ST1337/1.0

DRAFT END-POINT ASSESSMENT PLAN FOR THE LIBRARY, INFORMATION, AND KNOWLEDGE PROFESSIONAL APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST1337	7	No

Contents

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the library, information, and knowledge professional apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA. Library, information, and knowledge professional apprentices, their employers and training providers should read this document.

A full-time library, information, and knowledge professional apprentice typically spends 36 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - written project report 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 36 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the written project report with presentation and questioning., the apprentice must submit a written project report scoping document. 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. For the professional discussion underpinned by a portfolio of evidence., the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 5 months	**The grades available for each assessment method are below** Written project report 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
Professional recognition	This apprenticeship aligns with:

	• The Chartered Institute of Library and Information Professionals (CILIP) for Chartered membership.
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 is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 5 months.
The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.
The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a written project report scoping document for the written project report with presentation and questioning. To ensure the written project report allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the written project report's title and scope at the gateway to confirm it is suitable. A brief written project report scoping document must be submitted to the EPAO. It should be no more than 500 words. This needs to show that the written project report will provide the opportunity for the apprentice to cover the KSBs mapped to this assessment method. It is not assessed. The agreed project will present a typical business task, appropriate for demonstrating the skills and knowledge on the standard. The agreed project will be comparable in terms of content and complexity for all apprentices - it is the context within which the knowledge, and skills must be demonstrated that will vary. Each project will take, typically, six months to complete. The project is undertaken and completed on programme and pre-gateway to the EPA. The project itself is not part of the EPA. The project will typically be undertaken on the employer's premises or where this is not practical on the training providers premises.

- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence.

Portfolio of evidence requirements:
The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:

- ➢ workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 5 minutes; the apprentice must be in view and identifiable

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

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

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

The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures 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.

Written project report with presentation and questioning.

Overview

A written project report involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The written project report must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship. The EPAO must confirm that it provides the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The research and project work are completed prior to gateway. The written project report must start after the apprentice has gone through the gateway. The EPAO must refer to the grading descriptors to ensure that written project reports are pitched appropriately.

This assessment method has 2 components:
- written project report

- 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 assessment method is being used because:

- The written project report is the most valid method as it allows the demonstration of professional competence. The written project report will contribute to the employer's business and be part of the apprentices' everyday work, ensuring that they can demonstrate KSBs in practice. Producing a written project report reflects normal practice in the workplace for a library, information, and knowledge professional, 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 written project report 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 written project report based on any of the following:

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

Examples of the types of projects on which a written project report an apprentice could submit include:

- Carry out an analysis of a specific problem or a recurring issue in relation to service delivery. Based on your analysis, consider options for resolving or improving the problem and make a recommendation for next steps. State which stakeholders were consulted and why. Reflect on the challenges you came across, what you learned and how you might do things differently next time.

- Implement an idea or opportunity to improve service delivery. Explain why the improvements were required, how you worked out what improvements were required, which stakeholders were consulted and why, how you went about implementing the improvement, what challenges you encountered, what you learned from the process and how you might go about it differently next time.

- Review an area of current debate or controversy and the impact on professional practice. Identify an area for review and explain why you have chosen this issue. Research this issue and provide a synopsis. Explain what this means for your own professional practice, the wider profession, and your organisation. Make recommendations about how you think you, the profession and your organisation will have to adapt to your chosen issue.

- Develop a business benefit task in relation to service delivery. Identify a project for cost benefit analysis. Plan the project and consult with key stakeholders. Identify the costs of the project and identify the benefits. Analyse the calculations and make recommendations based on your findings.

- Create a research proposal or a scoping document (including following local ethics/GDPR processes as appropriate). Outline your research question, the methodologies, and methods you will use and research plan. Do your research and analyse the results. Outline your recommendations based on your piece of research. Write up an evaluation of the research project, what went well, and what was challenging.

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 written project report's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that written project reports are pitched appropriately.
The written project report output must be in the form of a written report and presentation.

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

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 written 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 written project report and any presentation materials are submitted.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or

choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

Component 1: Written project report

The written project 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 written 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 written project report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the written project 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

- 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 20 minutes and questioning lasting 40 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 written project 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 written project 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

- a flip chart and writing and drawing materials

- a computer

The independent assessor must have at least 2 weeks to review the written 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 written project report components holistically when deciding the grade.

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

- the KSBs demonstrated in the written project report and presentation with questions

- the apprentice's answers to questions

- the grade achieved

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

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.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment 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 is to assess the apprentice's competence against the following themes:

- Knowledge, information, and data management

- Digital tools and software

- Managing stakeholders

- Organisation practice and policies

- Regulation and legislation

- Management practices

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.
The independent assessor must have at least 2 weeks to review the supporting documentation.
The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.
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 6 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

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early (unless in an emergency). The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

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

Written project report with presentation and questioning.

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Knowledge, information, and data management K2 K8 S1 S2 S3 S8 S9 S26 B4	Explains how they source and assess the quality of data and information ensuring it is obtained from reliable and trusted sources. (K2, S2) Outlines the principles of organising information and collection management to enable the selection, organisation and classification of information resources which assist resource discovery. (K8, S8) Synthesises and summarises searched information into a well-organised report that can be presented to stakeholders. (S1, S3, B4) Manages and develops information and reading resources in order to generate and present digital information to assist and inform stakeholders of the service. (S9, S26)	Justifies the sources they use to collate and assess data and information making recommendations on reliable sources. (K2, S2)
Digital tools and software K1 K3 K4 K13 K14 S24 S25 S27	Describes what tools they use to evaluate specialist systems within the organisation to ensure outputs meet stakeholder requirements. (K1, K3) Evaluates their use of tools and techniques used to research, analyse, and critically appraise information that is suitable to be	Critically analyses the use of horizon scanning to identify current and emerging trends in technology and new developments and predict changes to service provision and professional practice. (K13, S24, S27)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	presented to stakeholders. (K4, S25) Describes how they use horizon scanning to identify current and emerging trends in technology and new developments and how these impact on service provision and professional practice. (K13, K14, S24, S27)	
Managing stakeholders K18 S11 B1 B6	Explains how they have used the analysis and evaluation of data and evidence to work collaboratively with stakeholders enabling them to respond on the needs for improvements to service provision. (S11, B6) Identifies who their key stakeholders in the organisation are, and how they role model inclusive behaviour when contributing to organisational goals. (K18, B1)	Justifies their approach to developing and maintaining collaborative stakeholder relationships including how this has contributed to improvements to service provision. (K18, S11, B6)
Management practices K22 K23 K24 S14 S18 S19 S20 B2	Describes the project management tools and techniques they use to lead and contribute to projects that transform and continuously improve services, including the management of budgets. (K22, K24, S14, S20) Outlines how they use risk identification to enable them to analyse problems and provide solutions of how these are managed and mitigate business continuity. (K23, S19) Describes how they use project management techniques to work	Justifies and evidence how their recommendation for improvement has delivered positive outcomes for the organisation and transformed services. (K22, K24, S14, S20)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	flexibly and prioritise tasks. (S18, B2)	

Professional discussion underpinned by a portfolio of evidence.

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Knowledge, information, and data management K5 K6 K9 K10 K27 S4	Describes the negotiation and influencing models they use when managing the lifecycle of knowledge and information assets from identification to preservation. (K9, K27) Outlines the principles of information and knowledge architecture and how they are used to manage the flows within their organisation to meet stakeholder needs. (K5, K6, S4) Explains the principles and approaches they use for information literacy and related literacies, their frameworks, application, and promotion. (K10)	Critically analyses the principles and approaches they use for information literacy and related literacies, their frameworks, application, and promotion. (K10)
Digital tools and software K16 S10	Describes the marketing and promotion tools they used to promote services and how they use specialist library, information, and knowledge systems to manage information. (K16, S10)	None
Managing stakeholders K7 K11 K12	Explains how they have used influencing and negotiating to develop and implement an	Evaluates their use of influencing and negotiation techniques with stakeholders

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
S5 S6 S7 S12 S21 S22	information or knowledge strategy with stakeholders including the shaping and agreement of service aims. (K7, S22) Describes how they use behaviour and teaching methods to develop and design training programmes and materials to enhance and develop stakeholder information literacy skills. (K12, S6) Identifies stakeholder needs for accessing information and assists with their information enquiries, demonstrating facilitation skills to communicate with them. (K11, S5, S21) Uses evidence and data to analyse user needs to design tools and services for stakeholders enabling them to demonstrate their service and profession within the organisation. (S7, S12)	to develop an information or knowledge strategy aimed at enhancing service aims (K7, S22) Justifies the training methods they use to develop and design training programmes and materials and evaluates how they develop stakeholder literacy skills. (K12, S6)
Organisation practice and policies K15 K17 K20 S16 B5	Describes the role of the library, information, and knowledge (LI&K) professional including the impact that ethics and principles have on it and how their role contributes to the delivery of organisation strategy and objectives. (K15, K17) Interprets Equity, Diversity, and Inclusivity (EDI) practices in their organisation and how they take accountability for applying them in line with organisation policies. (K20, S16, B5)	None
Regulation and legislation K19 K21	Interprets the regulatory and legislative practices and procedures that impact on service provision and	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
S15	the importance of their use. (K19, S15) Describes the principles of environmental sustainability and best practice, outlining the impact of these on the service. (K21)	
Management practices K25 K26 S13 S17 S23 B3	Identifies learning and development needs, and improvement opportunities, for themselves and the team, to enable both personal and professional development (K25, B3). Evaluates the coaching and mentoring methods used and why they coach and mentor individuals within their organisation. (K26, S23) Describes how they apply an evidence-based approach to decision making when collaborating on the strategic planning and development of policies and procedures for their organisation. (S13, S17)	Critically analyses stakeholder needs and expectations to predict and influence improvement opportunities and the learning required to support them. (K25, K26, S23, B3)

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

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

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

If the apprentice fails one assessment method or more, 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 EPA 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.

WRITTEN PROJECT REPORT WITH PRESENTATION AND QUESTIONING.	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE.	OVERALL GRADING
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Distinction
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they 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. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should 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.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 4 weeks to rework and submit the amended report.

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.

The 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: • complete on-programme training to meet the KSBs as outlined in the apprenticeship 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 • prepare for and undertake the EPA including meeting all gateway requirements
Employer	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • 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 apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with 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 appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place

ROLES	RESPONSIBILITIES
	• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments
	• remain independent from the delivery of the EPA
	• pass the certificate to the apprentice upon receipt

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 apprenticeship provider and assessment register
	
	 • conform to the requirements of the external quality assurance provider (EQAP)
	
	 • understand the apprenticeship including the occupational standard and EPA plan
	
	 • make all necessary contractual arrangements including agreeing the price of the EPA
	
	 • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material
	
	 • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover:
	
	      o apprentices
	      o employers
	      o independent assessors
	      o any other roles involved in delivery or grading of the EPA
	
	 • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
	
	 • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan
	
	 • appoint administrators, invigilators and any other roles where required to facilitate the EPA
	
	 • deliver induction, initial and on-going training for all their independent assessors and any other roles

ROLES	RESPONSIBILITIES
	involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	As a minimum, an independent assessor must: • be independent, with no conflict of interest with the apprentice, their employer or training provider,

ROLES	RESPONSIBILITIES
	specifically, they must not receive a personal benefit or detriment from the result of the assessment
	• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation
	• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan
	• understand the apprenticeship's occupational standard and EPA plan
	• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year
	• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship
	• work with other personnel, where used, in the preparation and delivery of assessment methods
	• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan
	• make final grading decisions in line with this EPA plan
	• record and report assessment outcome decisions
	• comply with the IQA requirements of the EPAO
	• comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must:
	• conform to the requirements of the apprenticeship provider and assessment register
	• ensure procedures are in place to mitigate against any conflict of interest
	• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard
	• deliver training to the apprentice as outlined in their apprenticeship agreement
	• monitor the apprentice's progress during any training provider led on-programme learning
	• ensure the apprentice is prepared for the EPA
	• work with the employer to select the EPAO

ROLES	RESPONSIBILITIES
	- advise the employer, upon request, on the apprentice's readiness for EPA - ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan - 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 the strategies, policies, and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 7 gained in the last 3 years or significant experience of the occupation or sector

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

This apprenticeship aligns with:

- The Chartered Institute of Library and Information Professionals (CILIP) for Chartered membership.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 Specialist library, information, and knowledge systems and how to evaluate them within the context of their organisation needs.	Written project report with presentation and questioning.
K2 Sources of up-to-date and reliable data and information from trusted bodies and how to assess their quality.	Written project report with presentation and questioning.
K3 The tools and information retrieval techniques used for discovering information and for evaluating the quality of outputs to meet stakeholder requirements.	Written project report with presentation and questioning.
K4 Techniques and tools for research, analysis, and critical appraisal.	Written project report with presentation and questioning.
K5 Principles of information and knowledge architecture.	Professional discussion underpinned by a portfolio of evidence.
K6 Information and knowledge flows within their organisation.	Professional discussion underpinned by a portfolio of evidence.
K7 How to write and implement an information or knowledge strategy through influencing and negotiating with stakeholders.	Professional discussion underpinned by a portfolio of evidence.
K8 Principles of organising information and collection management, such as classification systems, taxonomies, and metadata.	Written project report with presentation and questioning.
K9 Procedures to manage the lifecycle of knowledge and information assets from identification through to preservation.	Professional discussion underpinned by a portfolio of evidence.
K10 The principles and approaches of information literacy and related literacies, their frameworks, application, and promotion.	Professional discussion underpinned by a portfolio of evidence.
K11 Stakeholder needs and how they access and use information.	Professional discussion underpinned by a portfolio of evidence.

KNOWLEDGE	ASSESSMENT METHODS
K12 User behaviour and the use of teaching methods to enhance user information literacy skills.	Professional discussion underpinned by a portfolio of evidence.
K13 Current and emerging trends in technology and the impact on service provision and professional practice.	Written project report with presentation and questioning.
K14 Best practice and latest developments in the wider information and knowledge professions.	Written project report with presentation and questioning.
K15 Ethics and principles that impact on the role of the library, information, and knowledge (LI&K) professional and implications for practice within the organisation.	Professional discussion underpinned by a portfolio of evidence.
K16 Marketing and promotion tools and techniques to promote services.	Professional discussion underpinned by a portfolio of evidence.
K17 The role of the library, information, and knowledge (LI&K) professional and how it contributes to the delivery of organisation strategy and objectives.	Professional discussion underpinned by a portfolio of evidence.
K18 The key stakeholders within the organisation and how they interact to contribute to the wider organisational goals.	Written project report with presentation and questioning.
K19 The international legislative environment and relevant regulatory requirements such as General Data Protection Regulation (GDPR), Copyright, Intellectual Property (IP) and their impact on professional practice and service provision in the organisation.	Professional discussion underpinned by a portfolio of evidence.
K20 Equity, Diversity, and Inclusivity (EDI) and its application in the workplace and service practice.	Professional discussion underpinned by a portfolio of evidence.
K21 The principles of environmental sustainability, legislation and best practice and its impact on the service.	Professional discussion underpinned by a portfolio of evidence.

KNOWLEDGE	ASSESSMENT METHODS
K22 Project management tools and techniques.	Written project report with presentation and questioning.
K23 Risk identification, management, and mitigation for business continuity.	Written project report with presentation and questioning.
K24 Financial planning, budget management, procurement, and contract management.	Written project report with presentation and questioning.
K25 Leadership and management practice, staff development and ethical leadership.	Professional discussion underpinned by a portfolio of evidence.
K26 Coaching and mentoring methods.	Professional discussion underpinned by a portfolio of evidence.
K27 Negotiation and influencing models and techniques.	Professional discussion underpinned by a portfolio of evidence.
SKILL	**ASSESSMENT METHODS**
S1 Search, critically appraise, synthesise, and summarise data, information, or knowledge.	Written project report with presentation and questioning.
S2 Identify reliable and trusted information sources.	Written project report with presentation and questioning.
S3 Write reports and present information for stakeholders.	Written project report with presentation and questioning.
S4 Identify resources and information to meet stakeholder needs.	Professional discussion underpinned by a portfolio of evidence.
S5 Assist stakeholders with information enquiries and research needs.	Professional discussion underpinned by a portfolio of evidence.
S6	Professional discussion underpinned by a portfolio of evidence.

KNOWLEDGE	ASSESSMENT METHODS
Design and develop training programmes and materials to facilitate the development of information and related literacies for stakeholders.	
S7 Analyse user needs to design tools and services for stakeholders.	Professional discussion underpinned by a portfolio of evidence.
S8 Select, organise and classify information resources to assist resource discovery.	Written project report with presentation and questioning.
S9 Manage and develop information, data and reading resources.	Written project report with presentation and questioning.
S10 Use specialist library, information, and knowledge systems to manage information.	Professional discussion underpinned by a portfolio of evidence.
S11 Analyse and evaluate evidence and data to respond to stakeholder needs to improve service provision.	Written project report with presentation and questioning.
S12 Use evidence and data to demonstrate their service and profession within the organisation and to stakeholders.	Professional discussion underpinned by a portfolio of evidence.
S13 Apply an evidenced-based approach to decision-making and development of policies and procedures.	Professional discussion underpinned by a portfolio of evidence.
S14 Contribute to projects and the transformation of library and information services across organisational boundaries such as those impacted by targets.	Written project report with presentation and questioning.
S15 Manage and use relevant regulatory requirements such as General Data Protection Regulation (GDPR), Copyright, Intellectual Property (IP) for service provision.	Professional discussion underpinned by a portfolio of evidence.
S16 Apply Equity, Diversity, and Inclusivity (EDI) practices in line with organisation policies.	Professional discussion underpinned by a portfolio of evidence.

KNOWLEDGE	ASSESSMENT METHODS
S17 Collaborate on the strategic planning for their organisation such as objective setting and business planning.	Professional discussion underpinned by a portfolio of evidence.
S18 Use project management techniques to prioritise tasks.	Written project report with presentation and questioning.
S19 Able to analyse problems and provide solutions.	Written project report with presentation and questioning.
S20 Lead projects or elements of projects to implement change or continuous improvement of their service.	Written project report with presentation and questioning.
S21 Communicate with stakeholders using liaison and facilitation skills.	Professional discussion underpinned by a portfolio of evidence.
S22 Influence and negotiate with stakeholders to shape and agree service aims.	Professional discussion underpinned by a portfolio of evidence.
S23 Coach and mentor individuals within their organisation.	Professional discussion underpinned by a portfolio of evidence.
S24 Use horizon scanning to research and implement new developments in the profession within the organisational context.	Written project report with presentation and questioning.
S25 Present information and data to stakeholders.	Written project report with presentation and questioning.
S26 Generate, manipulate, and present digital information to assist and inform users and stakeholders of the service.	Written project report with presentation and questioning.
S27 Identify the impact of technology on service provision and professional practice.	Written project report with presentation and questioning.

BEHAVIOUR	ASSESSMENT METHODS
B1 Role models ethical and inclusive behaviours and practices.	Written project report with presentation and questioning.
B2 Works flexibly and creatively adapts to circumstances.	Written project report with presentation and questioning.
B3 Seeks learning opportunities and continuous professional development for self.	Professional discussion underpinned by a portfolio of evidence.
B4 Takes responsibility, shows initiative, and is organised.	Written project report with presentation and questioning.
B5 Takes personal accountability aligned to clear professional values.	Professional discussion underpinned by a portfolio of evidence.
B6 Works collaboratively with others across the organisation and external stakeholders.	Written project report with presentation and questioning.

Mapping of KSBs to grade themes

Written project report with presentation and questioning.

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Knowledge, information, and data management K2 K8 S1 S2 S3 S8 S9 S26 B4	Sources of up-to-date and reliable data and information from trusted bodies and how to assess their quality. (K2) Principles of organising information and collection management, such as classification systems, taxonomies, and metadata. (K8)	Search, critically appraise, synthesise, and summarise data, information, or knowledge. (S1) Identify reliable and trusted information sources. (S2) Write reports and present information for stakeholders. (S3) Select, organise, and classify information resources to assist resource discovery. (S8) Manage and develop information, data and reading resources. (S9) Generate, manipulate, and present digital information to assist and inform users and stakeholders of the service. (S26)	Takes responsibility, shows initiative, and is organised. (B4)
Digital tools and software K1 K3 K4 K13 K14 S24 S25 S27	Specialist library, information, and knowledge systems and how to evaluate them within the context of their organisation needs. (K1) The tools and information retrieval techniques used for discovering information and for evaluating the	Use horizon scanning to research and implement new developments in the profession within the organisational context. (S24) Present information and data to stakeholders. (S25) Identify the impact of technology on service	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	quality of outputs to meet stakeholder requirements. (K3) Techniques and tools for research, analysis, and critical appraisal. (K4) Current and emerging trends in technology and the impact on service provision and professional practice. (K13) Best practice and latest developments in the wider information and knowledge professions. (K14)	provision and professional practice. (S27)	
Managing stakeholders K18 S11 S18 B1 B2 B6	The key stakeholders within the organisation and how they interact to contribute to the wider organisational goals. (K18)	Analyse and evaluate evidence and data to respond to stakeholder needs to improve service provision. (S11) Use project management techniques to prioritise tasks. (S18)	Role models ethical and inclusive behaviours and practices. (B1) Works flexibly and creatively adapts to circumstances. (B2) Works collaboratively with others across the organisation and external stakeholders. (B6)
Management practices K22 K23 K24 S14 S19 S20	Project management tools and techniques. (K22) Risk identification, management, and mitigation for business continuity. (K23)	Contribute to projects and the transformation of library and information services across organisational boundaries such as those impacted by targets. (S14)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	Financial planning, budget management, procurement, and contract management. (K24)	Able to analyse problems and provide solutions. (S19) Lead projects or elements of projects to implement change or continuous improvement of their service. (S20)	

Professional discussion underpinned by a portfolio of evidence.

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Knowledge, information, and data management K5 K6 K9 K10 K27 S4	Principles of information and knowledge architecture. (K5) Information and knowledge flows within their organisation. (K6) Procedures to manage the lifecycle of knowledge and information assets from identification through to preservation. (K9) The principles and approaches of information literacy and related literacies, their frameworks, application, and promotion. (K10) Negotiation and influencing models and techniques. (K27)	Identify resources and information to meet stakeholder needs. (S4)	None
Digital tools and software K16 S10	Marketing and promotion tools and techniques to promote services. (K16)	Use specialist library, information, and knowledge systems to manage information. (S10)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Managing stakeholders K7 K11 K12 S5 S6 S7 S12 S21 S22	How to write and implement an information or knowledge strategy through influencing and negotiating with stakeholders. (K7) Stakeholder needs and how they access and use information. (K11) User behaviour and the use of teaching methods to enhance user information literacy skills. (K12)	Assist stakeholders with information enquiries and research needs. (S5) Design and develop training programmes and materials to facilitate the development of information and related literacies for stakeholders. (S6) Analyse user needs to design tools and services for stakeholders. (S7) Use evidence and data to demonstrate their service and profession within the organisation and to stakeholders. (S12) Communicate with stakeholders using liaison and facilitation skills. (S21) Influence and negotiate with stakeholders to shape and agree service aims. (S22)	None
Organisation practice and policies K15 K17 K20 S16 B5	Ethics and principles that impact on the role of the library, information, and knowledge (LI&K) professional and implications for practice within the organisation. (K15) The role of the library, information, and knowledge (LI&K) professional and how	Apply Equity, Diversity, and Inclusivity (EDI) practices in line with organisation policies. (S16)	Takes personal accountability aligned to clear professional values. (B5)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	it contributes to the delivery of organisation strategy and objectives. (K17) Equity, Diversity, and Inclusivity (EDI) and its application in the workplace and service practice. (K20)		
Regulation and legislation K19 K21 S15	The international legislative environment and relevant regulatory requirements such as General Data Protection Regulation (GDPR), Copyright, Intellectual Property (IP) and their impact on professional practice and service provision in the organisation. (K19) The principles of environmental sustainability, legislation and best practice and its impact on the service. (K21)	Manage and use relevant regulatory requirements such as General Data Protection Regulation (GDPR), Copyright, Intellectual Property (IP) for service provision. (S15)	None
Management practices K25 K26 S13 S17 S23 B3	Leadership and management practice, staff development and ethical leadership. (K25) Coaching and mentoring methods. (K26)	Apply an evidenced-based approach to decision-making and development of policies and procedures. (S13) Collaborate on the strategic planning for their organisation such as objective setting and business planning. (S17) Coach and mentor individuals within their organisation. (S23)	Seeks learning opportunities and continuous professional development for self. (B3)
KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR

Supporting information

External quality assurance

Option selected: Ofqual

Involved employers

HEE Library and Knowledge Services (LKS) North; Barts Health NHS Trust; National Institute for Health and Care Excellence; Libraries unlimited; Lancashire County Council; Jersey Library; Suffolk Libraries; University of the West of England; The Bodleian Libraries; University of East London; University of West London; Barnsley College; British Library; Ripley Lancashire School; Ministry of Defence; Farrer & Co