DRAFT END-POINT ASSESSMENT PLAN FOR THE RECRUITER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST1421	3	No

Contents

Introduction and overview

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

Recruiter apprentices, their employers and training providers should read this document. A full-time recruiter apprentice typically spends 18 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 EPA should be completed within an EPA period lasting typically 3 months. 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 - presentation with questions:
- 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 18 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 is occupationally competent. 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 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 3 months	**The grades available for each assessment method are below** Presentation with questions: • 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 British Institute of Recruiters for Certified Agency Recruiter (BIOR Cert 3) and Specialist in Talent Acquisition and Retention for in-house recruiters (STAR) This apprenticeship aligns with: • The Recruitment and Employment Confederation for Affiliate member
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 3 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 is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. 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 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 the professional discussion. 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 10 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.

Gateway evidence must be submitted to the EPAO, along with 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.

Presentation with questions

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

Rationale
This assessment method is being used because:

- it assesses understanding of a subject

- setting the presentation title post-gateway ensures the reliability and validity of the EPA, and allows the independent assessor to prepare appropriate questions pertinent to the presentation.

- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation

- it provides the opportunity to use authentic workplace contexts, which increases assessment validity in relation to the occupational role

- it allows for the presentation of evidence and testing of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery
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. An independent assessor must conduct and assess the presentation with questions.

The apprentice will be given their presentation subject post gateway by the EPAO. Following a discussion with the employer, the apprentice will be given their presentation subject post gateway by the EPAO. The presentation will be based on one of the following subjects:

- Effectively managing stakeholder relationships during a challenging recruitment campaign.

- Utilising technology and software tools to support a recruitment campaign and meet stakeholder requirements.

- Effectively implementing strategies for increasing talent and client pipelines.

- Implementing strategies that have resulted in more sustainable and greener methods of working within recruitment activities and their area of responsibility.

- Methods and techniques for utilising networking and marketing tools to attract more candidates when sourcing vacancies.

As well as the above subjects, the EPAO can add further subject areas after consultation with the employer, provided they cover the relevant KSBs and give adequate opportunity for the apprentice to meet the required 'pass' and 'distinction' grading criteria.

The EPAO will take steps to ensure the apprentice is given a presentation subject, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship.
The presentation must cover the following themes:

- Recruitment processes

- Stakeholder engagement and management

- Organisational strategy

- Technology and software

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.
Once the apprentice has been given the presentation subject by the independent assessor, they will have up to 6 weeks to complete their presentation and any supporting materials. The apprentice must submit any presentation materials to the EPAO by the end of week 7 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 any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment. The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required

- to assess the level of competence against the grading descriptors

The presentation and questions must last 50 minutes. This will typically include a presentation of 20 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.
The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:
- the KSBs demonstrated
- 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 presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.
The presentation with 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.
The EPAO must produce the following materials to support the presentation with questions:

- independent assessor EPA materials which include:

  o training materials

  o administration materials

  o moderation and standardisation materials

  o guidance materials

  o grading guidance

  o 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 assesses KSBs holistically and objectively

- it allows for the assessment of KSBs that do not occur on a predictable or regular basis

- it allows for assessment of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

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 against the following themes:

- Stakeholder engagement and management

- Recruitment market and models

- Organisational strategy

- Policy, regulations, and legislation

- Recruitment processes

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

Presentation with questions

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
Recruitment processes K4 K10 K12 K13 K18 S2 S5 S6 S10 B3	Describes their approach to managing the recruitment, assessment, and selection process for candidates to support them throughout the recruitment lifecycle, including those who require reasonable adjustments. (K4, K18, S10) Outlines the techniques and networking and marketing tools they use when sourcing vacancies and candidates in line with stakeholder requirements and organisational policies and procedures, and how they research, identify, and attract candidates using methods to satisfy job requirements. (K10, K13, S2, S6) Explains how they take accountability and ownership of their tasks and workload when creating, planning, managing, and monitoring the performance of recruitment campaigns to meet stakeholder requirements. (K12, S5, B3)	Assesses their approach to managing the recruitment, assessment, and selection process for candidates, making recommendations for how they can enhance support for candidates throughout the recruitment lifecycle. (K14, K18, S10) Evaluates the candidate sourcing techniques and tools used by their organisation and how they can be improved to attract more candidates when sourcing vacancies. (K10, K13, S2, S6)
Stakeholder engagement and management K1 K14 S3 S12 S13 B4	Explains how they develop, manage, and maintain relationships with stakeholders, engaging them to review recruitment processes and services to identify opportunities to improve their own performance and ensure continuous improvement. (K1, K14, S3, S12, S13, B4)	Evaluates the extent to which continuous improvement has improved recruitment processes, services and stakeholder engagement, and their own performance. (K1, K14, S3, S12, S13, B4)

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
Organisational strategy K21 K22 K23 S19 S21	Explains how they plan and prioritise activities and allocate and manage resources within budget requirements to meet the organisation's recruitment strategy and processes and increase talent and client pipelines. (K21, K22, S21) Demonstrates how they utilise ethical and sustainable recruitment strategies, processes and working practices to identify and apply sustainable and greener methods of working. (K23, S19)	Evaluates the extent to which their planning and prioritising of activities and management of resources has increased talent and client pipelines. (K21, K22, S21)
Technology and software K19 S15	Explains how they ensure compliance with organisation and legislation requirements when using technology and software tools to manage information and recruitment activities. (K19, S15)	None

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
Stakeholder engagement and management K3 K15 K16 K17 K25 S11 S22 B1	Outlines the negotiating and influencing techniques they use to help support stakeholder requirements, including sales and marketing activities. (K3, K15, K16) Explains the different methods and media they use to facilitate understanding when communicating information and interacting with candidates	Evaluates the extent to which their negotiating and influencing techniques have helped to support stakeholder requirements, including sales and marketing activities. (K3, K15, K16) Assesses the impact of the methods and media they have used to communicate and interact with stakeholders and candidates,

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
	and other stakeholders. (K17, S11) Demonstrates how they follow their organisation's complaint handling process and act professionally, ethically and with integrity when responding to, and when escalating stakeholder complaints. (K25, S22, B1)	suggesting improvements to facilitate understanding. (K17, S11)
Recruitment market and models K2 K5 S1	Describes the different types of recruitment organisations and models and how these impact on their brand and service offering when identifying, progressing, and converting leads into new candidates, placements, or clients. (K2, K5, S1)	None
Organisational strategy K7 K8 K20 S17 S20	Explains the impact of the organisation's resource strategy and goals on their role and the principles they use to assess labour market conditions and identify and maximise opportunities to support the organisation's business strategy. (K8, K20, S20) Explains the external influences on the recruitment market and how they identify future changes in the sector that may impact the organisation. (K7, S17)	Evaluates the extent to which they have been able to identify and maximise opportunities to support the organisation's business strategy through their approach to assessing labour market conditions. (K8, K20, S20)
Policy, regulations, and legislation K6 K24 S4 S16 S18 B2	Explains their approach to challenging and escalating poor practice and non-compliance with the recruitment process, and how they advise	Evaluates their approach to supporting and promoting equity, diversity, and inclusion in terms of impact on organisational culture

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
	stakeholders on the practical application of regulation and legislation relevant to their work within the organisation. (K6, S4, S16) Explains how they interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and how they monitor their impact on the organisation and recruitment activities. (K24, S18, B2)	and recruitment activities. (K24, S18, B2)
Recruitment processes K9 K11 S7 S8 S9 S14 B5	Describes the principles and techniques they use to assess candidates when placing them into roles that match their skills and stakeholder requirements, including how they work flexibly and adapt to changing circumstances. (K11, S14, B5) Demonstrates how they process, review and progress candidate applications to create and present a shortlist of candidates to stakeholders, and how they inform and advise candidates on the outcome of their application. (K9, S7, S8, S9)	Justifies the selection of techniques they use to assess candidates in terms of successfully placing them into roles that match their skills and stakeholder requirements. (K11, S14) Evaluates the processes they have used to progress candidate applications to present a shortlist of candidates to stakeholders and makes recommendations on how they can be adapted to improve the candidate experience for those who have been unsuccessful. (K9, S7, S8, S9)

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the presentation with questions 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 a distinction overall, the apprentice must achieve a distinction in all assessment methods by meeting all the distinction descriptors.
Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PRESENTATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Fail	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
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 presentation assessment method they will need to be given a new subject to present on.

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 if they need to re-sit or re-take one or more assessment methods, 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 a 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.

Special considerations

The EPAO must have special consideration arrangements for the EPA.
This should include:
- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations 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 5 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 British Institute of Recruiters for Certified Agency Recruiter (BIOR Cert 3) and Specialist in Talent Acquisition and Retention for in-house recruiters (STAR)

This apprenticeship aligns with:

- The Recruitment and Employment Confederation for Affiliate member

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 Types of stakeholders, including candidates, clients, internal teams, and colleagues.	Presentation with questions
K2 Different types of recruitment organisation, including their own organisation's brand and service offering.	Professional discussion underpinned by a portfolio of evidence
K3 Stakeholder requirements, for example consultation, salary benchmarking, market trends analysis, competitor analysis, sourcing candidates and or job roles.	Professional discussion underpinned by a portfolio of evidence
K4 Recruitment processes, techniques, and stages of the recruitment lifecycle.	Presentation with questions
K5 Recruitment models, including permanent, temporary, fixed term, managed service provider (MSP) contracts, and recruitment process outsourcing (RPO) contracts.	Professional discussion underpinned by a portfolio of evidence
K6 Regulations, legislation, and codes of practice that impact their role and the organisation, and the implications of non-compliance, including data protection, the Employment Agencies Act and the Equality Act.	Professional discussion underpinned by a portfolio of evidence
K7 External influences on the recruitment market, including social, economic, legislative, political, and technology.	Professional discussion underpinned by a portfolio of evidence
K8 Principles of assessing labour market conditions, including identifying shortages for specific roles and demand for candidates with transferrable skills to move from the legacy carbon economy into green economy jobs.	Professional discussion underpinned by a portfolio of evidence
K9 Methods used for assessing candidates, for example planning and facilitating assessment centres, interview panels, informal telephone conversations, and how to support the candidate experience, including those requiring reasonable adjustments.	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
K10 Candidate sourcing techniques, including how to research, identify and attract candidates using methods to satisfy job requirements.	Presentation with questions
K11 Principles and techniques of candidate assessment, including assessing transferable skills to fulfil stakeholder requirements, for example to identify candidates with skills that could transfer into new green economy jobs.	Professional discussion underpinned by a portfolio of evidence
K12 How to create and manage recruitment campaigns to meet stakeholder requirements.	Presentation with questions
K13 The use of networking and marketing tools in recruitment activities, for example meetings, social media, job fairs, exhibitions, events, advertisements, job boards and online.	Presentation with questions
K14 How to develop, maintain and improve relationships with stakeholders.	Presentation with questions
K15 Sales and marketing activities that support stakeholder requirements.	Professional discussion underpinned by a portfolio of evidence
K16 Negotiating and influencing techniques.	Professional discussion underpinned by a portfolio of evidence
K17 Methods for communicating information and interacting with candidates and other stakeholders to facilitate understanding, for example face-to-face or online meetings, emails, reports, and presentations.	Professional discussion underpinned by a portfolio of evidence
K18 Managing and supporting candidates through the recruitment lifecycle, including onboarding, providing advice and aftercare.	Presentation with questions
K19 Technology and software tools used to support recruitment management activities, for example Artificial Intelligence (AI).	Presentation with questions

KNOWLEDGE	ASSESSMENT METHODS
K20 The organisation's resource strategy and goals, and how this impacts their role.	Professional discussion underpinned by a portfolio of evidence
K21 Recruitment budgets and how these fit into the organisation's business strategy.	Presentation with questions
K22 How to plan and prioritise activities to meet the organisation's recruitment strategy and processes, including allocating and managing resources throughout the recruitment life cycle and methods for increasing talent and client pipelines.	Presentation with questions
K23 Ethical and sustainable recruitment strategies, processes and working practices.	Presentation with questions
K24 Principles and policies of equity, diversity and inclusion in the workplace, and their impact on the organisation and recruitment activities.	Professional discussion underpinned by a portfolio of evidence
K25 The complaint handling process for their organisation.	Professional discussion underpinned by a portfolio of evidence
SKILL	**ASSESSMENT METHODS**
S1 Identify, progress, and convert leads into new candidates, placements, or clients.	Professional discussion underpinned by a portfolio of evidence
S2 Source vacancies in line with stakeholder requirements and organisational policies and procedures.	Presentation with questions
S3 Manage and maintain stakeholder relationships and their role within the recruitment process.	Presentation with questions
S4 Interpret and apply regulation and legislation, share best practice, and advise stakeholders on their application.	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
S5 Plan and manage recruitment campaigns to attract candidates, including agreeing objectives with stakeholders and monitoring performance.	Presentation with questions
S6 Research, identify and attract candidates using methods to satisfy job requirements, including those with transferrable skills to move from the legacy carbon economy to green economy jobs.	Presentation with questions
S7 Process, review, and progress candidate applications.	Professional discussion underpinned by a portfolio of evidence
S8 Create and present diverse short lists of candidates to stakeholders.	Professional discussion underpinned by a portfolio of evidence
S9 Inform and advise candidates on the outcome of their application at the individual stages of the recruitment process, including those that have been unsuccessful.	Professional discussion underpinned by a portfolio of evidence
S10 Manage the recruitment and selection process for candidates, including those who require reasonable adjustments.	Presentation with questions
S11 Communicate information through different media, for example face-to-face or online meetings, emails, reports, and presentations.	Professional discussion underpinned by a portfolio of evidence
S12 Engage with stakeholders to review recruitment processes and identify opportunities for continuous improvement and improving own performance.	Presentation with questions
S13 Review services provided and implemented improvements based on stakeholder feedback.	Presentation with questions
S14 Place candidates into roles that match their skills and stakeholder requirements.	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
S15 Use technology and software tools to manage information, ensuring compliance with organisation and legislation requirements.	Presentation with questions
S16 Challenge poor practice and non-compliance with the recruitment process and escalate where appropriate.	Professional discussion underpinned by a portfolio of evidence
S17 Identify future changes in the sector that may impact the organisation, for example technology advances.	Professional discussion underpinned by a portfolio of evidence
S18 Interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and monitor their impact on recruitment activities.	Professional discussion underpinned by a portfolio of evidence
S19 Identify and apply sustainable and greener methods of working, for example reducing energy and paper consumption, managing diaries to reduce carbon emissions (hold virtual meetings or attend multiple external meetings on the same day), considering greener options when booking venues for assessment centres or planning recruitment campaigns.	Presentation with questions
S20 Identify and maximise opportunities to support the organisation's business strategy, for example growing client or candidate pipelines.	Professional discussion underpinned by a portfolio of evidence
S21 Manage resources within budget requirements.	Presentation with questions
S22 Respond to stakeholder complaints and escalate where appropriate.	Professional discussion underpinned by a portfolio of evidence
BEHAVIOUR	**ASSESSMENT METHODS**
B1 Acts professionally, ethically and with integrity.	Professional discussion underpinned by a portfolio of evidence
B2	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
Supports an inclusive culture, treating colleagues, candidates, and external stakeholders fairly and with respect.	
B3 Takes accountability and ownership of their tasks and workload.	Presentation with questions
B4 Seeks learning opportunities and continuous professional development.	Presentation with questions
B5 Works flexibly and adapts to changing circumstances.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Presentation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Recruitment processes K4 K10 K12 K13 K18 S2 S5 S6 S10 B3	Recruitment processes, techniques, and stages of the recruitment lifecycle. (K4) Candidate sourcing techniques, including how to research, identify and attract candidates using methods to satisfy job requirements. (K10) How to create and manage recruitment campaigns to meet stakeholder requirements. (K12) The use of networking and marketing tools in recruitment activities, for example meetings, social media, job fairs, exhibitions, events, advertisements, job boards and online. (K13) Managing and supporting candidates through the recruitment lifecycle, including onboarding, providing advice and aftercare. (K18)	Source vacancies in line with stakeholder requirements and organisational policies and procedures. (S2) Plan and manage recruitment campaigns to attract candidates, including agreeing objectives with stakeholders and monitoring performance. (S5) Research, identify and attract candidates using methods to satisfy job requirements, including those with transferrable skills to move from the legacy carbon economy to green economy jobs. (S6) Manage the recruitment and selection process for candidates, including those who require reasonable adjustments. (S10)	Takes accountability and ownership of their tasks and workload. (B3)
Stakeholder engagement and management K1 K14 S3 S12 S13 B4	Types of stakeholders, including candidates, clients, internal teams and colleagues. (K1) How to develop, maintain and improve relationships with stakeholders. (K14)	Manage and maintain stakeholder relationships and their role within the recruitment process. (S3) Engage with stakeholders to review recruitment processes and identify opportunities for continuous improvement	Seeks learning opportunities and continuous professional development. (B4)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		and improving own performance. (S12) Review services provided and implemented improvements based on stakeholder feedback. (S13)	
Organisational strategy K21 K22 K23 S19 S21	Recruitment budgets and how these fit into the organisation's business strategy. (K21) How to plan and prioritise activities to meet the organisation's recruitment strategy and processes, including allocating and managing resources throughout the recruitment life cycle and methods for increasing talent and client pipelines. (K22) Ethical and sustainable recruitment strategies, processes and working practices. (K23)	Identify and apply sustainable and greener methods of working, for example reducing energy and paper consumption, managing diaries to reduce carbon emissions (hold virtual meetings or attend multiple external meetings on the same day), considering greener options when booking venues for assessment centres or planning recruitment campaigns. (S19) Manage resources within budget requirements. (S21)	None
Technology and software K19 S15	Technology and software tools used to support recruitment management activities, for example Artificial Intelligence (AI). (K19)	Use technology and software tools to manage information, ensuring compliance with organisation and legislation requirements. (S15)	None

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Stakeholder engagement and management K3 K15 K16 K17 K25 S11 S22 B1	Stakeholder requirements, for example consultation, salary benchmarking, market trends analysis, competitor analysis, sourcing candidates and or job roles. (K3) Sales and marketing activities that support stakeholder requirements. (K15) Negotiating and influencing techniques. (K16) Methods for communicating information and interacting with candidates and other stakeholders to facilitate understanding, for example face-to-face or online meetings, emails, reports, and presentations. (K17) The complaint handling process for their organisation. (K25)	Communicate information through different media, for example face-to-face or online meetings, emails, reports, and presentations. (S11) Respond to stakeholder complaints and escalate where appropriate. (S22)	Acts professionally, ethically and with integrity. (B1)
Recruitment market and models K2 K5 S1	Different types of recruitment organisation, including their own organisation's brand and service offering. (K2) Recruitment models, including permanent, temporary, fixed term, managed service provider (MSP) contracts, and recruitment process outsourcing (RPO) contracts. (K5)	Identify, progress, and convert leads into new candidates, placements, or clients. (S1)	None
Organisational strategy K7 K8 K20	External influences on the recruitment market, including social, economic,	Identify future changes in the sector that may impact the	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
S17 S20	legislative, political, and technology. (K7) Principles of assessing labour market conditions, including identifying shortages for specific roles and demand for candidates with transferrable skills to move from the legacy carbon economy into green economy jobs. (K8) The organisation's resource strategy and goals, and how this impacts their role. (K20)	organisation, for example technology advances. (S17) Identify and maximise opportunities to support the organisation's business strategy, for example growing client or candidate pipelines. (S20)	
Policy, regulations and legislation K6 K24 S4 S16 S18 B2	Regulations, legislation, and codes of practice that impact their role and the organisation, and the implications of non-compliance, including data protection, the Employment Agencies Act and the Equality Act. (K6) Principles and policies of equity, diversity and inclusion in the workplace, and their impact on the organisation and recruitment activities. (K24)	Interpret and apply regulation and legislation, share best practice, and advise stakeholders on their application. (S4) Challenge poor practice and non-compliance with the recruitment process and escalate where appropriate. (S16) Interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and monitor their impact on recruitment activities. (S18)	Supports an inclusive culture, treating colleagues, candidates, and external stakeholders fairly and with respect. (B2)
Recruitment processes K9 K11 S7 S8 S9 S14 B5	Methods used for assessing candidates, for example planning and facilitating assessment centres, interview panels, informal	Process, review, and progress candidate applications. (S7)	Works flexibly and adapts to changing circumstances. (B5)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	telephone conversations, and how to support the candidate experience, including those requiring reasonable adjustments. (K9) Principles and techniques of candidate assessment, including assessing transferable skills to fulfil stakeholder requirements, for example to identify candidates with skills that could transfer into new green economy jobs. (K11)	Create and present diverse short lists of candidates to stakeholders. (S8) Inform and advise candidates on the outcome of their application at the individual stages of the recruitment process, including those that have been unsuccessful. (S9) Place candidates into roles that match their skills and stakeholder requirements. (S14)	

Supporting information

External quality assurance

Option selected: Ofqual

Involved employers

Meridian Business Support, Crimson, Gattaca PLC, Astute Technical, GI Group, Operum Education Group, FedCap employment, Appsit, Mash Group, Agena Group, ARV Solutions, Direct Line Group, Impellum Group