

End-point assessment plan for Land Referencer apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0877	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Land Referencer 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 Land Referencer apprentices, their employers and training providers.

Full time apprentices will typically spend 30 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 and all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Book of reference report

- Pass
- Fail
- Distinction

Assessment method 2: Professional interview (underpinned by a portfolio of evidence)

- Pass
- Fail
- Distinction

Assessment method 3: Multiple choice test

- Pass
- Fail
- Distinction

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

- Pass
- Fail
- Distinction

EPA summary table

On-programme (typically 30 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Compilation of a portfolio of evidence.
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics at Level 2 <p>Apprentice to submit:</p> <ul style="list-style-type: none"> • Portfolio of evidence to underpin professional interview.
End-point assessment (which will typically take 3 months)	<p>Assessment Method 1: Book of reference report</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment Method 2: Professional interview (underpinned by a portfolio of evidence)</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment Method 3: Multiple choice test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 months, after the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment does not have to be known before an apprentice starts the next one.

EPA 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:

- Apprentices without English and maths at level 2 will need to achieve this prior to taking the EPA.
- For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional interview
- the portfolio of evidence will typically contain up to 10 discrete pieces of evidence which should also include any evidence of CPD
- evidence should be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- it should not include 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 must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional interview and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the professional interview but are not required to provide feedback after this review of the portfolio.

EPA methods

End-point assessment method 1: Book of reference report (This method has 1 component.)

Overview

The apprentice will be presented with a simulated brief and be required to produce a book of reference (BoR) and marked-up land plan identifying individuals and organisations with a legal interest in a designated area of land. The simulated brief will require the apprentice to carry out the following activities:

- Desktop referencing including Geographical Information Systems
- Assessing relevant and irrelevant information
- Producing a strategy for undertaking site visits
- Producing a manually marked up plan of land features identified from desktop research
- Producing a strategy for following up with non-responsive landowners
- Producing a strategy for interfacing with major landowners
- Producing a strategy for identifying and dealing with unknown owners
- Responding to returns and responses to site notices

Rationale

The research into, and completion of, a book of reference report is the core function of the Land Referencer role. This assessment method is therefore the most valid method of assessing the apprentice's competence in the role and the knowledge, skills and behaviours attributed to this method.

Delivery

Apprentices will be required to produce the completed BoR within a time period of 7 hours and will be permitted breaks when required within that time. The assessment is open book, meaning the apprentice is free to bring their own materials for use if they wish, alongside those supplied by the EPAO.

Apprentices will be required to complete a standardised BoR report complete with marked-up land plans. Material and information must be supplied in both paper and digital form, in line with the requirements of the KSBs, though the BoR template should be completed and submitted digitally to the EPAO.

Venue

Apprentices must be provided with a quiet environment free from distraction or external influences, with access to the internet. This can be at the premises of the employer or at a training centre. An independent invigilator must be present to ensure the integrity of the report (that no assistance is provided to the apprentice during the assessment). Invigilators may cover multiple apprentices.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the BoR report assessment will operate
- BoR scenarios specification bank. The specification bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. It is recommended specification banks are developed in consultation with employers of this occupation. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.
- book of reference template
- maps
- relevant and irrelevant land registry documents
- search results of publicly available data (such as electoral roll, Companies House)
- assessment recording documentation

End-point assessment method 2: Professional interview (underpinned by a portfolio of evidence) (This method has 1 component.)

Overview

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor's role is restricted to asking set questions. The independent assessor leads this process to obtain information from the apprentice to enable a structured assessment decision-making process.

Rationale

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers
- it is cost effective, as whilst seeking assurance of competence across a range of KSBs, it does not require the independent assessor to directly observe all of them thus reducing their time cost.

Delivery

Independent assessors must conduct and assess the professional interview on a one-to-one basis. The professional interview must be appropriately structured to draw out the best of the apprentice's competence.

Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in the mapping of KSBs.

EPAOs must make arrangements for the professional interview with the apprentice's employer. The EPAO will ensure the independent assessor has a minimum of 1 week to review the portfolio prior to the professional interview. The EPAO will ensure the apprentice has a minimum of 2 weeks' notice prior to the professional interview in order to prepare.

The professional interview must last for 75 minutes. The independent assessor has the discretion to increase the time of the professional interview by up to 10%, to allow the apprentice to complete their last answer.

The independent assessor must ask a minimum of 10 open questions. Additional follow up questions are allowed, to seek clarification.

The EPAO must produce a bank of sample questions to assist the independent assessor, and the independent assessor should adapt these questions to the apprentice's individual circumstances following a review of their portfolio of evidence. EPAOs must ensure the independent assessor has sufficient time to review the portfolio ahead of the professional interview.

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

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

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

Evidence from the professional interview underpinned by portfolio of evidence must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

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

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

Venue

The professional interview underpinned by portfolio of evidence must take place in a quiet room, free from distractions and influence.

The professional interview underpinned by portfolio of evidence can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO, for example a training provider's premises or another employer's premises

Video conferencing can be used to conduct the professional interview underpinned by a portfolio of evidence, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way, for example, by using a 360-degree camera.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the professional interview underpinned by a portfolio of evidence will operate
- interview question bank. The interview question bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers
- assessment recording documentation

End-point assessment method 3: Multiple choice test (This method has 1 component.)

Rationale

A multiple choice test is the most effective way of assessing the legislative and theoretical knowledge mapped to this method at this level.

Test Format

The test can be:

- computer based
- paper based

It will consist of 40 questions. These questions will consist of closed response questions (e.g. multiple-choice questions) and be based upon the KSBs mapped to this method

Test administration

Apprentices must have a maximum of 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

Correct answers must be awarded 1 mark. Any incorrect or missing answers must be assigned 0 mark. Apprentices must achieve 32 correct answers to pass this method and 38 correct answers for a distinction.

The following grade boundaries apply to the test:

Grade	Minimum score	Maximum score
Distinction	38 out of 40	40 out of 40
Pass	32 out of 40	37 out of 40
Fail	0 out of 40	31 out of 40

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop a test specification and question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- a test specification
- question bank
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests and an invigilation policy.

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.

Grading descriptors

Assessment method 1: Book of reference report

KSBs	Fail	Pass – must achieve all criteria	Distinction – must achieve all criteria and all pass criteria
K14 S2 S3 S4 S6 S7 S8 S9	Does not meet pass criteria	<p>Interprets information from multiple sources, including paper and digital, to identify proprietors, types of tenure over land, current beneficiaries and successors and unknown interests in land. Presents information clearly and coherently. Analyses land features to identify how they impact or inform legal interest in the land. (S2, S7)</p> <p>Follows the correct procedures to (a) plan a site visit; and (b) serve notices and record proof of service in accordance with relevant legislation. Respond appropriately to returned notices and queries. (S6, S8, S9)</p> <p>Ensures book of reference is complete with all relevant sections/documentation included. Records and maintains information accurately and comprehensively providing a fully auditable trail of evidence in accordance with company procedures. Uses a Geographic Information System for analysis and data processing, areas measurement and plan production. (K14, S3, S4)</p>	<p>Highlights where information is vague, partial or limited to identify where challenges might be necessary to ensure the provided information is as comprehensive as it could be. (S2)</p> <p>Accurately identifies additional interests when identifying proprietors (other than the standard requirements of freehold, leasehold and mortgages). (S2)</p> <p>Investigates and identifies any gaps in the information and presents those gaps in the book of reference. (K14, S3)</p>

Assessment method 2: Professional interview (underpinned by a portfolio of evidence)

KSBs	Fail	Pass – All of the following must be achieved to gain a pass:	Distinction – must achieve all pass criteria and 4 out of 5 distinction criteria
K1 S1 S5 S10 B1 B2 B3 B4	Does not meet pass criteria	<p>Explains relevant legislation and appropriate data extraction for different consent methods, including referencing relevant health and safety requirements and company policies. Describes how to process information in a secure manner. (K1, S1)</p> <p>Explains how they have built professional landowner and stakeholder relationships with effective use of different communication methods including the preparation for, and conduct of, stakeholder meetings. (S5, S10)</p> <p>Explains how they ensure a professional approach to working collaboratively across multiple disciplines. Describes the steps they take to ensure confidentiality is respected. (B1)</p> <p>Explains how an attention to detail has helped solve problems relating to people, places, environments and the relationship between them. (B2)</p> <p>Explains how they work independently to manage and prioritise their own workloads including in relation to their professional development. (B3)</p> <p>Describes how they have demonstrated a commitment to equality, diversity and inclusion in the workplace. (B4)</p>	<p>Describes how they routinely provide information in an accessible and/or inclusive format (S10)</p> <p>Explains how they build relationships with a view to longer-term collaboration outside of an existing project. (B1)</p> <p>Applies detailed, accurate and relevant understanding of processes, interactions and change within and between people, places and environments to problems and situations. Offers clear and critical analysis and reasoned judgements, being aware of and drawing evidence from appropriate contexts and scales to inform solutions for complex problems. (B2)</p> <p>Communicates complex information and arguments persuasively using appropriate communication methods (S5, S10)</p> <p>Actively promotes equality, diversity and inclusion in the workplace including (but not limited to) the organisation or coordination of extra-curricular activities. (B4)</p>

Assessment method 3: Multiple Choice Test

KSBs	Fail	Pass	Distinction
K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K15 K16	31 or fewer correct answers	32 – 37 correct answers	38 or more correct answers

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. In order to achieve a distinction overall, a distinction must be achieved in at least two assessment methods, one of which must be the professional interview.

Book of Reference Report	Professional Interview	Multiple Choice Test	Overall grading
Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Pass	Pass
Fail	Any	Any	Fail
Any	Fail	Any	Fail
Any	Any	Fail	Fail

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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 timescales for a re-sit/re-take is 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 3 months of the EPA outcome notification.

All assessment methods must be taken within a 3 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 a higher grade.

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	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any

	<p>required supervision during this time (as stated within this EPA plan) is in place</p> <ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • 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) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary

	<ul style="list-style-type: none"> • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the

	<p>independent assessor as detailed in the IQA section of this EPA plan</p> <ul style="list-style-type: none"> • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
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Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilators	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

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 experience in the land referencing industry and experience in a role at least one level above that of the apprentice
- appoint independent assessors who hold relevant assessor qualifications such as A1 or equivalent
- 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

Value for money

Value for money for the EPA will be aided by using at least some of the following practice:

- Option of using employer premises for the assessments
- Flexibility over delivery of assessment methods

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Book of reference report

Knowledge
K14 Documents forming an application or bill such as book of reference, land plans and ownership schedules. Standards for writing plot descriptions for a book of reference.
Skills
S2 Interpret information from multiple sources, including paper and digital, relaying in a coherent and clear format. Identify proprietors, types of tenure and rights over land, current beneficiaries and successors and unknown interests in land.
S3 Record information accurately and comprehensively, providing a full auditable trail of evidence. Use a Geographic Information System (GIS) for data processing and analysis, areas measurement and plan production.
S4 Maintain accurate records in accordance with company procedures.
S6 Plan site visits to enable the required data collection.
S7 Analyse land features and how they impact or inform legal interest in the land.
S8 Serve notices, evidencing that they have been successfully served in accordance with relevant legislation.
S9 Monitor site notices and provide a prompt response to returned notices or queries from affected parties.

Assessment method 2: Professional interview

Knowledge
K1 Health, safety and well-being legislation. Company policy, practice and reporting methods.
Skills
S1 Identify relevant legislation and the appropriate data extraction required to satisfy the requirements of the chosen consent method. Ensure compliance with relevant health, safety and well-being legislation, company policy and practice. Process personal information in a secure manner.
S5 Build professional landowner and stakeholder relationships to enable effective enquiry, influence and negotiation. Prepare for, conduct and follow up stakeholder meetings and record minutes.
S10 Communication with a range of stakeholders via numerous methods including phone, email and in person.

Behaviours
B1 Adopt a professional approach to work, respect confidentiality and work collaboratively across multiple disciplines.
B2 Demonstrate an attention to detail when solving problems, taking into consideration people, places and environments and the relationship between them.
B3 Work independently, self-manage and prioritise work and own professional development.
B4 Demonstrate a commitment to equality, diversity and inclusion.

Assessment method 3: Multiple Choice Test

Knowledge
K2 The elements of a typical land referencing project including structure, lifecycle, hierarchy, contact and non-contact referencing. The range of typical projects where land referencing is applied and the risks posed to a typical land referencing project (e.g. ransom strips, un-notified interested parties).
K3 The various stakeholders in a land referencing project. The importance of consultation and the purpose of public engagement. Landowner liaison processes, consideration of attitudes and behaviours. Managing conflict when engaging with project stakeholders.
K4 UK consent methods and instruments.
K5 Diligent enquiry: the definition of, processes required to satisfy and the consequences of non-compliance.
K6 The range of information sources, including paper and digital map data, and how this is procured to support land referencing exercises. Quality control standards and methodology. The unknown owner process.
K7 Digital tools used to inspect and report information. The forms of acquiring and recording information from project stakeholders.
K8 Types of public rights of way, identifying public and private rights of way, their boundaries and methods of identifying beneficiaries of private rights of way.
K9 Processes involved with identifying and requesting information from major landowners and statutory undertakers. The registration of ownership in land and consequences of unregistered land. Interests and land/property and the hierarchy of interests. Balancing and validating conflicting data sources.
K10 Agreeing access to land for surveys. Options and processes for gaining access to land through agreement, negotiation of licences or statutory notification.
K11 Agricultural practices, uses and interests in land, land classification, rural conditions, impacts of surveys and projects on agricultural land.
K12 Contact referencing and the methods that a land referencer would use to make contact with stakeholders before, during and post-site work.

K13 The process behind the production of land plans, order plans and bill plans including processes and options for setting up templates and working with the GIS team to produce plans. Requirements for land consultation checking of plans and ensuring consistency with other deliverables.
K15 The definition, significance, identification and recording of special category land and crown land.
K16 The process of site notice planning, production, erection, maintenance and proof of service.