

# End-point assessment plan for Fundraiser apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0887	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Fundraiser apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Fundraiser apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 2 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1:** Case for support pitch, presentation with questions and answers

- Fail
- Pass
- Distinction

**Assessment method 2:** Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Compiling a portfolio
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English and mathematics Level 2</li> </ul> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• a portfolio of evidence</li> <li>• the subject, title and scope of the case for support will be agreed between the employer and the EPAO at the gateway</li> </ul>
<b>End-point assessment</b> (which will typically take 2 months)	<p>Assessment method 1: Case for support pitch, presentation with questions and answers</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> <p>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 2 months after the EPA gateway. Any supporting material which underpins an EPA assessment method should be submitted at the Gateway.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For the case for support pitch, presentation with questions and answers:

- the subject, title and scope will be agreed between the employer and the EPAO at the gateway.

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- a portfolio of evidence

For portfolio of evidence, the apprentice will be required to submit:

- The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice and will be presented electronically.
- The portfolio of evidence will be submitted to the EPAO at the gateway.
- Reflective accounts and self-evaluation cannot be included as evidence.
- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as video/audio extracts (these should be no longer than 5 minutes in duration, apprentices must be in view and identifiable at all times); written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers; papers or reports written by the apprentices (any employer or peer contributions should focus on only direct observation of evidence (for example witness statement rather than opinions); performance reviews. Other evidence sources are allowable.

The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (Professional Discussion). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will typically be 15 pieces of evidence.

- The portfolio of evidence itself is not assessed; it is used to inform the questioning for the professional discussion. The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

# Assessment methods

## Assessment method 1: Case for support pitch, presentation with questions and answers (This assessment method has 2 components.)

### Assessment method 1 component 1: Development of a case for support pitch

#### Overview

Apprentices will prepare and develop a case for support that appropriately covers the KSBs assigned to this method of assessment.

The case for support will be based on a standalone topic and will cover a compelling and demonstrable case to ask the audience to support the cause of the organisation the apprentice is representing.

The case for support must be based on a real pitch carried out in the employer's workplace or an appropriate facility as part of the apprentice's typical activities. The employer must sign-off the case for support, thereby authenticating it.

The case for support should be designed to ensure that the apprentice's work meets the needs of the organisation, is relevant to their role and allows the appropriate KSBs to be demonstrated for the EPA. Therefore, the subject, title and scope will be agreed between the employer and the EPAO at the gateway. This is to ensure that if there are any issues about the case for support title they will be resolved prior to the EPA period starting.

The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). It is envisaged that the case for support will typically be completed over 6 weeks.

All evidence must be completed and submitted to the EPAO after 4 weeks so that the independent assessor will have a minimum of 2 weeks to review the evidence before the presentation is scheduled to take place.

The case for support topic may be based on any of the following (these are examples):

- 1) Case for support aimed at corporate partners
- 2) Case for support aimed at non-fundraising volunteers
- 3) Case for support aimed at service users
- 4) Case for support aimed at internal stakeholders.

All the evidence in the case for support must be attributable to the apprentice in full and must be accompanied by a statement outlining the apprentice's contribution, signed by the apprentice and their employer.

The case for support will be completed after the gateway and will be presented to an independent assessor face-to-face. The case for support and the presentation will be submitted to the EPAO together, 2 weeks prior to the presentation taking place.

The rationale for this assessment method is:

The case for support pitch is the most valid method as it allows a practical demonstration of professional competence. This is an important part of the role of a fundraiser and would be something that they are expected to do. The case presentation will contribute to the employer's business and be part of the apprentices' everyday work, ensuring that they can demonstrate KSBs in practice.

## Delivery

Apprentices will conduct a case for support in the form of a case pitch. The case for support pitch is compiled after the apprentice has gone through the Gateway process. The apprentice will develop their case for support and submit it to the EPAO a maximum of 6 weeks after the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the pitch.

Whilst completing the case for support pitch, the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls.

The apprentice may work as part of a team which could include internal or external support (such as information on funding data) however the case pitch will be the apprentices own work and will be reflective of their own role and contribution.

The case for support pitch should be either paper based or electronic.

The case for support should provide evidence of the skills, knowledge and behaviours assigned to this assessment method. It provides a substantive evidence base from an organisational pitch to demonstrate the application of knowledge, skills and behaviours.

Each case for support must enable the following to be demonstrated:

- The application of knowledge, skills and behaviours to meet the outcomes in the standard
- The approach to planning and completion of the case for support pitch

It is designed to assess apprentices in a consistent way, irrespective of their workplace.

The case for support will be a contextualised case for support pitch of 3,000 words, making use of graphs and pictorial representations of findings (+10% at the apprentice's discretion) excluding annexes (which could include graphs, pictorial representations or diagrams). It should be based on an area of work that the apprentice works in.

It should cover their use of different development techniques in the workplace to identify and produce key findings and judgements in making an ask; how they identified gaps and opportunities, how they engaged with donors/supporters, their own organisation and other stakeholders and should explain their own thinking in both their development techniques and generation of their overall findings and recommendations. The content of the case for support pitch must enable the KSBs mapped to this assessment method to be met.

A typical structure for a case for support pitch should include:

1. Background and context
2. Justification for the pitch
3. Evidence of effective research of the organisation's case for support and the audience being pitched to
4. Potential benefits to the donor/supporter
5. Potential risks and anticipating and overcoming objections
6. Consideration of legislation, regulation, industry and organisational policies, procedures and requirements
7. Proposed plan for implementation, including supporter journey



8. Articulation of the ask
9. Measures of success and evaluation

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their understanding of commercial pressures and the application of their thinking and problem-solving skills. This will form part of their findings and recommendations.

The case for support pitch must map, in an appendix, how it evidences the relevant KSBs for this assessment method. The case for support should be a real case and should take place in the apprentice's normal workplace.

The case for support pitch and presentation in component 2 will be assessed holistically.

The independent assessor will make all grading decisions.

### Venue

The case for support should be real and should take place in the apprentice's normal workplace.

### Other relevant information

All the case for support elements must be attributable to the apprentice in full, and must be accompanied by a statement outlining the apprentice's contribution, signed by the apprentice and their employer

### Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

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

### Supporting material

EPAOs will produce the following material to support this assessment component:

- Outline of the assessment method's requirements
- Marking materials

- A guidance document for employers and apprentices on how the assessment will take place, including timescales.

## Assessment method 1 component 2: Presentation with questions and answers

### Overview

Apprentices will prepare and deliver a case for support presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the case for support pitch developed by the apprentice and will cover a compelling case for support with the aim of asking the audience to support the cause of the organisation the apprentice is representing

The presentation will be presented to the independent assessor, with follow up questioning immediately after the presentation.

After gateway, the case for support pitch and supporting presentation materials will be sent to an independent assessor, 2 weeks prior to the presentation taking place. The independent assessor can then review the contents and prepare any questions pertinent to the case for support to ensure appropriate coverage of the KSBs.

The apprentice will have 6 weeks to prepare and complete the case presentation after entering the EPA period. The apprentice should detail any specific requirements necessary for the delivery of the presentation such as technology, PowerPoint etc.

Apprentices must be given at least 2 weeks' notice ahead of the presentation.

The case for support presentation will be completed after the gateway. A fundraiser would mainly do a presentation face-to-face and never online, so the assessment method needs to reflect what a fundraiser would do.

The rationale for this assessment method is:

The case for support presentation is the most valid method as it allows a practical demonstration of professional competence. This is a critical part of the role of a fundraiser and would be something that they are expected to do. The case presentation will contribute to the employer's business and be part of the apprentices' everyday work, ensuring that they can demonstrate KSBs in practice.

### Delivery

The case for support presentation will last for 45 minutes. The presentation will typically last for 15 minutes followed by 30 minutes for questions and answers. This totals a time of 45 minutes. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 5 questions at the end of the case for support. The independent assessor must use the question bank supplied by the EPAO, to demonstrate assessment against the relevant KSBs. Independent assessors are also permitted to generate their own questions pertinent to the content of the case for support presentation. Further time may be granted for apprentices with appropriate needs, in accordance with the EPAO's Reasonable Adjustments Policy.

To deliver the case for support presentation, the apprentice will have access to:  
 · presentation software)

- flip chart
- work products
- videos (if these are used the apprentice will need to bring these with them but will need access to video playing equipment)
- notes
- computer

Apprentices may refer to their presentation aides such as the presentation slides or flipcharts when answering the questions.

The case for support presentation with questions and answers will take place between an independent assessor and the apprentice. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions.

The independent assessor will make all grading decisions.

## Venue

EPAOs must ensure that the case for support presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- Employers' premises
- Other suitable venue selected by the EPAO (for example a training provider)

The venue should be a quiet room, free from distraction and external influence. The venue will also have suitable digital technology to use.

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

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

## Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- Marking materials
- Template to record answers to questions
- EPAO question bank

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence (This assessment method has 1 component.)

### Assessment method 2 component 1: Professional discussion underpinned by a portfolio of evidence

#### Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

This assessment method was selected as a valid way to draw out KSBs. It allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis. It is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skills and behaviours as well as knowledge.

#### Delivery

The independent assessors will conduct and assess the professional discussion.

The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion areas for the professional discussion.

The professional discussion must last for 75 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in accordance with the EPAO's Reasonable Adjustments Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

The professional discussion is a two-way conversation between the apprentice and an independent assessor.

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence so that aspects of the portfolio can be probed and to ensure that all of the KSBs mapped to this method are appropriately assessed. Recording documentation for the professional discussion must be developed by the EPAOs.

The independent assessor must ask a minimum of 6 opening questions. They must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion must be conducted in a 'controlled environment' i.e. a quiet room, free from distraction and influence, away from the apprentice's work station e.g. onsite office or offsite location. This can also be taken via video conferencing.

The independent assessor should have a minimum of 2 weeks to review the contents of the portfolio to generate appropriate questions.

Independent assessors must be developed and trained in the conduct of professional discussions and reaching consistent judgement by their EPAO.

The professional discussion should be graded fail, pass or distinction. The portfolio supports the professional discussion and will not be assessed or graded during the end-point assessment.

Independent assessors must allocate grades using the grading criteria.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the discussion and both can refer to it as needed.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

## Venue

The professional discussion can take place in any of the following:

- employer's premises
- via Video Conferencing
- a suitable venue selected by the EPAO (for example a training provider's premises)

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

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

## Other relevant information

EPAOs will produce the following material to support this assessment method:

- Marking materials
- Data capture form for evidence and gaps
- Bank of questions to be maintained and updated on an annual basis

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

## Weighting of assessment methods

Both assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment method 1: Case for support pitch, presentation with questions and answers

KSBs	Fail	Pass	Distinction
<b>K1 K2</b> <b>K3 K6</b> <b>K7</b> <b>K10</b> <b>K13</b>  <b>S1 S8</b> <b>S10</b> <b>S11</b> <b>S13</b> <b>S14</b>  <b>B2, B4</b>	Does not meet the pass criteria	<p>Presents a 'Case for Support' to acquire both new supporters and retaining existing ones, tailoring presenting techniques to the audience in order to gain financial and non-financial support (K6, K13, K, S1, S11)</p> <p>Adapts their presentation style and methods depending on the situation or needs of the other person (S14)</p> <p>Communicates the key components of a supporter journey such as reward and recognition to maximise supporter commitment (K7)</p> <p>Communicates the cause of their organisation in a way that recognises the needs and concerns of the audience, applying appropriate fundraising techniques (S13, B2).</p> <p>Describes the different methods of communications used when working with both internal and external stakeholders giving examples of the most suitable methods for the audience, including how the honesty and reliability of their presentation demonstrated empathy and built trust and rapport. (K10, S8, S10, B4)</p> <p>Explains the different types of fundraising methods, how they are used and how they relate to the type of fundraising they specialise in (K2)</p> <p>Describes commercial and market factors that will impact on performance</p>	<p>Provides and justifies recommendations on how the case for support was adapted depending on the needs and the motivations of a supporter (K6, S13, B2)</p> <p>Adapts their style to improve the impact they have on an audience and evaluates the effectiveness of the results and shows how they use their self-awareness to ensure a positive effect on results, and actions they would take if the impact did not improve the results (S10, S14, B4)</p> <p>Uses advanced questioning techniques (such as open, funnelling, framing and probing) when communicating with their audience to gain their support and listens to their response in order to meet their requirements (S1)</p> <p>Provides considered justification for why they used particular fundraising methods, and how other methods would have provided different outcomes (K2)</p>

		and the role of competitors and collaborators (K1)  Describes the importance of legislation and codes of practice within the fundraising environment to manage and analyse fundraising activities to different stakeholders. (K3)	
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## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs	Fail	Pass	Distinction
<b>K4 K5 K8 K9 K11 K12 K14 K15 K16  S2 S3 S4 S5 S6 S7 S9 S12 S15  B1 B3 B5</b>	Does not meet the pass criteria	Describes where they have contributed to a fundraising plan, explaining its key components, how it takes account of fundraising environment factors (K8, K9, K16)  Explains how they have used a range of methodologies to identify and apply solutions in order to continually improve the services that their organisation offers (K4, S2, S3, S7, B3)  Identifies and applies financial principles relating to their role and controls, monitors and analyses expenditure and/or financial fundraising transactions within agreed budget or to achieve agreed targets (K5, S5)  Explains how they follow their employer's policies and procedures for recording supporter information and how this helps inform fundraising activities, recognising the consequences if data is non-compliant (K11)  Explains how they take account of internal and external dependencies that influence the success of fundraising (such as legal and regulation requirements, health & safety, finance, operations) and how they work collaboratively with others to deliver fundraising activities, adapting their working style as necessary (K12, B5)	Describes how the fundraising environment in which they work is changing, how this might impact on stakeholders and supporters and the actions they are taking to meet future needs (S12, B3)  Identifies trends that might impact on spending on their organisation's charitable cause, suggesting ways in which future revenue can be protected or enhanced (S5, B1)  Explains how they have contributed to organisational effectiveness and strategic aims through accurately recording supporter information and managing this data to produce evidence to maximise the value of the information (K11, S3)  Evaluates the effectiveness of technological solutions to ensure that they continue to improve processes and the development of fundraising activity and future desired outcomes (S9)



		<p>Explains how they use a variety of reputable information sources to identify individuals, groups or organisations who can potentially provide effective support for the organisation, proactively building a diverse network both internally and externally (S6, S12)</p> <p>Explains how they identified and applied a technological solution that improved effectiveness, explaining how they addressed any issues or problems (K15, S9, S15, B1)</p> <p>Explains when they evaluated their current situation or environment in order to make an unsupervised decision. (S4)</p> <p>Explains what motivates donors and how this information is used to influence the funding method to ensure continued engagement by the donor for the cause (K14)</p>	
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## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass, the apprentice must achieve a pass in all assessment methods by achieving at least a pass in all pass criteria.

To achieve a distinction, the apprentice must achieve a distinction in both assessment methods by achieving all pass criteria and all distinction criteria.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 – Case for support pitch and presentation with Q&As	Assessment method 2 – Professional discussion underpinned by a portfolio of evidence	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. If the apprentice fails the presentation, they will need to complete a new presentation topic. If the apprentice fails the professional discussion, they will not have to resubmit a new portfolio of evidence.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. 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 4 months of the EPA outcome notification. All assessment methods must be taken within a 2 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• Should not be involved in the delivery of the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• arrange for certification with the relevant training provider</li> </ul>

Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• are up to date knowledge and expertise of the subject matter</li> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas:
  - Independent Assessors must have at least 2 years' experience of being a Fundraiser gained within the last 5 years or significant experience in the sector. Demonstrate that their CPD activities are of learning activities relevant to current or future practice.
  - If applicable hold additional specialist training or security clearance (for those apprentices working in specialist areas) as required by the industry sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

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

- using an employer's premises
- remote assessment via video conferencing
- a suitable venue selected by the EPAO (for example a training provider's premises)

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Case for support pitch, presentation with questions and answers

Knowledge
<b>K1</b> Commercial understanding of the third sector and fundraising environment, such as external and market factors that impact fundraising performance and the role of competitors and collaborators
<b>K2</b> The different types of fundraising methods and how they are used, such as Community, Events, Philanthropy, Major Gifts, Individual Giving, Legacy, Monthly Giving, Foundations, Corporate Fundraising, Gift Aid
<b>K3</b> Regulation, legislation and codes of practice relating to the fundraising environment, such as fundraising regulations, data protection compliance and ethical codes of practice
<b>K6</b> The key components of a 'Case for Support' such as organisational aims, the cause, impact of the work of the organisation, strategic aims, stakeholders and how these meet the needs of a supporter
<b>K7</b> The key components of a supporter journey such as reward and recognition, maximizing supporter commitment, appropriate communication, understanding donor motivation and tailoring supporter journey accordingly
<b>K10</b> Different methods of communication to internal and external stakeholders, such as verbal, non-verbal, building rapport, designing fundraising and marketing materials, digital, mailings and newsletters
<b>K13</b> How to approach and engage new and existing supporters to ask for both financial and non-financial support

Skills
<b>S1</b> Uses the most appropriate communication method for the message through the use of good questions and listening techniques
<b>S8</b> Build relationships and identify, engage, sustain and satisfy the on-going needs of supporters and stakeholders by building rapport and trust, and resolve conflicts constructively
<b>S10</b> Demonstrates self-awareness and recognises their own emotions and their impact on self and others.
<b>S11</b> Adapt and tailor presentation style and technique to meet the needs of the audience
<b>S13</b> Articulate and communicate the mission, goals and activities of your organisation to influence others to engage with your cause, applying appropriate fundraising techniques such as networking, handling objections, negotiating and making an ask
<b>S14</b> Able to adapt working style depending on the situation or needs of the other person

Behaviours
<b>B2</b> Acts to put the organisation's cause, and the needs of stakeholders at the centre of fundraising activities
<b>B4</b> Reliable and acts with integrity, empathy, honesty and with trustworthiness

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Knowledge
<b>K4</b> Methodologies to undertake internal and external analysis and evaluation of fundraising products and services, such as cost benefit analysis, statistical evaluation, principles of surveys, stakeholder analysis, STEEPLE, SWOT and ERIC frameworks
<b>K5</b> The elementary Financial principles, such as income streams, cash flow, taxation, budgeting, forecasting, cost control and applying best procurement practice
<b>K8</b> The key components of a Fundraising Plan such as recording fundraising activities over a period of time, including campaign dates, area marketing and acquisition strategies, impact analysis evaluation and budgeting
<b>K9</b> Organisational understanding, such as purpose, mission statement, organisational strategy, values, company policies, brand guidelines, volunteering policies, complaints policy, health & safety policy, cash handling, lone working policy
<b>K11</b> Importance of accurately recording supporter information on a supporter relationship management system, to help inform fundraising activities and ensure data is compliant
<b>K12</b> The internal and external dependencies that influence the success of fundraising, such as legal, health & safety, finance, operations, volunteers, and suppliers
<b>K14</b> The different forms of donor motivation and how they influence the method of fundraising employed, the impact that has on the donor and their continued engagement with the cause
<b>K15</b> How to approach, analyse and address problems
<b>K16</b> Regulation, legislation, codes of practice and policies relating to inclusion, safeguarding and whistle-blowing

Skills
<b>S2</b> Identify and apply pragmatic solutions using a range of methods to maximise value to the organisation
<b>S3</b> Use data management (compliant with data protection regulation) and analysis to produce and present evidence to support, validate and/or review fundraising activity to different stakeholders, such as analysing the effectiveness of a fundraising event
<b>S4</b> Evaluate and make unsupervised decisions quickly based on the current situation or environment

<b>S5</b> Control, monitor and analyse expenditure and/or financial fundraising transactions to maximise spend on the organisation's charitable cause, including Gift Aid
<b>S6</b> Use a variety of information sources (compliant with data protection regulation) to identify individuals, groups or organisations who can potentially provide effective support for the organisation
<b>S7</b> Plan and prioritise time to ensure fundraising activities are managed well and fundraising potential is maximised
<b>S9</b> Identify and apply appropriate technological solutions to improve the effectiveness of processes, procedures and development of fundraising activity
<b>S12</b> Build a diverse network both internally and externally
<b>S15</b> Identify, evaluate and apply solutions to problems as they arise

<b>Behaviours</b>
<b>B1</b> Resilient and maintains a positive attitude
<b>B3</b> Sources effective solutions, and seeks to continuously improve and develop
<b>B5</b> Works collaboratively to deliver fundraising activities