End-Point Assessment (EPA) plan for Library, Information and Archive Services Assistant apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0664	3	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Library, Information and Archive Services Assistant 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 Library, Information and Archive Services Assistant apprentices, their employers and training providers.

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices 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, those 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 2 distinct assessment methods.

The individual assessment methods will have the following grades:

Assessment Method 1 (Project report and presentation, with questions)

· Pass
· Distinction
· Fail

Assessment Method 2 (Professional discussion, underpinned by a portfolio)

· Pass
· Distinction
· Fail

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

· Pass
· Distinction
· Fail

EPA summary table

On-programme (typically 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
End Point Assessment Gateway	• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 For Assessment Method 2 (AM2 – Professional Discussion underpinned by a portfolio) apprentices must complete: • The portfolio, compiled throughout the apprenticeship and completed by the gateway, must be sufficient enough to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (AM2). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM2 although in most cases one piece of evidence will be referenced against more than one KSB requirement. It is expected that there will be a minimum of 10 and a maximum of 15 pieces of evidence to allow flexibility, but also encourage economical use of evidence for the number of KSBs to be covered. • 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/or work products, such as quick reference guides, presentations, blogging, transcripts, stats reporting, communications materials, training guides, reports, social media text, web pages. Progress review documentation should also be included. The apprentice's manager/mentor will typically support the development of the portfolio in accordance with organisational policy and procedures, although the EPAO will provide further guidance on the content. The portfolio produced must be the apprentice's work only; employer support should not extend to any direct contributions to the collation or production of the portfolio. Reflective accounts and self-evaluations should not be included as evidence.
End Point Assessment (which would typically take 3 months)	Assessment Method 1: Project report and presentation, with questions • The EPAO should sign-off the project title, after gateway, to confirm its suitability prior to the project commencing

	Assessment Method 2: Professional discussion, underpinned by a portfolio
Professional recognition	Aligns with recognition by: • CILIP, the library and information association • Archives and Records Association

EPA Timeline

It will be up to each employer and apprentice (who will work with the EPAO) to ensure the EPA deadline is met; however, it is expected that most EPAs will be undertaken within the following timeline:

On Programme	EPA Gateway												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Portfolio collated	Project title and content agreed/ portfolio submitted to assessor	Project work				Project report written	Report submitted to assessor	Presentation prepared	EPA Presentation and professional discussion			Resit	

Length of end-point assessment period:

The EPA (including all assessment methods) must be successfully completed within 3 months of the first part of the end-point assessment commencing and within the total EPA period.

Order of assessment methods

The assessments may be carried out 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 apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

For Professional discussion, underpinned by a portfolio, the apprentice will be required to submit:

- The portfolio, compiled throughout the apprenticeship and completed by the gateway, must be sufficient enough to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (AM2). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to AM2 although in most cases one piece of evidence will be referenced against more than one KSB requirement. It is expected that there will be a minimum of 10 and a maximum of 15 pieces of evidence to allow flexibility, but also encourage economical use of evidence for the number of KSBs to be covered.

- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge and skills, supported by appropriate evidence, including photographic evidence and/or work products, such as quick reference guides, presentations, blogging, transcripts, stats reporting, communications materials, training guides, reports,

social media text, web pages. Progress review documentation should also be included. The apprentice's manager/mentor will typically support the development of the portfolio in accordance with organisational policy and procedures, although the EPAO will provide further guidance on the content. The portfolio produced must be the apprentice's work only; employer support should not extend to any direct contributions to the collation or production of the portfolio. Reflective accounts and self-evaluations should not be included as evidence.

Assessment Methods

Assessment Method 1: Work Based Project report and presentation, with questions
(This method has 2 components: a project with a project report, and a presentation on the project)

Method 1 Component 1: Report on the development project

Overview

The project is undertaken after the apprentice has gone through the Gateway process. A report will need to be written in a text based document (featuring images, tables, diagrams etc. as appropriate) to capture the details of the project and how the apprentice has covered the relevant KSBs to this particular AM. This will be followed by a presentation with questions (see component 2).

The work-based project should be designed to ensure that the apprentice's work meets the needs of the organisation, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA (mapped in Appendix 1). It will focus on a real work scenario involving a range of activities (described below). These will be actual duties undertaken by the apprentice at their workplace which have been completed after gateway. The project must demonstrate awareness of the relevant library or archive client group, and resource/collection development. It must also include evidence of teamwork. The project's subject, title and scope will be agreed between the apprentice, employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method).

The rationale for this assessment method is that undertaking a project enables the apprentice the opportunity to independently exercise the KSBs (under appropriate, normal supervision) developed during the course of the programme. Owing to the range of KSBs to be assessed producing a project report will consolidate the tasks and activities undertaken and clearly link them to the relevant KSBs. This will help the apprentice to demonstrate their understanding of the work undertaken. The presentation will also provide an opportunity for the apprentice to follow up the report with a structured summary of their undertakings, allowing them to exhibit their communication skills, as well as showcasing their achievements.

Delivery

Apprentices will conduct a project in the form of assignment work based project involving activities as described below.

The project is undertaken after the apprentice has gone through the Gateway process. The apprentice will conduct their project, write a report and submit the report to the EPAO after 7 week(s) of the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project. As a minimum this should be: 1 week for planning (starting at the point the project title and scope is agreed), 4 weeks for the project to take place, and 1 week to compile a report and presentation. Employers are expected to review the report before it is submitted; this is to ensure the report is structured logically, is accurate and reflects the apprentices own work. Employer advice and support should not extend to compromise the authenticity of the apprentice's work.

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

- Normal workplace supervision and support.

The project report should be in the form of an electronic or paper based document. The apprentice can decide which format is most suitable to their needs (e.g. pdf, word processor, slides, etc.).

The project may be based on any of the following:

- specific problem
- recurring issue
- an idea/opportunity

The project requires the apprentice to present evidence of how they have applied their KSBs (mapped to this method at Appendix 1) in a specified real work scenario involving a range of activities. The focal point of the project will be agreed between the apprentice and employer, but must focus on actual duties undertaken by the apprentice at their workplace which have been completed after gateway. The project must provide the opportunity to engage with the relevant library or archive client group, and resource/collection development.

The project's primary theme should be based on supporting user enquiries and providing information for a particular purpose. Key activities to be under taken during the project will typically include:

- Undertaking an enquiry interview
- Using appropriate search tools
- Using the collection and/or relevant resources to support the enquiry
- Ensuring appropriate access to resources is provided

- Providing formats required
- Ensuring compliance with relevant legislations
- Exercising teamwork
- Obtaining feedback from the user

The project details will be captured in a report of 4,500 words +/- 10%. It is up to the apprentice what information is contained in the report, but links to the KSBs for AM1 should be clearly stated within an appendix (see below). The report should cover key elements such as: an introduction; the aim; what activities were undertaken; a description of the outcome; what learning took place; what changes it prompted (if any); what might have been done differently; lessons learnt for the organisation.

Please refer to the presentation (component two) for more information.

The project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method. This need not be overly detailed, but indicate which KSB is met in which part of the paper – labeling, number and sub-headings will assist with this. The map could, for example, be in the form of a table.

The project will be conducted as set out here:

- Carried out in the workplace under regular workplace supervision and support. We would expect the employer to allow the apprentice typically four weeks to carry out the project work. Time outside of the workplace should also be supported for the purposes of writing the report.
- When the project report 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 project prior to component two (i.e. the presentation), 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. This mark will then be combined with the marks awarded for component two (presentation with questions) to allow the IA to award an overall grade for assessment method 1.

Other relevant information

Copyright/ownership should comply with organisation/employee's policy.

Required supporting material

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

- Clear timeline and process for submission of the project report, and arrangement of the EPA date for purposes of the presentation (see component 2) and professional discussion (see AM 2).
- Sample set of questions for the IA to use following the presentation (see component 2).
- Develop a data capture form to record notes made against each of the KSBs
- Assessment and score sheet (including indicative grades) for IA to report a result and submit this to the EPAO.

Method 1 Component 2: Project presentation, with questions

Overview

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

The presentation will be based on and cover all key elements from the project and report that fully demonstrate the apprentice's level of competence in the associated KSBs with this assessment method.

There will be one presentation covering the project that allows the apprentice to describe the purpose of the project and how the services they provided and interactions they had with a range of stakeholders contributed to the outcome of the project.

The presentation will be followed by a question and answer session.

This may be presented to an Independent Assessor (IA) in person or via video communication.

The presentation will be supported by key extracts and excerpts from the report which serves as the primary evidence of having undertaken and completed the project. The employer will provide confirmation that the project and report are genuinely from the apprentice's work. The presentation, lasting 15 minutes, must include all the following information:

- The role of the apprentice and organisational purpose/mission
- An introduction to provide the context for the information activity around which the project is based
- Identifying the information need: scoping what information is needed and any specific requirements (this could be an enquiry interview or the need to offer library induction or create an archive)
- Finding the information solution: Providing access to the relevant information (for example the use of search engines, catalogues, archives, databases, authentication services, special arrangements for handling of archive material, making arrangements for induction, promoting a service or resource)
- Delivering the information: demonstrating how the information need was met, including the confirmation from the client/s
- Lessons learnt on the process and outcome

The apprentice will need to show throughout how their work has met the relevant KSBs (for this particular assessment method) during the project.

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. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 5 day(s) following the submission of the report to the IA to prepare, complete and submit the presentation.

The rationale for this assessment method is described above.

Delivery

This assessment component will last for 40 minutes, comprising of a 15 minute presentation and 25 minutes of questions and answers. The assessor has the discretion to increase the time of the assessment by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask 10 follow up questions at the end of the presentation. The questions will be drawn from a question bank supplied by the EPAO, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours.

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

- presentation software
- flip chart
- work products
- videos
- interactive demonstrations
- notes
- computer

The presentation will be conducted as follows:

- The assessor would normally be in the room, but video-conferencing (or similar technology) is acceptable if the apprentice, the employer and the assessor all agree this is appropriate, and robust technology is in place to ensure the apprentice is not

disadvantaged. 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.
- No-one else would normally be present unless the assessor and EPAO have agreed special circumstances (e.g. to ensure equal access; assessor training; quality monitoring; signer for a hearing impaired apprentice).

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:

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

The venue should be a quiet room, free from distraction and external influence.

Other relevant information

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

- Develop a question bank of suitable size to prevent predictability and allow multiple assessments to be under taken e.g. a resit / retake
- Develop a data capture form to record notes made against each of the KSBs
- Assessment and score sheet (including indicative grades) for the IA to report a result and submit this to the EPAO.

Assessment Method 2: Professional discussion, underpinned by a portfolio (This Method has 1 component.)

Method 2 Component 1: Professional discussion

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 the questions that will focus on coverage of prior learning or activity.

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

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

The rationale for this assessment method is that a professional discussion will provide the IA an opportunity to explore the apprentices understanding of the work undertaken during the programme and how the KSBs they have developed have contributed to delivering services.

Delivery

The portfolio will be used as a basis for the discussion and is expected to provide full coverage of the associated KSBs for AM2 (as detailed in Appendix 1). A description can be found in the 'Gateway' section, but essentially the portfolio will be a documented collection of tasks, activities etc that the apprentice has undertaken during the course of the programme. It will be sent to the assessor prior to the EPA day allowing the assessor to review the apprentices duties and gain an understanding of the development undertaken (paying particular attention to the KSBs). The portfolio is not marked, but supports the discussion, i.e. the assessor is expected to review the portfolio to identify tasks completed that clearly demonstrate the candidates capabilities within the associated KSBs for AM2, these can be explored further during the professional discussion, particularly where the portfolio does not make it clear.

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last 60 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.

During the discussion, the independent assessor must combine 6 questions from the EPAO's question bank and 4-6 questions generated by themselves. Assessors can ask between 10-12 questions with each question covering a combination of KSBs. Follow up questions for further clarification are allowed and not considered to be part of the question set (i.e. 10-12).

The professional discussion will be conducted as set out here:

- The assessor will introduce a topic of discussion and invite the apprentice to contribute with their thoughts.
- Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

- The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions.

Other relevant information

A structured specification and question bank must be developed by EPAOs.

The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose.

The specifications, including questions relating to the underpinning KSBs, 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 judgement.

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

- Forms or templates to record outcomes against the KSBs (including provision for noting gaps – particularly where failure points, i.e. relating to specific KSBs, are concerned)
- Question bank

Weighting of assessment methods

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

Grading

Assessment Method 1: Work Based Project report and presentation, with questions

	Knowledge	Fail	Pass	Distinction
8	The means of acquiring, maintaining, disposing of and locating documents, according to the organisation's collection management guidelines and legal obligations	Failed to meet the pass criteria	Correctly classifies the organisation's collection management guidelines and legal obligations.	Correctly evaluates the implications of non-compliance for the organisation.
14	The nature and value of research, including that undertaken by practitioners and that which is mediated, e.g. ways of assessing individual information needs and how to support research and retrieval of the right information	Failed to meet the pass criteria	Correctly assesses individual information needs and supports research and retrieval of the correct information.	Accurately analyses different research methods and prioritises if necessary at each stage of the information seeking process.
15	Some basic information/digital literacy frameworks and how these support the research and dissemination of information	Failed to meet the pass criteria	Accurately interprets what information / digital literacy frameworks are, and their use in managing information in the organisation.	Accurately distinguishes between digital literacy and information literacy, and correctly evaluates the use of each in the research and dissemination of information.
17	The capabilities of web-based technologies and content management systems of particular relevance to the sector, e.g. to provide alternatives, to store and search for information.	Failed to meet the pass criteria	Accurately explains features of web-based technologies and content management systems and their applicability to the organisation.	Provides accurate analysis on best practice for a variety of scenarios and enquiries, providing a defined set options for users.
19	Methods for promoting services and collections to users and non-users and how to guide them through their information-seeking / learning journey	Failed to meet the pass criteria	Correctly identifies a range of different methods available to promote services and collections. Accurately describes the difference between users and non-users.	Inspects services and collections arrangement, examining their effectiveness in supporting users' enquiries.

	Knowledge	Fail	Pass	Distinction
20	How services might impact users differently, depending on their age, disability, ethnicity, etc.	Failed to meet the pass criteria	Accurately summarises how the impact of services will vary depending on a user's age, disability, ethnicity etc.	Appraises specific examples of flexibility shown for users in services when required.
21	The impact of online environments/spaces and physical spaces on the provision of services	Failed to meet the pass criteria	Accurately describes how the impact of online environment/spaces and physical spaces will influence the provision of services.	Examines feasible solutions for a number of different online/physical environments/spaces.
22	How to evaluate existing services against benchmarks / standards / customer need	Failed to meet the pass criteria	Accurately identifies sources of information to evaluate services against, e.g. benchmarking data, service standards, customer research	Distinguishes how services are being delivered or have been adjusted to meet industry standards and customer expectations

	Skill	Fail	Pass	Distinction
3	Solve user problems in a range of situations using their knowledge and interpretation	Failed to meet the pass criteria	Solves a range of different users' routine queries and appropriately meets their needs with use of professional techniques.	Successfully investigates 2 non-routine user queries, meeting their needs.
4	Use information management processes to store, manage and retrieve records and data to support collaboration, exploitation and the organisation's Information Management (IM) practices	Failed to meet the pass criteria	Relevant information management tasks are executed in accordance with procedures from the organisational/institutional guidelines	Accurately examines areas where process improvements can be made (although these do not need to be implemented)
5	Describe and arrange material/resources, by observing and applying identified cataloguing standards in order to create online catalogues and other finding aids to meet users' needs	Failed to meet the pass criteria	Carries out relevant tasks complying fully with the appropriate cataloguing standards for the task. Users are able to locate resources within a few minutes.	Correctly evaluates the advantages of particular cataloguing standards used for specific tasks.
6	Employ information retrieval techniques to identify and use relevant media and systems, e.g. searching online databases, catalogues or physical stores, and EDRMS (electronic document record management systems).	Failed to meet the pass criteria	Locates information and information resources in a timely manner (under 10 minutes) using standard platforms to successfully carry out specified routine tasks.	Evaluates and selects new platforms on several occasions to successfully carry out non-routine tasks.

	Skill	Fail	Pass	Distinction
8	Use enquiry techniques to clarify and meet users' information requirements and manage expectations, e.g. by signposting to alternative resources and providing solutions	Failed to meet the pass criteria	Employs suitable enquiry techniques to gain a clear understanding of user needs, and provides correct, relevant information.	On various occasions provides accurate feedback and evaluation of the resources and solutions provided.
10	Use relevant approaches to learning support to contribute to the development of learning activities for different audiences to enhance knowledge and literacy, e.g. reader development	Failed to meet the pass criteria	Administers a range of standard organisational/institutional learning activities for different audiences with specific learning objectives.	Evaluates the success of learning activities for different audiences.
11	Select and use appropriate tools and technologies to support users in researching and disseminating information, e.g. databases, search engines, digital libraries, repositories and social media	Failed to meet the pass criteria	Selects correct tools and technologies for a user's query.	Provides accurate evaluation of the tools and technologies used.
12	Develop information and digital skills to support users to identify, find, access and evaluate information, to share knowledge and to promote self-help	Failed to meet the pass criteria	Uses information and digital skills to both support and enable users to access correct information.	Investigates cause and effect of various different user enquiries to correctly access non-standard information.
13	Demonstrate information sharing by contributing to learning activities for specific audiences, e.g. inductions and events, catering to a variety of levels of knowledge and understanding	Failed to meet the pass criteria	Organises some standard organisational/institutional learning activity for different audiences for information sharing.	Appraises the success of a learning activity for information sharing.
14	Use promotion techniques for resources so that users and potential users are aware of their value, impact and benefit, e.g. by curating collections and displays in effective ways, undertaking outreach activities to guide users to achieve independence in their use of information	Failed to meet the pass criteria	Employs clear sign posting to resources and users have access to information about the benefits of the resources for their purposes.	Distinguishes the difference between promotion techniques and active advocacy of services.
15	Implement the organisation's collection management policy, e.g. through identifying stock that should be acquired and that which is no longer used or needed, and relegating or removing these appropriately	Failed to meet the pass criteria	Accurately advises on and selects several new stock/resources and follows organisation policy.	Accurately examines several new areas for collection development as a result of user feedback and research data.

	Skill	Fail	Pass	Distinction
			Accurately advises on and removes some expired stock/resources and follows organisation policy.	
16	Develop the service by assessing the learning environment and anticipating user needs, e.g. re-organising study/virtual spaces, suggesting improvements to catalogues or web pages	Failed to meet the pass criteria	Accurately advises on users' learning needs and organises various learning spaces/platforms.	Accurately appraises learner journeys and user experience to make recommendations for improvements based on the findings.
17	Use teamwork and collaboration to achieve goals, e.g. with stakeholders and partners beyond the organisation	Failed to meet the pass criteria	Carries out shared duties, making constructive contributions to all outputs. Communicates with colleagues and other stakeholders daily.	Identifies the role of collaboration though valuable partnerships outside of the organisation/institution.
18	Use information provision to enable users to access materials, e.g. through lending books/artefacts, emailing documents, accessing original archives, signposting links to information	Failed to meet the pass criteria	Application of duties and tasks result in users accessing correct information materials, according to the requirements of the enquiry.	Accurately evaluates information provision processes and appraises a range of new and improved ways of accessing materials.
19	Exercise communication skills - oral, written, presentation, interpersonal, listening, assertiveness (online and face to face).	Failed to meet the pass criteria	Uses various communications method and channel to support 3 queries and carry out duties.	Analyses the effectiveness of different communication methods for different queries.

	Behaviour	Fail	Pass	Distinction
1	Practise in an ethical and legal manner	Failed to meet the pass criteria	Correctly applied relevant legal regulations whilst carrying out all duties without any bias.	From the implications of non-compliance, can outline changes for the organisation and/or support others in ethical and compliant practices..
3	Demonstrate leadership and initiative within the boundaries of specific tasks	Failed to meet the pass criteria	Undertakes set tasks with minimum supervision where applicable.	Accurately compares between occasions where supervision was required and where it was not required.
5	Solutions focused	Failed to meet the	When presented with a challenge, an appropriate solution is sought and implemented.	Evaluates a range of solutions and selects the most appropriate one according to the apprentice's analysis.

	Behaviour	Fail	Pass	Distinction
		pass criteria		
6	Concern for the public good in all professional matters, including respect for diversity within society, and the promoting of equal opportunities and human rights	Failed to meet the pass criteria	Administers support to a diverse user group.	Recommends appropriate improvements that meet the needs of a diverse user group.
9	Informative and supportive, ensuring users are aware of the full scope and remit of the service	Failed to meet the pass criteria	Provides and identifies services to users.	Investigates users' specific requirements and makes appropriate distinctions about which services/resources will be most beneficial to their needs.
10	Act as an advocate for the benefits and value of the services delivered	Failed to meet the pass criteria	Engages with users during most (75%) enquiries to accurately promote the impacts and benefits of the resources/services.	Differentiates between engagement with users and non-users, and the impacts on advocacy.
12	Diligence in respect to services for which they are responsible in meeting the needs of users	Failed to meet the pass criteria	Provides a welcoming and accessible environment, where users receive good customer service and find what they need quickly.	Regularly (weekly) seeks ways to meet users' needs appropriately, based on critical evaluation of services.
14	Work collaboratively with others	Failed to meet the pass criteria	Regularly (weekly) shares relevant information, ideas, resources, information & skills to facilitate operations	Accurately describes how tasks, responsibilities & projects relate to wider goals and how such work impacts on others.
16	Provision of the best possible service within available resources	Failed to meet the pass criteria	Completes duties in a positive manner and is motivated to do well.	Evaluates new and efficient ways of providing services within the available resources.

Assessment Method 2: Portfolio-based professional discussion

	Knowledge	Fail	Pass	Distinction
1	The organisation in which they work, its relationship with stakeholders/partners, its products and services.	Failed to meet the pass criteria	Demonstrates knowledge of the organisation and its products and services. Correctly identifies the organisation's stakeholders/partners.	Accurately appraises the nature of the relationships the organisation has with some of its stakeholders and partners.
2	The organisation's place within the wider, national library, archive, knowledge and information management sector.	Failed to meet the pass criteria	Accurately describes where the organisation fits in the wider knowledge, information management sector	Correctly appraises the contribution the organisation makes and promotes its value.
3	How effective management and team-working contribute to a successful service	Failed to meet the pass criteria	Correctly identifies the key indicators of effective team management and can identify examples of working with team members to achieve results.	Accurately classifies the benefits of collaborative working and going beyond expectations to build constructive relationships
4	The regulations regarding information use such as copyright, intellectual property, licensing and data protection.	Failed to meet the pass criteria	Accurately describes and applies relevant legal regulations.	Accurately interprets the implications of non-compliance for the organisation.
5	The nature of information and the value of its various forms, i.e. primary and secondary sources, print and digital (including databases); current, semi-current and archival.	Failed to meet the pass criteria	Correctly categorises the different formats that information can take and the value each hold.	Correctly points out and justifies the appropriate use of each format in differing scenarios.
6	The management of information resources and the importance of organising information, e.g. labelling, storing and the role of catalogues and search tools.	Failed to meet the pass criteria	Correctly classifies the relevant techniques, tools and processes, to ensure the effective organisation of information	Correctly appraises the benefits of management information and the risks or implications of poor management

	Knowledge	Fail	Pass	Distinction
7	The methods for storing analogue and digital collections and which media serves the purposes best, e.g. packaging of physical resources, use of online repositories.	Failed to meet the pass criteria	Correctly describes and applies the most suitable methods for storing analogue and digital collections.	Appraises and establishes examples in best practice for storing analogue and digital collections.
9	The concept of digital continuity ensuring original records are preserved as required	Failed to meet the pass criteria	Accurately explains the concept of digital continuity	Accurately evaluates examples of the application of embedding digital continuity in the organisation's business processes.
10	The specific features of archives, media, etc., (as distinct from other forms of collection), their legal and historical value, and archival principles	Failed to meet the pass criteria	Thoroughly describes how archiving is a vital information management process, and describes some specific features.	Correctly applies archiving principles and can accurately examine examples of the consequences of not understanding the organisation's archiving processes.
11	The nature of collections, how they are changing, and the organisational policy relating to collections management and development decisions	Failed to meet the pass criteria	Accurately describes collections and how they are changing. Correctly describes collections management and can demonstrate how the organisational policy relating to collections management is implemented.	Accurately differentiates with examples, between a collections policy and the collections development policy.
12	The nature of knowledge, intellectual capital and the social networks through which they are shared and exploited	Failed to meet the pass criteria	Accurately describes the nature of knowledge, intellectual capital and the social networks through which they are shared.	Makes accurate inferences about the link between each and the implications for not sharing knowledge effectively and safely within the organisation.
13	The use of collaborative tools and activities such as Google Drive and Groups, Sharepoint and Enterprise Social Media	Failed to meet the pass criteria	Accurately describes collaborative tools and activities, and their application.	Correctly analyses the key business benefits of collaborative working
16	The role that information professionals and services play in developing knowledge and literacy (reading, writing and numeracy) and general cultural enrichment.	Failed to meet the pass criteria	Correctly identifies the information professional's role in developing knowledge and literacy.	Analyses specific examples of how the information professional's role in developing knowledge and literacy contributes to the strategic directions and achievements of their organisation.

	Knowledge	Fail	Pass	Distinction
18	Users' needs and information-seeking behaviour and how different information services cater to different types of user	Failed to meet the pass criteria	Accurately describes the different types of user and how different information services cater to them.	Accurately categorises the concepts of user needs and information seeking behavior.

	Skill	Fail	Pass	Distinction
1	Interpret and implement policy, e.g. communicating clearly the basic copyright restrictions and reasons for not sharing personal data.	Failed to meet the pass criteria	Duties are successfully completed within the parameters of organisational/institutional policy and legal requirements.	Evaluates feasible recommendations for change where policy and/or implementation of policy can be improved (although these do not need to be implemented)
2	Undertake regulation and compliance checking, e.g. in order to ensure data protection is not breached.	Failed to meet the pass criteria	Duties, including compliance checking, are successfully completed within the parameters of legal practices.	Evaluates feasible recommendations for mitigating action for potential areas of compliance/regulation risk (although these do not need to be implemented)
7	Perform preservation (analogue/physical and digital) practices to keep collections physically safe using institutional/sector guidelines, and supporting work that provides digital access by creating alternatives that meet a range of user requirements	Failed to meet the pass criteria	Successfully applies preservation techniques according to organisational/institutional guidelines.	Clearly appraises alternative preservation practices in other sectors and makes feasible recommendations based on the findings.
9	Develop knowledge sharing with users, cultivating an environment where knowledge is freely shared and sought within a 'safe' environment, including online solutions	Failed to meet the pass criteria	Helps to build a positive knowledge sharing environment by placing resources and tools in logical, accessible areas.	Examines the impacts of a positive knowledge sharing environment on users and potential users.

	Behaviour	Fail	Pass	Distinction
2	Respect for the integrity of information items and for the intellectual effort of those who created them	Failed to meet the pass criteria	Accurately explains and applies relevant techniques, tools and processes diligently to preserve resources and services.	Clearly analyses the complexity of developing the resources/services and arranges them effectively.

	Behaviour	Fail	Pass	Distinction
4	Attentiveness, ensuring resources provided and access are most appropriate to user needs	Failed to meet the pass criteria	Users expectations are met through provision of required resources.	Isolates feasible recommendations in order to enhance the user's experience.
7	Protect the confidentiality of all matters relating to information users	Failed to meet the pass criteria	Sensitive enquiries are handled in a discreet way, complying fully with data protection legislation.	Evaluates the organisation's readiness for exercising confidentiality and sensitivity.
8	Act with integrity, honesty and accountability	Failed to meet the pass criteria	Takes personal responsibility for mistakes and uses reflection on lessons learned.	Appraises when it is appropriate to raise concerns about integrity, honest and accountability.
11	Concern for the conservation and preservation of our information heritage in all formats	Failed to meet the pass criteria	Administers conservation and preservation of items of our information heritage.	Examines specific examples of when items were recognised and identified to conserve and preserve.
13	Adaptable to change	Failed to meet the pass criteria	Supports operational changes and successfully adapts to new technologies	He/she researches creativity and initiates new ideas and improvements
15	Concern for balancing the needs of actual and potential users and the reasonable demands of employers	Failed to meet the pass criteria	Actively listens to user and community needs. Regularly (monthly) shares information with line manager.	Analyses how the balance between use needs and organisation needs works in practice.

Overall EPA grading

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

Assessment Method 1:

All pass criteria must be met to achieve a pass.

To achieve a distinction for the assessment method, distinctions should be achieved in 75% or more of the individual KSBs assessed. Each KSB must be achieved in full.

Assessment Method Two:

All pass criteria must be met to achieve a pass.

To achieve a distinction for the assessment method, distinctions should be achieved in 75% or more of the individual KSBs assessed. Each KSB must be achieved in full.

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
Pass	Distinction	Pass
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Fail	Fail	Fail
Pass	Fail	Fail
Distinction	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail

Roles and responsibilities

Role	Responsibility
Apprentice	• complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	• identify when the apprentice is ready to pass the gateway and undertake their EPA • notify the EPAO that the apprentice has passed the gateway
EPAO	As a minimum EPAOs should: • appoint an assessor to undertake EPA • provide information and support 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
Independent assessor	As a minimum an Independent assessor should: • 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, EPA level 3 etc; and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • hold or working towards a level of professional registration with an appropriate professional body (e.g. CILIP, ARA) • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	As a minimum the training provider should: • 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

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:
  Libraries, archives and/or information services, staff management, customer care.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above 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:

  - Working knowledge of the regulations regarding information use such as copyright, intellectual property, licensing and data protection.
  - Experienced in the use information management processes to store, manage and retrieve records and data
  - Experienced in providing access to information and related sources to meet users' diverse requirements.
  - Implementation of information retrieval techniques to identify and use relevant media and systems.
  - Understanding of the role that information professionals and services play in developing knowledge and literacy (reading, writing and numeracy).
  - Developed knowledge of users' needs and information seeking behaviour and how different information services cater to different types of user.
  - Advanced information and digital skills to support users to identify, find, access and evaluate information, to share knowledge and to promote self-help.
  - Analysis and solution of user problems in a range of situations using the knowledge and interpretation.
  - Implementing procedures to store and preserve information and collections safely and securely.

- 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

External Quality Assurance (IQA)

The EQA provider will be named on the Institute's website.

Re-sits and retakes

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

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

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

Any assessment method re-sit or re-take must be taken during the maximum EPA period, 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.

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

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

Affordability

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

- Live examples used for the project will contribute to the employer's main business using an employer's premises

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as:

- Certified Member of CILIP (ACLIP), subject to becoming a member
- Foundation Member of the ARA (FMARA), subject to becoming a member

Reasonable adjustments

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

Appendix 1 – Mapping of KSBs

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	The organisation in which they work, its relationship with stakeholders/partners, its products and services.	2
K2	The organisation's place within the wider, national library, archive, knowledge and information management sector.	2
K3	How effective management and team-working contribute to a successful service	2
K4	The regulations regarding information use such as copyright, intellectual property, licensing and data protection.	2
K5	The nature of information and the value of its various forms, i.e. primary and secondary sources, print and digital (including databases); current, semi-current and archival.	2
K6	The management of information resources and the importance of organising information, e.g. labelling, storing and the role of catalogues and search tools.	2
K7	The methods for storing analogue and digital collections and which media serves the purposes best, e.g. packaging of physical resources, use of online repositories.	2
K8	The means of acquiring, maintaining, locating and disposing of documents, according to the organisation's collection management guidelines and legal obligations	1
K9	The concept of digital continuity ensuring original records are preserved as required	2
K10	The specific features of archives, media, etc., (as distinct from other forms of collection), their legal and historical value, and archival principles	2
K11	The nature of collections, how they are changing, and the organisational policy relating to collections management and development decisions	2
K12	The nature of knowledge, intellectual capital and the social networks through which they are shared and exploited	2
K13	The use of collaborative tools and activities such as Google Drive and Groups, Sharepoint and Enterprise Social Media	2
K14	The nature and value of research, including that undertaken by practitioners and that which is mediated, e.g. ways of assessing individual information needs and how to support research and retrieval of the right information	1
K15	Some basic information/digital literacy frameworks and how these support the research and dissemination of information	1
K16	The role that information professionals and services play in developing knowledge and literacy (reading, writing and numeracy) and general cultural enrichment.	2
K17	The capabilities of web-based technologies and content management systems of particular relevance to the sector, e.g. to provide alternatives, to store and search for information.	1
K18	Users' needs and information-seeking behaviour and how different information services cater to different types of user	2

KSB code	KSB statement	Methods mapped against
K19	Methods for promoting services and collections to users and non-users and how to guide them through their information-seeking / learning journey	1
K20	How services might impact users differently, depending on their age, disability, ethnicity, etc.	1
K21	The impact of online environments/spaces and physical spaces on the provision of services	1
K22	How to evaluate existing services against benchmarks / standards / customer need.	1
Skills		
S1	Interpret and implement policy, e.g. communicating clearly the basic copyright restrictions and reasons for not sharing personal data.	2
S2	Undertake regulation and compliance checking, e.g. in order to ensure data protection is not breached.	2
S3	Solve user problems in a range of situations using their knowledge and interpretation	1
S4	Use information management processes to store, manage and retrieve records and data to support collaboration, exploitation and the organisation's Information Management (IM) practices	1
S5	Describe and arrange material/resources, by observing and applying identified cataloguing standards in order to create online catalogues and other finding aids to meet users' needs	1
S6	Employ information retrieval techniques to identify and use relevant media and systems, e.g. searching online databases, catalogues or physical stores, and EDRMS (electronic document record management systems).	1
S7	Perform preservation (analogue/physical and digital) practices to keep collections physically safe using institutional/sector guidelines, and supporting work that provides digital access by creating alternatives that meet a range of user requirements	2
S8	Use enquiry techniques to clarify and meet users' information requirements and manage expectations, e.g. by signposting to alternative resources and providing solutions	1
S9	Develop knowledge sharing with users, cultivating an environment where knowledge is freely shared and sought within a 'safe' environment, including online solutions	2
S10	Use relevant approaches to learning support to contribute to the development of learning activities for different audiences to enhance knowledge and literacy, e.g. reader development	1
S11	Select and use appropriate tools and technologies to support users in researching and disseminating information, e.g. databases, search engines, digital libraries, repositories and social media	1
S12	Develop information and digital skills to support users to identify, find, access and evaluate information, to share knowledge and to promote self-help	1
S13	Demonstrate information sharing by contributing to learning activities for specific audiences, e.g. inductions and events, catering to a variety of levels of knowledge and understanding	1
S14	Use promotion techniques for resources so that users and potential users are aware of their value, impact and benefit, e.g. by curating collections and displays in effective	1

KSB code	KSB statement	Methods mapped against
	ways, undertaking outreach activities to guide users to achieve independence in their use of information	
S15	Implement the organisation's collection management policy, e.g. through identifying stock that should be acquired and that which is no longer used or needed, and relegating or removing these appropriately	1
S16	Develop the service by assessing the learning environment and anticipating user needs, e.g. re-organising study/virtual spaces, suggesting improvements to catalogues or web pages	1
S17	Use teamwork and collaboration to achieve goals, e.g. with stakeholders and partners beyond the organisation	1
S18	Use information provision to enable users to access materials, e.g. through lending books/artefacts, emailing documents, accessing original archives, signposting links to information	1
S19	Exercise communication skills - oral, written, presentation, interpersonal, listening, assertiveness (online and face to face).	1
Behaviours		
B1	Practise in an ethical and legal manner	1
B2	Respect for the integrity of information items and for the intellectual effort of those who created them	2
B3	Demonstrate leadership and initiative within the boundaries of specific tasks	1
B4	Attentiveness, ensuring resources provided and access are most appropriate to user needs	2
B5	Solutions focused	1
B6	Concern for the public good in all professional matters, including respect for diversity within society, and the promoting of equal opportunities and human rights	1
B7	Protect the confidentiality of all matters relating to information users	2
B8	Act with integrity, honesty and accountability	2
B9	Informative and supportive, ensuring users are aware of the full scope and remit of the service	1
B10	Act as an advocate for the benefits and value of the services delivered	1
B11	Concern for the conservation and preservation of our information heritage in all formats	2
B12	Diligence in respect to services for which they are responsible in meeting the needs of users	1
B13	Adaptable to change	2
B14	Work collaboratively with others	1
B15	Concern for balancing the needs of actual and potential users and the reasonable demands of employers	2
B16	Provision of the best possible service within available resources	1