

End-point assessment plan for Town Planning Assistant apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0936	4	n/a

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Town Planning Assistant 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 Town Planning Assistant apprentices, 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 the occupational standard, with a minimum of 20% off-the-job training. All apprentices must 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 deemed to be 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 can be evidenced to an EPAO.

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 typically 6 months, after the EPA gateway. The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Knowledge Test

- Fail
- Pass

Assessment method 2: Professional discussion underpinned by a portfolio

- Fail
- Pass
- Distinction

Assessment method 3: Project

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 24 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Working towards English and mathematics level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 <p>Apprentices must submit:</p> <ul style="list-style-type: none"> • a portfolio of evidence to underpin the professional discussion • the project title and scope for the EPAO to sign off to confirm its suitability
End-point assessment (which will typically take 6 months)	<p>Assessment method 1: Knowledge Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass <p>Assessment method 2: Professional Discussion underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment method 3: Project</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Professional recognition	<p>Aligns with recognition by:</p> <p>Upon successful completion of the apprenticeship standard and following a period of relevant experience, an application for Associate membership of the RTPI can be made.</p>
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Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 6 months, starting when the EPAO has confirmed that all gateway requirements have been met.

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.

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 in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics 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.

For the knowledge test:

- no specific requirements

For the professional discussion underpinned by a portfolio, 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, containing sufficient evidence to demonstrate the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.
- The portfolio of evidence will typically contain 15 pieces of evidence.
- The portfolio should contain one piece of evidence for each knowledge, skill and behaviour to be assessed by this method. 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 (e.g. reports, meeting notes)
 - witness statements (e.g. a statement from a line manager or client confirming the work undertaken)
 - annotated photographs of the apprentices work
 - 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 possible.
- 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.

For the project

- The project title and scope should be submitted to the EPAO for sign off to confirm its suitability at the gateway.

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: Knowledge Test (This assessment method has 1 component.)

Overview

The rationale for this assessment method is:

- It is a valid method for testing knowledge of legislation, policy and guidance.
- it allows for standardisation with the use of a question bank (from the EPAO)
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time providing cost effective delivery
- questions can be updated to reflect changes in legislation, policy and guidance without needing to update the grading criteria

Test Format

The test can be:

computer based

It will consist of 20 multiple-choice questions.

- 15 of the questions will be multiple-choice knowledge questions. These questions will ask apprentices to recognise and recall facts and concepts across the knowledge criteria detailed within the standard.
- 5 of the questions will be used to assess the apprentice's understanding through a range of multiple-choice scenario-based questions. These questions will present a scenario that the apprentice could experience within the workplace and ask them to answer in context of that scenario and their occupation. Scenario question length and readability must be pitched appropriately to the level of the occupational standard and be manageable in relation to the time allocated to the test.

All multiple-choice questions will have four options of which one will be correct. Questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs.

Test administration

Apprentices must have 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test 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 another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line.

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.

Marking

Tests 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 question types allow this.

A correct response will be assigned 1 mark.

Any incorrect or missing answers must be assigned zero marks.

Question and resources development

Questions must be written by EPAOs, be relevant to the occupation and assess the knowledge mapped to this assessment method. It is recommended that this be 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.

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

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- a test specification
- a question bank
- assessment recording documentation
- analysis reports which show areas of weakness for completed tests
- an invigilation policy

Assessment method 2: Professional Discussion underpinned by a portfolio (This assessment method has 1 component.)

Overview

This 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 assessment method.

The rationale for this assessment method is:

it gives the apprentice an opportunity to demonstrate a range of knowledge, skills and behaviours which although developed and used throughout their apprenticeship may not be covered by a single project.

End-point assessment organisations (EPAOs) will receive a copy of the portfolio at the gateway point to provide sufficient time for the assessors to review its content. The independent assessors must have minimum of 3 weeks to review the portfolio in advance of the professional discussion in order to prepare appropriate questions.

Apprentices must receive appropriate notice of their professional discussion time. There should be a minimum of 3 working-weeks' notice of the time, date and venue.

Delivery

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method.

The purpose of the questions will be to assess the apprentice's knowledge, skills and behaviours as mapped to this method.

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their last point.

During this assessment method, the independent assessor must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. The Independent Assessor will ask a minimum of 8 open questions, 2 for each grading theme (communication and engagement, casework, administration, working professionally).

Independent assessors may use follow-up questions to draw out further information in line with the EPAO's training and standardisation process.

The apprentice should be encouraged to refer to their portfolio of evidence during the professional discussion to support their responses.

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

The independent assessor will make all grading decisions.

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 in any way.

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

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

Other relevant information

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

EPAOs 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.

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
- independent assessor training materials
- assessment recording documentation
- marking materials
- question bank
- grading guidance
- guidance documentation for the apprentice and the employer including sample questions

Assessment method 3: Project (this method has one component)

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway.

The 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 assessed for the EPA. 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 as shown in the mapping and with reference to the grading criteria.

The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The rationale for this assessment method is:

- a focussed project will give the apprentice the opportunity to demonstrate their knowledge, skills and behaviour in relation to a planning policy area or issue.
- The occupation requires data collection, analysis and report writing. The project provides an opportunity to demonstrate their time management and report writing skills and project management knowledge in practice.
- The project should have a real business benefit and is therefore a cost-effective assessment method.

The project must be the apprentice's own work rather than the work of a team they were part of.

The independent assessor will review and holistically assess all components of this assessment method.

Delivery

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

The project starts after the apprentice has gone through the gateway process. The apprentice will conduct their project and submit it to the EPAO after 8 weeks from the date of sign-off of the project title and scope.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project. The apprentice should complete their project unaided however they will receive supervisory support from their employer. When the project report is submitted, the apprentice and their employer must verify that the submitted project report is the apprentice's own work.

The project should be in the form of a paper based or electronic report.

The occupation of Town Planning Assistant can be based in the public or private sector and could be in any area of town planning. Therefore the project may be based on any of the following:

- Developing or assessing a specific site (e.g. an application or pre- application proposal)
- a planning policy area (e.g. gathering data and researching a strategic or development management policy or issue within a local or neighbourhood plan or similar statutory document)

- a planning issue (e.g. gathering data and assessing an improvement to a planning administration procedure or business process)

As a minimum all projects must include:

- an introduction including the scope of the project
- a project plan
- research and policy analysis
- data collection and analysis
- project outcomes
- mapping, graphical representations and photos to demonstrate the issue
- recommendations and conclusions

The project report has a word count of 4,000.

A tolerance of plus or minus 10% is allowed at the discretion of the apprentice.

Appendices, references and diagrams will not be included in this total.

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

The independent assessor makes all grading decisions relating to the project.

Marking

The independent assessor will review and mark 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.

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

Supporting material

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

- outline of the assessment method's requirements
- marking materials
- independent assessor training materials
- assessment specifications
- grading guidance
- assessment recording documentation
- A guidance document for employers and apprentices on how the assessment will take place, including timescales and example projects

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 adjustments 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.

Weighting of assessment methods

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

Grading

Assessment method 1: Knowledge Test

KSBs	Fail	Pass
K1, K4, K5, K6, K9	0-15 marks	16-20 marks

Assessment method 2: Professional Discussion

KSBs	Fail	Pass - apprentices must demonstrate all the pass descriptors in order to pass	Distinction - in addition to the pass criteria apprentices must demonstrate all the following distinction descriptors in order to get a distinction
K2, K7, K10 S5, S6, S7, S9, S10, S11 B1, B2, B3, B4	Does not meet the pass criteria	<p><u>Communication and Engagement (S5, S9, S10, K7)</u></p> <p>Explains how they effectively engage different stakeholders, internally and externally, using appropriate techniques.</p> <p><u>Casework (S6, K2, K10)</u></p> <p>Explains how they effectively manage different casework projects to meet organisational requirements. Explains how they assess the size and scale of the case in relation to planning policy and use this effectively in their case work.</p> <p><u>Administration (S7, S11, B2)</u></p>	<p><u>Communication and Engagement (S5, S9, S10, K7)</u></p> <p>Justifies approaches and techniques they use to communicate effectively with, overcome barriers and engage different stakeholders whilst maintaining positive relationships.</p> <p><u>Casework (S6, K2, K10)</u></p> <p>Justifies approaches to effectively manage casework projects exceeding organisational requirements and expectations.</p> <p><u>Administration (S7, S11, B2)</u></p> <p>Justifies approaches to maintain and create data and records and actions to mitigate for any issues identified through monitoring processes.</p>

		<p>Explains how they consult or create records or registers for their own and others work. Explains how they ensure they use information and case management systems appropriately and respect confidentiality.</p> <p><u>Working Professionally (B1, B3)</u></p> <p>Explains how they take care for their own health and safety and their Continuing Professional Development to meet the expectations of the organisation</p> <p>B4 can be assessed through any question. The apprentice must:</p> <p>Explain how they work effectively as part of a team and on their own to achieve organisational expectations.(B4)</p>	<p><u>Working Professionally (B1, B3)</u></p> <p>Justifies actions they take for their own health and safety and any actions they take to mitigate risks to their own health and safety at work.</p> <p>Explains how they exceed the Continuing Professional Development expectations of the organisation.</p> <p>B4 can be assessed through any question. For a distinction the apprentice must:</p> <p>Explain how their work as part of a team and on their own exceeds organisational expectations. (B4)</p>
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Assessment method 3: Project

KSBs	Fail	Pass - apprentices must demonstrate all the pass descriptors in order to pass	Distinction - in addition to the pass criteria apprentices must demonstrate all the following distinction descriptors in order to get a distinction
K3, K8, K11, K12 S1, S2, S3, S4, S8 B5	Does not meet the pass criteria	<u>Data collection and analysis (K3, S1)</u> Identifies and presents relevant data on the site or issue that is the subject of their project. Analyses the data using appropriate techniques.	<u>Data collection and analysis (K3, S1)</u> Presents a detailed analysis of data, presenting results using techniques to engage the audience and effectively convey key points

		<p><u>Mapping, photography and graphics (K8, S3, S8)</u></p> <p>Create and include relevant site photographs, graphical representations and maps to explain the issue, using appropriate mapping tools, interpreting them to reach valid conclusions and recommendations</p> <p><u>Policy analysis (S2)</u></p> <p>Applies appropriate legislation, local and national policy and regulations to form valid conclusions and recommendations</p> <p><u>Report writing (K11, S4)</u></p> <p>Applies appropriate report writing conventions to convey information that is clear and appropriate to the purpose and audience including relevant information about planning constraints.</p> <p><u>Time and project management (K12, B5)</u></p> <p>Produces a valid project plan which accurately identifies the scope of the project, key actions required and milestones and targets to work to</p>	<p><u>Mapping, photography and graphics (K8, S3, S8)</u></p> <p>Provides clear justification of the choice and impact of their photographs maps and graphical representations (K8, S3, S8)</p> <p><u>Policy analysis (S2)</u></p> <p>Conclusions and recommendations are clearly justified against the relevant policy and regulations and the wider context of the project</p> <p><u>Time and project management (K12, B5)</u></p> <p>Produces a detailed project plan that takes account of potential risks, and applies the plan to monitor progress and adapts the project plan as required</p>
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Overall EPA grading

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

In order to achieve an overall EPA pass grade, apprentices must gain a minimum of pass in all assessment methods. Apprentices must gain a distinction in both the Professional Discussion and the Project to gain a distinction overall. The table below explains how each overall grade is reached.

Assessment method 1: Knowledge Test	Assessment method 2: Professional Discussion underpinned by a portfolio	Assessment method 3: Project	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction

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. 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.

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 timescale 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 5 months of the EPA outcome notification. All failed assessment methods must be re-sat/re-taken within a 6 month period from the EPA outcome notification, 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.

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.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in development opportunities to meet the knowledge, skills and behaviours as outlined in the occupational standard • undertake 20% off-the-job training as arranged by the employer and training provider • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability • determine when the apprentice is consistently working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure their apprentice is well prepared for the EPA • should not be involved in the delivery of the EPA • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • 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 given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • agree the EPA price • have adequate processes to administer and manage the EPA • provide training to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices

	<ul style="list-style-type: none"> • provide appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • 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 • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • 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 • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • have up to date knowledge and expertise of the subject matter. • understand the occupational standard and end point assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) • 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 assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • 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 • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself
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) <p>mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</p>
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) <p>invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</p>

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 are competent to deliver the end-point assessment and who:
 - have recent relevant experience of the occupation/sector to at least the same level as the apprentice or significant experience of the occupation/sector
 - for the Professional Discussion they should be Chartered Town Planners
- operate induction training for independent assessors and any other personnel involved in the delivery and or/assessment of the EPA (e.g. 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 and invigilators
- provide standardisation activity for 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

Affordability

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

- using online assessment for the knowledge test
- using video conferencing for the professional discussion
- projects should deliver a business benefit

Professional body recognition

Upon successful completion of the apprenticeship standard and following a period of relevant experience, an application for Associate membership of the RTPI can be made.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge Test

Knowledge
K1 Legislation and Policy: The features of current town planning regulations, policy and guidance. Appreciation of the implications of case law for planning applications and statutory plan making
K4: Environmental procedures and sustainability: The features of environmental and ecological designations and processes relevant to the planning system. Where to find information identifying potential flood risk for developments and matters such as energy and climate change.
K5: Conservation and design: The features of the natural and historic environment that can be affected by developments and how they can and should be protected by the planning system. The features of technical constraints related to design.
K6: Conditions, appeals and enforcement: The features of monitoring compliance of authorised and unauthorised developments and support the processing of planning appeals.
K9: Health and Safety: Responsibilities under health and safety legislation on safe working practices.

Assessment method 2: Professional Discussion underpinned by Portfolio

Knowledge
K2: Planning Process: Forms of development management and development plans that happen in planning and their supporting administrative processes. How to respond to requests for technical information about proposals and planning issues
K7: Stakeholder engagement: The wider decision making and political context in which planners work. Including the types and sizes of organisations working in planning, statutory authorities and other consultees, including the local community
K10: Size and scale: How to assess the size and scale of developments and structures in relation to planning policy and impact on adjacent developments

Skills
S5: Communication: Communicate effectively with members of the public, clients and other stakeholders. Respond to queries in writing and verbally. Use community engagement techniques to encourage participation in the planning system.
S6: Casework: Process own casework of projects including checking planning documentation for completeness and taking action in response to missing documentation
S7: Data monitoring: Consult, create and where necessary maintain records on relevant planning registers

S9: Presentation – internal: Discuss and present planning information, documentation and findings to colleagues
S10: Presentation – external: Prepare and deliver presentations to external audiences e.g. members of the public or other community or professional stakeholders
S11: Administration: Provide administrative support to line managers and peers. Keep an accurate record of meetings. Use appropriate case management systems.

Behaviours
B1: Take care for their own health and safety
B2: Reliability, integrity and respect for confidentiality on work related and personal matters, including appropriate use of social media and information systems. Follows their employers Code of Conduct
B3: Commitment to their own Continuing Professional Development
B4: Work effectively both on their own and as part of a team

Assessment method 3: Project

Knowledge
K3: Data collection: Where to find current and historical data on single sites and wider areas for development.
K8: Mapping and graphics: Map preparation and analysis including taking measurements from maps. Methods and techniques for creating and explaining graphical representations including specialist graphic tools and mapping technologies as appropriate, and taking site photographs.
K11: Report writing: How to select and present information about policy constraints, site research and baseline analysis
K12: Project Management: The requirements for projects, including timescales, deadlines, cost implications, and identifying milestones/targets

Skills
S1: Data analysis: Research, collate and compare data relating to development proposals, applications and other planning considerations
S2: Policy analysis: Apply legislation, local and national policy and regulations to projects and casework
S3: Site analysis: Take and edit site photographs correctly, and take site visit notes accurately
S4: Report writing: Write reports and summaries and prepare initial documentation for planning proposals and policy representations
S8: Mapping: Create accurate drawings, maps and digital illustrations. Interpret drawings and maps and use appropriate mapping tools

Behaviours

B5: Demonstrate time management skills, prioritise workload, work under pressure and be able to meet critical deadlines