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SERVICE DESIGNER

Key information

Reference: ST0894
Version: 1.0
Level: 6
Degree: non-degree qualification
Typical duration to gateway: 24 months
Typical EPA period: 6 months
Maximum funding: £15000

Route: Business and administration
Date updated: 28/03/2023
Approved for delivery: 23 March 2023
Lars code: 704
EQA provider: Ofqual
Review: This apprenticeship standard will be reviewed after three years

Contents

End-point assessment plan

V1.0

Introduction and overview

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

Service designer 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 24 months on-programme (this means in training before the gateway) working towards competence as a service designer. 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 - work based project with 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

On-programme - typically 24 months	The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard. The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.
End-point assessment gateway	The employer must be content that the apprentice is working at or above the occupational standard. The apprentice's employer must confirm that they think the apprentice: • is working at or above the occupational standard as a service designer • has the evidence required to pass the gateway and is ready to take the EPA The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules. For the work based project with presentation and questioning, the apprentice must submit the following supporting material: scoping document for work based project 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. The apprentice must submit any policies and procedures as requested by the EPAO.
End-point assessment - typically 6 months	**Grades available for each assessment method:** Work based project with presentation and questioning • fail • pass • distinction Professional discussion underpinned by a portfolio of evidence

	• fail • pass • distinction **Overall EPA and apprenticeship can be graded:** • fail • pass • distinction
Re-sits and re-takes	• Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 3 months

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 6 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 work based project with presentation and questioning the apprentice must submit Scoping document for work based project

· 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:

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 18 discrete pieces of evidence. Evidence should be mapped against the KSBs.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested. Evidence sources may include:

- workplace documentation/records, for example:

  - workplace policies/procedures, records

  - witness statements

  - annotated photographs

  - video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable

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

The portfolio 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. Independent assessors should review the portfolio of evidence to prepare questions for the discussion assessment method. They are not required to provide feedback after this review.

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

Order of 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.

Work based project with 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 meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- project with a project output

- presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This EPA method is being used because:

- The work-based project is the most valid method as it allows the demonstration of professional competence. The project will contribute to the employer's business and be part of the apprentices' everyday work, ensuring that they can demonstrate the KSBs in practice. Producing a report reflects normal practice in the workplace for a Service Designer, so this assessment method is appropriate.

- It is a significant and complex piece of work that thoroughly tests both higher and lower order knowledge and skills.

- Note that it is essential that the project articulates the apprentice's own work practice rather than the activities performed by the team of which they were part.

Delivery

The apprentice must complete a project based on any of the following:

Examples of the types of projects an apprentice could submit:

- Innovating how a reception area of a local council building can be improved to ensure it is inclusive to those who have additional needs such as reduced mobility or cognitive impairments.

- Designing the checking-in process at an airport to meet user, worker and organisational needs taking into account the needs of different passengers and check in staff but also organisational needs for efficiency and security.

- Transforming the interaction between a bank and its customers to ensure all customers regardless of their digital literacy can confidently access its services when they can no longer visit a branch.

- Creating a new service to widen participation in elections by allowing people to register to vote via their mobile phones.

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of a report and presentation.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component 1: Project report

The report must include at least:

- an executive summary (or abstract)

- an introduction

- the scope of the project (including key performance indicators, aims and objectives)

- a project plan

- research outcomes

- data analysis outcomes

- project outcomes

- discussion of findings

- recommendations and conclusions

- references

- appendix containing mapping of KSBs to the report.

The report must also include:

The apprentice will complete their project and submit it to the EPAO after a maximum of 12 weeks from the gateway. The written project report and the presentation will be submitted to the EPAO together, 2 weeks prior to the presentation taking place.

The project report must have a word count of 4000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report and any presentation materials to the EPAO by the end of week 12 of the EPA period.

Component 2: Presentation with questions

The presentation with questions 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 must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, report and presentation.

The presentation should cover:

- 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 presentation with questions must last 60 minutes. This will typically include a presentation of 25 minutes and questioning lasting 35 minutes. The independent assessor must use the full time

available for questioning. The independent assessor can increase the 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 6 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 purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice

- to seek clarification where required

- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum

- to assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the EPAO at the same time as the report - 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

- any other requirements as previously notified to the EPAO

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the presentation with questions.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

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

- the KSBs demonstrated in the report and presentation with questions

- the apprentice's 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. It should take place in a quiet room, free from distractions and influence.

The presentation with questions 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 must maintain the security and confidentiality of EPA materials when consulting with 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:

- 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 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 the KSBs mapped to this assessment method.

Rationale

This EPA method is being used because:

- it allows the apprentice to be assessed against KSBs that may not naturally occur as part of a work-based project
- 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 is cost effective, and it allows consideration of the potential need to conduct the EPA remotely.

Delivery

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

An independent assessor must conduct and assess the professional discussion.

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

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The professional discussion must last for 60 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.

The independent assessor must ask at least 8 questions. 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. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

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

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

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

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 must maintain the security and confidentiality of EPA materials when consulting with 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.

The EPAO 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 the employer

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

Grading

Work based project with 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.
Theoretical approaches and methodology in design work K4 K7 K13 K15 S3 S4 S12 S15	Selects and applies the appropriate creative processes, ideation tools and techniques, together with new and emerging technologies, to develop user centred design concepts and solutions. (K4, K7, K13, K15, S4, S15) Selects and applies appropriate problem-solving techniques when developing and prototyping concepts and solutions from low to high degrees of fidelity. (S3, S12)	Justifies the tools used to develop solutions and recommend new technologies to support the use of them. (K7, K15) Critically analyses their choice of problem solving techniques and how they provide recommended solutions. (S3, S12)
Data and research methods K6 S7	Selects and applies appropriate methodologies for user research and data collection and interprets data to validly understand and prioritise user needs. (K6, S7)	Critically analyses conclusions with reference to supporting evidence. (K6, S7)
Evaluation K8 K14 S8 S9 S13 S17	Critically analyses and evaluates user research data findings, including complex information and concepts, to prioritise user needs. (S8, S17) Evaluates cost, value, risk and impact of proposed design solutions and explains how to measure the impact of their decisions when making judgements and developing solutions. (K14, S9) Selects and applies suitable methodologies to evaluate prototypes and ideas. (K8, S13)	Develops and critically analyses hypotheses to test via prototype solutions. (S9, S13)

Working with and supporting others K3 K10 S21 S25	Evaluates the benefits and limitations of including other business areas and professions into the project. (K3) Analyses how they have worked with the multidisciplinary teams, utilising methods and tools for collaborative working, and provided support, specialist advice, and guidance throughout the project. (K10, S21, S25)	N/A
Project and change management K11 S2 S23 B5	Applies appropriate techniques to challenge a design brief in order to accurately interpret user requirements. (S2) Applies appropriate project management and agile principles and methods to effectively deliver a design solution that validly meets the requirements of the brief, taking responsibility for the project and showing initiative. (K11, S23, 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.
Designing equitable, fair and sustainable services K17 K18 K19 S22 B1 B6	Evaluates how they have incorporated equity, justice, diversity and inclusion principles into their work and how this have impacted on outcomes for stakeholders. (K17) Evaluates how their role has contributed to the development of environmentally sustainable services. (K19) Evaluates how they have ensured compliance with regulatory and legislative requirements within their role. (K18) Evaluates how they have applied ethical and sustainable practices within their role whilst continuing to champion the user at the centre of the process. (S22, B1, B6)	Critically analyses their selection of ethical and sustainable practices with reference to how these have ensured that the user is at the centre of the design process. (S22, B6)
Theoretical approaches and methodology in design work K1 K2 K5 K9 S6 S10 S11 S24 B2	Analyses how they have effectively used the discipline of service design and emerging industry developments to improve service design practice. (K1, K2, K9, S24) Analyses how they have used particular ideation methods to generate multiple solutions for complex problems, and their approach to prioritisation to develop these further. (S10, S11) Evaluates how they have effectively mapped the states of a service journey with consideration for both the big picture and the user requirements. (K5, S6, B2)	Critically analyses ideation methods used and evaluates potential solutions to complex problems in order to make recommendations for the continuous improvement of services. (K9, S10)

Data and research methods K16 K21 S14	Articulates the principles of design and research ethics and how these are used when selecting and applying user testing methods, analysing how they create the desired impact. (K16, S14) Analyses the relationship between business modelling and horizon scanning and technological and policy implications and governance and accountability. (K21)	Critically analyses their selection and application of user testing methods and why others were not suitable. (S14)
Evaluation S16	Evaluates solutions in order to continually improve the service for users and stakeholders. (S16)	Critiques actions taken to improve services and justifies their recommendations and the impact on users and stakeholders. (S16)
Working with and supporting others K20 S1 S5 S18 S19 S20 S26 B4	Articulates 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. (K20, S26) Evaluates how to champion the benefits of service design, and the approaches used to communicate complex information to stakeholders, and how they have used these to co-design and facilitate activities. (S1, S5, S18) Analyses multiple view points of stakeholders and justifies their use of these to influence, negotiate and challenge during the delivery and decision making processes of a project. (S19, S20) Explains how they identify and seek out learning opportunities for continuous professional development. (B4)	Critically analyses the communication methods used to present their findings and ideas and why others were not suitable. (S18) Justifies the advantages and limitations of the approach they took when challenging stakeholders and how this influenced the decision-making process. (S19)

Project management K12 B3	Critiques the approaches to change management and how they use these to maintain flexibility when adapting to changing circumstances while continuing to meet deadlines. (K12, B3)	N/A

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail

- pass

- distinction

An independent assessor must individually grade the assessment methods 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.

To achieve an overall distinction, the apprentice must achieve a 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.

WORK BASED PROJECT WITH 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	Distinction	Distinction

Re-sits and re-takes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their 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.

An apprentice 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 assessment 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 an apprentice 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	As a minimum, the apprentice should: • 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	As a minimum, the apprentice's employer must: • 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 Post-gateway, the employer must: • 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

	• 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	As a minimum, the EPAO must:
	• 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

	• 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	As a minimum, an independent assessor must: • 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

	• 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	As a minimum, the training provider must: • 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

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 6 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.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
K1 The theory and history of the discipline of service design, including definitions and principles, the different perspectives, approaches, or schools of thought.	Professional discussion underpinned by a portfolio of evidence
K2 How and when service design practices can be used to design and improve services.	Professional discussion underpinned by a portfolio of evidence
K3 Other business areas and professions involved in the design of services such as research, UX, technology, policy, and delivery.	Work based project with presentation and questioning
K4 The use of creative processes involved in design such as user-centred design approaches and design thinking methods.	Work based project with presentation and questioning
K5 Approaches to mapping a service and when to use them.	Professional discussion underpinned by a portfolio of evidence
K6 Methodologies for user research and data collection to understand user needs, pain points, opportunities and areas that should be prioritised.	Work based project with presentation and questioning
K7 Ideation tools and techniques to developing potential solutions.	Work based project with presentation and questioning
K8 Methodologies to evaluate prototypes and ideas.	Work based project with presentation and questioning
K9 Continued improvement of a service, using iterative and agile approaches.	Professional discussion underpinned by a portfolio of evidence
K10 Methods and tools for working collaboratively with groups, teams, and individuals.	Work based project with presentation and questioning
K11 Project management and agile principles and methods.	Work based project with presentation and

	questioning
K12 Approaches to change management.	Professional discussion underpinned by a portfolio of evidence
K13 Tools and techniques for prioritisation.	Work based project with presentation and questioning
K14 Techniques for measuring cost, value, risk, and impact of decisions	Work based project with presentation and questioning
K15 Use of current and emerging technologies to inform the design of services.	Work based project with presentation and questioning
K16 Principles of design and research ethics for service design.	Professional discussion underpinned by a portfolio of evidence
K17 Equity, justice, diversity, and inclusion and how they impact on outcomes for people and organisations.	Professional discussion underpinned by a portfolio of evidence
K18 Relevant regulatory and legislative requirements such as data protection, GDPR, confidentiality, for the handling and processing of data and its application during a project.	Professional discussion underpinned by a portfolio of evidence
K19 How a service designer can contribute to a service becoming more environmentally sustainable.	Professional discussion underpinned by a portfolio of evidence
K20 How to support the continuous development requirements and training and learning needs of people they work with.	Professional discussion underpinned by a portfolio of evidence
K21 Organisation structures; business modelling; global and horizon scanning perspectives; governance and accountability; technological and policy implications.	Professional discussion underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
S1 Champion and advocate the benefits of service design and user centred solutions.	Professional discussion underpinned by a portfolio of evidence
S2 Interpret, analyse, and challenge a design brief.	Work based project with presentation and questioning
S3 Systematically analyse and apply problem-solving techniques to complex service design challenges.	Work based project with presentation and questioning
S4 Use service design methods to design new propositions, products, and services, and improve existing ones.	Work based project with presentation and questioning
S5 Co-design, workshop, and facilitation of service design activities with stakeholders and users.	Professional discussion underpinned by a portfolio of evidence
S6 Map the current and future states of a service journey collating information from multiple sources to form a single view of the service.	Professional discussion underpinned by a portfolio of evidence
S7 Select, formulate and apply qualitative and quantitative user research methods and approaches.	Work based project with presentation and questioning
S8 Analyse and evaluate findings from qualitative and quantitative research methods to understand and prioritise user needs.	Work based project with presentation and questioning
S9 Evaluate arguments, assumptions, abstract concepts, and data to make judgements, and develop questions to achieve a solution to a problem.	Work based project with presentation and questioning
S10 Select and use ideation methods to generate multiple solutions to complex problems.	Professional discussion underpinned by a portfolio of evidence

S11 Prioritise potential solutions to select which to take forward to further development.	Professional discussion underpinned by a portfolio of evidence
S12 Prototype concepts and solutions from low to high degrees of fidelity.	Work based project with presentation and questioning
S13 Evaluate prototype solutions, selecting the most appropriate methodology.	Work based project with presentation and questioning
S14 Select, formulate and apply a range of user testing methods to ensure any service changes create the desired impact.	Professional discussion underpinned by a portfolio of evidence
S15 Apply user-centred design processes to iteratively develop concepts and solutions.	Work based project with presentation and questioning
S16 Evaluate solutions in place to continually improve the service for users and stakeholders.	Professional discussion underpinned by a portfolio of evidence
S17 Critically analyse, interpret and evaluate complex information and concepts.	Work based project with presentation and questioning
S18 Communicate complex information, concepts and ideas adapting for different audiences.	Professional discussion underpinned by a portfolio of evidence
S19 Influence, negotiate and challenge stakeholders in the delivery and decision-making process.	Professional discussion underpinned by a portfolio of evidence
S20 Considers multiple viewpoints including those of the internal stakeholders, service users and service providers.	Professional discussion underpinned by a portfolio of evidence
S21 Work with multidisciplinary teams.	Work based project with presentation and questioning

S22 Work ethically and sustainably, to ensure research and design activities are carried out to the highest practice in ethical standards.	Professional discussion underpinned by a portfolio of evidence
S23 Manage project to timescales and budget requirements.	Work based project with presentation and questioning
S24 Identify and apply emerging industry developments to continuously improve service design practice.	Professional discussion underpinned by a portfolio of evidence
S25 Provide support, specialist advice, and guidance.	Work based project with presentation and questioning
S26 Identify the training requirements for their teams and stakeholders.	Professional discussion underpinned by a portfolio of evidence
BEHAVIOUR	**ASSESSMENT METHODS**
B1 Role models ethical behaviour and practices.	Professional discussion underpinned by a portfolio of evidence
B2 Considers the "big" picture and the detail together.	Professional discussion underpinned by a portfolio of evidence
B3 Works flexibly and adapts to circumstances.	Professional discussion underpinned by a portfolio of evidence
B4 Seeks learning opportunities and continuous professional development.	Professional discussion underpinned by a portfolio of evidence
B5 Takes responsibility, shows initiative, and is organised.	Work based project with presentation and questioning
B6 Championing the user and putting them at the centre of the design process	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Work based project with presentation and questioning

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Theoretical approaches and methodology in design work K4 K7 K13 K15 S3 S4 S12 S15	The use of creative processes involved in design such as user-centred design approaches and design thinking methods. (K4) Ideation tools and techniques to developing potential solutions. (K7) Tools and techniques for prioritisation. (K13) Use of current and emerging technologies to inform the design of services. (K15)	Systematically analyse and apply problem-solving techniques to complex service design challenges. (S3) Use service design methods to design new propositions, products, and services, and improve existing ones. (S4) Prototype concepts and solutions from low to high degrees of fidelity. (S12) Apply user-centred design processes to iteratively develop concepts and solutions. (S15)	None
Data and research methods K6 S7	Methodologies for user research and data collection to understand user needs, pain points, opportunities and areas that should be prioritised. (K6)	Select, formulate and apply qualitative and quantitative user research methods and approaches. (S7)	None
Evaluation K8 K14 S8 S9 S13 S17	Methodologies to evaluate prototypes and ideas. (K8) Techniques for measuring cost, value, risk, and impact of decisions (K14)	Analyse and evaluate findings from qualitative and quantitative research methods to understand and prioritise user needs. (S8) Evaluate arguments, assumptions,	None

		abstract concepts, and data to make judgements, and develop questions to achieve a solution to a problem. (S9) Evaluate prototype solutions, selecting the most appropriate methodology. (S13) Critically analyse, interpret and evaluate complex information and concepts. (S17)	
Working with and supporting others K3 K10 S21 S25	Other business areas and professions involved in the design of services such as research, UX, technology, policy, and delivery. (K3) Methods and tools for working collaboratively with groups, teams, and individuals. (K10)	Work with multidisciplinary teams. (S21) Provide support, specialist advice, and guidance. (S25)	None
Project and change management K11 S2 S23 B5	Project management and agile principles and methods. (K11)	Interpret, analyse, and challenge a design brief. (S2) Manage project to timescales and budget requirements. (S23)	Takes responsibility, shows initiative, and is organised. (B5)

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Designing equitable, fair and sustainable services K17 K18 K19 S22 B1 B6	Equity, justice, diversity, and inclusion and how they impact on outcomes for people and organisations. (K17) Relevant regulatory and legislative requirements such as data protection, GDPR, confidentiality, for the handling and processing of data and its application during a project. (K18) How a service designer can contribute to a service becoming more environmentally sustainable. (K19)	Work ethically and sustainably, to ensure research and design activities are carried out to the highest practice in ethical standards. (S22)	Role models ethical behaviour and practices. (B1) Championing the user and putting them at the centre of the design process (B6)
Theoretical approaches and methodology in design work K1 K2 K5 K9 S6 S10 S11 S24 B2	The theory and history of the discipline of service design, including definitions and principles, the different perspectives, approaches, or schools of thought. (K1) How and when service design practices can be used to design and improve services. (K2)	Map the current and future states of a service journey collating information from multiple sources to form a single view of the service. (S6) Select and use ideation methods to generate multiple solutions to complex problems. (S10) Prioritise potential solutions to select which to take	Considers the "big" picture and the detail together. (B2)

	Approaches to mapping a service and when to use them. (K5) Continued improvement of a service, using iterative and agile approaches. (K9)	forward to further development. (S11) Identify and apply emerging industry developments to continuously improve service design practice. (S24)	
Data and research methods K16 K21 S14	Principles of design and research ethics for service design. (K16) Organisation structures; business modelling; global and horizon scanning perspectives; governance and accountability; technological and policy implications. (K21)	Select, formulate and apply a range of user testing methods to ensure any service changes create the desired impact. (S14)	None
Evaluation S16	None	Evaluate solutions in place to continually improve the service for users and stakeholders. (S16)	None
Working with and supporting others K20 S1 S5 S18 S19 S20 S26 B4	How to support the continuous development requirements and training and learning needs of people they work with. (K20)	Champion and advocate the benefits of service design and user centred solutions. (S1) Co-design, workshop, and facilitation of service design activities with stakeholders and users. (S5)	Seeks learning opportunities and continuous professional development. (B4)

| | | Communicate complex information, concepts and ideas adapting for different audiences. (S18)

Influence, negotiate and challenge stakeholders in the delivery and decision-making process. (S19)

Considers multiple viewpoints including those of the internal stakeholders, service users and service providers. (S20)

Identify the training requirements for their teams and stakeholders. (S26) | |
|---|---|---|---|
| Project management K12

B3 | Approaches to change management. (K12) | None | Works flexibly and adapts to circumstances. (B3) |

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.0	Approved for delivery	23/03/2023	Not set	Not set