

End-point assessment plan for Career Development Professional apprenticeship standard

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ST0694	6	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Career Development Professional 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 Career Development Professional 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.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Career Development Professional standard.

These are:

- A level 6 or higher career-related qualification (minimum of 60 credits) approved by the Career Development Institute as giving eligibility to the Register of Career Development Professionals.
- 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 6 months, beginning when the apprentice has met the EPA gateway requirements.

The EPA consists of 2 distinct assessment methods.

The individual assessment methods will have the following grades:

Assessment Method 1 (AM1)

- Pass
- Fail

Assessment Method 2 (AM2)

- Pass
- Fail

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

- Pass
- Fail

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard’s knowledge, skills and behaviours.
End Point Assessment (EPA) 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 the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> • A career-related qualification (minimum of 60 credits at level 6 or higher) approved by the Career Development Institute as giving eligibility to the Register of Career Development Professionals <p>Apprentices must have:</p> <ul style="list-style-type: none"> • completed the programme of learning • produced a portfolio that provides evidence of having met the KSBs. Details are provided in the section on Assessment Method 1: Professional Discussion (page 6). The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or on-line). However, the content must be sufficient to evidence that the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1: Professional Discussion (AM1). <p>There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM1. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be a minimum of 9 pieces (1 per duty) and a maximum of 12 pieces of evidence.</p> <p>The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills, and behaviours supported by appropriate evidence, including photographic evidence and work products, such as work instructions, safety documentation, company policies and procedures as appropriate to the activities. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included.</p> <p>The apprentice’s Manager/Mentor will typically support the development of the portfolio in accordance with company policy</p>

	and procedures, although the assessment organisation will provide further guidance on the content.
End Point Assessment (This would typically take 6 Months)	Assessment Method 1: Professional Discussion Assessment Method 2: Project - Written Assignment
Professional recognition	Aligns with recognition by: <ul style="list-style-type: none"> • The Career Development Institute

Length of end-point assessment period:

The EPA (including all assessment methods) must be completed within 6 months of the apprentice passing through the EPA Gateway.

The portfolio is to be completed prior to the EPA and is to be used to inform the Professional Discussion – Assessment Method 1. The portfolio itself is not to be assessed but should be submitted to the EPA within two weeks of passing through the EPA Gateway.

The work-based career-related learning project is compiled after the apprentice has gone through the EPA Gateway and a project report will be produced that constitutes the written assignment – Assessment Method 2. The assignment must be submitted to the EPA within 15 weeks of passing through the EPA Gateway. The written assignment does not form part of the Professional Discussion.

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 and in accordance with the EPAO's procedural guidelines.

Order of assessment methods

The assessment methods can be delivered in any order.

The 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

- Produced a portfolio that provides evidence of having met the KSBs to submit to the EPAO
- A level 6 or higher career-related qualification (minimum of 60 credits) approved by the Career Development Institute as giving eligibility to the Register of Career Development Professionals.

For Professional Discussion,

The apprentice will be required to:

Produce a portfolio that provides evidence of having met the KSBs.

The format and structure of the portfolio needs to be agreed between the employer, the apprentice and the EPA (e.g. hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1: Professional Discussion (AM1).

There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM1. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. It is expected that there will be a minimum of 9 pieces (1 per duty) and a maximum of 12 pieces of evidence.

The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills, and behaviours supported by appropriate evidence, including photographic evidence and work products, such work instructions, safety documentation, company policies and procedures as appropriate to the activities. Progress review documentation, witness testimonies, and feedback from colleagues and/or clients should also be included, however reflective accounts are not allowed.

The apprentice's Manager/Mentor will typically support the development of the portfolio in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.

For Project - Written Assignment:

The project's subject, title and scope will be agreed between the apprentice and the employer. It should meet the needs of the business, be relevant to the apprentice's role and allow them to demonstrate the relevant KSBs for the EPA. To support this process the EPAO should provide detailed specifications within one week of the apprentice passing through the gateway. This is to enable the employer and apprentice to select a project that will meet the requirements of the EPA.

Assessment Methods

Assessment Method 1: Professional Discussion

(This Method has 1 component.)

Overview:

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on coverage of prior learning activities and problem solving.

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

- employer's premises
- other suitable venue selected by the EPAO (e.g. a training provider)
- on-line e.g. Skype, FaceTime

Please note the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Rationale:

A professional discussion has been selected because it combines rigour and flexibility, providing a cost effective way for the assessor to assess the apprentice's level of occupational competence and how they approach their work (behaviour). For the apprentice it provides them with the opportunity to explain their role and demonstrate that they have the necessary skills and underpinning knowledge to fulfil the duties of a career development professional. Being able to draw on a bank of questions to guide the focus of the discussion offers equity. Likewise, the prior construction of the portfolio, although not assessed itself, enables the apprentice to draw on examples to evidence their being able to undertake the full range of duties.

Delivery:

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

The professional discussion will be conducted as set out here:

The discussion will be conducted between the assessor and the apprentice, either with both parties sharing the same physical space or via on-line video technology such as Skype or FaceTime. The duration will be 90 minutes. Both parties will introduce themselves. The assessor will draw on the bank of questions devised to enable them to guide the conversation and elicit relevant evidence from the apprentice of their having fully met the KSBs. To support the review of the KSBs against the 9 pieces of evidence (1 per duty) the assessor will ask a minimum of 9 questions. If needed, follow up questions are permissible but must be asked within the time allowed. Both the assessor and the apprentice can

draw on the portfolio to inform the discussion, e.g. to cite or prompt the use of examples that evidence the KSBs having been met.

Prior to conducting the professional discussion the assessor should review the portfolio to facilitate the question selection from the EPAO's question bank and must ensure the questions selected from the question bank are sufficient to address the mapped KSBs. EPAOs need to ensure that enough questions are asked to cover all mapped KSBs.

In practice this means that the assessor should be in possession of the apprentice's portfolio within two weeks of passing through the EPA Gateway and prior to confirming the date of the professional discussion. The assessor will evaluate and note the extent to which the apprentice has demonstrated the KSBs using a standard template and clearly identify what evidence, if any, has not been met.

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

The independent assessor will make all the grading decisions.

Venue:

The professional discussion should take place in a quiet location, free from distractions such as high levels of background noise.

Other relevant information:

A structured assessment specification and question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and support the minimum of 9 questions to provide opportunity to review of the KSBs against the 9 duties and allow for follow-up questions. The assessment process needs to be regularly reviewed (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

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

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

The professional discussion may be observed by:

- an EPAO internal quality assurer
- a Moderator from the External Quality Assurance body (The Career Development Institute)

who will play the following role(s): to provide assurance of the criteria being applied equitably within the EPAO (internal quality) and external verification of the assessment criteria being applied equitably across different EPAOs.

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

- a pro-forma for recording the outcome of the assessment
- a structured assessment specification and question bank which assessors can draw on for the professional discussion
- procedural guidelines for re-sits and re-takes with timescales

When conducting the professional discussion, account needs to be taken of any specific learning difficulty or disability. E.g. There should be some flexibility over the number of follow-up questions asked during the professional discussion.

Within three weeks of conducting the professional discussion the EPAO needs to inform the apprentice in writing of any KSBs that they have failed to adequately evidence having met, the steps they need to take to rectify this in terms of how to re-sit or retake the assessment and the timescale for re-assessment.

Assessment Method 2: Project - Written Assignment - Career Learning

(This Method has 1 component)

Overview:

The work-based career related learning project is compiled after the apprentice has gone through the EPA Gateway and a project report will be produced that constitutes the written assignment.

The project's subject, title and scope will be agreed between the apprentice and the employer. It should be relevant to the apprentice's role and meet the needs of the business. However, it must also meet the detailed specification provided by the EPAO to ensure that the apprentice's work on the project allows the relevant KSBs to be demonstrated in the project report.

The EPAO should provide detailed specifications within one week of the apprentice passing through the gateway. This is to enable the employer and apprentice to select a project that will meet the requirements of the EPA. EPAOs will not be expected to sign-off each project title before the project commences given the large number of projects that will be completed per year.

Rationale:

A written assignment based on a work-based career-related learning project has been selected because it can support the business objectives of the organisation. Moreover, it provides a rigorous means of assessing the apprentice's skills of critical reflection, analysis and evaluation, and application of theory to inform and develop good practice.

The written assignment will evidence: a knowledge and understanding of the relationships between career development and learning; and the skills to integrate and apply this in the design of a career-related learning project, in either a formal or informal context. In particular, it will evidence:

- A knowledge and application of theories of career development and learning (e.g. pedagogical, psychological, social and cultural perspectives)
- An ability to outline a process of course design, negotiation, assessment and evaluation
- That due consideration has been given to the behaviours expected of a career development professional

Delivery:

Apprentices will conduct a career-related learning project evidenced in the form of a written assignment.

The project and written assignment will be compiled after the apprentice has gone through the EPA Gateway.

The project's subject, title and scope will be agreed between the apprentice and the employer. It should be relevant to the apprentice's role and meet the needs of the business. It must also meet the detailed specification is provided by the EPAO to ensure that the apprentice's work on the project allows the relevant KSBs to be demonstrated in the project report that constitutes the written assignment for the EPA.

To equitably serve the purpose of evidencing the KSBs sufficiently, the written assignment will be 4,000 words (+/- 10%). References and appendices will not be included in the word count.

The EPA is graded against the written assignment and not the project.

The employer is responsible for monitoring progress and supporting the apprentice in undertaking the project and completing the written assignment. Employer support should take the form of ensuring that the apprentice has adequate time and access to sufficient resources to undertake and write up the project on their own. For example, the employer and apprentice might agree 'milestones' when planning the project to enable the apprentice's progress to be monitored, or the employer might act as broker and introduce the apprentice to appropriate persons to enable them to undertake the project. It is otherwise expected that the apprentice will complete this work on their own.

The apprentice will conduct their project and submit the written assignment to the EPAO within 15 weeks of passing through the EPA Gateway. The employer should make three days available to the apprentice to complete the written assignment

The employer must ensure the apprentice has sufficient time and the necessary resources (e.g access to relevant persons and research articles and policy documents) within this period to plan and undertake the project. The recommendation is that the employer should make the equivalent of six days available to the apprentice to complete the project, three of which should be allocated to writing the assignment

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

- The apprentice should have the support of their employer, giving them adequate time and access to resources to undertake the project. However, employers should be careful not to give advice and guidance on the completion of the project
- The written assignment should be in electronic form (e.g. a word document or PDF).
- The project should focus on an aspect of career-related learning enabling the apprentice to reference to under-pinning theory, government and organisational policy and best practice within the report (written assignment).

When the written assignment is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the written assignment (identifying what evidence, if any, has not been met) in a timely manner and within three weeks, as determined by the EPAO, and

without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

When assessing the written assignment account needs to be taken of any specific learning difficulty or disability. Within three weeks of assessing the written assignment the EPAO needs to inform the apprentice in writing of any KSBs that they have failed to adequately evidence having met, the steps they need to take to rectify this in terms of how to re-sit or retake the assessment and the timescale for re-assessment.

Required supporting material

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

- A structured assessment specification with the assessment criteria
- A template on which to record the assessment and provide feedback to the apprentice
- Procedural guidelines for re-sits and re-takes with timescales

Guidelines on plagiarism

Plagiarism – The EPAO must ensure that candidates do not plagiarise. Plagiarism is the submission of another’s work as one’s own and/or failure to acknowledge a source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that candidates understand: the meaning of plagiarism and what penalties may be applied by the EPAO. The work they submit must be their own. Candidates may refer to research, quotations or evidence but they must list their sources.

Every EPAO must follow these plagiarism guidelines.

Weighting of assessment methods

All assessment methods are weighted equally (50/50) in their contribution to the overall EPA grade.

Grading

Assessment Method 1: Professional Discussion

KSBs	Name of grade	Grade descriptor
K1, K2, K6, K7, K8, K9, K10, K12, K13, K14, K16, K17, K18, K19, K20, K21, K22		
	Pass	<p>The apprentice has demonstrated that they have met the assessment criteria of the professional discussion.</p> <p>Professional Practice</p> <p>K1, K2 K6, K9, K12, K16.</p> <p>Explains own role with reference to codes of practice,</p>

<p>S1, S5, S7, S8, S9, S10, S11, S12, S13, S14, S16, S18, S19, S20</p> <p>B1, B2, B3, B4, B5, B6, B7, B8</p>		<p>professionalism and support networks.</p> <p>Describes caseload management and how to determine and measure the impact of continuing careers provision.</p> <p>Outlines how relevant equality legislation is correctly identified and applied, and relates this to the implications and benefits of effective equality legislation.</p> <p>Explains the measures they employ to ensure their safeguarding and confidentiality approaches are both effective and appropriate</p> <p>Explains the role career management and related skills has in supporting economic growth by connecting the needs of people and businesses, and the provision of career-related information.</p> <p>S1, S7, S8, S10.</p> <p>Evaluates the benefits of learning from others and explains examples of when they have listened, and actioned feedback received.</p> <p>Explains the importance of reflective and professional practice</p> <p>Explains examples of when they have taken responsibility for building relationships and resolving differences in a constructive manner.</p> <p>Describes how they network and work as part of a team in order to meet an objective.</p> <p>Describes examples of when they have met contractual requirements and service level agreements whilst acting autonomously within professional guidelines.</p> <p>Explains the importance of workload planning gives examples of when they have managed their own performance</p> <p>K7, K8, K10, K13, K14.</p> <p>Explains basic employment rights and current recruitment practice and explains examples of when they have used networks and made referrals.</p> <p>Explains brokerage and advocacy in relation to professional role and conflict management.</p> <p>Service provision</p> <p>K17, K18, K19, K20, K21, K22.</p> <p>Explains current career service provision and their own role</p>
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		<p>drawing on historical context to critically evaluate current provision, the labour market and means of raising awareness of the career service offer.</p> <p>Explains relevant research and how it benefits professional practice.</p> <p>Identifies and appraises examples of policy frameworks and evaluates the impact and influence of different societal expectations on careers service provision and outcomes.</p> <p>Client interventions</p> <p>S9, S11, S12, S14, S16.</p> <p>Explains examples of justified prioritisation and use of appropriate means of client intervention.</p> <p>Describes examples of when they have accurately identified level of need to enable clients to undertake their own career management assessment.</p> <p>Describes examples of when they have adapted their approach in response to client's needs which has been underpinned by critical appraisal of career theory and models of practice.</p> <p>Describes examples of when they have maintained and critically reviewed progress and provided constructive and timely feedback, supported by good maintenance and effective use of client records.</p> <p>Information (LMI)</p> <p>S5, S18.</p> <p>Explains examples of when they have used information (including labour market information) effectively and in line with appropriate current practice.</p> <p>Critically evaluates LMI and the world of work and assesses the implications in terms of training and employment. opportunities</p> <p>Research</p> <p>S13, S19, S20.</p> <p>Describes examples of appropriate use of information technology and web-based resources to support career development activities and clients</p>
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		<p>Explains and critically applies appropriate research strategies to meet the information needs of clients and other stakeholders.</p> <p>Professional conduct</p> <p>B1, B2, B3, B4, B5, B6, B7, B8.</p> <p>Explains professional codes of practice and boundaries and describes examples of when they have acted in accordance with these within their own role whilst adopting a client-centred approach.</p> <p>Identifies organisational policy, procedures and legal requirements relevant to own role and explains examples of when these have been adhered to.</p> <p>Explains the importance of reflective practice and commitment to continuous professional development and identifies examples of when they have sought CPD opportunities.</p>
	Fail	<p>The apprentice has failed to adequately evidence that they have met the pass criteria.</p> <p>Where the apprentice has failed they will be given one further opportunity to re-sit or re-take the assessment as advised by the EPAO</p>

Assessment Method 2: Project - Written Assignment

KSBs	Name of grade	Grade descriptor
<p>K3, K4, K5, K11, K15</p> <p>S2, S3, S4, S6, S15, S17, S20</p> <p>B1, B2, B3, B5, B6, B7</p>	<p>Pass</p>	<p>It has been verified that the apprentice has submitted their own work.</p> <p>The apprentice has demonstrated that they have met the assessment criteria of the written assignment (assessment method) 2 KSBs:</p> <p>Knowledge</p> <p>K3, K5, K11.</p> <p>Critically evaluates the theories, models and frameworks used to assist others in managing their careers, taking into account different learning styles and group dynamics.</p> <p>K4, K15.</p> <p>Identifies and explains a range of resources available to support the delivery of career related learning and how these could be used to inform career guidance counselling and developmental contexts.</p> <p>Skills</p> <p>S2, S6, S15.</p> <p>Demonstrates planning and effective management of engaging activities in order to broaden client awareness of opportunities, supported by clearly defined and measurable learning outcomes.</p> <p>S3, S4, S17.</p> <p>Critically appraise career related theory, models and frameworks to inform and develop own professional practice and meet the needs of the client.</p> <p>Professional conduct</p> <p>B1, B2, B3, B5, B6, B7.</p> <p>Adopts a client-centred approach and conducts themselves in a professional manner towards others.</p>

		Acts in accordance with and makes decisions based on professional codes of practice. Adheres to organisational policy and procedures, legal requirements and addresses issues appropriately when required.
	Fail	It has not been verified that the apprentice has submitted their own work. The apprentice has failed to meet to adequately evidence that they have met the pass criteria. Where the apprentice has failed they will be given one further opportunity to re-sit or re-take the assessment as advised by the EPAO

Overall EPA grading

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

Apprentices need to pass both components of the End Point Assessment.

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	Assessment Method 2	Overall grading
Pass	Pass	Pass
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Fail	Fail

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> Complete the on-programme element of the apprenticeship Complete a portfolio of evidence Complete the 'off- the-job' training element of the apprenticeship which will include attaining a level 6 or higher career-related qualification (minimum of 60 credits) approved by the Career Development Institute as giving eligibility to the Register of Career Development Professionals If not held already attain a level 2 qualification in English and maths Prepare for and complete the EPA.
Employer	<ul style="list-style-type: none"> Negotiate provision of the 'off-the-job' training and the accredited

	<p>qualification that is recognised by the CDI as providing eligibility to the Register by an authorised provider</p> <ul style="list-style-type: none"> • To monitor progress and support the apprentice in completing the programme, including the compilation of a portfolio • Identify when the apprentice is ready to pass the EPA gateway and undertake their EPA • Notify the EPAO that the apprentice has passed the gateway • Agree the scope of the EPA project to ensure that it adds value to the business and meets the EPA requirements for the apprenticeship standard as specified by the EPAO
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • Appoint markers to mark the EPA • 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 • Produce banks of questions underpinned by KSBs assessment criteria which assessors must draw on for the professional discussion <p>The bank needs to be sufficient to allow the assessor to ask a minimum of 9 questions to support the review of the KSBs against the 9 pieces of evidence within the portfolio (1 per duty) and any follow up questions which must be asked within the time allowed. It must also allow for the needs of any specific learning difficulty or disability to be taken into account.</p> <ul style="list-style-type: none"> • Provide a detailed specification to ensure that the apprentice's work on the project allows the relevant KSBs to be demonstrated in the project report that constitutes the written assignment • Follow the plagiarism guidelines. Contained within the EPA • Produce procedural guidelines for assessment re-sits and re-takes with timescales

Independent assessor	<p>In conducting their role 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 • Attend a minimum of one EPAO's standardisation and training events per year and undertake the equivalent of a minimum of 25 hours CPD every year • Work within the EPA assessment timescale guidelines.
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 • Where necessary liaise and work collaboratively with the provider of the accredited qualification • Monitor progress and support the apprentice in completing the programme, including the compilation of a portfolio and attainment of the accredited qualification • Advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • Play no part in the EPA itself.

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:
 - 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
 - Hold a career-related qualification at QCF level 6 or above approved by the Career Development Institute as giving eligibility to the Register of Career Development Professionals
 - Be able to demonstrate consistent application of the skills and be able to evidence having the capability to assess the apprentice at this level
 - Commit to attend a minimum of one EPAO's standardisation and training events per year and demonstrate a willingness to undertake the equivalent of a minimum of 25 hours CPD every year

- Have experience of assessing careers work in a range of settings
 - Have recent relevant experience of the occupation/sector to at least the same level as the apprentice and gained in the last year
- 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 annual assessment refresher and standardisation events, and induction training 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

Re-sits and retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take in accordance with the EPAOs procedural guidelines and timescales.

A re-sit does not require further learning, whereas a re-take does.

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

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

Any assessment method re-sit or re-take must be taken during the maximum EPA period; that is a maximum of 6 months, beginning when the apprentice has met the EPA gateway requirements. Otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer. An example would be in where the original career-related project was not sufficiently strong enough to form the basis of the report that constitutes the written assignment for the EPA (e.g. the project was modified in such a way or students not released from class to attend, so it no longer met the detailed specification provided by the EPAO to ensure that the apprentice's work on the project allows the relevant KSBs to be demonstrated in the project report). In such instances a new project should be undertaken and a further 15 week period for completion would apply. Please note it is the report that is assessed and not the project. In instances where the report fails to meet the assessment criteria this should be re-submitted within the EPA period.

Affordability

Affordability of the EPA will be ensured by making use of the of the following practices as appropriate.

- On-line discussion, e.g. using Skype, FaceTime

- Using an employer's premises

Professional body recognition

As part of the apprenticeship programme, apprentices will need to attain a level 6 or higher career-related qualification (minimum of 60 credits) approved by the Career Development Institute as giving eligibility to the Register of Career Development 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.	What constitutes being a professional in the career development sector and own role in influencing and informing policy; methods for recognising the impact of own values, beliefs, prejudices, bias and attitudes on own work practice, learning and development, why it is important to do so and the effective use of supervision in developing practice	Professional Discussion
K2	The rationale of equality legislation and its major provisions, relevant ethical principles and codes of ethical practice and the consequences of not adhering to them	Professional Discussion
K3	Theories, models, frameworks and pedagogic approaches for the design and delivery of effective career learning curriculum that supports the development of career management skills, employability and entrepreneurialism	Professional Discussion
K4	Resources available to support the delivery of career-related learning, how they can be applied to enhance career learning within organisations and methods of validation and evaluation	Professional Discussion
K5	How people learn and different learning styles, and group dynamics and interpersonal communication	Written Assignment
K6	The purpose of caseload management and the provision of a holistic career offer, and the need for short and medium term tracking of client destinations to verify the impact of the service provider and a range of methods that can be used to monitor, evaluate and report on service effectiveness including, where appropriate the use of quality awards or standard	Professional Discussion
K7	The composition of the community network and partnerships, including the role of employers, statutory and voluntary agencies and how to use and access them	Professional Discussion
K8	How to make an appropriate referral within the organisation and to agencies external to the organisation	Professional Discussion
K9	Measures to safeguard young people and vulnerable adult, including the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required	Professional Discussion

K10	How to identify, access, maintain and evaluate networks and support systems that are beneficial to the client and own personal support and developmental needs	Professional Discussion
K11	How to enable individuals to analyse their needs, aspirations and expectations	Written Assignment
K12	Have a knowledge and understanding of career management and the related skills	Professional Discussion
K13	Basic employment rights, the selection and recruitment processes, and tools used in the current labour market	Professional Discussion
K14	The principles and roles of brokerage and advocacy, and different approaches to influencing, negotiation, co-ordination and persuasion	Professional Discussion
K15	The meaning of career-related information, including LMI and its use in career education and career guidance counselling and developmental contexts	Written Assignment
K16	How to ensure career development information is managed and organised in a way that meets organisational requirements and is accessible to individuals	Professional Discussion
K17	The contribution of research to the body of knowledge in the profession and the concept and value of evidence-based practice	Professional Discussion
K18	How the local, regional, national and international public policy framework, variations in external drivers (political, economic, legal, social and technological) and responses of learning organisations to changes in government policy can affect the context and provision of career learning and development	Professional Discussion
K19	The different societal expectations related to career development (e.g. from the perspective of individual clients, policy-makers and employers) and ways in which career development providers incorporate legislation and guidance relating to equality, diversity, British values (where relevant), social justice and data protection into their policies and practice	Professional Discussion
K20	The current policy and implications for practice with some awareness of the history and development of career development policy and practice in the U.K.; its purpose and the social and economic benefits, in particular its role in social mobility and raising aspirations	Professional Discussion
K21	The changing context and range of employment, education and training provision available to clients and the relationships between the organisations within the sector in which the CDP is working	Professional Discussion
K22	Methods of raising awareness of interested parties about the evolving labour market and organisational career structure.	Professional Discussion

Skills		
S1	Reflection and self-evaluation: set and achieve target and objectives for professional development, based on self-assessment and feedback from line-management, peers and clients, and identify strategies to manage the effects of change on self and the development of a positive mental attitude	Professional Discussion
S2	Organise and deliver activities with clearly defined and measurable learning outcomes that use and blend relevant resources, client-focused techniques and approaches that best meet the needs of individuals and enable them to fully engage in their career development	Written Assignment
S3	Critically analyse and compare the major models of career-related curricula within the organisation, evaluate activities in relation to defined outcomes and plan how to improve them and their own performance	Written Assignment
S4	Select, tailor and apply theory, concepts and effective practice relevant to the role and client base	Written Assignment
S5	Provide critical insight in the contemporary world of work and learning, and analyse the implications of these for clients	Professional Discussion
S6	Explore and clarify expectations and agree the aim, purpose and scope of the career development activities with the client	Written Assignment
S7	Build and sustain positive and constructive working relationships, resolve conflicts constructively in ways that do not undermine confidence	Professional Discussion
S8	Engage and sustain relationships with employers and opportunity providers, individually or as part of organisational networks	Professional Discussion
S9	Adapt activities and collaborate with other professionals to ensure that activities support and do not discriminate against clients with additional needs or who experience disadvantage	Professional Discussion
S10	Prioritise the needs of all clients and workloads in order to provide fair and balanced provision whilst maintaining personal well-being	Professional Discussion
S11	Record and analyse the outcomes of referrals so that examples of success and failure can be monitored and shared	Professional Discussion
S12	Maintain appropriate records of client interaction, to explain their use in helping clients to effect change and to satisfy organisational monitoring arrangements	Professional Discussion
S13	Use information technology and web-based resources with confidence in the support of career development activities (digital literacy)	Professional Discussion
S14	Prioritise need and provide on-going support to clients through a variety of different types of intervention and media	Professional Discussion

S15	Raise client awareness of options and broaden horizons by introducing them to unfamiliar new ideas and sources of information, challenge and support then in reframing their thinking and encouraging their career adaptability	Written Assignment
S16	Equip, empower and encourage clients to undertake an assessment of their knowledge, skills, abilities and characteristics	Professional Discussion
S17	Apply a knowledge and understanding of theories, models, frameworks and pedagogic approaches to support the development of an individual's career management skills	Written Assignment
S18	Understand and make effective use of occupational information and local regional, national and international labour market intelligence, including its relationship to societal developments, e.g. technological trends, policy-making, potential bias or partiality	Professional Discussion
S19	Equip clients to use technology effectively in their career management (digital literacy)	Professional Discussion
S20	Understand and apply appropriate research strategies to obtain, interpret and tailor information to meet the needs of clients and others, including the appropriate use of primary, and secondary sources, and information technology, e.g. social media and web-based information sources	Written Assignment
Behaviours		
B1	Equality – Act in ways that are just and fair, promote access and inclusion, adhere to any legal requirements and obligations and to address and challenge inequities where encountered	Professional Discussion and Written Assignment
B2	Integrity – Exercise integrity, honesty and diligence – act with trustworthiness and transparency in the provision of services, management of expectations and the honouring of promises and arrangements	Professional Discussion and Written Assignment
B3	Impartiality – Embed the principle of impartiality into the design and delivery of career development services so that advice is based on the best interests and potential of the client, and giving them the freedom to develop their own career paths. Where impartiality is not possible this must be disclosed at the outset	Professional Discussion and Written Assignment
B4	Competence – Recognise the limits of own professional expertise and act within the boundaries of training and experience, and adhere at all times to the ethical practice required by the organisation or profession. To participate in continuous professional development informed by reflective practice	Professional Discussion

B5	Confidentiality - Maintain confidentiality and security of individual and organisational information that meets relevant legal requirements and organisational policy	Professional Discussion and Written Assignment
B6	Duty of care to clients – Act in the best interest of the client and establish a purposeful and professional relationship. To communicate with individuals in ways that are appropriate to them. To encourage active engagement in the process that also enables individuals to be autonomous where possible. And to select and record a realistic achievable course of action that will help them progress to meet their short, medium and long-term objectives	Professional Discussion and Written Assignment
B7	Duty of Care to colleagues – Foster good practice across the profession by maintaining professional and supportive relationships, and being respectful of the contribution others make to the services and activities provided	Professional Discussion and Written Assignment
B8	Duty of care to organisations – Act in accordance with the organisation’s policy and procedures when prioritizing the workload, creating and maintaining records and making referrals	Professional Discussion