

# Apprenticeship leading to qualification as a Chartered Legal Executive (Level 6) Assessment Plan

## INTRODUCTION

This assessment plan has been designed by a range of law firms and legal departments with experience in employing Chartered Legal Executives. It has been developed with close involvement of CILEx Regulation. The Solicitors Regulation Authority (SRA), who will seek to rely on successful completion of this standard to provide exemptions from the on-programme requirements for onward qualification as a solicitor, has also been involved in the development of this assessment plan. The intended start date for this apprenticeship is **September 2016**.

It embodies the following principles:

- The apprenticeship has been designed to meet the admission requirements to become a Chartered Legal Executive, regulated by CILEx Regulation
- The apprenticeship will also provide some exemption from the on-programme requirements to qualify as a solicitor
- The apprenticeship has been designed to provide some exemption from those achieving the paralegal apprenticeship, subject to regulatory requirements
- All the knowledge and competence requirements should be assessed (either on-programme or during end-point assessment) to demonstrate a competent standard to complete the apprenticeship
- End point assessment methodologies have been selected on the basis that they provide a high level of validity of the relevant knowledge, skills and competencies and meet the requirements of CILEx Regulation
- End point assessment will be synoptic, take place at the end of the apprenticeship and will be independently assessed by CILEx Regulation, or a body chosen by CILEx Regulation for this purpose.

***The Chartered Institute of Legal Executive has statutory responsibility for admitting authorised persons/fellows (including Chartered Legal Executives), provides them with the status (as detailed below) to require the assessment to be carried out by CILEx itself or an organisation approved by it:***

- The Chartered Institute of Legal Executives is the Professional Body representing Chartered Legal Executives and other CILEx members and an Ofqual regulated Awarding Organisation. It is also an Approved Regulator under the Legal Services Act 2007 (LSA). The requirement under this Act was for Approved Regulators to set up an independent regulatory body to undertake the regulation of its members, which CILEx did in the form of CILEx Regulation. The independent regulator is responsible for the admission of authorised persons (including Chartered Legal Executives (CLE)) and therefore makes the decision as to whether or not to admit an individual as a CLE). CILEx Regulation is the only body able to make this decision. Therefore, under

the LSA and by Charter only CILEx Regulation is able to admit Chartered Legal Executives under the apprenticeship. It is not the intention of CILEx Regulation to undertake the end point assessments; they will delegate this function to CILEx as an Awarding Organisation, regulated by Ofqual.

- The LSA states the reserved legal activities that CILEx is able to award. It includes at Schedule 4, Part 1, that CILEx can award rights for the administration of Oaths. As this is a practice right awarded on the attainment of Fellowship it means that it has to be carried out through an Approved Regulator (CILEx), which delegates regulatory functions, in accordance with the Act, to CILEx Regulation.
- The Charter Articles 2(b); 6; 7 and 9 add further clarification. In particular Article 7 gives CILEx the power to admit a person as a Fellow and Article 9 refers to the titles they are granted.

## Assessment (summary)

### ON-PROGRAMME TRAINING AND ASSESSMENT

*Provided by a Training Provider independent of end point assessment*

#### Knowledge

- CILEx L3 Diploma in Law and Practice
- CILEx L6 Diploma in Law and Practice

#### Skills

- Legal Research
- Client Care

#### Competence

- as set out in Day One Outcomes for Fellows (see Appendix 1) and the Work Based Learning Handbook (Apprenticeship) (see Appendix 2)

### END POINT ASSESSMENT (PORTFOLIO)

*Assessment undertaken by CILEx Regulation or a body chosen by CILEx Regulation*

**Demonstrate each learning outcome set out in the Work Based Learning Handbook (CILEx Regulation) using examples from caseload**

NOTE: The Day One Outcomes document is the document which sets out the knowledge, skills and competences expected of a newly qualified Fellow. The Work Based Learning handbook is a guide which sets out to applicants the requirements for meeting the work based learning outcomes (the end point assessment of applicants for Fellowship). These documents have been attached as annexes.

### END POINT ASSESSMENT (CASE STUDY)

*Assessment undertaken by CILEx Regulation or a body chosen by CILEx Regulation*

- Demonstrates the apprentice's ability to utilise legal knowledge and skills to determine the legal needs of a client, provide appropriate advice and act on behalf of their client to reach a solution for the client (this should include drafting and negotiation/advocacy as appropriate) whilst acting ethically and within the code of conduct
- Demonstrates the apprentice's ability to work under pressure and balance competing deadlines
- Demonstrates that the apprentice understands the need not to act beyond competence
- Demonstrates the apprentice's positive and proactive approach to work
- Demonstrates the apprentice's ability to utilise IT appropriately
- Demonstrates the apprentice's understanding of the financial methods and drivers of the organisation
- Demonstrates the apprentice's numeracy
- Demonstrates the apprentice's ability to create and maintain a file in accordance with organisation's policies and procedures

## **Synoptic end point assessment**

Admission as a Chartered Legal Executive is regulated by CILEx Regulation, which has set out the minimum requirements for entry to the profession. These requirements comprise: completion of the CILEx Level 3 Diploma in Law and Practice (or equivalent), completion of the CILEx Level 6 Diploma in Law and Practice (or equivalent) and end point assessment of the applicant against 8 competencies to demonstrate that they have met the minimum admission requirements. These requirements are set out in the Day One Outcomes for Fellows document, which is attached at **Appendix 1**. These regulatory requirements have been incorporated into the apprenticeship leading to qualification as a Chartered Legal Executive.

Successful completion of the apprenticeship leading to qualification as a Chartered Legal Executive will require the apprentice to have developed sufficient knowledge, skills and competence to be able to successfully complete the end point assessment and satisfy the requirements of the independent regulator.

The assessment will consist of 2 parts. Each part will be assessed by CILEx Regulation or a body chosen by CILEx Regulation for this purpose.

Each part of the end point assessment will be completed no earlier than the last 6 months of the apprenticeship, and the portfolio must be completed by the apprentice (although not necessarily signed off by CILEx Regulation or a body chosen by CILEx Regulation for this purpose) before the case study is attempted.

### **Part 1 – The portfolio**

The portfolio should demonstrate the learning outcomes set out in the Work Based Learning handbook, twice rather than three times where this is stipulated in the handbook:

The evidence could come from a variety of sources, including: evidence taken from the apprentice's workload, professional discussion with the assessor, personal statement, third party statement etc.

The portfolio should be signed off periodically by the assessor/supervisor during the final 6 month period. The current approach for making an application for Fellowship is submission of the portfolio of evidence at the end of the period of qualifying employment. Assessment is the responsibility of the independent regulator for Chartered Legal Executives, CILEx Regulation.

### **Part 2 - Case Study**

The training provider is required to create an assessment which addresses the learning outcomes by:

1. Demonstrating the apprentice's ability to work under pressure and balance competing deadlines
2. Demonstrating that the apprentice understands the need not to act beyond competence
3. Demonstrating the apprentice's positive and proactive approach to work
4. Demonstrating the apprentice's ability to utilise IT appropriately
5. Demonstrating the apprentice's understanding of the financial methods and drivers of the organisation
6. Demonstrating the apprentice's numeracy
7. Demonstrating the apprentice's ability to create and maintain a file in accordance with organisation's policies and procedures
8. Demonstrating the apprentice's ability to utilise legal knowledge and skills to determine the legal needs of a client, provide appropriate advice and act on behalf of their client to reach a solution for the client (this should include drafting and negotiation/advocacy as appropriate) whilst acting ethically and within the code of conduct

This case study should, where possible be taken from the apprentice's caseload, or where this is not possible this could be a scenario provided by the Training Provider. It should not be started more than 6 months prior to the end of the apprenticeship and should demonstrate the necessary underpinning skills and knowledge drawn from development throughout the apprenticeship. The Training Provider must submit the case study to CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) for assurance that the case study meets the required standard for final assessment.

If taken from the caseload, the apprentice must demonstrate the ability to run a legal matter from start to finish, demonstrating collating the facts of the client's case, the relevant law and how it applies to the case, how the information was communicated to the client, further actions taken to represent the client and the outcome. The apprentice could provide a commentary on the case as it fits within their workload, the priority of the case in relation to other cases within their caseload, issues arising that meant the apprentice must seek advice from a more experienced colleague, how the case was billed and other costs relevant to the case including the need to ensure that the case was cost effective for the organisation, demonstration of file review including a statement from the supervisor in relation to the apprentice's attitude to work and ability to work under pressure.

This approach (both for the portfolio and the case study) is synoptic as it draws on elements of the legal knowledge, skills and competencies developed throughout the apprenticeship and demonstrates the ability of the apprentice to act as a competent Chartered Legal Executive in the workplace. It will be assessed consistently through central assessment of submissions by CILEx Regulation or a body appointed by CILEx Regulation for this purpose.

Upon successful completion of the apprenticeship, the apprentice is able to apply for some exemptions from the on-programme training to become a solicitor.

### **Independence of the end point assessment arrangements**

A Chartered Legal Executive is a qualified lawyer, specialising in a specific area of practice. The area of practice could be one of a wide range of areas of legal practice. The Chartered Legal Executive standard has identified a common core of competencies which can be applied to all Chartered Legal Executive as well as specifying the on-programme assessment requirements stipulated by the independent regulator. The knowledge requirements (law and practice) for Chartered Legal Executives comprise a broad base of legal knowledge developed at Level 3 and a more specialisation at Level 6, chosen to support their area of legal practice. As a result, end point assessments must be contextualised on the basis of the area of practice in which the Chartered Legal Executive works. In order to ensure that the end point assessments can be met by all apprentices but also meet a consistent standard, the following process has been developed:

For the portfolio:

The apprentice will demonstrate full competence against each of the 27 learning outcomes set out in the Work Based Learning Handbook (twice rather than three times where this is stipulated in the handbook). These will be independently assessed by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) on submission of the portfolio at the end of the apprenticeship.

For the case study:

This will either be a legal matter drawn from the apprentice's case load or a scenario developed by the Training Provider to meet the following outcomes:

1. Demonstrating the apprentice's ability to work under pressure and balance competing deadlines
2. Demonstrating that the apprentice understands the need not to act beyond competence
3. Demonstrating the apprentice's positive and proactive approach to work
4. Demonstrating the apprentice's ability to utilise IT appropriately
5. Demonstrating the apprentice's understanding of the financial methods and drivers of the organisation
6. Demonstrating the apprentice's numeracy
7. Demonstrating the apprentice's ability to create and maintain a file in accordance with organisation's policies and procedures
8. Demonstrating the apprentice's ability to utilise legal knowledge and skills to determine the legal needs of a client, provide appropriate advice and act on behalf of their client to reach a solution for the client (this should include drafting and negotiation/advocacy as appropriate) whilst acting ethically and within the code of conduct

Where possible, the outcomes should be met through an example taken from the apprentice's case load. Occasionally this will not be possible. In this situation, the employer and the Training Provider should provide reasons why a simulated case study has been selected.

Where the Training Provider has drafted a simulated case study to satisfy this requirement, the following conditions will apply:

1. The Training Provider will draft the end point assessment, contextualised for the area of practice in which the apprentice is working
2. The Training Provider will submit the end point assessment to CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) for approval, to ensure it is capable of satisfying the requirements for the end point assessment
3. The Training Provider will submit the case study to CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) for approval of the assessment to be undertaken at the end of the apprenticeship

CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) will set out:

- The criteria (covering the minimum requirements to demonstrate full competence in their specialist area of practice, including clear guidance as to how full competence for each outcome required from the end point assessments can be demonstrated to have been met)
- Full details of the quality assurance arrangements which underpin the assessment.

These arrangements will be applied to the end point assessments to ensure that a consistent standard is applied across all apprenticeships.

These arrangements are still under development, full details will be available **before September 2016**, when the apprenticeship is scheduled to begin operation.

### **Grading**

The regulator, CILEx Regulation, through whom the centralised assessment is being delivered, will only make a judgement on whether an individual is competent or not competent to be a Chartered Legal Executive and does not require further differentiation beyond this in the end point assessment. The end point assessment will therefore not be graded.

## End point assessment detail

Assessment type	Competencies assessed	Assessment description	Assessment conditions	Standard setting
<b>Portfolio</b>	<p><b>BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Personal development</li> <li>• Team working &amp; collaboration</li> <li>• Honesty &amp; Integrity</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Business &amp; Ethics in Law</li> <li>• Commercial Awareness</li> <li>• Risk &amp; Compliance</li> <li>• Technical</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Communication Skills and Literacy</li> <li>• Planning &amp; Organising</li> <li>• Working relationships</li> <li>• Client relationship management</li> <li>• Research</li> <li>• Data &amp; File Management</li> <li>• Critical thinking and problem solving</li> <li>• Providing legal advice</li> </ul>	<p>Portfolio of evidence compiled in the last 6 months of the apprenticeship using a variety of methods to meet the competencies – including evidence from workload, 3<sup>rd</sup> party statements/witness statements etc. Full competence will be determined on completion of the portfolio assessed by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) at the end of the apprenticeship.</p>	<p>Work based: initially assessed by training provider/employer. Submitted by the Training Provider/Employer to CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) at the end of the apprenticeship</p>	<p>Assessment of submissions by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose)</p>
<b>Case Study</b>	<p><b>BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Adaptability &amp; Resilience</li> <li>• Honesty &amp; Integrity</li> <li>• Motivation &amp; Enthusiasm</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Business &amp; Ethics in Law</li> <li>• IT</li> <li>• Finance</li> <li>• Technical</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Communication Skills and Literacy</li> </ul>	<p>Case study: drafted by the training provider or case study from caseload. This should not be started more than 12 months prior to the end of the apprenticeship. Full competence will be determined on completion of the portfolio assessed by CILEx Regulation (or a body</p>	<p>Initial review by Training Provider – work based or scenario. Submitted by the Training Provider/Employer to CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) at the end of the apprenticeship</p>	<p>Assessment of submissions through CILEx Regulation (or a body chosen by CILEx Regulation for this purpose)</p>



	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Planning &amp; Organising</li> <li>• Working relationships Client relationship management</li> <li>• Research</li> <li>• Drafting &amp; Accuracy</li> <li>• Data &amp; File Management</li> <li>• Critical thinking and problem solving</li> <li>• Providing legal advice</li> </ul>	<p>chosen by CILEx Regulation for this purpose) at the end of the apprenticeship.</p>		
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### Rationale for the selection of the end point assessments

The competencies set out in the Chartered Legal Executive standard have been mapped to the regulatory requirements set out in the Day One Outcomes for Fellows document and the Work Based Learning handbook to ensure that the standard is capable of meeting the regulatory requirements for the profession.

The **portfolio** is a highly effective assessment instrument because it enables the apprentice to demonstrate that they have met each of these competencies in the workplace, using evidence from their workload to support that competence. It will also demonstrate the integrated use of legal knowledge, skills and competences in a practical setting. The portfolio will be countersigned by the employer (as confirmation that the content is entirely the work of the apprentice), before being submitted for external assessment by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose).

The **case study** will assess the ability of the apprentice to apply their legal knowledge, skills and competences to demonstrate that they are able to apply their legal knowledge, skills and competencies in an integrated way. This is effective as an assessment instrument as it represents the work likely to be asked of a Chartered Legal Executive, once the apprenticeship is complete using the knowledge, skills and competencies in an integrated way, so as to demonstrate full competence against the standard.

CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) will demonstrate that they have the necessary infrastructure and quality assurance processes in place to ensure that the apprenticeship standard is being consistently applied. The full details of the required infrastructure and quality assurance arrangements are in development, but will be available prior to the start of this apprenticeship in September 2016. They will include requirements setting out the probity of the assessment systems so as to assure consistency of standards between candidates, across different assessment centres and over time between successive sittings; to identify areas for improvement and to monitor and review assessment standards using comparative data.

To demonstrate the application of the consistent standard (guidance for which is currently in development by CILEx and the employer group but will be available prior to September 2016) CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) will demonstrate that they:

- apply the 'pass' mark for the assessment at the level of demand defined
- apply the standard consistently
- scrutinise the assessment materials
- assess the portfolio and case study
- have the necessary infrastructure to meet demand
- can demonstrate robust administrative arrangements and data collection systems in order to be able to provide statistical data on the operation of the apprenticeship
- use assessors who hold appropriate law and legal practice qualifications

A valid assessment is one which measures that which it is designed to measure. The assessment methodology for the Chartered Legal Executive standard is valid as the defined outcomes for each of the end point assessments covers a range of the learning outcomes from each of the competencies set out in the Chartered Legal Executive standard. The emphasis is on the application of the higher order knowledge skills and competencies assessed in an integrated way to ensure that the apprentice is a fully competent Chartered Legal Executive at the end of the apprenticeship.

A reliable assessment is one which can be applied consistently between candidates and over time. The development of a set of independent standards (currently under construction, but available before September 2016) will ensure that the assessments are reliable.

The use of CILEx Regulation (or a body chosen by CILEx Regulation for this purpose), the independent regulator for Chartered Legal Executives, will ensure that the assessment of the apprentice at the end of the apprenticeship is independent.

The assessment and quality-assurance arrangements put into practice by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) are under development (but will be available by September 2016). These arrangements will ensure that the assessments meet the minimum requirements to demonstrate full competence of the Chartered Legal Executive apprentice.

The arrangements set out above are deliverable and practicable based on the characteristics of the Chartered Legal Executive and on the basis that they satisfy the requirements of the independent regulator.

## ANNEX 1: CRITERIA FOR THE ASSESSMENT PLAN

CRITERION	DETAIL	EVIDENCE
<b>1. USING A RANGE OF ASSESSMENT METHODS IN YOUR END ASSESSMENT</b>	<p>Your assessments will need to ensure that apprentices can demonstrate their ability in all areas of the standard, and will therefore need to test the skills, knowledge and behaviours as set out in the standard. This will require mixed methods of assessment, which may include for example:</p> <ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• A viva to assess theoretical or technical knowledge or to discuss how the apprentice approached the practical assessment and their reasoning</li> <li>• Production of a project</li> <li>• A portfolio of work</li> <li>• Observational assessment</li> <li>• Written and multiple choice tests</li> <li>• Virtual assessments, such as online tests or video evidence as appropriate to the content</li> </ul>	<p>The assessment methods have been selected to provide valid assessments of the relevant competences.</p> <p>The synoptic end-point assessment for the Chartered Legal Executive apprenticeship consists of two parts, both of which must be passed in order for an apprentice to demonstrate full competence as a Chartered Legal Executive.</p> <p><b>Part 1. Portfolio</b></p> <p>This will assess candidates' ability to utilise their knowledge and skills developed throughout the apprenticeship. The evidence included within the portfolio will be signed off by the assessor and confirmed as each apprentice's own work. It will demonstrate the knowledge, skills and competencies set out in the table above and drawn from the Chartered Legal Executive standard through demonstration of the learning outcomes set out in the Work Based Learning Handbook (Apprenticeship), in development. It will be submitted and assessed at the end of the apprenticeship.</p> <p><b>Part 2. Case Study</b></p> <p>This will assess candidates' ability to perform the technical legal competencies in the round. It will assess knowledge, skills and competencies in an integrated way.</p> <p>It will demonstrate the knowledge, skills and competencies set out in the above</p>

		<p>table and drawn from the Chartered Legal Executive standard through demonstration of the learning outcomes by:</p> <ul style="list-style-type: none"> <li>• Demonstrating the apprentice’s ability to utilise legal knowledge and skills to determine the legal needs of a client, provide appropriate advice and act on behalf of their client to reach a solution for the client (this should include drafting and negotiation/advocacy as appropriate) whilst acting ethically and within the code of conduct</li> <li>• Demonstrating the apprentice’s ability to work under pressure and balance competing deadlines</li> <li>• Demonstrating that the apprentice understands the need not to act beyond competence</li> <li>• Demonstrating the apprentice’s positive and proactive approach to work</li> <li>• Demonstrating the apprentice’s ability to utilise IT appropriately</li> <li>• Demonstrating the apprentice’s understanding of the financial methods and drivers of the organisation</li> <li>• Demonstrating the apprentice’s numeracy</li> <li>• Demonstrating the apprentice’s ability to create and maintain a file in accordance with organisation’s policies and procedures.</li> </ul> <p>It will be submitted and assessed at the end of the apprenticeship.</p>
<p><b>2. ENSURING INDEPENDENCE</b></p>	<p>It is vital that all apprentices are assessed in a fair and objective manner. Independence and impartiality are critical to ensure quality assessment and to ensure the standard is maintained over time.</p> <p>There is an expectation that assessments will either be delivered by an independent third party</p>	<p>Both parts of the synoptic end-point assessment will be assessed by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose), providing the required independence from the Training Provider delivering the apprenticeship.</p> <p>CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) will be able to demonstrate procedures to ensure that its assessment functions are quality assured. It will be required to demonstrate the probity of the</p>

	(i.e. assessors who have nothing to gain or lose as a result of the assessment judgements they make), or will be delivered in such a way that no party who has been involved in delivery can make the sole decision on competence and the approach must clearly deliver an impartial result.	assessment systems; to assure consistency of standards between candidates, across different Training Providers and over time between successive sittings; to identify areas for improvement and to monitor and review assessment standards using comparative data. This information will be available prior to the September 2016 start date for the Chartered Legal Executive apprenticeship.
<b>3. DELIVERING CONSISTENT (RELIABLE) JUDGEMENTS</b>	Your assessment plan should mean that employers can have confidence that apprentices assessed in different parts of the country, at different times, by different assessors have been judged in the same way and have therefore reached the same standard of occupational competence.	Mechanisms for ensuring consistency will be the responsibility of CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) and will include the following: <ul style="list-style-type: none"> <li>• set a consistent standard</li> <li>• establish the 'pass' mark for the assessment at the right level of demand</li> <li>• apply the standard consistently</li> <li>• scrutinise the assessment</li> <li>• assess the end point submissions and quality assure the marking and standardisation processes.</li> </ul>
<b>4. DELIVERING ACCURATE (VALID) JUDGEMENTS</b>	The method of assessment must be appropriate to the content to make sure that the decisions reached on every apprentice are an accurate reflection of their competence. The skills, knowledge and behaviours listed on the Standard should therefore guide how each assessment tool is designed.	Both parts of the end point assessment are required to meet the learning outcomes set out in this document to demonstrate the necessary knowledge, skills and competencies required from the Chartered Legal Executive standard. They combine to provide real life examples and a case study based on the core activities of a Chartered Legal Executive.
<b>5. SYNOPTIC ASSESSMENT</b>	The end point assessment should be synoptic, requiring the apprentice to identify and use effectively in an integrated way an appropriate	Both parts of the assessment are synoptic.  There is an emphasis on the higher order skills of the Chartered Legal Executive

	<p>selection of skills, techniques, concepts, theories, and knowledge from across their training.</p> <p>Synoptic assessment should focus on higher order skills, which give assurance of lower level skills without requiring specific assessment. For example, the baker doesn't need to be assessed that they can use an oven if they are able to successfully bake a cake.</p> <p>Synoptic assessment should look to test skills and knowledge together, for example asking someone to demonstrate their ability to accurately build an engine to specification and quality criteria and asking them to explain what they are doing and why as they build it.</p>	<p>apprenticeship, integrated into assessments to demonstrate the ability to demonstrate full competence against the standard. They combine knowledge, skills and competencies required.</p>
<b>6. GRADED ASSESSMENTS</b>	<p>The Apprenticeship must include graded assessments, and a grade applied to the whole programme.</p> <p>As a minimum the grade should apply to the end point assessment (covering skills, knowledge and behaviours)</p> <p>The grading structure should have at least one level above pass.</p>	<p>The regulator, CILEx Regulation, through whom the centralised assessment is being delivered, will only make a judgement on whether an individual is competent or not competent to be a Chartered Legal Executive and does not require further differentiation beyond this in the end point assessment. The end point assessment will therefore not be graded.</p>
<b>7.AFFORDABILITY</b>	<p>Your approach should consider how cost effectiveness in assessments will be delivered while still meeting the quality objectives. This may</p>	<p>We have tested the market with several suppliers and are satisfied that these assessments are cost effective and not off putting to employers.</p>

	include a consideration of the mix of assessment approaches.	CLE: Based on a cohort of 20 learners and excluding enquiries and appeals fees which would fall outside funding arrangements the cost per learner is £950 - £1150
<b>8.MANAGEABILITY/ FEASIBILITY</b>	You will need to set out how the assessment process will be deliverable on the scale required for the number of apprentices. For example, are there the centres, assessors, etc. necessary to deliver this.	<p>The end-point assessment will be assessed by CILEx Regulation (or a body chosen by CILEx Regulation for this purpose).</p> <p>CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) is required to demonstrate:</p> <ul style="list-style-type: none"> <li>• Ability to meet the demands of assessment of both portfolios and case studies</li> <li>• Appropriate standardisation methods and the necessary infrastructure to meet demand</li> <li>• Robust administrative arrangements and data collection systems</li> <li>• Robust quality assurance systems, which ensure consistent delivery of the requirements of the assessment plan.</li> </ul> <p>This information is in development. It will be available prior to the start date of September 2016.</p>
<b>9. PROFESSIONAL BODY RECOGNITION</b>	Where a professional body / bodies has recognised the standard our expectation is that the professional body will also recognise the assessment process, as completion of the Apprenticeship should ensure the apprentice is ready to secure professional accreditation.	The end-point assessment plan has been written in conjunction with CILEx Regulation (or a body chosen by CILEx Regulation for this purpose). A letter from CILEx Regulation (or a body chosen by CILEx Regulation for this purpose) is attached confirming their approval of this plan. A letter from the SRA is attached stating that exemption from some of the on-programme requirements may be provided for apprentices who have completed the Chartered Legal Executive apprenticeship. However, this does not preclude the need for further development to ensure the apprentice can satisfy the end point assessments (a

		pre-requisite for admission as a solicitor through this route to qualification)
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## APPENDIX 1: Day One Outcomes – Fellow

This document sets out the knowledge, skills and experience which you must demonstrate before you can be admitted as a Chartered Legal Executive.

### Experience

You must be able to demonstrate minimum experience requirements prior to admission. These are:

- At least 3 years of qualifying employment
- At least 1 year of qualifying employment served in the Graduate grade of membership
- At least 2 years of qualifying employment must be served immediately preceding application for Fellowship.

Qualifying employment is defined as work wholly of a legal nature undertaken for at least 20 hours each week, preferably under the supervision of an authorised person (as defined in the Legal Services Act 2007).

Competency	Knowledge outcomes	Skills outcomes
	<b>Level 3</b>	
	<p>At Level 3, the studying member must achieve:</p> <p><b>Unit 1 Introduction to Law and Practice</b> <b>Unit 2 Contract Law</b> <b>Unit 3 Criminal Law</b> <b>Unit 4 Land Law</b> <b>Unit 5 Law of Tort</b> <b>Unit 16 Client Care Skills</b> <b>Unit 17 Legal Research Skills</b></p> <p>Plus at least 2 legal practice units and either 1 further legal practice or additional law unit from:</p>	

	<p><b>Unit 6 Employment Law</b>  <b>Unit 7 Family Law</b>  <b>Unit 8 Law of Wills and Succession</b>  <b>Unit 9 Civil Litigation</b>  <b>Unit 10 Conveyancing</b>  <b>Unit 11 Criminal Litigation</b>  <b>Unit 12 The Practice of Family Law</b>  <b>Unit 13 The Practice of Employment Law</b>  <b>Unit 14 Probate Practice</b>  <b>Unit 15 The Practice of Law for the Elderly Client</b>  <b>Unit 18 The Practice of Child Care Law</b>  <b>Unit 19 Residential and Commercial Leasehold Conveyancing</b></p> <p>See Annex A Level 3 unit specifications for further details of the knowledge requirements for each unit.</p>	
	<b>Level 6</b>	
Legal knowledge and practical application of the law and legal practice	<p><b>1.1 Utilise underpinning knowledge applying a range of cognitive skills</b></p> <p>For Law units:</p> <ul style="list-style-type: none"> <li>• Describe, explain and interpret legal terms and concepts*</li> <li>• Apply the law to a complex legal scenario</li> <li>• Critically evaluate a given issue or situation to identify probable legal implications</li> </ul> <p>For Practice units:</p> <ul style="list-style-type: none"> <li>• Describe and explain legal terms and processes*</li> <li>• Analyse legal issues in order to offer practical advice and assistance</li> </ul>	<p><b>1.1 Apply the law to a matter</b></p> <ul style="list-style-type: none"> <li>• Identify the applicable law</li> <li>• Describe how the law applies to the matter you are dealing with</li> <li>• Explain how the evidence you have supplied demonstrates your application of the law to the matter</li> </ul> <p><b>1.2 Apply the relevant legal procedures to a matter</b></p> <ul style="list-style-type: none"> <li>• Identify the legal procedure</li> <li>• Describe how the legal procedure applies to the matter you are dealing with</li> <li>• Explain how you have used the correct legal procedure to deal with the matter and supply supporting evidence</li> </ul> <p><b>1.3 Identify and deal with the issues arising in a matter</b></p> <ul style="list-style-type: none"> <li>• The issues may be legal, evidential or factual</li> </ul>

	<p>* this bullet encapsulates what each unit requires of the learner. The other bullets draw directly the wording from each unit.</p> <p><b>1.2 Apply legal research skills</b></p> <p><b>Understand how to:</b></p> <ul style="list-style-type: none"> <li>• analyse the scope and complexity of a practical legal problem</li> <li>• evaluate legal research sources</li> <li>• perform legal research appropriately</li> <li>• analyse the law in relation to specific legal problems</li> <li>• record and evaluate information</li> <li>• synthesise research to present advice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the relevant issues in the matter</li> <li>• Explain how you will deal with the issues</li> <li>• Explain the action you have taken to deal with the matter and provide supporting evidence of the action you have taken</li> </ul> <p><b>1.4 Undertake legal research</b></p> <ul style="list-style-type: none"> <li>• Identify a situation in which you need to undertake legal research</li> <li>• Identify and evaluate the sources you need, to undertake the research</li> <li>• Undertake relevant and up to date research using appropriate methods and supply that research as part of your evidence</li> <li>• Synthesise, evaluate and apply the findings of your research to the matter you are dealing with and provide evidence of your application of the research to the matter</li> </ul>
Communication skills	<p><b>2.1 Understand how to demonstrate good practice in legal writing*</b></p> <ul style="list-style-type: none"> <li>• Communicate using the most suitable method of communication taking into account issues including confidentiality and cost effectiveness of communication</li> </ul>	<p><b>2.1 Communicate legal issues using appropriate methods</b></p> <ul style="list-style-type: none"> <li>• Identify the most suitable method by which to communicate with the parties/organisations involved in the matter (e.g. telephone, email etc.) taking into account economic needs and confidentiality</li> </ul>

	<ul style="list-style-type: none"> <li>• Write appropriate legal correspondence to the client accurately, precisely and in keeping with the requirements of professional business communication</li> <li>• Use relevant information sources to produce written legal content that thoroughly and appropriately addresses the client's issues</li> <li>• Write legal correspondence to the client that is logical, transparent and easy to read</li> <li>• Write legal correspondence to the client using a standard of grammar, spelling and punctuation commensurate with professional business communication</li> <li>• Write legal correspondence to the client with a tone and style that reflects the circumstance of the client's situation</li> </ul> <p>* In addition, each legal practice unit has drafting requirements for a variety of documents for that practice area.</p> <p><b>2.2 Understand the role played by negotiation within legal practice</b></p> <ul style="list-style-type: none"> <li>• Explain the key underpinning features of successful client interviewing</li> <li>• Explain the importance of negotiation in legal practice</li> <li>• Explain principled negotiation, positional bargaining, collaborative and distributive negotiation</li> <li>• Explain how to address communication barriers to progress negotiation</li> <li>• Explain BATNA (best alternative to a negotiated agreement)</li> <li>• Prepare for a negotiation in order to present one's arguments fully and effectively</li> <li>• Evaluate methods of communication and persuasion in negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why this method is the most effective communication in the matter</li> <li>• Provide supporting documentation of the communication</li> </ul> <p><b>2.2 Use suitable language in communication</b></p> <ul style="list-style-type: none"> <li>• Use clear, concise, accurate and unambiguous language in your communication</li> <li>• Demonstrate suitable professional practice, politeness and respect.</li> <li>• Tailor the style of your communication to suit the needs of the recipient, where relevant.</li> <li>• Explain why the language used in the example provided is suitable for the situation</li> </ul> <p><b>2.3 Address all issues in communication</b></p> <ul style="list-style-type: none"> <li>• Identify and address all relevant factual, legal or evidential issues arising in a case</li> <li>• Apply relevant law and procedure in the context of your communication and provide supporting documentation to demonstrate this communication</li> </ul> <p><b>2.4 Seek appropriate information through communication</b></p> <ul style="list-style-type: none"> <li>• Identify additional information (legal, factual or other) required to progress the matter</li> <li>• Communicate the request for further information</li> <li>• Apply relevant law and procedure in the context of your communication</li> <li>• Provide supporting documentation as evidence of your communication</li> </ul> <p><b>2.5 Represent a client through effective use of communication and other skills</b></p>
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	<ul style="list-style-type: none"> <li>Evaluate the most appropriate medium for negotiation within a legal context</li> </ul> <p><b>2.3 Understand the requirements for effective drafting and advocacy</b></p> <ul style="list-style-type: none"> <li>Understand the elements necessary to draft a document from scratch as well as when it is appropriate to use precedents: including addressing all relevant legal and factual issues, complying with appropriate formalities and using clear, accurate and succinct language</li> <li>Understand the elements necessary to undertake successful advocacy: including the need for preparation, identification of relevant law and facts, the importance of organisation of information, the importance of a reasoned argument, the importance of reference to legal authority, compliance with formalities, how to deal with witnesses and opponents' arguments</li> </ul>	<ul style="list-style-type: none"> <li>Identify the information you need to represent the client/service user</li> <li>Obtain this information through effective questioning and listening techniques</li> <li>Represent the interests of your client or service user through use of your legal and professional skills, including drafting, negotiation and advocacy skills where appropriate</li> <li>Provide supporting evidence of your representation of the client/service user</li> </ul>
Client Relations	<p><b>3.1 Demonstrate a range of client care behaviours</b></p> <p><b>Understand how to:</b></p> <ul style="list-style-type: none"> <li>Provide a service for the client that identifies: <ul style="list-style-type: none"> <li>the client/service user's position</li> <li>accurate instructions from the client/service user</li> </ul> </li> <li>Provide clear advice including appropriate courses of action, taking into account consequences, risks and costs</li> </ul>	<p><b>3.1 Identify and understand a client's or service user's position</b></p> <ul style="list-style-type: none"> <li>Identify the position of the client/service user</li> <li>Demonstrate your understanding of the position of the client/service user</li> <li>Provide evidence that you have identified and confirmed the client's position</li> </ul> <p><b>3.2 Take accurate instructions relating to a legal matter from clients or service users</b></p>

	<ul style="list-style-type: none"> <li>• Take action to deal with the client/service user instructions and manage the expectations of the client/service user</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate listening and questioning techniques and take accurate instructions from your client or service user.</li> <li>• Confirm with your client/service user that your understanding of the instructions is correct</li> <li>• Provide evidence of both taking the instructions and confirming the instructions with your client/service user</li> </ul> <p><b>3.3 Provide clear legal advice to clients or service users</b></p> <ul style="list-style-type: none"> <li>• Explain what action you will take to represent your client and outline the available options and next steps</li> <li>• Provide legal advice to your client or service user on the legal matter in which they have instructed you</li> <li>• Provide evidence of the advice provided to your client/service user</li> </ul> <p><b>3.4 Evaluate the risks, costs and benefits or alternative courses of action</b></p> <ul style="list-style-type: none"> <li>• Identify situations in which it was appropriate to consider any alternative courses of action that might be available to your client/service user in dealing with their legal matter</li> <li>• Evaluate and communicate the options (including the costs, risks and benefits of each option) to the client/service user</li> <li>• Provide evidence of the identification, and evaluation and communication of alternative courses of action available to your client/service user</li> </ul> <p><b>3.5 Take action to deal with instructions received</b></p> <ul style="list-style-type: none"> <li>• Identify how to act on your client's or service user's instructions</li> <li>• Demonstrate how you took all reasonable steps to take appropriate action (this may include your judgements and decisions in the matter)</li> <li>• Provide evidence of the action taken to deal with the instructions received</li> </ul>
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		<p><b>3.6 Manage a client's or service user's expectations</b></p> <ul style="list-style-type: none"> <li>• Identify the needs, objectives and priorities of your client</li> <li>• Identify situations in which the objectives of your client/service user may be unrealistic</li> <li>• Take all reasonable steps to manage your client's expectations</li> <li>• Provide evidence which demonstrates communication with your client/service user in order to manage their expectations</li> </ul>
Management of workload	<p><b>4.1 Manage workload</b></p> <p><b>Understand how to:</b></p> <ul style="list-style-type: none"> <li>• Take instructions in order to scope, plan and prioritise work</li> <li>• Take into account any appropriate restraints in relation to their work (e.g. resources, time, budgets etc.)</li> <li>• Monitor and communicate progress</li> <li>• Anticipate and have strategies for dealing with unexpected circumstances</li> <li>• Record, store and retrieve information in line with established business procedures, including firms' policies and procedures and in compliance with audits</li> <li>• Comply with confidentiality, security and data protection requirements</li> </ul>	<p><b>4.1 Progress matters expeditiously</b></p> <ul style="list-style-type: none"> <li>• Demonstrate dealing with your workload without causing or allowing any unnecessary delay to the progress of the legal matter</li> <li>• Evidence should demonstrate the progression of a legal matter without delay and may provide an example of work progressed quickly to meet a deadline</li> </ul> <p><b>4.2 Plan your workload and deliver a good legal service to clients or service users</b></p> <ul style="list-style-type: none"> <li>• Demonstrate planning and prioritisation of your workload including managing your files/tasks concurrently, making the best use of available resources and seeking support where necessary</li> <li>• Provide evidence which demonstrates planning your workload including managing a number of tasks concurrently</li> <li>• Demonstrate exercising judgement and being realistic about how long it will take to achieve tasks to ensure you can provide the legal services you have agreed to provide</li> </ul> <p><b>4.3 Maintain files and records in accordance with procedures</b></p> <ul style="list-style-type: none"> <li>• Demonstrate maintenance of your files and business systems (including databases and accounting records) in accordance with</li> </ul>

		<p>the procedures established where you work.</p> <ul style="list-style-type: none"> <li>• Demonstrate keeping files are up to date and processing financial transactions in accordance with rules and procedures and with due regard to information security</li> <li>• Evidence could include file reviews, ledgers etc.</li> </ul>
Business awareness	<p><b>5.1 Demonstrate business awareness</b></p> <p><b>Understand how to identify:</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of a legal organisation</li> <li>• The basis upon which legal services are provided (costs and billing)</li> <li>• The practical and commercial consequences of poor client care</li> <li>• The importance of practical and commercial issues that may affect legal advice</li> </ul> <p><b>Understand the financial requirements in relation to the provision of legal services:</b></p>	<p><b>5.1 Demonstrate an understanding of the business environment of a legal practice or organisation</b></p> <ul style="list-style-type: none"> <li>• Identify the business and legal environment in which you work</li> <li>• Identify and explain the aims and objectives of the practice/organisation in which you work</li> <li>• Explain how you keep the aims and objectives of the practice/organisation in mind through your working practices</li> </ul> <p><b>5.2 Evaluate the risks, costs and benefits of alternative courses of action to the business</b></p> <p><i>This outcome relates to the risks, costs and benefits to the business.</i></p> <ul style="list-style-type: none"> <li>• Identify alternative courses of action which arise in your work, which may have different impacts on the practice/organisation in which you work</li> <li>• Explain how and why you have chosen one method of working over another in the context of understanding the business environment</li> <li>• Provide practical evidence of choosing one option over another</li> </ul>
Professional conduct	<p><b>6.1a Understand professional conduct issues arising in practice</b></p> <p>Learners must have an understanding of the CILEx Code of Conduct.</p> <ul style="list-style-type: none"> <li>• Know and understand the CILEx Code of Conduct</li> <li>• Explain the major professional conduct aspects of the SRA and other relevant codes of conduct, including the requirements around money laundering and the</li> </ul>	<p><b>6.1 Apply the rules of professional conduct appropriately to relevant situations</b></p> <ul style="list-style-type: none"> <li>• Identify the most recent CILEx Code of Conduct and other applicable conduct rules to any matter you are dealing with, including any ethical dilemmas</li> <li>• Identify how you will act in accordance with the rules</li> <li>• Apply these rules of professional conduct to your work</li> <li>• Provide evidence which supports active application of the rules of professional conduct to your work</li> </ul>



	<p>risk of fraud</p> <ul style="list-style-type: none"> <li>• Describe those professional organisations within their area of practice and the benefit of membership of such organisations</li> </ul> <p><b>6.1b Demonstrate awareness of the ethical issues and the objectives underpinning legal regulations</b></p> <p><b>Understand how to:</b></p> <ul style="list-style-type: none"> <li>• Identify relevant ethical issues and the consequences that flow from them</li> <li>• Identify the principles arising from ethical issues and explain their relationship with the rules of professional conduct</li> <li>• Use the CILEx Code of Conduct</li> <li>• Use other relevant codes of conduct</li> <li>• Identify those professional organisations within their area of practice and the benefit of membership of such organisations</li> </ul> <p><b>6.2 Understand the importance of client care within legal practice</b></p> <ul style="list-style-type: none"> <li>• Explain the SRA Code of Conduct rules on client care</li> <li>• Explain The Law Society’s guidance on client care</li> <li>• Explain the sound business reasons for good client care</li> </ul> <p>Each L6 legal practice unit is structured around the taking of client instructions and the giving of legal advice.</p> <p><b>6.3 Demonstrate a range of client care behaviours</b></p> <p><b>Understand how to:</b></p>	<p><b>6.2 Provide appropriate information to clients and service users</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the information which must be supplied to clients/service users to comply with professional conduct rules</li> <li>• Provide evidence which demonstrates application of these obligations through the supply of details about client care and complaints handling information to clients/service users</li> </ul> <p><b>6.3 Understand the need to avoid discrimination and promote equality and diversity</b></p> <ul style="list-style-type: none"> <li>• Demonstrate up to date knowledge of current equality legislation</li> <li>• Demonstrate understanding of equality and diversity issues.</li> <li>• Identify issues of culture, disability and diversity and</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explain the rationale underpinning the need to promote equality and diversity</li> <li>• Provide a service for the client that takes into account any personal vulnerability</li> </ul>	<p>demonstrate respect for a range of attitudes and beliefs and where possible apply this to your work.</p> <ul style="list-style-type: none"> <li>• If possible, provide evidence from your work of a situation which demonstrates you avoiding discrimination and promoting equality and diversity</li> </ul>
Self-awareness and development	<p><b>7.1 Undertake self-development</b></p> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to maintain an up-to-date understanding of relevant law, research, policy and/or practice.</li> <li>• How to identify and when to acknowledge when work is beyond their personal competence and capability.</li> </ul>	<p><b>7.1 Evaluate your professional skills and legal knowledge</b></p> <ul style="list-style-type: none"> <li>• Reflect on your performance</li> <li>• Identify what your strengths and weaknesses are in the work you undertake</li> <li>• Identify objectives for development of professional skills and legal knowledge</li> <li>• Plan to address <b>and act upon</b> any areas for improvement</li> <li>• Provide evidence of this reflection on practice</li> </ul> <p><b>7.2 Understand the limitations of your professional skills and knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify where you do not have the skills required to undertake a task</li> <li>• Act to resolve the situation</li> <li>• Provide evidence of the limitation you have identified and the action you took to resolve the situation</li> </ul>
Working with others	<b>8.1 Establish effective working relationships with others</b>	<b>8.1 Establish effective working relationships with others involved in a legal matter</b>

	<p><b>Understand::</b></p> <ul style="list-style-type: none"> <li>• The importance of establishing effective working relationships</li> <li>• How to support colleagues and offer advice and assistance as required.</li> <li>• How to select and provide appropriate information to others as required by law</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of establishing effective working relationships with other professionals involved in the legal matter</li> <li>• Provide evidence of effective working relationships you have with other professionals involved in legal matters that you are dealing with. The evidence should establish two-way communication with other professionals</li> </ul> <p><b>8.2 Demonstrate ability to select and provide appropriate information to others as required by the law</b></p> <ul style="list-style-type: none"> <li>• Identify what information may be legally disclosed to others</li> <li>• Apply the law to ensure you act within the limitations of law</li> <li>• Provide evidence of deciding to disclose (or refusing to disclose) information through the application of the law</li> </ul>
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## APPENDIX 2: On-Programme assessment plan

The purpose of this assessment plan is to provide the following:

1. A guide to the speed at which a learner might be expected to progress through the apprenticeship. The order of progression could be changed by the provider if it does not suit the employer's requirements (within the limits of the regulatory requirements).
2. The 'milestones' that indicate the learner is making progress by building his or her technical knowledge in order to meet the regulatory requirements to be admitted as a Chartered Legal Executive and to be able to pass the end point assessments.
3. The Chartered Institute for Legal Executives is an Approved Regulator under the Legal Services Act 2007 and has devolved regulatory responsibility to CILEx Regulation. CILEx is able to provide professional registration for apprentices both while working through the apprenticeship framework and also once the apprenticeship has been completed. This provides both membership of a professional body and regulation by CILEx Regulation.

Format

The table below indicates the subject content to be assessed in outline, taking into account the regulatory requirements of CILEx Regulation. More guidance can be found in the Day One Outcomes ("DOO") for Fellows (attached at Appendix 1)

Year	Knowledge	Skills	Competencies
<b>1 – Exempted by Paralegal apprenticeship where CILEx units or equivalent can be demonstrated.</b>	L3 CILEx certificate	L3 Client care and Legal research L3 Competence qualification (optional)	Employer/TP training (see DOO document – Appendix 1)
<b>2</b>	L3 CILEx diploma	L3 Competence qualification (optional)	Employer/TP training (see DOO document – Appendix 1)
<b>3: Note apprentice should now be in "qualifying employment"</b>	L6 CILEx exams	L6 Client care and/or Legal research	Employer/TP training (see DOO document – Appendix 1)

<b>4</b>	L6 CILEx diploma	<ul style="list-style-type: none"> <li>• L6 Client care and/or Legal research</li> <li>• WBL Outcomes</li> </ul>	Employer/TP training (see DOO document – Appendix 1)
<b>5: Note cannot progress to Year 5 assessment until CILEx L6 diploma achieved</b>	<ul style="list-style-type: none"> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• WBL Portfolio</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• WBL Portfolio</li> <li>• Case study</li> </ul>

#### Table of on-programme assessment required for professional registration

Year	Knowledge	Skills	Behaviours
<b>1</b>	L3 CILEx certificate	L3 Client care and Legal research	
<b>2</b>	L3 CILEx diploma	L3 Competence qualification (optional)	
<b>3</b>	L6 CILEx exams	L6 Client care and/or Legal research	
<b>4</b>	<ul style="list-style-type: none"> <li>• L6 CILEx diploma</li> <li>• WBL knowledge manual</li> </ul>	<ul style="list-style-type: none"> <li>• L6 Client care and/or Legal research</li> <li>• WBL Outcomes</li> </ul>	
<b>5: Note cannot progress to Year 5 assessment until CILEx L6 diploma achieved</b>	<ul style="list-style-type: none"> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• WBL Portfolio</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• WBL Portfolio</li> <li>• Case study</li> </ul>

NOTE: The definition of qualifying employment is defined as:

1. To be in qualifying employment you must be employed by either:

- an authorised person in private practice;
- an organisation where the employment is subject to supervision by an authorised person employed in duties of a legal nature by that firm, corporation, undertaking, department or office; and

in each case, you must undertake work that is ***wholly of a legal nature*** for at least 20 hours per week.

Completing the knowledge and skills elements of the above framework would enable those who complete the apprenticeship to become Chartered Legal Executives, regulated by CILEx REGULATION, and to achieve nationally recognised qualifications. They could also progress to the solicitor apprenticeship with some exemption from the on-programme requirements, noting that even where the content of this apprenticeship has been mapped to the solicitor competence framework this does not preclude the need for further development to ensure the apprentice can satisfy the end point solicitor assessment (a pre-requisite for admission as a solicitor through this route to qualification).