



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

ST0329/AP01

Junior Estate Agent

Apprenticeship Standard, Level 2

End Point Assessment Plan

Junior Estate Agent - Summary of Assessment

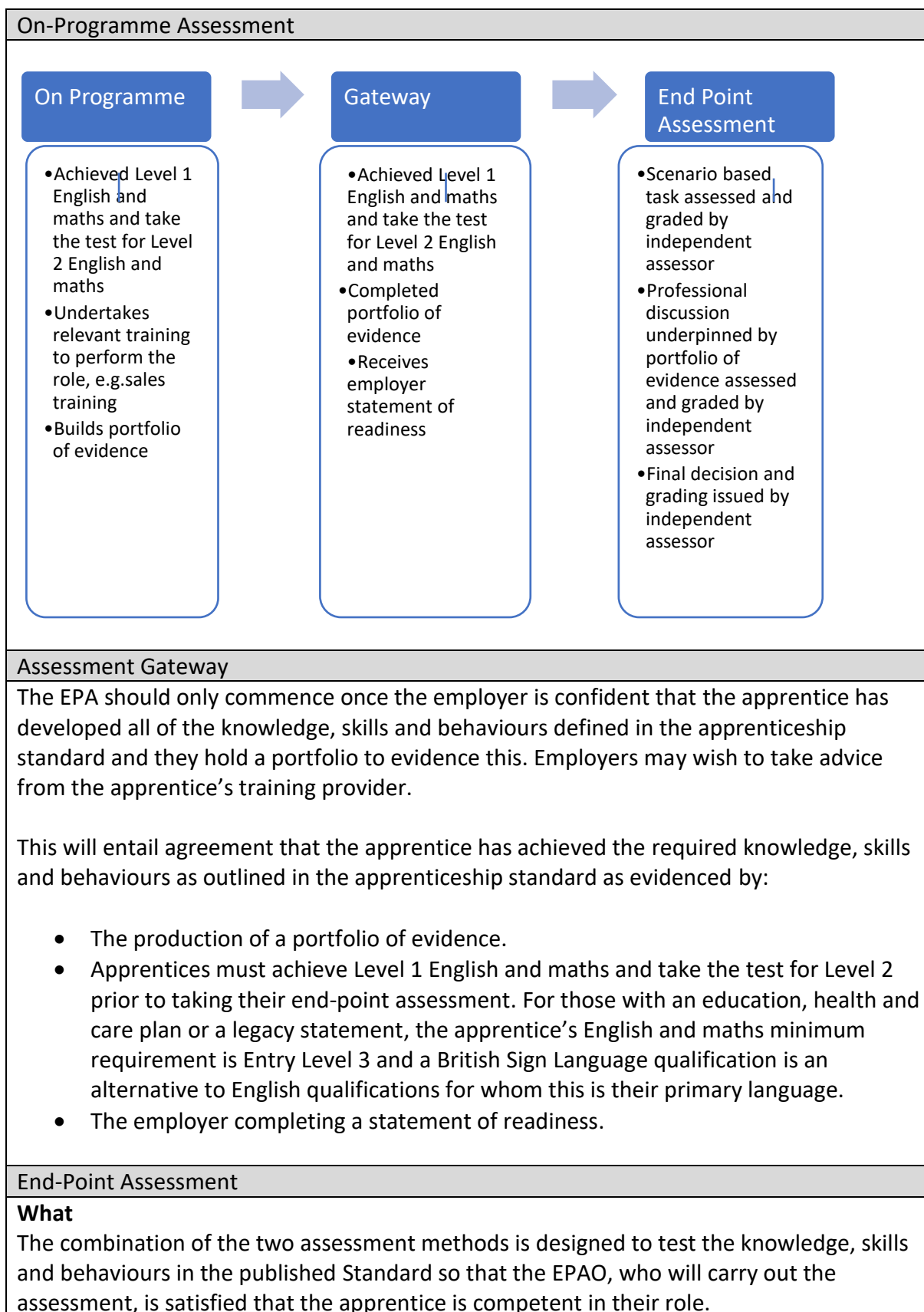
This document sets out the requirements for end-point assessment (EPA) for the Junior Estate Agent apprenticeship standard. It will be of interest to employers, apprentices and the end-point assessment organisations (EPAOs).

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

Apprentices will be expected to successfully complete:

- A scenario-based task.
- A professional discussion underpinned by a portfolio of evidence and focussed on their role.

Assessment Method	Assessed by:	Grading
Scenario Based Task	EPAO	Fail Pass Distinction
Professional Discussion (underpinned by a portfolio of evidence)	EPAO	Fail Pass Distinction



It is intended for both components of the EPA to be conducted over the course of one day, at a date and time to be agreed by the EPAO.

The knowledge, skills and behaviours defined in the Standard have been included as part of the table of assessment methods in Annex A and Annex B and will be used by the EPAO to assess competence using the assessment methods above.

How

Scenario-based task

Apprentices will undertake a scenario-based task taken from a sufficient sized bank of assessment tasks developed by the EPAO. Apprentices must be observed during the task by an independent assessor providing the opportunity to assess the KSBs, as set out in Annexes A and B, pages 13-20.

The scenario-based task will:

- Be graded either Fail, Pass or Distinction
- Comprise a realistic work-based activity or task which will be completed under controlled conditions, i.e. a quiet room free from distractions and influence, and within the allotted time of 60 minutes (+/- 10%) inclusive of questions and answers. The 60 minutes is made up of 45 minutes for the task and 15 minutes for the Q&A.
- A set of up to 6 associated questions asked upon completion of the task by the independent assessor. These questions will be based upon the task to assess related underpinning KSBs as outlined in Annex B, with answers provided by the apprentice being documented/recorded by the independent assessor for the EPAO and quality assurance purposes. The independent assessor may ask follow-up questions where clarification is required. Questioning must be completed within the total time allowed for the task and question/answer session. As part of the associated questions the apprentice may be required to describe the process or method used to complete the scenario-based task, highlighting its advantages or reasons for their preferred approach.
- The associated questions above will not exceed 15 minutes following the allotted time for the task.

Apprentices must be provided with instructions on the task they must complete including timescales. The task will be allocated by the EPAO based upon the apprentice's occupational role/employment context (Residential Sales; Commercial Sales; Auctioneering). The task will be under controlled conditions and will synoptically test a

range of knowledge and skills as stated in the Standard. Examples of possible scenarios are:

- Demonstrate the ability to accurately measure a room or building, assessing its potential and prepare a Full set of Sales Particulars going through the necessary compliance as part of the process.
 - Demonstrating the calculations required in valuation activity preparing a comparative method of Valuation and Appraisal. Calculate the charges associated with selling the property and show how this would be included in the terms of business.
 - Prepare the various subject to sale offer letters and then Heads of Terms (Sales notification) to instruct solicitors which involve all parties to the contract along with the necessary compliance and due diligence.
 - Explain through a written email report the various methods of sale to dispose of a Building Plot with full planning permission explaining how these methods of sale may affect the marketing process.
- The scenarios will be developed by the EPAO, who will hold a bank of a minimum of 12 scenarios which will be reviewed on an annual basis or earlier if regulatory or legislative changes occur. This is to ensure that all scenarios cover up-to-date practices and that, should an apprentice need to be re-assessed, they will not be given the same task previously attempted.
 - Task specifications must be developed and standardised by the EPAO in line with their Quality Assurance processes.
 - Any KSBs not covered by the task, based on Annex A, will then be assessed during the Q&A session for this task.
 - The scenario based task must:
 - Reflect typical working conditions.
 - Allow the apprentice to demonstrate all aspects of the standard being assessed.
 - Take a synoptic approach to assessing the overall competence.
 - Be carried out on a one-to-one basis.
 - The apprentice will be given the task on the day and will not be given prior notice.

Professional discussion underpinned by a portfolio of evidence

Apprentices will undertake a professional discussion with the independent assessor. It will cover the apprentice's overall experience in their role and include discussion of the knowledge, skills, and behaviours outlined in Annex B

The professional discussion will:

- Be graded either Fail, Pass, or Distinction.
- Last for 1 hour (+/- 10%).
- Be supported by the portfolio of evidence provided at Gateway.

This portfolio should be completed as part of the on-programme period and submitted as part of the Gateway process at least **two weeks prior** to the date of the EPA. It should reflect the full range of knowledge, skills and behaviours detailed in the Standard, and should contain evidence collected from the workplace. The portfolio should contain a minimum of 10 pieces of evidence and a maximum of 15. Evidence should be naturally occurring and relevant to the apprentices' actual job. Examples of evidence as follows:

- Reports
- Evidence of research
- Appraisals documents
- Property descriptions
- Diary extracts.

During the professional discussion, evidence from the on-programme portfolio of evidence will be used as a base to support the professional discussion. The apprentice will extract or reflect on suitable evidence from their portfolio to support their discussion. The portfolio itself is not directly assessed or graded.

The EPAO must ensure that professional discussions are conducted in a suitable controlled environment i.e. quiet room free from distraction and influence. They may be conducted face-to-face or via an online platform e.g. video-conferencing. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an online option be used.

The apprentice will be questioned on their knowledge, skills and behaviours covered in the Standard, as in Annex B. EPAOs must develop 'test banks' of sufficient size to prevent predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose.

However, it is the discussion itself that is being assessed, not the portfolio. Questions may include:

- Explaining a sales activity referenced in their portfolio pertaining to specific valuation advice.
- Describing how the apprentice utilised the company systems and processes to manage their work.
- Describing how they would deal with a variety of customer types or customer enquiries.
- Explaining how they might develop their professional skills and knowledge or improve systems and processes within their business.

<ul style="list-style-type: none"> • Describing the conveyancing process and the role of the Estate Agent. <p>Who</p> <ul style="list-style-type: none"> • The end-point assessment will only be carried out by an independent assessor appointed by the approved EPAO who must be on the Education and Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO) and allocated to the specific end-point assessment.
End-Point Final Judgement
The final judgement will be made by an EPAO, which will be selected from the ESFA's Register of End-Point Assessment Organisations (RoEPAO).
Independence
<ul style="list-style-type: none"> • The end-point assessment detailed in this plan will be provided by the EPAO. They will set, mark and grade the scenario-based task and professional discussion and provide quality assurance of the process and outcomes. • The EPAO has no direct involvement with the apprentice, so is completely impartial in the result of the apprenticeship. • The EPAO does not have any involvement in the training of the apprentice. The EPAO will be independent from the apprentice, the training provider and the employer.
End-Point Grading
<p>EPAOs must ensure that each assessment method is individually graded– fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where apprentices' are-being re-assessed where this is permitted (see below).</p> <p>The EPAO must combine the grades of both assessment methods to determine the EPA grade. To achieve an EPA Pass, apprentices must achieve at least a pass in both assessment methods. To achieve an EPA Distinction, apprentices must achieve a distinction in both assessment methods. (See grading combinations table below.)</p> <p>If there is more than one independent assessor involved, the EPAO will be responsible for combining the grades.</p> <p>Independent assessors' decisions must be subject to quality assurance by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after such quality assurance procedures have been conducted when the EPAO will inform apprentices of their result.</p> <p>Each component of the end-point assessment will be separately assessed, marked and the resulting grade awarded. Each component must be achieved for the apprentice to Pass. The grid below illustrates that a final distinction award is achieved only if both components are graded at that level.</p>

The final grade is made up from the combination of the grades awarded to both the scenario-based task and the professional discussion. The grade boundaries are detailed below.

Scenario Based Task	Professional Discussion	Final Grade Awarded
Distinction	Distinction	Distinction
Pass	Distinction	Pass
Distinction	Pass	Pass
Pass	Pass	Pass
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Fail	Fail

The grading criteria for each component is explained below, with full details of the specific criteria for each KSB outlined in Annex B, pages 15-20.

- The final grade is decided by the EPAO.
- The EPAO will ensure that the relevant mark schemes identify the knowledge, skills and behaviours being assessed by the independent assessor

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

Any assessment method re-sit/re-take must be taken during the maximum EPA period, otherwise the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances only a pass is available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

Any appeals in relation to the outcome of the EPA will be managed by the apprentice's EPAO whose decision is final.

Apprentices who fail one or more components of the EPA will be offered the opportunity to take the component as above.

EPAOs must ensure that apprentices complete a different scenario-based task when attempting for a second, or further, time.

End-Point Summary of Roles and Responsibilities

<p>The Employer</p>	<ul style="list-style-type: none"> • Supports the apprentice’s learning journey up to and including the gateway. • Ensures that the apprentice has the right level of support and experience to be able to complete the portfolio to the level required by the Standard. • Undertakes the gateway process. • Provides a written statement confirming the apprentice is ready for end-point assessment. • Is not involved in the end-point assessment process or decision on final grade awarded.
<p>The Training Provider</p>	<ul style="list-style-type: none"> • Supports the apprentice through the training programme to proceed to the gateway. • Supports the apprentice in developing their portfolio to ensure it covers all areas and meets the required standard. • Sends the portfolio to the EPAO Organisation for reference via a secure online platform. • Is not involved in the end-point assessment process or decision in final grade awarded.
<p>The EPAO</p>	<ul style="list-style-type: none"> • Registered on the ESFA Register of End-Point Assessment Organisations (RoEPAO). • Develops detailed criteria for grading the assessment methods and overall grade.

	<ul style="list-style-type: none"> • Provides guidance on what to expect of the professional discussion. • Develops tools for collecting and measuring evidence. • Recruits and if necessary trains independent assessors. • Has effective quality assurance and quality control processes in place that support valid assessments. • Is not involved in the gateway activities.
<p>The Independent Assessor</p>	<ul style="list-style-type: none"> • Carries out independent assessment of the apprentice and makes the final decision on whether the apprentice meets the knowledge, skills and behaviours in the standard. • Qualified to at least one level above the standard with relevant experience and expertise as associated with the roles in the standard. • Assesses the scenario-based task and the professional discussion and awards fail, pass or distinction. • Accountable for quality assurance of the end-point assessment as described in this assessment plan. • Attends annual standardisation events. • Undertakes ongoing CPD
<p>Internal Quality Assurance</p>	
<p>The EPAO will:</p> <ul style="list-style-type: none"> • Have effective recruitment and training practices that enable their representatives to deliver end-point assessments effectively. • Have effective quality assurance and standardisation processes. • Have quality assurance systems that support fair, reliable and consistent assessments. • Take part in and attend any meetings or requests for data that the External Quality Assurance body may require. 	

- Carry out moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 10 or 5% (whichever is greater) of each independent assessor's assessments moderated.
- Appoint independent assessors that meet the requirements as detailed in this plan.
- Produce assessment tools and supporting materials for EPA that follow best assessment practice.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation over time.
- Operate regular standardisation events that enable the independent assessors to attend a minimum of one event per year.
- Have a robust appeals procedure in place.

Independent assessors are expected to have:

- An appropriate assessor qualification such as a Level 3 Certificate in Assessing Vocational Achievement (CAVA), or A1, or D32/33.
- An appropriate qualification in a relevant discipline, at least one level above the standard. Occupational competence, i.e. a proprietor, partner, director and/or branch manager with at least 3 years working in the role within the last 10 years.

In order to ensure consistency and ensure employer's confidence in the apprentice's assessment in various parts of the country, at separate times, by different independent assessors, all EPAOs have a responsibility to ensure sufficient Standardisation events are attended and Continuing Professional Development (CPD) requirements are met. The independent assessors involved in the assessment of this apprenticeship must be specialists in the field and occupationally competent. Independent assessors must be registered with an approved EPAO.

All assessment tools must be developed by the EPAO and updated on annual regular basis.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

EPAOs who wish to offer end-point assessment against the standard will need to be on the Education and Skills Funding Agency's Register of End-Point Assessment Organisations (RoEPAO).

External Quality Assurance

External quality assurance for this apprenticeship will be undertaken by the professional body, NAEA Propertymark. This is the largest professional body representing Estate Agency.

Implementation

Affordability

The cost and practicalities of the assessment have been key considerations in the development of the assessment plan due to the range of businesses likely to deliver these apprenticeships. Both large and small employers alike must manage the apprenticeship process within organisations of varying sizes and the assessment needs to be affordable for businesses housing small numbers of apprentices.

It is anticipated that the EPA will not represent more than 20% of the maximum funding band for this apprenticeship.

The approach presented offers an affordable and scalable solution to assessment for this Apprenticeship. The end point assessment will be delivered through a mixture of assessment methods, and where possible online solutions will be encouraged e.g. use of online media for the scenario-based task and professional discussion.

Manageability/Feasibility of the Standard and Assessment Plan

Assessment tools will be refined in order to ensure the Apprenticeship Standard and End Point Assessment criteria are met in a reliable and valid way. We also hope this will encourage small and medium enterprises to take up apprenticeships and to ensure affordability across all employers. We have suggested the use of digital solutions to help manage costs and time.

Volumes

The expected number of starts in the first year of the apprenticeship will be 490, likely to rise to 615 per year once established

Professional Body Recognition

Apprentices who successfully complete this apprenticeship may be eligible to apply for student membership of the following:

- NAEA PropertyMark (now incorporating the professional bodies formerly known as National Association of Estate Agents, Institute of Commercial and Business Agents and National Association of Valuers and Auctioneers).

Delivering Consistent (Reliable) Judgements

At the core of ensuring that judgements on role competence are consistent with the apprenticeship standard which defines what is required for each of the knowledge, skill and behaviour statements to be assessed. Annex B, shows the requirements for grading against the standard.

Consistency of approach by independent assessors will be achieved through recruitment, training and standardisation by the EPAO. This will cover an understanding of the overall apprenticeship; knowledge of the detailed standard; the grading descriptors; examples of relevant evidence and sample marking/grading exercises.

Annexes
Annex A: Assessment Method Table
Annex B: KSB Grading Criteria

Annex A – Knowledge, Skills and Behaviours to be assessed by each assessment method

Assessment method	Key
Scenario Based Task	T
Professional Discussion	D

Professional Knowledge	Assessment method
1. Value	T
2. Legal / Compliance	D
3. Marketing Advice	T
4. Construction and Defects	T
5. Planning	D
6. Methods of Sale	D
7. Organisational Awareness	D
Professional Skills	Assessment method
1. Fee Earning	D
2. Time Management	T
3. Team work / Team Building	D
4. Communication	D
5. Tools and Equipment	T
6. Selling	D
7. Negotiation	D
8. Administration	D
9. Enhanced Literacy / Numeracy	D
Professional Behaviours	Assessment method
1. Customer Care	D
2. Public Relations	D

3. Responsiveness	T
4. Personal Commitment	D
5. Adaptability	D

Annex B: End-Point Grading criteria

• Scenario-based Task

KSBs to be assessed as shown in Annex A:			
KSB	Distinction Criteria (Apprentices must demonstrate all the pass criteria and all the distinction criteria.)	Pass Criteria (Apprentices must demonstrate all the pass criteria.)	Fail Criteria (Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria)
K1	<ul style="list-style-type: none"> Is able to describe the main principles of valuation and recommend the most appropriate method to be used for each type of valuation. 	<ul style="list-style-type: none"> Able to identify the different types of valuation including that for lending, insurance, letting sale and investment purposes. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
K3	<ul style="list-style-type: none"> Provides evidence of where different methodologies can be employed for the purposes of marketing; and makes reasonable suggestions for marketing the property. 	<ul style="list-style-type: none"> Provides evidence of where they have undertaken one form of research for the purposes of marketing using the appropriate portals and databases. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
K4	<ul style="list-style-type: none"> Able to provide evidence where they have advised on details of construction dates and offers information on building style including an explanation of the impact of using different construction materials and styles. Is able to describe the common defects identified and offer advice on possible source and solutions. 	<ul style="list-style-type: none"> Is able to demonstrate how they use technical vocabulary when describing traditional and non-traditional building construction. Is able to identify at least two common defects in traditional buildings. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.

S2	<ul style="list-style-type: none"> • Able to identify and outline contingencies to manage situations which may impact on achievement of targets or instructions. 	<ul style="list-style-type: none"> • Is able to describe how they organise and plan their work to ensure tasks are prioritised and completed within required timescales. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
S5	<ul style="list-style-type: none"> • Able to describe what would happen if the existing tools and equipment were not fit for purpose and what alternative solutions may be appropriate. 	<ul style="list-style-type: none"> • Able to describe when they have used the common tools and equipment used in practice in estate agency including specific sales and letting packages. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
B3	<ul style="list-style-type: none"> • Able to describe at least two occasions when they have worked independently and have responded to instructions using their own initiative. 	<ul style="list-style-type: none"> • Provides evidence of where they have acted in a timely way to instructions. • Able to describe an example of working independently. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.

- **Professional discussion by portfolio of evidence**

KSBs to be assessed as shown in Annex A:			
KSB	Distinction Criteria (Apprentices must demonstrate all of the pass criteria and all of the distinction criteria)	Pass Criteria (Apprentices must demonstrate all of the pass criteria)	Fail Criteria (Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria)
K2	<ul style="list-style-type: none"> • Is able to describe in detail the legislation surrounding the sector and the impact of this on their role and organisation. 	<ul style="list-style-type: none"> • Able to explain the importance of compliance with the main regulations and legislation relating to the sector. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
K5	<ul style="list-style-type: none"> • Able to describe examples of where they have used their knowledge of planning principles and building regulations in a practical context. 	<ul style="list-style-type: none"> • Is able to explain the basic planning principles and building regulations. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
K6	<ul style="list-style-type: none"> • Provides evidence of where they have outlined the detail of legal requirements for relevant methods of sale; describing the products and how they meet customer needs. 	<ul style="list-style-type: none"> • Demonstrates their understanding of the relevant legal requirements for at least two different methods of sale. • Is able to describe the different methods of sale and distinguish between auction, private treaty and tender. • Able to explain the difference between informal and formal tender, and public and private auctions. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
K7	<ul style="list-style-type: none"> • Is able to demonstrate how their role and work has contributed to their personal and team targets and the 	<ul style="list-style-type: none"> • Is able to explain their role in the organisation and the responsibilities that they have in relation to 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.

	company's key performance indicators.	<p>corporate policies and procedures.</p> <ul style="list-style-type: none"> Is able to demonstrate their understanding of their business culture, targets, measures and the services offered. 	
S1	<ul style="list-style-type: none"> Provides evidence of commercial awareness by describing occasions of where they have used their knowledge in a practical context to highlight opportunities to bring new/increased income to the business. 	<ul style="list-style-type: none"> Provides evidence of where they have identified opportunities to gain referrals. Is able to explain where fees can be charged and how income can be brought into the business. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
S3	<ul style="list-style-type: none"> Provides evidence of where they have worked with customers in order to analyse the service they have received and compared products in order to provide solutions to meet customer needs. 	<ul style="list-style-type: none"> Able to describe examples of where they have worked as part of a team and have built good working relationships with colleagues and customers. Able to describe examples of solutions to problems that they have identified and how they have used interpersonal skills to achieve this. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
S4	<ul style="list-style-type: none"> Provides evidence of where they have applied the use of social media and smartphone applications in customer relationship management. 	<ul style="list-style-type: none"> Provides evidence of where they have managed the relationship with the customer through written, verbal and non-verbal communication. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
S6	<ul style="list-style-type: none"> Able to describe examples of how the advice and guidance that they gave to their client in relation to the presentation of the 	<ul style="list-style-type: none"> Able to describe examples of how they have presented a property for viewing and sale. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.

	property assisted in the sale; detailing any areas where they have had to provide innovative solutions to solve complex customer needs.	<ul style="list-style-type: none"> • Able to describe the opportunities for cross selling to lettings or financial services. • Able to describe the methods used in the process of concluding a sale. 	
S7	<ul style="list-style-type: none"> • Able to describe what research they have undertaken on aided the negotiation; including any recommendations they have made that could have improved the negotiation process. 	<ul style="list-style-type: none"> • Provides evidence of how they have used interpersonal skills to manage the negotiation process. • Able to describe examples of scenarios where they have managed difficult people and dealt with objections. • Able to describe the research they undertook to aid the negotiation of the sale. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
S8	<ul style="list-style-type: none"> • Is able to describe how good administration and record keeping supports business practice and compliance. 	<ul style="list-style-type: none"> • Describes how they have applied a range of administrative skills to ensure good record keeping, diary management and tracking of communications. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
S9	<ul style="list-style-type: none"> • Provides evidence of where they have used formal and informal language for different purposes in internal and external communications and is able to give examples of these. 	<ul style="list-style-type: none"> • Provides evidence of where they have used different forms of business communications. • Provides evidence of where they have used the numerical skills specific to Estate Agency. 	Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.
B1	<ul style="list-style-type: none"> • Able to describe the industry codes of 	<ul style="list-style-type: none"> • Able to describe how their choice of work wear and 	Fails to provide evidence to meet knowledge, skills and behavioural

	<p>practice in relation to conflicts of interest.</p>	<p>personal presentation affects customer impressions of themselves and the business.</p> <ul style="list-style-type: none"> • Able to explain how behaviours can impact on good customer care. • Describes how they show professional standards of behaviours and positive personality. 	<p>requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.</p>
B2	<ul style="list-style-type: none"> • Able to describe appropriate principles of customer care and give examples of when they have applied such principles. 	<ul style="list-style-type: none"> • Able to describe the importance of presenting the company, themselves and the profession in the best possible light. • Able to demonstrate how they can adapt their communication styles to converse appropriately with customers, colleagues and professionals, forwarding enquires as necessary. 	<p>Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.</p>
B4	<ul style="list-style-type: none"> • Provides evidence of where they have reviewed their personal development in order to identify a clear career pathway with suggestions on what they need to do to improve. 	<ul style="list-style-type: none"> • Able to provide evidence of their personal commitment through meeting expectations and taking responsibility for their own development. 	<p>Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.</p>
B5	<ul style="list-style-type: none"> • Is able to describe one example of when they had to change something they are working on in order to reprioritise another area of work, offering solutions for future changes. 	<ul style="list-style-type: none"> • Able to describe how they have adapted to changing priorities at work. 	<p>Fails to provide evidence to meet knowledge, skills and behavioural requirements as contained in Annex A and across the KSBs listed for each EPA assessment component.</p>