



POLICY OFFICER

Key information

Reference: ST0526

Version: 1.1

Level: 4

Typical duration to gateway: 18 months

Typical EPA period: 4 months

Maximum funding: £6000

Route: Business and administration

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Contents

1. Introduction and overview
2. EPA summary table
3. Duration of end-point assessment period
4. EPA gateway
5. Assessment methods
6. Project proposal, presentation and questioning
7. Professional discussion underpinned by a portfolio of evidence
8. Grading
9. Overall EPA grading
10. Re-sits and re-takes
11. Roles and responsibilities
12. Reasonable adjustments
13. Internal quality assurance (IQA)
14. Value for money
15. Professional recognition
16. Mapping of KSBs to assessment methods
17. Mapping of KSBs to grade themes

End-point assessment plan

V1.1

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the policy officer apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Policy officer apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 18 months on-programme (this means in training before the gateway) working towards competence as a policy officer. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has 2 assessment methods.

The grades available for each assessment method are:

Assessment method 1 - project proposal, presentation and questioning:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

<p>On-programme (typically 18 months)</p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must compile a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a policy officer • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the project proposal, presentation and questioning, the apprentice must submit the following supporting material: scoping document requirements. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. A brief project summary must be submitted to the EPAO. It should be no more than 500 words. This needs to show that the project will provide the opportunity for the apprentice to cover the KSBs mapped to this assessment method. It is not assessed.</p> <p>For the professional discussion underpinned by a portfolio of evidence the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p>End-point assessment (typically 4 months)</p>	<p>Grades available for each method:</p> <p>Project proposal, presentation and questioning</p>

	<ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 2 month(s) • Re-take timeframe: typically 3 month(s)

Duration of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 4 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules
- for the project proposal, presentation and questioning the apprentice must submit Scoping document

The apprentice must agree the subject, title and scope for their project proposal with their employer and EPAO by submitting a scoping document which will be no more than 500 words

- for the professional discussion underpinned by a portfolio of evidence the apprentice must submit Portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 18 discrete pieces of evidence. 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 and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence 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 should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

The apprentice must submit any policies and procedures as requested by the EPAO.

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.

Project proposal, presentation and questioning

Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must start after the apprentice has gone through the gateway. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship. The EPAO must confirm that it provides the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available

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

This assessment method has 2 components:

- project with a project output
- presentation with questions and answers

Rationale

This EPA method is being used because:

- the project proposal is designed to demonstrate the application of knowledge, skills and behaviours as they would occur in occupational practice. Producing a proposal reflects normal practice in the workplace for a policy officer, so this assessment method is appropriate
- it is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours
- it demonstrates the apprentice's understanding of their organisation and policy area, supporting policy solutions for the organisation. .

Component 1: Project with a project output

Delivery

The project proposal, presentation and questioning must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice's project can be based on any of the following:

- a specific problem
- a recurring issue
- an idea or opportunity

Apprentices will conduct a project proposal either paper based or electronically.

The project proposal may be based on one or a combination of the following:

- a current or completed policy initiative
- a new policy initiative
- a significant change to an existing policy initiative
- a policy influencing strategy
- an implementation plan
- a post implementation review
- a strategy for consultation

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the

gateway to confirm it is suitable.

The project output must be in the form of project proposal.

The apprentice must start the project after the gateway. They must complete and submit the to the EPAO by the end of weekother 12 of the EPA period. The employer should ensure the apprentice has the time and resources, within this period, to plan and complete their project. The apprentice must complete their project and the production of its components unaided.

The apprentice may work as part of a team to complete the project which could include technical internal or external support. However, the project output must be the apprentice's own work and reflective of their own role and contribution. The apprentice and their employer must confirm that the project output(s) is the apprentice's own work when it is submitted.

The Project proposal must include at least:

- a project introduction the scope of the project (including key performance indicators)
- project research and findings project outcomes and how these outcomes were achieved
- recommendations and project conclusions.

Appendices

A project plan for the implementation of their proposal (including Gantt charts, risk/issue/mitigation, responsibility assignment matrix (RACI matrix))

The assessment method is the production of a project proposal, presentation and questioning. The project proposal is completed after the apprentice has gone through the gateway.

A project proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. The project proposal must be undertaken after the apprentice has gone through the gateway, apart from the initial research to inform the project proposal scope Apprentices will prepare and deliver a presentation that, along with the proposal, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.

The project proposal should be designed to ensure that the apprentice's work meets the needs of the business, having a real business application and 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 of assessment methods. The proposal will be a detailed project implementation proposal that will enable the project to be fully implemented. The project prososal does not need to be fully implemented during the EPA period.

The apprentice and their employer must confirm that the project proposal output is the apprentice's own work when it is submitted and signed confirmation by the employer the proposal will be progressed to benefit the business.

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

This assessment method includes two components:

- a project proposal
- a presentation with questions and answers

Both components should allow the apprentice the opportunity to obtain the highest possible grade. The combination of the components makes the method more robust and gives the apprentice an opportunity to provide depth.

In order to ensure the project proposal is robust it should contain evidence of evaluation of previous policy, data research and analytical techniques used with the collected data, and problem solving and evidence-based decision making.

The project proposal has a word count of 3000 words. A tolerance of 10% above or below the word count is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The project proposal must map, in an appendix, how it evidences the KSBs mapped to this assessment method.

Component 2: Presentation with questions

Delivery

In the presentation with questions the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions following the presentation. This gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice must prepare and submit their presentation speaker notes and supporting materials presentation with questions and answers. The independent assessor must ask questions after the presentation. The presentations must include:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The apprentice must prepare and submit their presentation speaker notes and supporting materials to the EPAO at the same time as the other by the end of week 12 of the EPA period.

The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation. During the presentation, the apprentice must have access to:

- Audio-visual presentation equipment
- Flip chart and writing and drawing materials
- Computer

The independent assessor must have at least 2 weeks to review the project output(s) and presentation speaker notes and supporting materials, to allow them to prepare questions.

The EPAO must give the apprentices at least 2 weeks notice of the presentation with questions.

The apprentice must deliver their presentation to the independent assessor on a one-to-one basis.

The independent assessor must ask questions after the presentation.

The purpose of the independent assessor's questions will be to cover the following:

- Building relationships to implement change
- Managing self, such as prioritising activities and time management
- Decision making and using data and evaluation techniques to support the process
- Consideration of ethical practices and issues
- Application of project management tools (e.g. risk assessments)
- Understanding the importance of horizon scanning
- Communication and presentation skills

The presentation and questions must last 45 minutes. This will typically include a presentation of 20 minutes and questioning lasting 25 minutes. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 8 questions. They must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must use the full time available for questioning. The independent assessor must make the grading decision. The project components must be assessed holistically by the independent assessor when they are deciding the grade.

The independent assessor must make the grading decision. The project components must be assessed holistically by the independent assessor when they are deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the other and presentation
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises). The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questioning can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project proposal, presentation and questioning:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation, training, and moderation.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

Rationale

This EPA method is being used because:

- it allows the apprentice to show case their depth of understanding relating to the KSBs
- it allows the independent assessor to consider the context and sector that the apprentice operates within, giving flexibility to ensure that all the KSBs can be assessed appropriately
- it allows scope for the apprentice to demonstrate the depth and breadth of KSBs

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The purpose of the independent assessor's questions will be to draw out examples and further clarify skills demonstrated in a portfolio of evidence.

The EPAO must give an apprentice 2 weeks notice of the professional discussion. The independent assessor must have at least 2 week(s) to review the supporting documentation.

Apprentices must have access to their during the professional discussion.

Apprentices can refer to and illustrate their answers with evidence from their , however the is not directly assessed.

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

For the professional discussion, the independent assessor must ask at least 8 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. The professional discussion must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the professional discussion.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The professional discussion can be conducted by video conferencing. 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 should take place in a quiet room, free from distractions and influence.

Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

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

EPAOs must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and employer

Grading

Project proposal, presentation and questioning

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Research and evaluation K1 K11 K19 S1 S12	<p>Identifies and analyses data and information relevant to the policy area, evaluating the advantages and disadvantages of the collection methods used and the strengths and weaknesses of the available evidence (K11, K19, S12)</p> <p>Undertakes research design that makes considered use of primary and secondary sources of evidence with reference to relevant principles and techniques for assessing their quality and accuracy (S1)</p>	Justifies their chosen approach through analysis of primary and secondary sources and a critique of potential evaluation methods (K11, S1, S12)
Strategy and ethics K3 K12 K14 K21 S14	<p>Explains how the proposal supports the aims, priorities and strategy of their organisation and its leaders and takes account of both history and the results of horizon scanning, identifying issues and risks (K1, K12, K14, S14)</p> <p>Explores the opportunities and challenges arising from the political, economic, social, technological, legal, and environmental factors that impact on the policy area and how they influence policy development (K3 K21)</p>	Identifies potential wider contextual changes that could impact on the proposal and how these will be managed and communicated. (K1 K3 K14)
Methodologies and tools and techniques K4 K18 S2 S3	<p>Understands the principles of project management and the tools and techniques for reviewing policies and plans and how to measure progress, success and impact. (K4 K18)</p> <p>Demonstrates application of analytical techniques and how they use problem definition and</p>	<p>Evaluates the strengths and weaknesses of the programme and project management tools used and explains how this informs the recommendations they have made (K4)</p> <p>Analyses and evaluates the data collection approach they have taken with reference to how well the</p>

	exploration and incorporate stakeholder expertise to create an evidence base for the decisions they make (S2, S3)	research objectives have been met (S2)
Communication K6 K7 K8 S4 S5 B2	Uses and adapts communication techniques and technology to present data and justify findings and recommendations to meet the needs of different audiences, showing how they have worked collaboratively with others to develop and refine content. (K6, K7, K8 S4, S5, B2)	Justifies the communication methods and techniques used to present their findings and why others were not suitable (S5)
Accountability K5 B5	Takes ownership of their work, evidencing how they support financial decision making and value for money (K5, B5)	N/A

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Policy and legislation K2 K9 K10	Analyses the use of policy implementation tools and processes in their organisation and explains how they use these to support policy making and help ensure compliance with regulatory and legislative requirements. (K2, K9, K10)	Justifies their selection and use of tools and processes with reference to how these have ensured policy aims are met (K10)
Stakeholder engagement K13 K15 K16 K20 S9 S10 S13	Justifies their choice of methods, including events, to engage a range of stakeholders and explains how they have used their stakeholder management skills to further policy aims and negotiate solutions. (K15, K16, K20, S9, S10) Analyses the benefits of a diverse and inclusive team and input from those outside the policy function in improving policy outcomes. (K13, S13)	Demonstrates a clear understanding of the importance of involving stakeholders, team members and specialists in policy development and explains how they successfully manage diverse perspectives and views which may sometimes be in conflict with each other (K13, K15, K20, S9, S13)
Tools and techniques K17 S6 S11	Explains how they apply project and risk management tools in consistent monitoring and review and how this supports the achievement of policy aims and the identification and management of a range of risks. (K17, S6) Explains how they ensure key findings such as data, identified trends, critiques, commentary, media attention and topical issues are accurately recorded to support policy development (S11)	Evaluates how well the processes and tools they use across the policy lifecycle contribute to successful risk management, showing a clear understanding of different types of risk and the importance of successfully identifying and managing these. (K17, S6) Explains how they have synthesised and analysed findings from a range of sources to influence policy direction. (S11)

Team and self-development K22 S15 B1 B3	<p>Demonstrates how they support and develop their team through identifying needs, supporting the development of training materials and activities and acting as a positive role model, explaining the benefits this has for individuals and the organisation (K22, S15, B3)</p> <p>Explains how they identify and seek out opportunities for professional development (B1)</p>	N/A
Managing workloads S7 S8 B4 B6	<p>Explains how they maintain their resilience and motivation in difficult or changing circumstances while continuing to meet deadlines and operate within budgetary constraints (S7, B4, B6)</p> <p>Maximises the benefits of joint working with other organisations, ensuring the accountability of stakeholders through accurate record keeping (S8)</p>	N/A

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the: project proposal, presentation and questioning and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

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

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. In order to achieve an overall EPA distinction, apprentices must achieve distinction in both assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PROJECT PROPOSAL, PRESENTATION AND QUESTIONING	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Any grade	Distinction

Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need 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 employer and EPAO agree the timescale for a re-sit or re-take. 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.

Failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice 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 • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</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 off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • 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 allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of 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 regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders

	<ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship 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 occupation • deliver the end-point assessment in-line with this 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; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan

	<ul style="list-style-type: none"> • make the grading decisions • record and report assessment outcome decisions, for each apprentice, following instructions and using 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 • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</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 KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or 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 the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:

- have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 3 years or significant experience of the occupation or sector
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- 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 EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 The history, priorities, aims, issues and risks associated with their policy area.	Project proposal, presentation and questioning
K2 The wider organisational environment the policy area sits in and how policymaking typically operates within it.	Professional discussion underpinned by a portfolio of evidence
K3 The political, economic, social, technological, legal and environmental factors that impact on the policy area and the opportunities and challenges they each present.	Project proposal, presentation and questioning
K4 The principles of project management tools and techniques and the importance of reviewing and maintaining plans.	Project proposal, presentation and questioning
K5 The importance of achieving value for money.	Project proposal, presentation and questioning
K6 The core stakeholders within the specific policy areas and how to engage with them.	Project proposal, presentation and questioning
K7 Communication techniques and approaches to interact with a range of key internal and external stakeholders.	Project proposal, presentation and questioning
K8 Technology and software used to present data in agreed formats for publication.	Project proposal, presentation and questioning
K9 Regulatory and legislative requirements such as data protection and confidentiality, which affect practical processes such as the handling and processing of data and its application.	Professional discussion underpinned by a portfolio of evidence
K10 Policy implementation tools and processes to ensure delivery meets desired policy aims.	Professional discussion underpinned by a portfolio of evidence
K11	Project proposal,

Evaluation methods through which policy interventions can be reviewed and improved, including cost benefit analysis and impact assessments, and their advantages and disadvantages.	presentation and questioning
K12 The importance of horizon scanning for future changes and developments in relation to policy interpretation.	Project proposal, presentation and questioning
K13 The value of a diversity of skills and expertise within teams, as well as an inclusive environment.	Professional discussion underpinned by a portfolio of evidence
K14 The organisation's structure, strategy and priorities of organisational leaders or decision makers, and how their role supports these.	Project proposal, presentation and questioning
K15 The purpose of engagement and consultation.	Professional discussion underpinned by a portfolio of evidence
K16 Different levels of engagement (from passive informing through to active co-production with those impacted by policy interventions) and methods used to achieve engagement.	Professional discussion underpinned by a portfolio of evidence
K17 The importance of monitoring and reviewing processes, including identifying and managing risks (e.g. operational, budgetary, reputational, legal).	Professional discussion underpinned by a portfolio of evidence
K18 How to measure the success of a policy, including the use of measures for progress, success, and impact.	Project proposal, presentation and questioning
K19 Sources of evidence available in the relevant policy area and their strengths and weaknesses (e.g., operational data, research from charities acting in the area, academic research).	Project proposal, presentation and questioning
K20 Negotiation methods and factors to be considered when conducting negotiation.	Professional discussion underpinned by a portfolio of evidence
K21	Project proposal,

The legal, judicial and political context within which the relevant policy area is situated and how this influences policy development.	presentation and questioning
K22 The support requirements and training needs of their team.	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Undertake research and data collection from a range of primary and secondary sources to determine quality, accuracy, reliability, cognitive bias and trustworthiness of data sources.	Project proposal, presentation and questioning
S2 Use analytical techniques on research and data, making use of stakeholder expertise in the policy area.	Project proposal, presentation and questioning
S3 Demonstrate problem solving ability and evidence-based decision-making.	Project proposal, presentation and questioning
S4 Prepare documents and present findings, making use of evidence to underpin arguments.	Project proposal, presentation and questioning
S5 Adapt communication style to different audiences.	Project proposal, presentation and questioning
S6 Apply project and risk management tools and techniques across the policy lifecycle.	Professional discussion underpinned by a portfolio of evidence
S7 Manage conflicting priorities to ensure work is completed within deadlines and budgets, setting own milestones to manage workload.	Professional discussion underpinned by a portfolio of evidence
S8 Manage joint work with other organisations through tasks such as creating reference documents and records of policy decisions.	Professional discussion underpinned by a portfolio of evidence
S9 Demonstrate networking and stakeholder management skills.	Professional discussion underpinned by a portfolio of evidence
S10 Facilitate events such as conferences, forums, or roundtable discussions on policy issues.	Professional discussion underpinned by a portfolio of evidence
S11	Professional discussion underpinned by a

Keep accurate records of relevant information such as key data, identified trends, critiques, commentary, media attention and topical issues.	portfolio of evidence
S12 Evaluate data related to current and previous policy interventions.	Project proposal, presentation and questioning
S13 Work with specialists from outside of the policy function. For example specialists in research, communications, commercial, legal, and science.	Professional discussion underpinned by a portfolio of evidence
S14 Looking beyond immediate role to larger trends which may impact on the relevant policy area, utilising big picture thinking to support organisational strategy.	Project proposal, presentation and questioning
S15 Support the development and delivery of materials and activities to train their team.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
B1 Seeks learning opportunities and continuous professional development.	Professional discussion underpinned by a portfolio of evidence
B2 Works collaboratively with others.	Project proposal, presentation and questioning
B3 Role models ethical behaviour and practices.	Professional discussion underpinned by a portfolio of evidence
B4 Works flexibly and adapts to different circumstances.	Professional discussion underpinned by a portfolio of evidence
B5 Has accountability and ownership of their tasks and workload.	Project proposal, presentation and questioning
B6 Remains motivated and resilient under pressure.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Project proposal, presentation and questioning - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Research and evaluation K1 K11 K19 S1 S12</p>	<p>The history, priorities, aims, issues and risks associated with their policy area. (K1)</p> <p>Evaluation methods through which policy interventions can be reviewed and improved, including cost benefit analysis and impact assessments, and their advantages and disadvantages. (K11)</p> <p>Sources of evidence available in the relevant policy area and their strengths and weaknesses (e.g., operational data, research from charities acting in the area, academic research). (K19)</p>	<p>Undertake research and data collection from a range of primary and secondary sources to determine quality, accuracy, reliability, cognitive bias and trustworthiness of data sources. (S1)</p> <p>Evaluate data related to current and previous policy interventions. (S12)</p>	N/A
<p>Strategy and ethics K3 K12 K14 K21 S14</p>	<p>The political, economic, social, technological, legal and environmental factors that impact on the policy area and the opportunities and challenges they each present. (K3)</p> <p>The importance of horizon scanning for future changes and developments in relation to policy interpretation. (K12)</p>	<p>Looking beyond immediate role to larger trends which may impact on the relevant policy area, utilising big picture thinking to support organisational strategy. (S14)</p>	N/A

	<p>The organisation's structure, strategy and priorities of organisational leaders or decision makers, and how their role supports these. (K14)</p> <p>The legal, judicial and political context within which the relevant policy area is situated and how this influences policy development. (K21)</p>		
<p>Methodologies and tools and techniques K4 K18 S2 S3</p>	<p>The principles of project management tools and techniques and the importance of reviewing and maintaining plans. (K4)</p> <p>How to measure the success of a policy, including the use of measures for progress, success, and impact. (K18)</p>	<p>Use analytical techniques on research and data, making use of stakeholder expertise in the policy area. (S2)</p> <p>Demonstrate problem solving ability and evidence-based decision-making. (S3)</p>	N/A
<p>Communication K6 K7 K8 S4 S5 B2</p>	<p>The core stakeholders within the specific policy areas and how to engage with them. (K6)</p> <p>Communication techniques and approaches to interact with a range of key internal and external stakeholders. (K7)</p> <p>Technology and software used to</p>	<p>Prepare documents and present findings, making use of evidence to underpin arguments. (S4)</p> <p>Adapt communication style to different audiences. (S5)</p>	<p>Works collaboratively with others. (B2)</p>

	present data in agreed formats for publication. (K8)		
Accountability K5 B5	The importance of achieving value for money. (K5)	N/A	Has accountability and ownership of their tasks and workload. (B5)

Professional discussion underpinned by a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Policy and legislation K2 K9 K10	<p>The wider organisational environment the policy area sits in and how policymaking typically operates within it. (K2)</p> <p>Regulatory and legislative requirements such as data protection and confidentiality, which affect practical processes such as the handling and processing of data and its application. (K9)</p> <p>Policy implementation tools and processes to ensure delivery meets desired policy aims. (K10)</p>	N/A	N/A
Stakeholder engagement K13 K15 K16 K20 S9 S10 S13	<p>The value of a diversity of skills and expertise within teams, as well as an inclusive environment. (K13)</p> <p>The purpose of engagement and consultation. (K15)</p> <p>Different levels of engagement (from passive informing through to active co-production with those impacted by policy interventions) and methods used</p>	<p>Demonstrate networking and stakeholder management skills. (S9)</p> <p>Facilitate events such as conferences, forums, or roundtable discussions on policy issues. (S10)</p> <p>Work with specialists from outside of the policy function. For example specialists in research, communications,</p>	N/A

	<p>to achieve engagement. (K16)</p> <p>Negotiation methods and factors to be considered when conducting negotiation. (K20)</p>	commercial, legal, and science. (S13)	
<p>Tools and techniques</p> <p>K17</p> <p>S6 S11</p>	<p>The importance of monitoring and reviewing processes, including identifying and managing risks (e.g. operational, budgetary, reputational, legal). (K17)</p>	<p>Apply project and risk management tools and techniques across the policy lifecycle. (S6)</p> <p>Keep accurate records of relevant information such as key data, identified trends, critiques, commentary, media attention and topical issues. (S11)</p>	N/A
<p>Team and self-development</p> <p>K22</p> <p>S15</p> <p>B1 B3</p>	<p>The support requirements and training needs of their team. (K22)</p>	<p>Support the development and delivery of materials and activities to train their team. (S15)</p>	<p>Seeks learning opportunities and continuous professional development. (B1)</p> <p>Role models ethical behaviour and practices. (B3)</p>
<p>Managing workloads</p> <p>S7 S8</p> <p>B4 B6</p>	N/A	<p>Manage conflicting priorities to ensure work is completed within deadlines and budgets, setting own milestones to manage workload. (S7)</p> <p>Manage joint work with other organisations through tasks such as creating reference documents and</p>	<p>Works flexibly and adapts to different circumstances. (B4)</p> <p>Remains motivated and resilient under pressure. (B6)</p>

		records of policy decisions. (S8)	
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Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.1	Occupational standard and end-point assessment plan revised	15/08/2022	Not set	Not set
1.0	Approved for delivery	02/02/2018	14/08/2022	Not set

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