

DRAFT END-POINT ASSESSMENT PLAN FOR EVENT CO-ORDINATOR

Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the event co-ordinator apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Event co-ordinator apprentices, their employers and training providers should read this document.

A full-time event co-ordinator apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules. The EPA should be completed within an EPA period lasting typically 3 months. The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO.

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - project:

- fail
- pass
- distinction

Assessment method 2 - professional discussion:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

Change

EPA summary table

On-programme - typically 18 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard
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	• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the professional discussion, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 3 months	The grades available for each assessment method are below Project: • fail • pass • distinction Professional discussion: • fail • pass • distinction Overall EPA and apprenticeship can be graded: ○ fail ○ pass ○ merit ○ distinction
Re-sits and re-takes	The details for re-sits and re-takes are below: • re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months

Show summary change sections

Duration of end-point assessment period

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The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

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EPA gateway

Edit epa gateway form

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a **portfolio of evidence** for the **professional discussion**

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB as a qualitative rather than quantitative approach is suggested.

The Portfolio must include a minimum of 6 and a maximum of 12 pieces of each of the following types of evidence:

- performance review information
- feedback from leaders/peers

In addition, the Portfolio must include a learning journal/diary, which includes at a minimum monthly updates.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided must be valid and attributable to the apprentice and the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

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Order of assessment methods

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The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

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Project

Edit project form

Overview

The project assessment method involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. This process may include for example, research, analysis and the completion of tasks or activities to achieve the outcome. The assessment method will have an output at the end of the defined piece of work. The work completed for the project assessment method must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- completion of the defined piece of work for the project with a project output
- completion of the defined piece of work for the question and answer session

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it allows for the assessment of KSBs that take place over a long period of time
- it allows for a broad set of KSBs to be evidenced during the post-gateway period
- it assesses KSBs holistically
- it can produce something that is of genuine business benefit to the apprentice's employer
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it allows for the presentation of evidence and testing of responses where there are a range of potential answer

- it can be conducted remotely, potentially reducing cost

Delivery

The apprentice must complete a project based on any of the following:

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately. The project output must be in the form of a report.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report unaided and it must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report is submitted.

Component 1: Project report

The report must include at least:

- an executive summary (or abstract)
- an introduction
- the scope of the project (including key performance indicators, aims and objectives)
- a project plan
- research outcomes
- data analysis outcomes
- project outcomes
- discussion of findings
- conclusions
- references
- appendix containing mapping of KSBs to the report.

The project report must have a word count of 4000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report to the EPAO by the end of week 12 of the EPA period.

Component 2: Question and answer session

The question and answer session must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The apprentice must be questioned about their project and report.

The question and answer session must last for 30 minutes. The independent assessor must use the full time available for questioning and they can increase the total time by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 5 questions. They must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required. The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The independent assessor must have at least 2 weeks to review the project report before the question and answer session, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the question and answer session.

The apprentice may choose to end the question and answer session early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated in the report and question and answer session
- the apprentice's answers to questions
- the grade achieved

Assessment location

The question and answer session must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room, free from distractions and influence.

The question and answer session can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Change

Professional discussion

[Edit professional discussion form](#)

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion. The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- Event logistics
- Event delivery
- Best practice
- Collaboration
- Communication

The EPAO must give an apprentice 2 weeks' notice of the professional discussion. The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed. The professional discussion must last for 50 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must explain to the apprentice the format and timescales of the professional discussion before it starts. This does not count towards the assessment time.

The independent assessor must ask at least 6 questions. The independent assessor must use the questions from the EPAO's question bank or create their own

questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

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Grading

[Edit add grade descriptor form](#)[Edit mapping of ksbs to grade themes form](#)[Edit available grades form](#)

Project

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Event planning and briefs K3 K8 K9 K10 S1 S12 S16 S18	Interprets an event brief and question stakeholders in order to assess an event's purpose, goals, budget and resource requirements to meet this in line with the responsibilities of the event co-ordinator and venue suitability. (K3, K8, S12, S18). Outlines methods and approaches for evaluating events and work processes. (K9) Undertakes research and analysis, collecting and checking of data	Evaluates an event brief and outlines how the event co-ordinator could optimise budget and resources within requirements. (K3, K8, S12, S18). Compares methods and approaches for evaluating events and work processes (K9).

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	and presenting information in response to a brief or request to support the preparation, management and reconciliation of event budgets. (K10, S1, S16)	
Project management K11 K14 K22 S5 S17 B2	Manages time and prioritises tasks according to their importance and urgency for an event considering budget and resource requirements and takes accountability for the accuracy of their tasks. (K11, S5, S17, B2) Outlines principles and practices to ensure commercial awareness including budget management, expenditure, and forecasting as well as project and change management tools and techniques including	Justifies their time management and prioritisation of tasks outlining their importance and urgency for an event to fall within budget and resource requirements. (K11, S5, S17) Evaluates principles and practices to ensure commercial awareness, including comprehensive budget management, meticulous tracking of expenditure, and precise forecasting, while integrating project and change management tools

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	monitoring (K14, K22)	and techniques to monitor progress. (K14, K22)
Stakeholder engagement K23 S2 S10	Communicates information and instructions through the appropriate media to enable key stakeholders to understand what is required as well as presenting to different audiences. (K23, S2, S10)	Justifies communication methods to diverse stakeholders by utilising the most appropriate media channels, ensuring clarity in conveying complex information and instructions, while adapting messaging to suit different audiences. (K23, S2, S10)
Best practice K16 K20 K21 S21 S22	Understands and supports equity, diversity and inclusion in the workplace and at an event and the impact it has on attendees, the organisation and the team. (K20, S21) Outlines methods and approaches to assess and mitigate risk and how to reduce	n/a

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	energy consumption in order to ensure sustainable and ethical event management (K16, K21, S22)	
Operational strategies K15 S6 S7	Uses the appropriate digital tool or process to contribute to business activities including reports and event documentation (K15, S6, S7)	n/a

Professional discussion

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Event logistics and delivery K1 K2 K4 K5 K12 K13 K24 S4 B4	Outlines the lifecycle of an event and how logistics, production,	Analyses the entire lifecycle of an event, detailing how each phase

THEME KSBS	PASS APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTOR S	DISTINCTION APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	creative and design contribute to event management and delivery. (K1, K2) Explains the impact that logistics have on the delivery of an event and the responsibilities of the event delivery team to meet both event and attendees' requirements. (K4, K5) Summarises the different types of events. (K13) Describes the impact of internal and external factors on events and the event co-ordinator's role, and how to work flexibly to adapt to these. (K24, B4) Outlines organisational	intersects with key elements such as logistics, production, creative direction, and design, highlighting how these components collaboratively contribute to the successful management and delivery of the event. (K1, K2) Analyse the impact of both internal factors and external factors on event planning, while evaluating the event coordinator's role in proactively identifying, adapting to, and mitigating these factors. (K24, B4)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTOR S	DISTINCTION APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	priorities and processes and the role, responsibilities and accountability of event co-ordinators in relation to these whilst showing how they have supported delivery of an event and its attendees. (K12, S4)	
Best practice K6 K18 K25 S8 S9 S19 S20 S23 B1 B3 B6	Explains how regulation, legislation and policies impact upon their role and organisation and apply these, whilst advising stakeholders on their application in a professional, ethical and integral manner. (K6, S9, B1) Describes how they seek learning	Critically assess both current and emerging challenges and trends in technology that are shaping event management and delivery, considering the implications of innovations while forecasting their potential long-term impact on event planning. (S8)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTOR S	DISTINCTION APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	opportunities and continuous professional development and how they support team development through coaching. (K25, S20, B3) Determines current and future challenges and trends in technology impacting event management and delivery. (S8) Demonstrates how they apply sustainability goals and requirements, share best practices, and advise stakeholders on their application. (S23) Outlines how they proactively review work processes and use the	

THEME KSBS	PASS APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTOR S	DISTINCTION APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	appropriate methods and tools to identify learning opportunities for the team and individuals. (K18, S19, B6)	
Communication and collaboration K7 K17 K19 S3 S11 S13 S14 S15 B5	Describes how they negotiate with and challenge stakeholders in order to make decisions and manage change and how to reduce conflict. (K17, S14) Summarises how they work within a group and communicate and collaborate with the stakeholders of an event to prepare, deliver and follow up. (K19, S11, S15, B5) Outlines the principles and practices of stakeholder management	Analyse how they strategically negotiate with and challenge stakeholders to drive decision-making and manage change whilst encouraging collaboration. (K17, S14)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTOR S	DISTINCTION APPRENTICES MUST DEMONSTRAT E ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	and describes how they to interpret and respond to requests from stakeholders to assist in the planning, delivery, and evaluation of an event and build relationships with them (K7, S3, S13).	

Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the project and professional discussion in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. If a learner fails any method, regardless of their grade in the other method, they will fail the EPA. If they achieve a Distinction in one method and a pass in the other then they will be awarded a Merit. Two passes will result in an overall Pass, while two Distinctions will result in an overall Distinction.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Change

PROJECT	PROFESSIONAL DISCUSSION	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

Edit re-sits and re-takes form

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 2 weeks to rework and submit the amended report.

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

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Change

Roles and responsibilities

Edit roles and responsibilities form

Change

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place

ROLES	RESPONSIBILITIES
	• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	As a minimum, the EPAO must: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles

ROLES	RESPONSIBILITIES
	involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	As a minimum, an independent assessor must:

ROLES	RESPONSIBILITIES
	• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must: • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning

ROLES	RESPONSIBILITIES
	• ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

Edit reasonable adjustments form

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Change

Internal quality assurance

Edit internal quality assurance form

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
- meet the following minimum requirements:
no current relationship with the apprentice involved in the apprenticeship.

Change

Value for money

Edit value for money form

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

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the assessment method permits this
- using the employer's premises
- conducting assessment methods on the same day

Change

Professional recognition

Edit professional recognition form

This apprenticeship is not aligned to professional recognition.

Change

Mapping of KSBs to assessment methods

Edit mapping of ksbs to assessment methods form

Change

KNOWLEDGE	ASSESSMENT METHODS
K1 The lifecycle of an event from research and planning to delivery and evaluation.	Professional discussion
K2 The roles and responsibilities of logistics, production, creative and design in event management and how they impact and contribute to the delivery of an event.	Professional discussion
K3 Methods and approaches for identifying different venues suited to events based on their requirements including online.	Project

KNOWLEDGE	ASSESSMENT METHODS
K4 The impact that logistics have on the delivery of an event, for example venue, attendees, transport, accommodation and catering, and suppliers.	Professional discussion
K5 The responsibilities of the event delivery team to meet both event and attendees' requirements.	Professional discussion
K6 Regulation, legislation and policies and the impact of these on the event co-ordinator's role and organisation.	Professional discussion
K7 Principles and practices of stakeholder management.	Professional discussion
K8 Methods and approaches for assessing an event's purpose, goals, budget and resource requirements.	Project
K9 Methods and approaches for evaluating events and work processes for example stakeholder feedback and impact analysis.	Project
K10 Principles and practices of data and information collection, research and analysis.	Project
K11 Methods, principles and the tools used for time management and prioritisation.	Project
K12 Organisational priorities and processes and the role, responsibilities and accountability of event co-ordinators in relation to these.	Professional discussion
K13 The different types of events.	Professional discussion
K14	Project

KNOWLEDGE	ASSESSMENT METHODS
Principles and practices to ensure commercial awareness, including budget management, expenditure, and forecasting.	
K15 Digital tools, processes and trends and how they support and impact on business activities.	Project
K16 Methods and approaches to assess and mitigate risk for example health and safety.	Project
K17 Techniques and approaches for negotiating and influencing stakeholders and reducing conflict.	Professional discussion
K18 Methods and tools for the identification and solution of others' learning needs.	Professional discussion
K19 Communication techniques and approaches to build relationships with stakeholders and meet their requirements.	Professional discussion
K20 Principles of equity, diversity and inclusion and their impact on attendees, the organisation and the team.	Project
K21 Practices and processes to ensure sustainable and ethical event management.	Project
K22 Project and change management tools and techniques, including monitoring.	Project
K23 Methods and media for communicating and presenting information to meet the needs of different audiences.	Project
K24	Professional discussion

KNOWLEDGE	ASSESSMENT METHODS
The impact that internal and external factors have on events and the event co-ordinator's role, for example environmental impacts or acts of god.	
K25 Coaching and continuous professional development techniques.	Professional discussion
SKILL	ASSESSMENT METHODS
S1 Research, analyse, collate, and present information in response to a brief or request.	Project
S2 Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required.	Project
S3 Interpret and respond to requests from stakeholders to assist in the planning, delivery, and evaluation of an event.	Professional discussion
S4 Deliver onsite or online support for events and attendees.	Professional discussion
S5 Prioritise tasks according to their importance and urgency for the event.	Project
S6 Use technology and dedicated software to produce documentation, for example spreadsheets and presentation packages to communicate information.	Project
S7 Contribute to reports and event documentation.	Project
S8 Identify current and future challenges and trends in technology that impact on event management and delivery.	Professional discussion

KNOWLEDGE	ASSESSMENT METHODS
S9 Interpret and apply regulation and legislation, and advise stakeholders on their application.	Professional discussion
S10 Provide instructions for stakeholders.	Project
S11 Collaborate with the stakeholders of an event so those stakeholders can contribute throughout the planning and organisation processes.	Professional discussion
S12 Question stakeholders to understand event requirements.	Project
S13 Develop and maintain relationships with stakeholders.	Professional discussion
S14 Negotiate with and challenge stakeholders in order to make decisions and manage change.	Professional discussion
S15 Work within a group to prepare, deliver and follow up after an event takes place.	Professional discussion
S16 Support the preparation, management, and reconciliation of event budgets by collecting information, checking data, and making calculations.	Project
S17 Manage time and prioritise tasks to deliver within budget and resource requirements.	Project
S18 Interpret the event brief and the responsibilities of the event co-ordinator to meet these.	Project
S19 Review work processes to identify learning opportunities for the team and individuals.	Professional discussion

KNOWLEDGE	ASSESSMENT METHODS
S20 Support the development of the team through informal coaching and continuous professional development.	Professional discussion
S21 Support equity, diversity and inclusion in the workplace and at an event.	Project
S22 Monitor the use of technology and the potential to reduce energy consumption through their optimisation in managing an event, for example an online event.	Project
S23 Apply sustainability goals and requirements, share best practices, and advise stakeholders on their application.	Professional discussion
BEHAVIOUR	ASSESSMENT METHODS
B1 Acts professionally, ethically and with integrity.	Professional discussion
B2 Takes accountability and ownership of their workload and the accuracy of their tasks	Project
B3 Seeks learning opportunities and continuous professional development.	Professional discussion
B4 Works flexibly and adapts to circumstances.	Professional discussion
B5 Works collaboratively with all stakeholders.	Professional discussion
B6 Applies a proactive approach.	Professional discussion

Mapping of KSBs to grade themes

[Edit add grade themes form](#)[Edit mapping of ksbs to grade themes form](#)

Change

Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Event planning and briefs K3 K8 K9 K10 S1 S12 S16 S18	Methods and approaches for identifying different venues suited to events based on their requirements including online. (K3) Methods and approaches for assessing an event's purpose, goals, budget and resource requirements. (K8) Methods and approaches for evaluating events and work processes for example stakeholder feedback and impact analysis. (K9) Principles and practices of data and information collection, research and analysis. (K10)	Research, analyse, collate, and present information in response to a brief or request. (S1) Question stakeholders to understand event requirements. (S12) Support the preparation, management, and reconciliation of event budgets by collecting information, checking data, and making calculations. (S16) Interpret the event brief and the responsibilities of the event co-ordinator to meet these. (S18)	None
Project management K11 K14 K22 S5 S17 B2	Methods, principles and the tools used for time management and prioritisation. (K11) Principles and practices to ensure commercial awareness, including budget	Prioritise tasks according to their importance and urgency for the event. (S5) Manage time and prioritise tasks to deliver within budget	Takes accountability and ownership of their workload and the accuracy of their tasks (B2)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	management, expenditure, and forecasting. (K14) Project and change management tools and techniques, including monitoring. (K22)	and resource requirements. (S17)	
Stakeholder engagement K23 S2 S10	Methods and media for communicating and presenting information to meet the needs of different audiences. (K23)	Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required. (S2) Provide instructions for stakeholders. (S10)	None
Best practice K16 K20 K21 S21 S22	Methods and approaches to assess and mitigate risk for example health and safety. (K16) Principles of equity, diversity and inclusion and their impact on attendees, the organisation and the team. (K20) Practices and processes to ensure sustainable	Support equity, diversity and inclusion in the workplace and at an event. (S21) Monitor the use of technology and the potential to reduce energy consumption through their optimisation in managing an event, for example an online event. (S22)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	and ethical event management. (K21)		
Operational strategies K15 S6 S7	Digital tools, processes and trends and how they support and impact on business activities. (K15)	Use technology and dedicated software to produce documentation, for example spreadsheets and presentation packages to communicate information. (S6) Contribute to reports and event documentation. (S7)	None

Professional discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Event logistics and delivery K1 K2 K4 K5 K12 K13 K24 S4 B4	The lifecycle of an event from research and planning to delivery and evaluation. (K1) The roles and responsibilities of logistics, production, creative and design in event management and how they impact and contribute to the delivery of an event. (K2) The impact that logistics have on the delivery of an event, for example venue, attendees, transport,	Deliver onsite or online support for events and attendees. (S4)	Works flexibly and adapts to circumstances. (B4)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	accommodation and catering, and suppliers. (K4) The responsibilities of the event delivery team to meet both event and attendees' requirements. (K5) Organisational priorities and processes and the role, responsibilities and accountability of event co-ordinators in relation to these. (K12) The different types of events. (K13) The impact that internal and external factors have on events and the event co-ordinator's role, for example environmental impacts or acts of god. (K24)		
Best practice K6 K18 K25 S8 S9 S19 S20 S23 B1 B3 B6	Regulation, legislation and policies and the impact of these on the event co-ordinator's role and organisation. (K6) Methods and tools for the identification and solution of others' learning needs. (K18)	Identify current and future challenges and trends in technology that impact on event management and delivery. (S8) Interpret and apply regulation and legislation, and advise stakeholders on	Acts professionally, ethically and with integrity. (B1) Seeks learning opportunities and continuous professional development. (B3)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	Coaching and continuous professional development techniques. (K25)	their application. (S9) Review work processes to identify learning opportunities for the team and individuals. (S19) Support the development of the team through informal coaching and continuous professional development. (S20) Apply sustainability goals and requirements, share best practices, and advise stakeholders on their application. (S23)	Applies a proactive approach. (B6)
Communication and collaboration K7 K17 K19 S3 S11 S13 S14 S15 B5	Principles and practices of stakeholder management. (K7) Techniques and approaches for negotiating and influencing stakeholders and reducing conflict. (K17) Communication techniques and approaches to build relationships with	Interpret and respond to requests from stakeholders to assist in the planning, delivery, and evaluation of an event. (S3) Collaborate with the stakeholders of an event so those stakeholders can contribute throughout the	Works collaboratively with all stakeholders. (B5)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	stakeholders and meet their requirements. (K19)	planning and organisation processes. (S11) Develop and maintain relationships with stakeholders. (S13) Negotiate with and challenge stakeholders in order to make decisions and manage change. (S14) Work within a group to prepare, deliver and follow up after an event takes place. (S15)	

Supporting information

External quality assurance

[Edit external quality assurance - eqa form](#)

Option selected: Ofqual

Involved employers

Stress Matters, Events Together Ltd, Jack Morton, The Zoo XYZ, Entertainment Technology Partners, Jack Morton Worldwide, DRPG, JCB, NEC Group, Convergence Live Ltd, University of East London, Abstract Events Ltd & BEAM, Massive