 – Multiple Choice Test - 20 Closed response questions

Occupational competency in asset finance requires a high degree of knowledge relating to lawful and appropriate working practices. Consequently, there will be 20 multiple choice questions covering all of the following themes:

- Legislation
- Data sourcing and management
- Opening/closing an asset finance agreement
- Fraud
- The asset lifecycle

Questions

- A total of 20 multiple choice questions
- Each question will have four options. The apprentice will select one option.
- Each question answered correctly must be assigned 1 mark. Incorrect or missing answers will be assigned 0 marks.
- Each exam paper includes questions from across the knowledge mapped to this method.

The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs.

The minimum mark needed for a pass is 14 out of 20. A total of 13 marks or less is awarded a fail. 17 or more marks affords a distinction. These marks are combined with the apprentice's performance in the component 2 described below when deciding the final grade in assessment method 2.

Component 2 – Case Study Test – 4 open response questions based on 1 fictitious scenario

This part of the exam will be scenario based, with the material not pre-seen by the apprentice before commencement of the test.

The case study created by the EPAO will be 1000 words (+/- 10%) (which typically equates to two sides of A4 paper) and the EPAO should add no more than three pages of appendices of supporting data evidence which can include for example, tables, graphs, photographs or other data. EPAO's must ensure it is based on a potential real-life asset finance situation so that it is realistic.

Asset finance is a wide-ranging industry which supports everything from financing construction sector excavators through to supplying an office with photo copiers. Whilst the apprenticeship affords competency across the whole sector, to avoid any apprentice disadvantage EPAO's must have regard to the differences in sub-sectors when designing case studies to ensure they cover the basic principles of asset finance.

The case studies should concern an asset(s) under consideration to be used by a customer, provided by a fictitious asset finance organisation. EPAO's may consult employers when designing case studies.

As a minimum (within the total word count), each case study must cover:

- a) Who the customer is – e.g. sole trader, partnership, or limited company?
- b) Market information on the asset.
- c) Data about a customer's need for asset finance, including business information about the customer, their reasons for seeking asset finance, their history of previous asset finance arrangements and an overview of their credit position
- d) background information about the market conditions in which the customer operates
- e) An element of b) to d) above should include data that is either not valid or not relevant
- f) Details of three different types of asset finance product that are openly available to the market, that the apprentice will need to select from.
- g) Information about the fictional asset finance organisation including their general risk appetite and their relationship with the customer.

There will be 4 questions overall, based on one case study, which will require extended answers.

In their answers, apprentices are expected to demonstrate:

- They have identified the key prevailing market conditions.
- Their analysis of the customer data presented.
- How they have weighed the features and benefits of the three asset finance products.
- How they would structure/quote their recommended customer solution.

There will be one question per bulleted theme. Answers must be graded holistically by independent assessors across the 4 questions.

Each question will be equally weighted. The case study test is graded using the criteria found at the rear of this EPA plan to determine whether the apprentice has failed, passed or achieved a distinction in this component.

The EPAO will ensure that the test paper is set in line with the regulations of the EPAO, assuring that the paper is valid and reliable. The EPAO is responsible for setting and marking the test.

Assessment

The EPAO is responsible for setting and marking both components of the Exam and construction of the answer marking guide for components 1 and 2.

The questions for both components of the Exam will not be pre-seen by the apprentice.

Exams must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

For component 1: A correct response will be assigned one mark. Any incorrect or missing answers must be assigned zero marks.

For component 2: A fail, pass or distinction within component 2 is subject to the grading descriptors, as set out at the rear of this EPA plan.

A fail in either component means a fail overall. A pass in both the multiple choice test and the case study test is the minimum needed to pass the test assessment method overall. Only a distinction in both components allows for a distinction overall in the Exam.

The quantitative results (marks) from component 1 and the qualitative results from component 2 are combined to determine the overall grade for the Exam, assessment method 2 as follows:

Component 1 – Multiple choice test	Component 2 – Case study	Overall grading – Exam
Fail	Any grade*	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

*Any grade = fail, pass, distinction

Venue

Apprentices must take the Exam in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised proctor software if the test is computer based.

The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO is responsible for verifying the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

Question and resource development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contain, are fit for purpose.

The test questions must be varied yet assess the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

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

- a question bank
- a test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy
- assessment recording documentation

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA 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 EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

Assessment method 1 has 1 component. However, assessment method 2 has 2 component parts that are combined to give one outcome that informs overall grading.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'merit', apprentices must achieve a combination of a pass in any one assessment method and a distinction in the other assessment method.

In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in both assessment methods.

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 Professional discussion underpinned by portfolio of evidence	Assessment method 2 Exam	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. 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 method only.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Re-sits and re-takes of the Exam must allow for a different set of questions.

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.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be procedures in place to mitigate any conflicts of interest which will be monitored by EQA activity • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used

	<ul style="list-style-type: none"> • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using

	<p>assessment recording documentation provided by the EPAO, in a timely manner</p> <ul style="list-style-type: none"> • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- 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 competent to deliver the end-point assessment and who meet the following minimum requirements:
 - Independent Assessors must be competent in the Asset Finance Practitioner occupation they are assessing. Assessors must have achieved a relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed.
 - Maintain (and produce on request) an up-to-date and accurate record of their CPD activities which should equate to at least 5 days CPD in the last year
 - Demonstrate that their CPD activities are of learning activities relevant to current or future practice
 - Seek to ensure that their CPD has benefited the quality of their practice
 - Be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest
 - Hold a recognised assessment qualification e.g. A1 or have been trained in assessment practice by their EPAO
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for Money

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

- Use of technology – for example video conferencing where applicable
- Location – for example use of employer premises
- Making maximum use of each typical 7.5 hour working day

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1:

Professional discussion underpinned by a portfolio of evidence

Knowledge
K6: Negotiation techniques and how to use these to achieve positive outcomes in asset finance agreements
K8: A range of communication methods and their potential usage when discussing asset finance products/services
K9: Software systems and how to use them throughout the work life cycle
K10: Own organisational structure, functions, and processes. How this works together to provide successful commercial outcomes
K11: Techniques for building and managing a range of stakeholder relationships
K14: Handle complaints relating to asset finance agreements in accordance with both regulation and organisation requirements
K15: Inspect the physical condition of an asset that is supplied via an asset finance agreement

Skills
S6: Explain the suitability of an asset finance agreement to the customer both clearly and fairly
S8: Negotiate a positive outcome for the customer and your own organisation
S9: Complete asset finance negotiations by acting compliantly and following due processes (including due diligence)
S10: Determine and respond to changes in circumstances that occur during the asset finance life cycle. This includes potential buyouts, extensions and returns
S11: Identify and pay out the correct monies owed to other organisations
S12: Identify and deploy Asset Finance software.
S13 Build and maintain working relationships with colleagues and clients
S14: Quality assure own work in accordance with organisational requirements
S15: Plan and prioritise workload to meet objectives
S16: Adapt use of written and verbal communications to the audience
S18: Handle complaints in accordance with both regulatory requirements and own organisations process, escalating unresolved issues where needed
S19: Inspect an asset to examine its condition in line with the asset finance agreement
S20: Recover an asset when the evidence requires it

Behaviours
B1: Show honesty and integrity in their asset finance work
B2: Apply a tactful approach in their dealings with others
B3: Adopt a curious approach to seek out solutions
B4: Willing to work both alone and in team settings to meet organisational needs
B5: Take responsibility for your own personal development. Share expertise to build the capability of colleagues within their team
B6: Take an active interest in the affairs of the business and the wider sector

Assessment method 2: Exam

Knowledge	Component 1 Multiple choice test	Component 2 Case Study
K1: The factors affecting the legal operation of an asset finance business including industry legislation, regulation, and codes. This includes but is not limited to "know your customer" (KYC), "Anti-money laundering" (AML) and the Finance and Leasing Authority (FLA) business finance code	x	
K2: Manage asset finance data safely and securely	x	
K3: Validate and assess sourced data that impacts an asset finance agreement		x
K4: Select a suitable option from a range of potential asset finance solutions, taking account of asset type, customer requirements and market		x
K5: Structure and quote an asset finance agreement that is competitive, affordable, and profitable		x
K7: The processes for opening or closing an asset finance agreement	x	
K12: Identify, report and handle potential fraud	x	
K13: Amend an asset finance agreement, including how to process the return or disposal of an asset	x	

Skills	Component 1 Multiple choice test	Component 2 Case Study
S1 Identify and apply relevant industry legislation, regulation, and codes to provide compliant asset finance solutions	x	
S2 Manage asset finance data compliantly	x	
S3 Validate and assess all relevant data that affects an asset finance arrangement		x
S4 Determine asset finance decisions and recommendations based on the evidence		x
S5 Contrast the features and benefits of different types of finance agreements. Select and recommend a suitable customer solution		x
S7 Structure and quote an asset finance transaction that is competitive, compliant and profitable		x
S17 Spot and report possible non-compliance and fraud, escalating issues when needed. This includes issues like theft and money laundering	x	

Grading

Assessment method 1: Professional discussion underpinned by portfolio of evidence

KSBs	Fail	Pass – all of the following	Distinction – all pass descriptors plus any 3 from 6 of the following
K6 K8 K9 K10 K11 K14 K15 S6 S8 S19 S10 S11 S12 S13 S14 S15 S16 S18 S19 S20 B1 B2 B3 B4 B5 B6	Does not meet the pass criteria	<p>Theme: Managing the asset finance life cycle</p> <p>K15 S19 B3</p> <p>Describes their procedure for inspecting if an asset is in the required condition or not as per the asset finance agreement. Can further explain why delivering inspection in line with best practice principles is important</p> <p>S20 B2</p> <p>Describes the recovery of an asset when the evidence requires it by using an approach which adheres to the policies/procedures/guidelines set out by the organisation</p> <p>S10</p> <p>Explains how they monitor, diagnose and enact changes in circumstances that occur during the asset finance life cycle'</p> <p>S11</p> <p>Explains how they pay out deals correctly</p> <p>Theme: Effective handling of communications, relationships and complaints</p> <p>K8 S16</p> <p>Identifies and applies methods of communication used in asset finance, selecting technical and/or non-technical language in reflection of the audience to inform progress and /or outcome</p> <p>S6</p> <p>Describes how they validate their customers understanding why the asset finance solution is suitable.</p>	<p>K8 S16</p> <p>Contrasts different communication methods and is able to justify their chosen approach^[A1]</p>

	<p>K11 S13</p> <p>Identifies the stakeholders involved in asset finance, their relative importance and impact on outcomes, outlines techniques used to build and manage client and stakeholder relationships and demonstrates the suitability of an asset finance agreement to the customer</p> <p>K14 S18</p> <p>Describes how they manage complaints in accordance with both regulatory and organisational requirements and recognise when they must escalate a complaint to someone else</p> <p><i>Theme: Delivering successful asset finance arrangements</i></p> <p>B1</p> <p>Establishes an approach to people/work tasks which follows the guidelines on honesty and integrity as set out by the ethical code of conduct for the sector/organisation</p> <p>K6 S8 S9</p> <p>Outlines and applies negotiation techniques which follow compliance and due process requirements to seek out solutions which produce measurable outcomes for customers and/or the organisation'</p> <p><i>Theme: Utilising organisation and IT infrastructure</i></p> <p>K9 S12</p> <p>Identify and deploy IT throughout an asset finance life cycle (proposal through to termination) to ensure an asset finance agreement is consistently serviced</p> <p>K10</p> <p>Outlines own organisational structure and how teams within own organisation must work together to achieve desired commercial outcomes.</p>	<p>K11 S13</p> <p>Evaluates techniques used to build and manage stakeholder relationships within their organisation[A2]</p> <p>K6 S8 S9</p> <p>Justifies their choice of negotiation techniques and evaluates the impact of them on finance asset agreements[A3]</p> <p>K10</p> <p>Evaluates the impact of teamwork on commercial outcomes in their organisation[A4]</p>
--	--	--

		<p>B5: Assumes responsibility for their personal development and shares expertise/learning gained to build the capability of colleagues within their team</p> <p>B6 Establishes an interaction with all parts of the business and solutions reflect current trends in the finance sector as a whole</p> <p><i>Theme: Balancing objectives and quality to effectively manage a workload</i></p> <p>S14 Describes how they quality assure their own work in accordance with organisational requirements'</p> <p>S15 Describes how they plan and prioritise work in order to meet objectives.</p> <p>B4 Works independently or as part of a team to meet organisational needs'</p>	<p>B6 Analyses current sectoral trends and shares these with co-workers from their organisation][A5]</p> <p>S15 Analyses work and provides justification for their prioritisation of tasks to meet objectives][A6]</p>
--	--	--	--

Assessment method 2: Exam

The Exam comprises of both multiple choice and scenario based elements. Only one grade is given for the Exam. Marks from the multiple choice are combined with grading descriptors. This means that to pass the Exam an apprentice must pass both elements. A distinction in both elements is needed to attain a distinction overall in the Exam.

The following grade boundaries apply to component 1 - the multiple choice element of the test:

KSB's	Grade	Minimum score	Maximum score
K1 K2 K7 K12 K13 S1 S2 S17	Distinction	17 out of 20	20 out of 20
	Pass	14 out of 20	16 out of 20
	Fail	0 out of 20	13 out of 20

The following grade descriptors apply to component 2 – the case study test, the test comprised of constructed (open) response questions:

KSBs	Fail	Pass – all of the following	Distinction – all pass criteria plus all of the following
K3 K4 K5 S3 S4 S5 S7	Does not meet the pass criteria	<p>K3 S3</p> <p>Identifies all valid customer data and market data relevant to an asset finance agreement. Demonstrates their analysis of this data.</p> <p>K4 S4 S5</p> <p>Selects and justifies the chosen asset finance solution</p> <p>Demonstrates via evidence how their chosen asset finance solution balances the nature of the asset, customer/stakeholder impact and market conditions.</p> <p>K5 S7</p> <p>Demonstrates how their chosen asset finance solution is compliant, competitive, and profitable.</p>	<p>K3 S3</p> <p>Provides justification for identifying which data is identified as valid/relevant.</p> <p>K4 S4 S5</p> <p>Analyses the impact of their judgements in securing a successful asset finance agreement</p>