

End-point assessment plan for Employability Practitioner apprenticeship standard

| Standard reference number | Level of this EPA plan | Integrated |
|---------------------------|------------------------|------------|
| ST0663 | 4 | No |

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Introduction and overview

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

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will 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 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 that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

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 a maximum of 3 month(s), beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 3 distinct assessment methods.

The individual assessment methods will have the following grades:

Assessment Method 1 - Presentation Underpinned by Portfolio of Evidence and Research

- Pass
- Fail
- Distinction

Assessment Method 2 - Observation of Interventions with Service Users

- Pass
- Fail
- Distinction

Assessment Method 3 – Knowledge Test

- Pass
- Fail
- Distinction

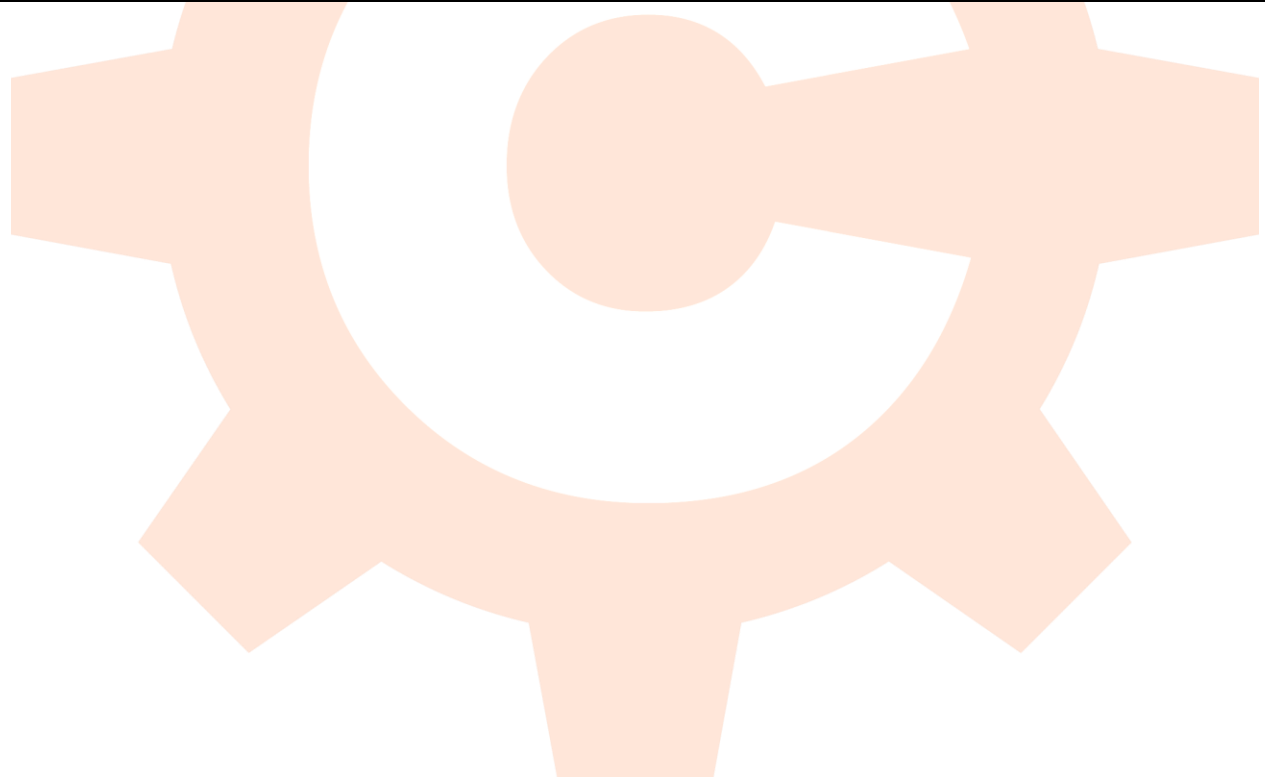
Performance in the EPA will determine the overall apprenticeship grades of:

- Pass
- Fail
- Distinction

EPA summary table

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| On-programme (typically 24 months) | Training to develop the occupation standard's knowledge, skills and behaviours. |
| 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/mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • The portfolio of evidence, compiled throughout the apprenticeship and completed by the gateway, it must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1 (AM1). • The presentation will be underpinned by this portfolio which covers evidence to show the apprentice has taken a minimum of 4 and a maximum of 6 service users from first engagement through to achievement of agreed action plan goals. • One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. The portfolio of evidence should contain evidence of activities that have been completed with service users and referenced against the knowledge, skills and behaviours. • The apprentice will need to be supported by their manager and the training provider throughout the duration of their on-programme learning to generate evidence that could be included in the portfolio, although the end-point assessment organisation will provide further guidance on the content. • The portfolio of evidence will likely contain, but not be limited to: <ul style="list-style-type: none"> ○ Evidence of observations ○ Product evidence – work documents ○ Witness statements/testimonies ○ Personal statements and/or reflective accounts ○ Written explanations/descriptions ○ CPD log |

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| | <ul style="list-style-type: none"> ○ Research– which will include, but not be limited to research pertaining to local labour market information, career pathways, integrated services, continuous professional development opportunities, key stakeholders, business development and networking opportunities and industry changes. <p>There will be a minimum of 24 and a maximum of 36 pieces of evidence.</p> |
| End Point Assessment (which would typically take 1 months) | <p>Assessment Method 1: Presentation Underpinned by Portfolio of Evidence and Research</p> <p>Assessment Method 2: Observation of Interventions with Service Users</p> <p>Assessment Method 3: Knowledge Test</p> |
| Professional recognition | <p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • Institute of Employability Professionals |



Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 4 months of the first part of the end-point assessment commencing and within the total EPA period.

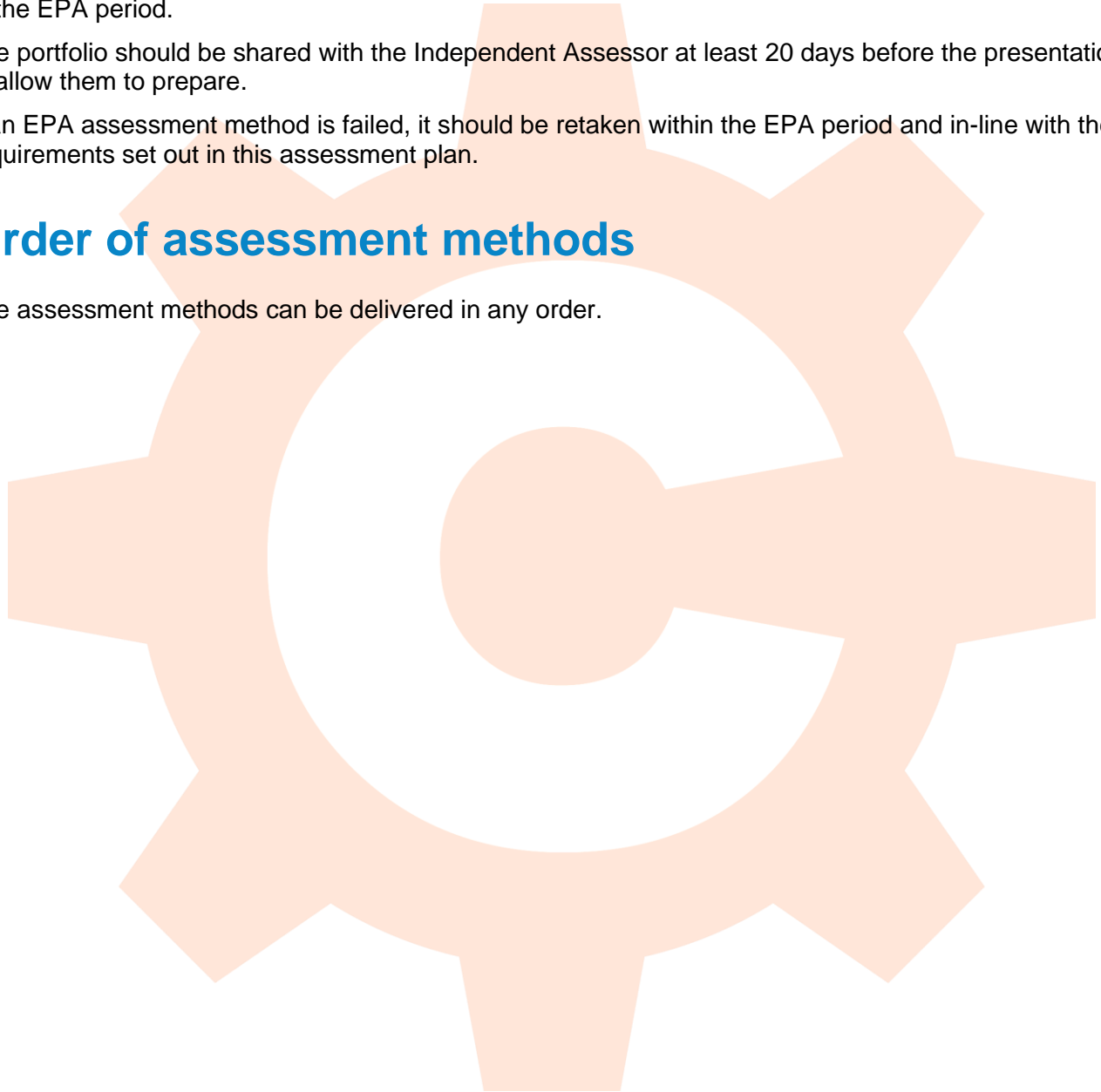
Any supporting material required for the EPA should be submitted no later than 4 weeks after the start of the EPA period.

The portfolio should be shared with the Independent Assessor at least 20 days before the presentation to allow them to prepare.

If an EPA assessment method is failed, it should be retaken within the EPA period and in-line with the requirements set out in this assessment plan.

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 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 Presentation Underpinned by Portfolio of Evidence and Research, the apprentice will be required to submit:

- The portfolio of evidence, compiled throughout the apprenticeship and completed by the gateway, must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1 (AM1).
- The presentation will be underpinned by this portfolio which covers evidence to show the apprentice has taken a minimum of 4 and a maximum of 6 service users from first engagement through to achievement of agreed action plan goals.
- One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. The portfolio of evidence should contain evidence of activities that have been completed with service users and referenced against the knowledge, skills and behaviours.
- The apprentice will need to be supported by their manager and the training provider throughout the duration of their on-programme learning to generate evidence that could be included in the portfolio, although the assessment organisation will provide further guidance on the content.
- The portfolio of evidence will likely contain but not be limited to:
 - Evidence of observations
 - Product evidence – work documents
 - Witness statements/testimonies
 - Personal statements and/or reflective accounts
 - Written explanations/descriptions
 - CPD log
 - Research – which will include but not be limited to research pertaining to local labour market information, career pathways, integrated services, continuous professional

development opportunities, key stakeholders, business development and networking opportunities and industry changes. The apprentice will summarise their research into key findings which they will then present during their EPA Assessment Method 1. They will be calling on these key findings to support the content of their presentation in demonstrating how they have used their research to support the information, advice and guidance that they have provided to their service users.

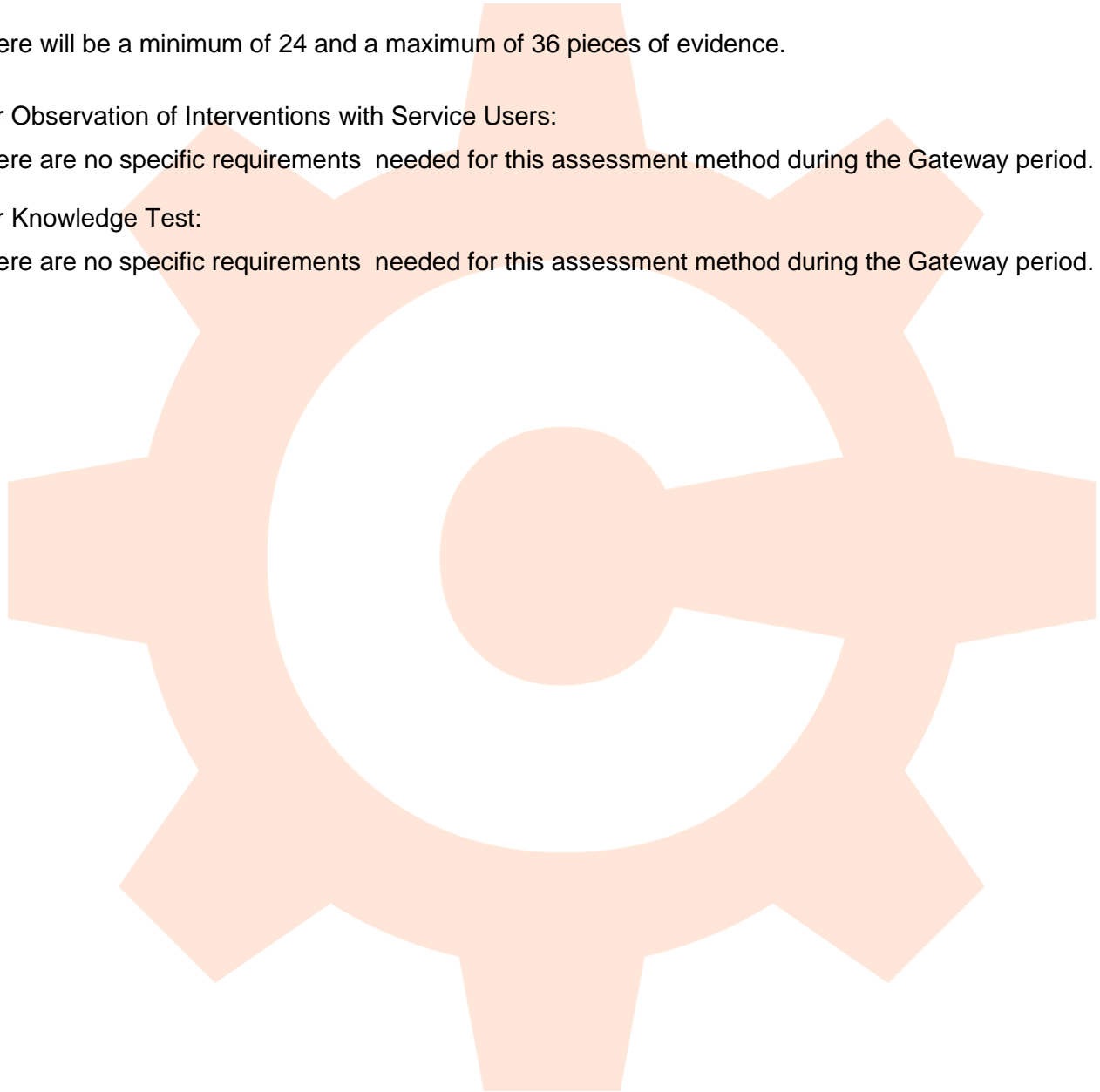
There will be a minimum of 24 and a maximum of 36 pieces of evidence.

For Observation of Interventions with Service Users:

There are no specific requirements needed for this assessment method during the Gateway period.

For Knowledge Test:

There are no specific requirements needed for this assessment method during the Gateway period.



Assessment Methods

Assessment Method 1: Presentation Underpinned by Portfolio of Evidence and Research

Overview

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

The title of the presentation will be “A Summary of Employability Practice, Using Evidence”. The presentation will be based on work done during the apprenticeship and will allow the apprentice to evidence the end to end support they delivered to service users. This could be direct support or because of labour market research. It will be underpinned by a portfolio that covers evidence to show the apprentice has taken a minimum of 4 and a maximum of 6 service users from first engagement through to achievement of agreed action plan goals.

The portfolio will include evidence of conducting initial assessments, writing action plans, carrying out reviews, conducting interventions with service users to improve their employability, supporting them into work and then providing in work support once they have secured a job. The presentation will then be an opportunity to showcase the evidence within the portfolio.

The presentation will also show how the apprentice has researched and analysed the employability sector to inform their service delivery. This includes having researched labour market information, career pathways, integrated services, continuous professional development opportunities, key stakeholders, business development and networking opportunities and industry changes.

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing.

The apprentice will have 20 day(s) to prepare, complete and submit the presentation.

Delivery

The presentation will last for 90 minutes. The 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 not prepare any questions in advance of the presentation. At the end of the presentation, the Independent Assessor can ask up to 6 questions based on the apprentices presentation to clarify any points or expand where needed.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- flip chart
- work products
- videos
- notes
- computer

The presentation will be conducted as follows:

It is the End Point Assessment Organisation's responsibility to obtain consent of the apprentice prior to them being videoed or recorded.

The presentation should last a total of 90 minutes. The apprentice should present for a maximum of 60 minutes and the Q&A/discussion afterwards should last a maximum of 30 minutes. The assessor has the discretion to increase each aspect (the presentation and the time for questioning) by up to 10% to allow the apprentice to complete their last point

The independent assessor will make all grading decisions.

Venue

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

- other suitable venue selected by the EPAO (e.g. a training provider)
- employer's premises
- Secure Online Facility e.g. Skype

The venue should be a quiet room, free from distraction and external influence. The venue will also - Contain relevant ICT equipment required by the apprentice for the presentation (e.g. projector, video conferencing facilities etc.) - Reasonable adjustments should be made to ensure accessibility requirements for the apprentice.

Other relevant information

Representation from the employer may also be present, but **only to observe**. The representation can be:

- an employer representative.

Support material

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

A process to ensure that any reasonable adjustments required by the assessor to effectively assess the apprentice are met.

Equipment so that they can video and audio record the presentation and will need to obtain the consent of the apprentice and employer representative prior to doing so.

A consent form, to be used before any apprentice is videoed or recorded. If the apprentice refuses to give consent to be videoed, then an audio only recording should be obtained as a minimum.

A marking sheet that can be used by the assessor to record evidence and results.

The employer representative (if present) is only present to answer clarification questions made by the assessor in relation to sector or contract specific details. If questions are asked of the employer, then the time taken for the independent assessor and the employer to answer will not contribute to the time allowed for the apprentice's assessment.

Assessment Method 2: Observation of Interventions with Service Users

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

One assessor may observe up to a maximum of 1 apprentices at any one time, to allow for quality and rigour.

Delivery

The observation should take 3 hour(s). The observation may be split into discrete sections held over a maximum of 1 working day(s). The length of a working day is typically considered to be 7.5 hours. The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this element of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation:

The independent assessor must be unobtrusive whilst conducting the observation. Assessor must observe the apprentice interact with a minimum of two service users. These interactions could include conducting an initial assessment, writing an action plan, carrying out a progress review, conducting an intervention to improve their employability or providing in work support if have secured a job. It does not matter which of these are observed but so long as they are observed conducting these interactions with a minimum of two service users.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The observation will take place in the apprentice's place of work and will last for three hours. During this time the assessor will observe the apprentice interacting with a minimum of two service users. The assessor will ask all questions after the observation has taken place to avoid interrupting the apprentice whilst they are conducting their appointment with their service user. Data protection legislation must be adhered to and so no service user personal information should be recorded on the assessor's documents or removed from the place of work. All service user personal details that are shared during throughout the observation should remain confidential and the assessor should purely focus on the apprentice and the observation criteria.

Questions may be asked after the observation is complete. The independent assessor can ask up to 6 questions. The independent assessor may ask follow-up questions where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by questioning after the observation, but these questions must be asked within a period not exceeding 30 minutes. The 30 minutes is for all 6 questions to be asked including any follow-up questions.

KSBs observed, and answers to questions, must be documented by the independent assessor on the mark sheet produced by the EPAO.

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required. Sufficient time should be allowed for familiarisation if the assessment is not taking place at the employer's premises.

- workplace other than the employer's own premises (e.g. premises of a client)
- employer's premises

Venue

The observation can take place in:

employer's premises

workplace other than the employer's own premises (e.g. premises of a client)

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. Some of these questions will be in relation to what the assessor observes, and some will be pre-picked from a bank. End-Point Assessment Organisations need to maintain question banks of sufficient size to ensure the questions are selected randomly so that the test questions remain valid and prevent the assessments from being predictable, including re-sits. These questions banks should be reviewed regularly (at least once a year). End-Point Assessment Organisations need to have in place processes and procedures to review the question banks regularly to ensure the questions they contain are fit-for-purpose.

Assessment Method 3: Knowledge Test

Test Format

The test can be:

- computer based
- paper based

It will consist of 40 questions.

These questions will consist of:

- Open questions requiring short, structured answers
- Multiple-choice questions

The multiple-choice questions should have 4 options of which, 1 should be correct.

Test administration

Apprentices must have a maximum of 120 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/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best consider the setting and security required in administering the test/examination.

This assessment method will be carried out as follows:

Normal test and invigilation conditions apply. There should be one invigilator for every 20 apprentices and so one invigilator cannot invigilate more than 20 apprentices at a time. The maximum marks available for the Knowledge Test are 66 marks. Each correct answer to a Multiple-Choice Question scores the apprentice a maximum of 1 mark. Each full correct answer to a Short Answer Question scores the apprentice 2 marks. It is possible for the apprentice to get 1 mark for a Short Answer Question that is partially correct. The questions should be split between question types as follows:

- 14 multiple choice questions
- 26 short answer questions

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.

Any incorrect or missing answers must be assigned 0 marks.

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 'question banks' 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. The bank of questions should be of sufficient size to allow for multiple tests to be taken including re-sits and re-takes.

End-Point Assessment Organisations need to maintain question banks of sufficient size to ensure the questions are selected randomly so that the test questions remain valid and prevent the assessments from being predictable, including re-sits. These questions banks should be reviewed regularly (at least once a year). End-Point Assessment Organisations need to have in place processes and procedures to review the question banks regularly to ensure 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
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams

Grading

All EPA methods must be passed for the EPA to be passed overall. Every KSB must be achieved at least as a Pass for that assessment method. Within each assessment method, at least 50% of the KSBs must be achieved as a Distinction for the apprentice to be awarded a Distinction in that assessment method.

Assessment Method 1: Presentation Supported by Portfolio of Evidence and Research

| KSBs | Name of grade | Grade descriptor |
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| K1 Holistic Assessments & Diagnostics - How to use a wider range of holistic assessments and diagnostics that take into consideration the whole person, not just employability related factors. For example, physical health, mental well-being and external factors such as housing, financial situations, family etc. | Distinction | Accurately describes the links between the assessment and diagnostic tools and evaluates the results and the effectiveness of the results. |
| K2 Holistic Action Plans & Reviews - How to develop and use SMART, holistic and in-depth work-focused action plans that are user-led and agreed with representatives from other agencies. How to conduct regular reviews with representatives from other agencies. | Distinction | Accurately demonstrates that the SMART goals have been met by the service user. Appropriate action is taken in response to issues highlighted during reviews. |
| K3 Job Search & Other Interventions - How to deliver a wider range of interventions that are specifically tailored to meet the needs of individual service users. Not just employability related interventions but those that impact on health and well-being etc. Different methods of evaluating interventions for continuous improvement. | Distinction | Correctly evaluates the effectiveness of four or more different types of interventions delivered and addresses any issues raised in line with evaluations. |
| K4 Integrated Services - Multi-agency (e.g. mental health services, probation services, police, social care services, health care services, local authorities etc.) approaches to service delivery where local third-party provision is integrated with other services and knowledge of outreach, mobile and flexible working practices. Facilitate "service user focused" meetings with external multi-agency caseworkers, utilising all available sources of support to help assist service | Distinction | Demonstrates the pros and cons of multi-agency working and offers solutions to overcome the cons identified. Conducts follow up communications with other services following meetings to ensure |

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| users move into work, ensuring synergy and non-duplication of other agency work. | | actions and commitments are met. |
| K5 Customer Service - How to deal with complaints, different methods of gathering service user feedback, approaches to evaluate it, critically analyse it and use it for service delivery improvements. | Distinction | Provides examples of where feedback has been gathered from five or more service users. Generates data which is then analysed and evaluated to make continuing improvements. Evidence of improvements made to processes and practices. |
| K7 Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment. | Distinction | Active cases monitored for warning signs that the service user may potentially require additional support to stay in work and appropriate supportive action is taken. Evidence that they have reflected on how they manage positive relationships with employers and made improvements. |
| K8 Challenging & Complex Caseloads - How to manage low volumes of high needs/complex cases. Advanced caseload management techniques and time management techniques. Obstacles and factors that affect caseload management and how to deal with complex and challenging cases. | Distinction | Deals with challenging and complex cases without needing to escalate as able to address any issues themselves. Evaluates how effective they are at managing their caseload and makes improvements where necessary. |
| K12 Practice Development - Participate in practice development sessions, caseload reviews and observations to support the development of themselves and others. | Distinction | Evaluates the effectiveness of the practice development sessions and can provide evidence of supporting others to improve their practice as well as own. |
| K13 Careers, Employability & Labour Market Information - Career choice theories and concepts, how to use these to provide advice and guidance, an understanding of employers and how to work with them, advocating on the behalf of individual service | Distinction | Detailed and in-depth research undertaken. Data is collated, analysed and evaluated to make sound conclusions that inform |

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| users to broker suitable employment based on their individual circumstances and considering any reasonable adjustments that might need to be made, how to analyse and interpret labour market information for service delivery improvement. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market. | | provision of accurate information advice and guidance to service users. |
| K16 IT Systems & Record Keeping - How to use IT Systems for management of information to inform service delivery and how to conduct routine compliance checks of records. | Distinction | Explains the importance of having accurate reports and the impact of non-compliance. |
| K18 Continuing Professional Development (CPD) - The importance of effective management of own and others' CPD. | Distinction | Evaluates the effectiveness of CPD undertaken and regularly reflects on what they have learnt and how it can be put into practice. |
| K19 Equality, Diversity & Inclusion - Their importance in the workplace. | Distinction | Evaluates own ability to embed equality, diversity and inclusion within own practice. Shows awareness of own unconscious bias and steps they take to minimise it. |
| S1 Holistic Assessments & Diagnostics - Use advanced holistic assessment and diagnostic skills to identify service user employability, career goals and aspirations and health and well-being barriers. Assess service users' strengths and obstacles to building healthier lives through returning to work. | Distinction | Results of assessments and diagnostics are analysed and correctly used to inform the service users' action plans. |
| S2 Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify service user employability, career goals and aspirations and potential barriers to these. | Distinction | Appropriate self-reflection and analysis is conducted on how effective their interviewing and questioning techniques are. |
| S3 Attention to detail & Record Keeping - Conduct routine compliance checks of service user records, identifying areas for improvement and making recommendations. | Distinction | Correctly identifies the implications of non-compliance around record keeping and acts to minimise errors. |
| S4 Design & Deliver Interventions - Utilise evidence-based solutions to design and deliver employability, | Distinction | Appropriately evaluates the effectiveness of |

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| health and wellbeing related programmes, services and interventions to service users. | | interventions and makes improvements. |
| S5 Mobile & Flexible Working - Work flexibly across different locations, undertaking outreach work to make services accessible for service users, co-locating with other community services and other forms of mobile working. | Distinction | Demonstrates how links are made to community services and what due diligence is in place for effective working practices. |
| S6 Communication - Communicates to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement. | Distinction | Actively obtains feedback on communication skills and makes improvements accordingly. |
| S9 Managing Complex Caseloads - Application of specialist knowledge to deal with complex and challenging cases. | Distinction | Complex cases are dealt with using appropriate techniques and knowledge. KPIs or performance targets are always met and at times exceeded. Regular analysis of caseload by running reports and using the information to make informed decisions. |
| S10 Behaviour Management - Anticipates and de-escalates challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques. | Distinction | Deals with particularly difficult service users without the need for escalation, going above expected level, and can provide evidence of changes in behaviour of service users. |
| S11 Change Management - Manage change effectively with changes to and the on-boarding/off-boarding of contracts and services. | Distinction | Analyses the effectiveness of change management techniques used and identifies areas for improvement. |
| S12 Business Development - Identify, seek out and establish business development and commercial opportunities for the organisation including new referral streams. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market. | Distinction | Analyses the effectiveness of their approach to business development and seeks to make improvements. |

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| S13 Networking - Network with internal and external customers and key stakeholders to build relationships and identify business opportunities. | Distinction | Evidence of a wide and dynamic range of individuals and organisations within network. |
| S14 Stakeholder Engagement & Management - Build and maintain strong working relationships with key stakeholders to support service delivery by taking a multi-agency and integrated services approach. | Distinction | Accurately gathers data from stakeholders to inform reviews of service user progress. Evidence that the reviews have been contributed to by other agencies. |
| S16 Evaluation & Critical Analysis - Evaluates and analyses programmes, services and interventions, using data to make recommendations for improvements and to inform service delivery. | Distinction | Breadth and depth of analysis is evident. Analysis of data is particularly critical with clear conclusions being drawn that directly inform key decisions on service delivery. |
| S17 Research Skills - Gather labour market, employability and careers information, analyse it, spot trends and patterns, draw conclusions to inform information, advice and guidance given to service users and employers. Research skills are used to further specialism knowledge and experience, as well as to support service design and delivery. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market. | Distinction | Breadth and depth of research is evident and comes from a wide range of primary and secondary reliable sources. Evidence that performance has improved because of improvements made. |
| S19 Service Delivery - Adheres to company vision, mission and values, embedding them in all service delivery. | Distinction | Able to align service delivery with company vision, mission and values where applicable, taking steps to address any areas that do not. |
| S20 Performance Management - Independently manage own performance to meet minimum service levels, contractual requirements and service level agreements. | Distinction | Continually looks for opportunities to improve service delivery and as a result is exceeding minimum service levels, contractual requirements and service level agreements in some areas. |

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| S21 ICT & Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet. | Distinction | Evidence that record keeping is at least 90% accurate and steps are taken to minimise human error wherever possible. Demonstrates advanced skills and innovation in using ICT, social media and other digital platforms to support service users to find, progress and stay in work. |
| S23 Manage CPD - Manage your own and support the professional development of others. Promote best practice through learning opportunities as they arise. | Distinction | Evaluates and reflects on the effectiveness of CPD activity undertaken and continually seeks out new opportunities for own growth and development. |
| B1 Pro-Active & Efficient - Gets own job done and where relevant gets tasks done through others, always achieving high standard results, taking a pro-active approach to all work areas. | Distinction | Delegates tasks to service users and colleagues where appropriate to ensure the best match of skills/experience against the task at hand. |
| B4 Target Driven - Ambitious and determined to succeed, finding better ways of achieving business objectives even in the light of sustained pressure. | Distinction | Exceeds performance targets / objectives / KPIs and is continually striving to improve. |
| B5 Flexible & Adaptable - Adapting to changing circumstances and implementing change effectively. | Distinction | Adapts to changing circumstances quickly and evaluates the effectiveness of change that has been implemented. |
| B6 Resilient - Has the capacity to respond to and recover from difficulties. | Distinction | Evaluates own ability to be resilient and continually looks for ways to build it. |
| B9 Analytical - Seeks and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions. | Distinction | Evaluates sources of information to ensure that they are valid, reliable and current. |
| B10 Innovative & Creative - Quickly appreciates diverse and complex information, using it to challenge current methods and generate innovative ideas and | Distinction | Evaluates the effectiveness of innovative and creative methods used to help service users |

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| solutions to improve business performance and act upon potential business opportunities. | | find, stay and progress in work, looking to exceed performance targets where possible. |
| B11 Commercially Aware - Understands the business, its strategy, goals and priorities as well as the business environment. | Distinction | Uses knowledge of the business, its strategy, goals and priorities to make sound commercial decisions. |
| N/A | Merit | N/A |
| K1 Holistic Assessments & Diagnostics - How to use a wider range of holistic assessments and diagnostics that take into consideration the whole person, not just employability related factors. For example, physical health, mental well-being and external factors such as housing, financial situations, family etc. | Pass | Appropriate holistic assessment and diagnostic tools selected and used correctly. Results and outcomes are accurately recorded on employer systems, in line with company processes and procedures. |
| K2 Holistic Action Plans & Reviews - How to develop and use SMART, holistic and in-depth work-focused action plans that are user-led and agreed with representatives from other agencies. How to conduct regular reviews with representatives from other agencies. | Pass | SMART and holistic work-focused action plans developed and recorded with the service user, informed by the initial assessments and diagnostics and reviewed regularly. Action plans are agreed, with and have been contributed to, by other agencies. |
| K3 Job Search & Other Interventions - How to deliver a wider range of interventions that are specifically tailored to meet the needs of individual service users. Not just employability related interventions but those that impact on health and well-being etc. Different methods of evaluating interventions for continuous improvement. | Pass | Correctly outlines the types of interventions that can be delivered which are specifically tailored to the meet the needs of individual service users. This should include interventions that address employability, health and well-being and how to record them using correct processes. Correctly evaluates the effectiveness of at least |

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| | | three different types of interventions delivered. |
| <p>K4 Integrated Services - Multi-agency (e.g. mental health services, probation services, police, social care services, health care services, local authorities etc.) approaches to service delivery where local third-party provision is integrated with other services and knowledge of outreach, mobile and flexible working practices. Facilitate “service user focused” meetings with external multi-agency caseworkers, utilising all available sources of support to help assist service users move into work, ensuring synergy and non-duplication of other agency work.</p> | Pass | <p>Describes the different types of agencies and services available both locally and nationally, what their purpose is and how they can be accessed to support service users by giving real examples of where they have signposted at least four service users to access other services.</p> <p>Accurately explains the importance of a multi-agency and integrated services approach to service delivery and the wider business.</p> <p>Correctly selects and matches agencies and services with service users to ensure their individual needs are met.</p> <p>Appropriately applies outreach, mobile and flexible working practices.</p> |

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| <p>K5 Customer Service - How to deal with complaints, different methods of gathering service user feedback, approaches to evaluate it, critically analyse it and use it for service delivery improvements.</p> | <p>Pass</p> | <p>Correctly identifies and explains different methods of gathering service user feedback providing examples of where feedback has been gathered from at least four service users. Accurately describes how to use feedback to improve service delivery. Explains how to professionally and appropriately respond to feedback that has resulted in a complaint.</p> |
| <p>K7 Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment.</p> | <p>Pass</p> | <p>Provides appropriate in work support to at least four different service users using a variety of models/methods to help them stay and progress in work. Accurately describes effective practice of managing positive relationships with employers.</p> |
| <p>K8 Challenging & Complex Caseloads - How to manage low volumes of high needs/complex cases. Advanced caseload management techniques and time management techniques. Obstacles and factors that affect caseload management and how to deal with complex and challenging cases.</p> | <p>Pass</p> | <p>Compares a range of caseload management techniques and selects the most appropriate for working with service users that helps to meet performance targets / KPIs. Explains how to ensure complex cases are dealt with appropriately, escalating where needed.</p> |
| <p>K12 Practice Development - Participate in practice development sessions, caseload reviews and observations to support the development of themselves and others.</p> | <p>Pass</p> | <p>Demonstrably improves practice and service delivery using learning from practice development sessions.</p> |

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| <p>K13 Careers, Employability & Labour Market Information - Career choice theories and concepts, how to use these to provide advice and guidance, an understanding of employers and how to work with them, advocating on the behalf of individual service users to broker suitable employment based on their individual circumstances and considering any reasonable adjustments that might need to be made, how to analyse and interpret labour market information for service delivery improvement. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market.</p> | <p>Pass</p> | <p>Analyses and interprets careers, employability and labour market information to meet service user needs and supports them to make informed decisions whilst considering relevant professional standards. The research and data used must be detailed, valid, sufficient and reliable.</p> |
| <p>K16 IT Systems & Record Keeping - How to use IT Systems for management of information to inform service delivery and how to conduct routine compliance checks of records.</p> | <p>Pass</p> | <p>Accurate records maintained, and compliance checks completed in line with company processes.</p> |
| <p>K18 Continuing Professional Development (CPD) - The importance of effective management of own and others' CPD.</p> | <p>Pass</p> | <p>Provides personal and professional examples of CPD undertaken and describes the importance of keeping this up to date for themselves and others.</p> |
| <p>K19 Equality, Diversity & Inclusion - Their importance in the workplace.</p> | <p>Pass</p> | <p>Correctly describes what equality, diversity and inclusion are, distinguishes the differences between them and why they are important within the workplace and the employability industry.</p> |
| <p>S1 Holistic Assessments & Diagnostics - Use advanced holistic assessment and diagnostic skills to identify service user employability, career goals and aspirations and health and well-being barriers. Assess service users' strengths and obstacles to building healthier lives through returning to work.</p> | <p>Pass</p> | <p>Demonstrates the ability to accurately use a wide range of holistic assessment and diagnostic tools and can appropriately record the results on the system following correct processes and procedures. Able to provide evidence of initial assessments and diagnostics completed</p> |

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| | | with a min. of four service users. |
| S2 Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify service user employability, career goals and aspirations and potential barriers to these. | Pass | Demonstrates the ability to apply effective interviewing and questioning techniques to identify service user employability, career goals, aspirations and potential barriers which are then used to inform action plans and reviews completed with a min. of four service users. |
| S3 Attention to detail & Record Keeping - Conduct routine compliance checks of service user records, identifying areas for improvement and making recommendations. | Pass | Pays attention to detail through accurate record keeping, that follows relevant processes and procedures and is compliant. Correctly identifies areas for improvement during routine compliance checks and makes recommendations where appropriate. Able to provide evidence of action plans and reviews completed and accurately recorded on the system with a min. of four service users. |

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| <p>S4 Design & Deliver Interventions - Utilise evidence-based solutions to design and deliver employability, health and wellbeing related programmes, services and interventions to service users.</p> | <p>Pass</p> | <p>Accurately utilises evidence-based solutions to design and deliver employability, health and wellbeing related programmes, services and interventions to service users. Provides real examples of different interventions delivered to a min. of four different service users.</p> |
| <p>S5 Mobile & Flexible Working - Work flexibly across different locations, undertaking outreach work to make services accessible for service users, co-locating with other community services and other forms of mobile working.</p> | <p>Pass</p> | <p>Works flexibly across different locations. Undertakes outreach work to make services accessible for service users where applicable. Co-locating with other community services and other forms of mobile working where appropriate.</p> |
| <p>S6 Communication - Communicates to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement.</p> | <p>Pass</p> | <p>Communicates appropriately to a high standard, both verbally, written and digitally, and can provide at least one example of each. Correctly adapts communication for different audiences and evaluates the effectiveness.</p> |

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| <p>S9 Managing Complex Caseloads - Application of specialist knowledge to deal with particular complex and challenging cases.</p> | <p>Pass</p> | <p>Can manage caseloads effectively so that:</p> <ul style="list-style-type: none"> - All service users on caseload are seen on a regular basis (either face-to-face or remotely). - All interventions with service users are completed within set time frames. - Correct and appropriate application of caseload management techniques. - KPIs or performance targets are consistently being met. |
| <p>S10 Behaviour Management - Anticipates and de-escalates challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques.</p> | <p>Pass</p> | <p>Anticipates and correctly de-escalates challenging situations with service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques.</p> |
| <p>S11 Change Management - Manage change effectively with changes to and the on-boarding/off-boarding of contracts and services.</p> | <p>Pass</p> | <p>Applies change management techniques correctly amidst changes to contracts and services.</p> |
| <p>S12 Business Development - Identify, seek out and establish business development and commercial opportunities for the organisation including new referral streams. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market.</p> | <p>Pass</p> | <p>Identifies and establishes business development and commercial opportunities for the organisation including new referral sources.</p> |

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| <p>S13 Networking - Network with internal and external customers and key stakeholders to build relationships and identify business opportunities.</p> | <p>Pass</p> | <p>Identifies appropriate opportunities to network with internal and external customers and key stakeholders. Establishes strong working relationships with them that is built on mutual trust and respect. Identifies relevant business opportunities for the organisation.</p> |
| <p>S14 Stakeholder Engagement & Management - Build and maintain strong working relationships with key stakeholders to support service delivery by taking a multi-agency and integrated services approach.</p> | <p>Pass</p> | <p>Establishes strong working relationships with key stakeholders that supports service delivery via a multi-agency and integrated services approach. Initiates regular progress reviews with service users and representatives from other support services/agencies where appropriate. Able to provide evidence of reviews completed and accurately recorded on the system with a min. of four service users.</p> |
| <p>S16 Evaluation & Critical Analysis - Evaluates and analyses programmes, services and interventions, using data to make recommendations for improvements and to inform service delivery.</p> | <p>Pass</p> | <p>Evaluates and analyses programmes, services and interventions. Ensures data is used accurately to make recommendations and / or improvements to inform service delivery.</p> |

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| <p>S17 Research Skills - Gather labour market, employability and careers information, analyse it, spot trends and patterns, draw conclusions to inform information, advice and guidance given to service users and employers. Research skills are used to further specialism knowledge and experience, as well as to support service design and delivery. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market.</p> | <p>Pass</p> | <p>Conducts appropriate research to gather labour market and careers information. Analyses and identifies trends and patterns to draw conclusions to effectively support service design and delivery.</p> |
| <p>S19 Service Delivery - Adheres to company vision, mission and values, embedding them in all service delivery.</p> | <p>Pass</p> | <p>Embeds company's vision, mission and values within all aspects of service delivery.</p> |
| <p>S20 Performance Management - Independently manage own performance to meet minimum service levels, contractual requirements and service level agreements.</p> | <p>Pass</p> | <p>Independently manages own performance to meet minimum service levels, contractual requirements and service level agreements.</p> |
| <p>S21 ICT & Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet.</p> | <p>Pass</p> | <p>Proficient in the use of ICT, social media and digital skills for accurate record keeping (at least 80% accuracy) and supporting service users.</p> |
| <p>S23 Manage CPD - Manage your own and support the professional development of others. Promote best practice through learning opportunities as they arise.</p> | <p>Pass</p> | <p>Manages own personal and professional CPD and utilises this to promote best practice.</p> |
| <p>B1 Pro-Active & Efficient - Gets own job done and where relevant gets tasks done through others, always achieving high standard results, taking a pro-active approach to all work areas.</p> | <p>Pass</p> | <p>Manages time effectively and is proactive in achieving all work tasks required by meeting deadlines and quality standards. Motivates service users to become self-sufficient in undertaking work related activity themselves where relevant.</p> |

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| B4 Target Driven - Ambitious and determined to succeed, finding better ways of achieving business objectives even in the light of sustained pressure. | Pass | Meets performance targets / objectives / KPIs and is proactive is continually striving to improve. |
| B5 Flexible & Adaptable - Adapting to changing circumstances and implementing change effectively. | Pass | Adapts to changing circumstances and accurately implements change. |
| B6 Resilient - Has the capacity to respond to and recover from difficulties. | Pass | Demonstrates the ability to be resilient when working with service users. |
| B9 Analytical - Seeks and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions. | Pass | Analyses and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions. |
| B10 Innovative & Creative - Quickly appreciates diverse and complex information, using it to challenge current methods and generate innovative ideas and solutions to improve business performance and act upon potential business opportunities. | Pass | Finds and uses appropriate innovative and creative methods to help service users find, stay and progress in work and meet performance targets. |
| B11 Commercially Aware - Understands the business, its strategy, goals and priorities as well as the business environment. | Pass | Demonstrates an understanding of the business, its strategy, goals and priorities. |
| All KSBs. | Fail | Apprentice has not met the pass criteria. |

Assessment Method 2: Observation of Interventions with Service Users

| KSBs | Name of grade | Grade descriptor |
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| K6 Coaching & Mentoring - A wide range of coaching and mentoring techniques for use with service users and colleagues. The differences between coaching and mentoring and knowing when to coach and when | Distinction | Correctly identifies the effectiveness of using these methods and the impact they have on service users. |

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| to mentor. Methods of reviewing and improving coaching and mentoring practice. | | |
| K7 Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment. | Distinction | Active cases monitored for warning signs that the service user may potentially require additional support to stay in work and appropriate supportive action is taken. Evidence that they have reflected on how they manage positive relationships with employers and made improvements. |
| S2 Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify service user employability, career goals and aspirations and potential barriers to these. | Distinction | Appropriate self-reflection and analysis is conducted on how effective their interviewing and questioning techniques are. |
| S6 Communication - Communicates to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement. | Distinction | Actively obtains feedback on communication skills and makes improvements accordingly. |
| S7 Coaching & Mentoring - Coach and mentor service users and colleagues and actively improve coaching and mentoring skills for themselves and others. | Distinction | Coaching and mentoring practice is reflected on and evaluated, making improvements where relevant. |
| S10 Behaviour Management - Anticipates and de-escalates challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques. | Distinction | Deals with particularly difficult service users without the need for escalation, going above expected level, and can provide evidence of changes in behaviour of service users. |

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| S15 Giving Feedback - Give constructive and timely feedback to service users and colleagues. | Distinction | Actively asks for feedback from service users and colleagues in return on how they can help them meet their goals. |
| S18 Deliver Information, Advice & Guidance - Apply employability, careers and labour market knowledge in order to deliver high quality information, advice and guidance that is tailored to the needs of the service users and key stakeholders. | Distinction | Evaluates own ability to provide IAG to service users and makes improvements. |
| S21 ICT & Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet. | Distinction | Evidence that record keeping is at least 90% accurate and steps are taken to minimise human error wherever possible. Demonstrates advanced skills and innovation in using ICT, social media and other digital platforms to support service users to find, progress and stay in work. |
| S22 Assertiveness - Assertively directs and challenges service users to reach their potential. Will also be used when dealing with key stakeholders. | Distinction | Able to secure win-win situations and compromise with service users and key stakeholders where needed. |
| B2 Positive - Has a 'can do' attitude, is enthusiastic and can inspire service users and colleagues. | Distinction | Bounces back from setbacks quickly and remains positive even in the face of negativity from others. |
| B3 Professional - Demonstrates a genuine commitment to the personal, health & well-being and occupational success of individual service users by meeting industry standards. | Distinction | Exceeds industry standards and sets appropriate professional boundaries when working with service users. |
| B7 Emotional Intelligence - Recognises, understands and manages own emotions and recognises, understands and be proactive in influencing the emotions of others. Can handle interpersonal relationships establishing rapport effectively. | Distinction | Empathises with others and relates with them whilst still in control of their own emotions. |

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| B8 Supportive - Provide encouragement and emotional help and support appropriately and where needed to colleagues and service users. | Distinction | Supports service users and colleagues to become self-sufficient and independent. |
| N/A | Merit | N/A |
| K6 Coaching & Mentoring - A wide range of coaching and mentoring techniques for use with service users and colleagues. The differences between coaching and mentoring and knowing when to coach and when to mentor. Methods of reviewing and improving coaching and mentoring practice. | Pass | Correctly outlines a range of coaching and mentoring models, tools and techniques that have been used. This must include coaching codes of conduct, professional standards and boundaries. Accurately explains the importance of using both coaching and mentoring with service users and how it should be recorded. Compares and contrasts the methods of coaching and mentoring and explains when each technique should be used. |
| K7 Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment. | Pass | Provides appropriate in work support to at least four different service users using a variety of models/methods to help them stay and progress in work. Accurately describes effective practice of managing positive relationships with employers. |
| S2 Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify service user employability, career goals and aspirations and potential barriers to these. | Pass | Demonstrates the ability to apply effective interviewing and questioning techniques to identify service user employability, career goals, aspirations and potential barriers which are then used to inform action plans and reviews |

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| | | completed with a min. of four service users. |
| S6 Communication - Communicates to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement. | Pass | Communicates appropriately to a high standard, both verbally, written and digitally, and can provide at least one example of each. Correctly adapts communication for different audiences and evaluates the effectiveness. |
| S7 Coaching & Mentoring - Coach and mentor service users and colleagues and actively improve coaching and mentoring skills for themselves and others. | Pass | Demonstrates the ability to conduct coaching and mentoring sessions with at least four service users that: <ul style="list-style-type: none"> - Includes the use of coaching and mentoring models, tools and techniques. - Are recorded and evidenced correctly. - Follow coaching and mentoring codes of conduct. - Adheres to professional standards and boundaries. |
| S10 Behaviour Management - Anticipates and de-escalates challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques. | Pass | Anticipates and correctly de-escalates challenging situations with service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques. |

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| S15 Giving Feedback - Give constructive and timely feedback to service users and colleagues. | Pass | Provides constructive and timely feedback to service users and colleagues. |
| S18 Deliver Information, Advice & Guidance - Apply employability, careers and labour market knowledge in order to deliver high quality information, advice and guidance that is tailored to the needs of the service users and key stakeholders. | Pass | Provides accurate and appropriate IAG to at least two service users that: - Meets the needs of the service user and enables them to make an informed decision. - Adheres to relevant professional standards. |
| S21 ICT & Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet. | Pass | Proficient in the use of ICT, social media and digital skills for accurate record keeping (at least 80% accuracy) and supporting service users. |
| S22 Assertiveness - Assertively directs and challenges service users to reach their potential. Will also be used when dealing with key stakeholders. | Pass | Demonstrates confidence and assertiveness when challenging service users. |
| B2 Positive - Has a 'can do' attitude, is enthusiastic and can inspire service users and colleagues. | Pass | Demonstrates a 'can do' attitude with enthusiasm that inspires services users and colleagues. |
| B3 Professional - Demonstrates a genuine commitment to the personal, health & well-being and occupational success of individual service users by meeting industry standards. | Pass | Adheres to professional industry standards when working with service users. |
| B7 Emotional Intelligence - Recognises, understands and manages own emotions and recognises, understands and be proactive in influencing the emotions of others. Can handle interpersonal relationships establishing rapport effectively. | Pass | Recognises and manages own emotions and influences the emotions of others to improve interpersonal relationships and establish rapport. |
| B8 Supportive - Provide encouragement and emotional help and support appropriately and where needed to colleagues and service users. | Pass | Provides appropriate encouragement and emotional help and support to service users and colleagues. |
| All KSBs | Fail | Apprentice has not met the pass criteria. |

Assessment Method 3: Knowledge Test

| KSBs | Name of grade | Grade descriptor |
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| K9 Non-Clinical Behavioural Change - Different types of non-clinical behavioural change techniques. | Distinction | Applies at least two non-clinical behavioural techniques that are appropriate to the service user and the situation. Correctly describes when a technique might be inappropriate. |
| K10 Challenging Situations - A wide range of managing challenging behaviour techniques, change management techniques, when to use them and company referral/escalation processes. | Distinction | Following escalation, service user is supported and regular follow up takes place to ensure a resolution. |
| K11 Employability Industry - Funding systems, welfare benefits and professional boundaries. The different types of public services, community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user. | Distinction | Accurately analyses how the different services together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user. |
| K14 Legislation & Company Vision, Mission, Values - Knows what their company's vision, missions and values and understands relevant industry legislation. | Distinction | Evaluates the effectiveness of the company strategy in line with vision, mission and values. Relates how well company values align with the contract they are working on. |
| K15 Minimum Service Levels & Contractual Requirements - Current contractual requirements and minimum service levels, how to meet them, how to highlight and address issues with service level requirements. | Distinction | Issues have been addressed and resulted in a positive impact on improving performance. |
| K19 Equality, Diversity & Inclusion - Their importance in the workplace. | Distinction | Evaluates own ability to embed equality, diversity and inclusion within own practice. Shows awareness of own unconscious bias and |

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| | | steps they take to minimise it. |
| S8 Problem Solving & Risk/Crisis Management - Uses advanced problem solving, and negotiation skills to establish win-win situations with service users where possible. Identifying when they might potentially fall out of work and rapidly respond to minimise the risk. Address safeguarding concerns maturely, dealing with service users when they present in crisis, minimising risks/crises in the future through pastoral support and effective risk assessment. | Distinction | Accurately conducts risk assessments of service users to determine whether they may develop a safeguarding issue. Evaluates the effectiveness of solutions put in place. |
| B6 Resilient - Has the capacity to respond to and recover from difficulties. | Distinction | Evaluates own ability to be resilient and continually looks for ways to build it. |
| N/A | Merit | N/A |
| K9 Non-Clinical Behavioural Change - Different types of non-clinical behavioural change techniques. | Pass | Analyses at least two different types of non-clinical behavioural change techniques to identify their pros and cons. |
| K10 Challenging Situations - A wide range of managing challenging behaviour techniques, change management techniques, when to use them and company referral/escalation processes. | Pass | Correctly classifies and utilises at least two change management techniques and behaviour management techniques. Accurately applies techniques to relevant scenarios and correctly escalates where needed following company processes. |
| K11 Employability Industry - Funding systems, welfare benefits and professional boundaries. The different types of public services, community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user. | Pass | Correctly describes the funding systems, welfare benefits and professional boundaries that are applicable to their role. Correctly explains the different types of public services, community offerings and funding streams available. |

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| K14 Legislation & Company Vision, Mission, Values - Knows what their company's vision, missions and values and understands relevant industry legislation. | Pass | Accurately describes company vision, mission and values and relevant industry-related legislation. |
| K15 Minimum Service Levels & Contractual Requirements - Current contractual requirements and minimum service levels, how to meet them, how to highlight and address issues with service level requirements. | Pass | Accurately describes the purpose of minimum service levels and contractual requirements and identifies, highlights and addresses issues with them. |
| K17 Safeguarding - The context for legal and policy frameworks, family and environmental context and how to identify safeguarding concerns and knowing when to escalate. | Pass | Demonstrates a full understanding of Safeguarding and the impact on service delivery and business requirements. Accurately describes a range of legal and policy frameworks within Safeguarding and which process to follow when concerns need to be escalated. |
| K19 Equality, Diversity & Inclusion - Their importance in the workplace. | Pass | Correctly describes what equality, diversity and inclusion are, distinguishes the differences between them and why they are important within the workplace and the employability industry. |
| S8 Problem Solving & Risk/Crisis Management - Uses advanced problem solving, and negotiation skills to establish win-win situations with service users where possible. Identifying when they might potentially fall out of work and rapidly respond to minimise the risk. Address safeguarding concerns maturely, dealing with service users when they present in crisis, minimising risks/crises in the future through pastoral support and effective risk assessment. | Pass | Proactively initiates problem solving and risk/crisis management, correctly utilising problem solving and negotiation skills. Recognises and addresses safeguarding concerns maturely and appropriately following relevant processes and procedures. |

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| B6 Resilient - Has the capacity to respond to and recover from difficulties. | Pass | Demonstrates the ability to be resilient when working with service users. |
| B7 Emotional Intelligence - Recognises, understands and manages own emotions and recognises, understands and be proactive in influencing the emotions of others. Can handle interpersonal relationships establishing rapport effectively. | Pass | Recognises and manages own emotions and influences the emotions of others to improve interpersonal relationships and establish rapport. |
| All KSBs | Fail | Apprentice has not met the pass criteria. |

The following grade boundaries apply to the Knowledge test:

| Grade | Minimum score (Pass Marks) | Maximum score (Pass marks) |
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| Distinction | 53 | 66 |
| Pass | 46 | 52 |
| Fail | 0 | 45 |

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. Every KSB must be achieved at least as a Pass for that assessment method. Within each assessment method, at least 50% of the KSBs must be achieved as a Distinction for the apprentice to be awarded a Distinction in that assessment method.

All methods must be passed to achieve a pass grade in the overall EPA.

A minimum of two methods must be passed at distinction (with the third method at pass level) for a distinction to be awarded to the overall EPA.

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 - Presentation underpinned by a portfolio of evidence and research | Assessment Method 2 - Observation | Assessment Method 3 – Knowledge Test | Overall grading |
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|-------------|-------------|-------------|-------------|
| Pass | Pass | Pass | Pass |
| Pass | Pass | Distinction | Pass |
| Pass | Distinction | Pass | Pass |
| Distinction | Pass | Pass | Pass |
| Distinction | Distinction | Pass | Distinction |
| Pass | Distinction | Distinction | Distinction |
| Distinction | Pass | Distinction | Distinction |
| Distinction | Distinction | Distinction | Distinction |
| Fail | Pass | Pass | Fail |
| Pass | Fail | Pass | Fail |
| Pass | Pass | Fail | Fail |
| Fail | Pass | Fail | Fail |
| Pass | Fail | Fail | Fail |
| Fail | Fail | Pass | Fail |
| Fail | Fail | Fail | Fail |

Roles and responsibilities

| Role | Responsibility |
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| Apprentice | <ul style="list-style-type: none"> complete the on-programme element of the apprenticeship prepare for and complete the EPA obtain service user consent to be observed |
| Employer | <ul style="list-style-type: none"> identify when the apprentice is ready to pass the gateway and undertake their EPA notify the EPAO that the apprentice has passed the gateway provide an employer representative to be present during the presentation of the EPA obtain service user consent to be observed liaise with the EPAO to facilitate the delivery of the 3 assessment methods, including timing and logistics |
| EPAO | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> appoint administrators/invigilators/assessors and markers to administer/invigilate and mark the EPA |

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| | <ul style="list-style-type: none"> • provide training and CPD to the independent assessors they employ to undertake the EPA • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • have a policy in place to protect the personal data of apprentices and services users in line with current legislation, e.g. GDPR |
| Independent assessor | <p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • 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 • have the capability to assess the apprentice at this level • attend the required number of EPAO's standardisation and training events per year (as defined in the IQA section) |
| Training provider | <p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • 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 • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself |
| Employer Representative | <p>The role of the employer representative is:</p> <ul style="list-style-type: none"> • to be in attendance during the presentation that the apprentice completes as part of their EPA • to answer questions from the assessor to clarify and confirm only |

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 areas:
 - the employability industry
 - employment support programmes
 - working with service users
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
- The assessor will have the following minimum skills, knowledge and occupational competence:
 - - a valid, clean and up to date DBS check.
 - - the knowledge, skills and behaviours outlined in the standard evidenced through CV and references showing that they have done the role previously.
- 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
- operate a minimum of 2 standardisation meetings per year, ensuring every assessor attends at least 1 meeting

Re-sits and retakes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

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.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of distinction within that method and therefore it remains possible to attain a distinction overall.

Affordability

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

- online testing
- assessing multiple apprentices simultaneously (for the knowledge test only)
- using employer's premises and online meeting software

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as an Employability Practitioner with the Institute of Employability Professionals.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this 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.

Mapping of KSBs

| KSB code | KSB statement | Methods mapped against |
|------------------|--|------------------------|
| Knowledge | | |
| | K1 Holistic Assessments & Diagnostics - How to use a wide range of holistic assessments and diagnostics that take into consideration the whole person, not just employability related factors. For example, physical health, mental well-being and external factors such as housing, financial situations, family etc. | Assessment method 1 |
| | K2 Holistic Action Plans & Reviews - How to develop and use SMART, holistic and in-depth work-focused action plans that are user-led and agreed with representatives from other agencies. How to conduct regular reviews. | Assessment method 1 |
| | K3 Job Search & Other Interventions - How to deliver a wide range of interventions (either face-to-face or remotely) that are specifically tailored to meet the needs of individual service users. Not just employability related interventions but those that impact on health and well-being etc. Different methods of evaluating interventions for continuous improvement. | Assessment method 3 |
| | K4 Integrated Services - Multi-agency (e.g. mental health services, probation services, police, social care services, health care services, local authorities etc.) approaches to service delivery where local third-party provision is integrated with other services and knowledge of outreach, mobile and flexible working practices. Facilitate “service user focused” meetings with external multi-agency caseworkers, utilising all available sources of support to help assist service users move into work, ensuring synergy and non-duplication of other agency work. | Assessment method 1 |
| | K5 Customer Service - How to deal with complaints, Different methods of gathering service user feedback, approaches to evaluate it, critically analyse it and use it for service delivery improvements. | Assessment method 1 |

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| | K6 Coaching & Mentoring - A wide range of coaching and mentoring techniques for use with service users and colleagues. The differences between coaching and mentoring and knowing when to coach and when to mentor. Methods of reviewing and improving coaching and mentoring practice. | Assessment method 2 |
| | K7 Supported Employment - In work support, supported employment models, individual placement and support models. Other models that support those with complex needs to stay in work. How to manage the employer relationship to provide supported employment. | Assessment method 1 Assessment method 2 |
| | K8 Challenging & Complex Caseloads - How to manage caseloads effectively. Knowledge of caseload management techniques and time management techniques. Obstacles and factors that affect caseload management and how to deal with complex and challenging cases. | Assessment method 1 |
| | K9 Non-Clinical Behavioural Change - Different types of non-clinical behavioural change techniques. | Assessment method 3 |
| | K10 Challenging Situations - A wide range of managing challenging behaviour techniques, change management techniques, when to use them and company referral/escalation processes. | Assessment method 3 |
| | K11 Employability Industry - Funding systems, welfare benefits and professional boundaries. The different types of public services, community offerings and funding streams available and an understanding of how these fit together so that they can put in place a bespoke plan of support that takes a holistic approach to the whole service user. | Assessment method 3 |
| | K12 Practice Development - Participate in practice development sessions, caseload reviews and observations to support the development of themselves and others. | Assessment method 1 |
| | K13 Careers, Employability & Labour Market Information - Career choice theories and concepts, how to use these to | Assessment method 1 |

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| | provide advice and guidance, an understanding of employers and how to work with them, advocating on the behalf of individual service users to broker suitable employment based on their individual circumstances and considering any reasonable adjustments that might need to be made, how to analyse and interpret labour market information for service delivery improvement. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market. | |
| | K14 - Legislation & Company Vision, Mission, Values - Industry relevant legislation and company's own vision, mission and values, how to adhere to these and how they inform service delivery. | Assessment method 3 |
| | K15 Minimum Service Levels & Contractual Requirements - Current contractual requirements and minimum service levels, how to meet them, how to highlight and address issues with service level requirements. | Assessment method 3 |
| | K16 IT Systems & Record Keeping - How to use IT Systems for management of information to inform service delivery and how to conduct routine compliance checks of records. | Assessment method 3 |
| | K17 Safeguarding - The context for legal and policy frameworks, family and environmental context and how to deal with safeguarding concerns and knowing when to escalate. Knows and understands the government's Prevent strategy. | Assessment method 3 |
| | K18 Continuing Professional Development (CPD) - The importance of effective management of own and others' CPD. | Assessment method 1 |
| | K19 Equality, Diversity & Inclusion - Equality, diversity and inclusion, what they are, how to embed them within daily practice. | Assessment method 3 |
| Skills | | |
| | S1 Holistic Assessments & Diagnostics - Use holistic assessment and diagnostic skills to identify service user employability, career goals and aspirations and health and | Assessment method 1 |

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| | well-being barriers. Assess service users' strengths and obstacles to building healthier lives through returning to work. | |
| | S2 Interviewing & Effective Questioning - Apply effective interviewing and questioning techniques to identify service user employability, career goals and aspirations and potential barriers to these. | Assessment method 1 Assessment method 2 |
| | S3 Attention to detail & Record Keeping - Conduct routine compliance checks of service user records for own caseload and others, identifying areas for improvement and making recommendations. | Assessment method 1 |
| | S4 Design & Deliver Interventions - Utilise evidence-based solutions to design and deliver employability, health and wellbeing related programmes, services and interventions to service users either on a one-to-one basis (either face-to-face or remotely) or in group settings. | Assessment method 1 |
| | S5 Flexible Working - Where required, work flexibly across different locations by undertaking outreach work to make services accessible for service users or even co-locating with other community services. Where required, work flexibly outside of normal office working hours as there may be times when they have to work evenings and weekends if any of their service users are employed and need to be contacted and provided with support outside of these times. | Assessment method 1 |
| | S6 Communication - Communicate to a high standard, both verbally and written, using a wide variety of different methods and adapting for different audiences, evaluating the effectiveness for continuous improvement. | Assessment method 1 Assessment method 2 |
| | S7 Coaching & Mentoring - Coach and mentor service users and colleagues and actively improve coaching and mentoring skills for themselves and others. | Assessment method 2 |

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| | S8 Problem Solving & Risk/Crisis Management - Advanced problem solving, and negotiation skills are utilised to establish win-win situations with service users where possible. Identifying when they might potentially fall out of work and rapidly respond to minimise the risk. Address safeguarding concerns maturely, dealing with service users when they present in crisis, minimising risks/crises in the future through pastoral support and effective risk assessment. | Assessment method 3 |
| | S9 Managing Complex Caseloads - Application of specialist knowledge to deal with complex and challenging cases. | Assessment method 1 |
| | S10 Behaviour Management - Anticipate and de-escalate challenging behaviour in service users, managing challenging behaviour as it presents itself using relevant non-clinical behaviour change tools and techniques. | Assessment method 2 |
| | S11 Change Management - Manage change effectively with the on-boarding/off-boarding of contracts and services. | Assessment method 1 |
| | S12 Business Development - Identify, seek out and establish business development and commercial opportunities for the organisation including new referral streams. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market. | Assessment method 1 |
| | S13 Networking - Network with internal and external customers and key stakeholders to build relationships and identify business opportunities. | Assessment method 1 |
| | S14 Stakeholder Management & Engagement - Build and maintain strong working relationships with key stakeholders to support service delivery by taking a multi-agency and integrated services approach. | Assessment method 1 |
| | S15 Giving Feedback - Give constructive and timely feedback to service users and colleagues. | Assessment method 2 |

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| | S16 Evaluation & Critical Analysis - Programmes, services and interventions are evaluated and analysed. Data is then used to make recommendations for improvements and to inform service delivery. | Assessment method 1 |
| | S17 Research Skills - Gather labour market, employability and careers information, analyse it, spot trends and patterns, draw conclusions to inform information, advice and guidance given to service users and employers. Research skills are used to further specialism knowledge and experience, as well as to support service design and delivery. This may also include the impact of the move to a net carbon zero emissions economy by 2050 on the local labour market. | Assessment method 1 |
| | S18 Deliver Information, Advice & Guidance - Apply employability, careers and labour market knowledge to deliver high quality information, advice and guidance that is tailored to the needs of the service users and key stakeholders. | Assessment method 2 |
| | S19 Service Delivery - Adheres to company vision, mission and values, embedding them in all service delivery. | Assessment method 1 |
| | S20 Performance Management - Independently manage own performance to meet and exceed minimum service levels, contractual requirements and service level agreements. | Assessment method 1 |
| | S21 ICT & Digital Skills - ICT skills are used for record keeping and digital skills are used to support service users with finding employment through social media and the internet. | Assessment method 1 Assessment method 2 |
| | S22 Assertiveness - Assertiveness skills to appropriately direct and challenge service users to reach their potential. Will also be used when dealing with key stakeholders. | Assessment method 2 |
| | S23 - Manage CPD - Manage your own and support the professional development of others. Promote best practice through learning opportunities as they arise. | Assessment method 1 |

| Behaviours | | |
|-------------------|---|---------------------|
| | B1 Pro-Active & Efficient - Gets own job done and where relevant gets tasks done through others, always achieving high standard results, taking a pro-active approach to all work areas. | Assessment method 1 |
| | B2 Positive - Has a 'can do' attitude, is enthusiastic and can inspire service users and colleagues. | Assessment method 2 |
| | B3 Professional - Demonstrates a genuine commitment to the personal, health & well-being and occupational success of individual service users by meeting industry standards. | Assessment method 2 |
| | B4 Target Driven - Ambitious and determined to succeed, finding better ways of achieving business objectives even in the light of sustained pressure. | Assessment method 1 |
| | B5 Flexible & Adaptable - Adapting to changing circumstances and implementing change effectively. | Assessment method 1 |
| | B6 Resilient - Has the capacity to respond to and recover from difficulties. | Assessment method 1 |
| | B7 Emotional Intelligence - Recognises, understands and manages own emotions and recognises, understands and be proactive in influencing the emotions of others. Can handle interpersonal relationships establishing trust and rapport effectively. | Assessment method 2 |
| | B8 Supportive - Provide encouragement and emotional help and support appropriately and where needed to service users and colleagues. | Assessment method 1 |
| | B9 Analytical - Seeks and interprets information from a variety of sources, comparing and contrasting to identify key issues and make sound decisions. | Assessment method 1 |
| | B10 - Innovative & Creative - Quickly appreciates diverse and complex information, using it to challenge current methods and generate innovative ideas and solutions to improve business performance and act upon potential business opportunities. | Assessment method 1 |
| | B11 Commercially Aware - Understands the business, its strategy, goals and priorities as well as the business environment. | Assessment method 1 |