

City & Guilds Level 3 End-point Assessment for Customer Service Specialist (9494-12/V1.2 and V1.3)

Standard: ST0071

EPA Plan: Version 1.2 and 1.3

QN: 603/3804/0

EPA Pack for Providers and Employers

Last modified March-2026/v2.6

For external use

Version and date	Change detail	Page/ Section
May 2019 Version 1.1	Updated guidance for 'Preparing evidence for submission' for the portfolio.	Page 20, 24.
October 2019 Version 1.2	Added 'fail', the apprenticeship is graded Fail/Pass/Distinction.	Page 4
	Amended End-Point Assessment Resources list for the Practical observation (with Q&As).	Page 14
	Amended 'Opportunities to retake/resit or improve results for end-point assessments' to include the re-sit requirements for reworking the Work-based Project.	Page 13
	'Selecting the evidence' guidance amended.	Page 18, 22
	Supplementary questions removed from the Work-based Project Interview, guidance amended.	Page 30, 33
April 2020 Version 2.0 EPA PRO	Gateway information updated	Introduction 5. EPA Timeline
March 2021 Version 2.1 EPA PRO	Added reference to guidance on how to put together a PDP available within the End-point Assessment Recording Forms for Centres/End-point Assessment Customers document, together with a PDP template; Increased word count for project proposal to 500 words; Added note on project proposal: The Work-based Project must be completed within 2 months from the time the project proposal has been approved. The project must not be started until the project proposal has been approved by the IEPA; Excessive evidence guidance added; Added requirement of agreed Personal Development Plan (PDP) within the portfolio;	Page 18,23, 32, 35
	Timeline for project proposal amended to 5 days	Timeline
	Work-based Project exemplars and guidance provided in Appendix	Appendix

Version and date	Change detail	Page/ Section
March 2022 Version 2.2 EPA PRO	<ul style="list-style-type: none"> Guidance on Work-based Project proposal and on Work-based Project updated; Professional Discussion grade descriptors table amended; Work-based Project Interview grade descriptors table amended; Practical Observation (with Q&As) grade descriptors table amended Added note about the apprentice being allowed to have their portfolio with them during the Professional Discussion. Guidance on Practical Observation (with Q&As) updated 	Throughout
April 2024 Version 2.3 EPA PRO	<ul style="list-style-type: none"> Assessment Plan V1.1 released. Apprentice Occupational Standard amended Professional Discussion Assessment Specification amended Professional Discussion grade descriptor table amended Practical Observation (with Q&As) Assessment Specification amended Practical Observation grade descriptor table amended 	Pages 9-11 Page 18 Page 32 Page 49 Pages 54-58
March 2025 Version 2.4	<ul style="list-style-type: none"> Front cover updated Reference to Assessment 751, 752 and 752 have been removed Reference to assessment plan version ST0071/AP01 has been replaced with ST0071/V1.1 Security, Security, confidentiality and copyright of End-point Assessment materials section has been updated. Entry requirement updated to state typically spend 15 months on-programme for full time apprentices Contact us information updated. 	Front cover Throughout 1. Introduction Page 57

Version and date	Change detail	Page/ Section
April 2025 Version 2.5	<p>Moved to new template as part of the development for V1.2 of the EPA plan</p> <p>Numeric numbering of KSBs and grading descriptors have been changed.</p>	
March 2026 Version 2.6	<p>Document is relevant to V1.3 of the EPA Plan as well as V1.2</p> <p>Change of EPA Pro name to Proficient</p> <p>Removal of reference to CGLI</p>	<p>Front Cover</p> <p>Throughout</p> <p>Back page</p>

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1. Apprenticeships

This pack will help providers and employers prepare apprentices for the End-point Assessment (EPA) of their City & Guilds Level 3 End-point Assessment for Customer Service Specialist (9494-12). It explains how apprentices will demonstrate the knowledge, skills and behaviours (KSBs) which they developed during their apprenticeship.

This pack must be used alongside the:

- Recording Forms for customers
 - Portfolio of Evidence reference form
 - Work-based Project Proposal form
 - Work-based Project evidence reference form
- [EPA Documents Library](#), which includes the Manual for the End-point Assessment Service, information about the EPA Service, policies about malpractice and appeals, FAQs, and a video about EPA which can be shared with apprentices.

The City & Guilds Manual for the End-point Assessment Service includes information on:

- application, registration and booking
- assessment
- results and post results (including resits)
- fees
- quality assurance.

Full-time apprentices will typically spend 15 months on-programme working towards meeting the Standard, with required off-the-job training as specified by the apprenticeship funding rules. The employer should ensure that the apprentice has access to development opportunities to gain the KSBs, as outlined in the Standard, and must hold regular progress reviews with the provider and apprentice.

Once the apprentice has completed their training, they should be ready to go through 'Gateway' to EPA. See the [Gateway](#) and Assessment Instructions sections within this pack to understand what happens.

The EPA for this apprenticeship includes the following assessments, the City & Guilds EPA team will book assessments in the order shown below:

- Practical Observation (with Questions & Answers)
- Work-based Project Interview
- Professional Discussion (supported by portfolio of evidence)

There is flexibility in the order in which the assessment methods are carried out, please discuss with the City & Guilds EPA Team if it is necessary for the assessments to take place in a different order from the one shown above, however it is recommended that

- Observation takes place before or after the Work-based Project interview
- Work-based Project Interview takes place before the Professional Discussion.

All assessments are usually booked for completion on the same day, please discuss with the City & Guilds EPA Team if you would like to discuss a change to this.

Preparing for EPA

In preparation for EPA, providers and employers should:

- read the Assessment instructions sections before reaching Gateway – the EPA Partnership Managers can help with any queries
- review which completed **Recording Forms and evidence** must be submitted, and when
- use the Recording Forms provided in the format laid out, unless indicated otherwise
- plan the venue and resources required for EPA – make sure the assessment environment is secure and comfortable, without interruptions
- use the Proficient portal to help manage the apprentice's progress through EPA
- for on-site assessment, arrange for a designated contact to be available on the day to ensure the correct resources are available.

To help apprentices prepare for EPA, providers and employers should:

- explain the assessments and **Recording Forms** to the apprentice – refer to details in the Assessment Instructions sections of this pack
- agree a realistic timeframe for submission of evidence that meets the EPA deadlines – any delays in submission of evidence will delay the assessments
- make sure the apprentice has the resources and time to prepare for, and undertake, EPA
- take the apprentice through some mock assessments

- share the **EPA Preparation Guide** with the apprentice, which includes information about system requirements for virtual meetings
- let City & Guilds know if access arrangements are required to support an apprentice through EPA. Information about City & Guilds access arrangements, including reasonable adjustments is on the City & Guilds website, under [EPA Documents Library](#).

Authenticating the apprentice's work

The Independent End-point Assessor (IEPA) must ensure all decisions satisfy Validity, Authenticity, Currency and Sufficiency (VACS). For evidence produced outside controlled conditions, the apprentice will be required to:

- sign a declaration that the work is their own
- reference all sources.

The employer/provider should also aid authentication by:

- supplementary (oral) questioning to gauge familiarity with the topic
- looking out for any changes to the apprentice's usual writing style, unusual sources/examples or the use of US spellings or phrases that might indicate cutting and pasting from the internet
- requiring access to evidence of steps in the process, for example drafts, notes, planning etc.

City & Guilds have produced forms for use when reviewing evidence produced outside of controlled conditions. These forms include a Declaration of Authentication Form which must be completed when submitting evidence. The forms are incorporated in the Recording Forms documents.

City & Guilds Position Statement on artificial intelligence

The following guidance on artificial intelligence (AI) is designed to help apprentices, teachers and assessors to complete NEAs, coursework and other internal assessments successfully. Please ensure familiarity with it.

[Position Statement on AI | City & Guilds](#)

Health & Safety and Codes of Practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the provider and employer to ensure that all the health and safety requirements are in place when apprentices are working on any projects or before apprentices begin any EPA.

Should an apprentice fail to follow correct health and safety practices and procedures during an EPA, the IEPA may advise the apprentice to stop and explain why.

Results submission and feedback

The IEPA will not provide feedback to the apprentice during or immediately following the assessment process. The provider will be informed by the City & Guilds EPA Team of the assessment results.

The IEPA will communicate the grade allocated for each assessment to the Lead Independent End-point Assessor (LIEPA) for quality assurance and sampling. The LIEPA will submit the results to the City & Guilds EPA Team.

Summary feedback will be provided to all apprentices after any grade determination has been carried out. The feedback will cover the Grading Descriptors against which insufficient evidence has been provided to award a Pass for the assessment component overall. Feedback will also be provided against Distinction Grading Descriptors that have not been achieved, where applicable. Feedback is provided for all assessments not just those that have been awarded a Fail.

If the apprentice has passed EPA, the City & Guilds EPA Team will issue the EPA Statement of Achievement to the provider confirming the grade achieved and will notify Skills England who will issue the apprenticeship certificate.

Statement of Achievement

A printed EPA Statement of Achievement will be issued to each successful apprentice.

Providers and employers with access can view and download PDF copies of the Statement 24 hours after the results are published. A PDF supports more efficient processing of funding claims by providing evidence of apprentice certification before the apprentice's paper certificate arrives.

The overall apprenticeship certificate will be issued by Skills England.

Digital credentials

A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments. Please see an example below:



Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature and on a CV. This is a complimentary service provided by City & Guilds and is in addition to the paper certificate provided by Skills England.

For further information, please visit the City & Guilds EPA Digital Credentials webpage and the general terms in respect of our privacy policy or contact digitalsupport@cityandguilds.com.

2. The Apprenticeship Standard

Occupation summary

The main purpose of a customer service specialist is to be a 'professional' for direct customer support within all sectors and organisation types. The customer service specialist is an advocate of Customer Service who acts as a referral point for dealing with more complex or technical customer requests, complaints, and queries. They are often an escalation point for complicated or ongoing customer problems. As an expert in their organisation's products and/or services, they share knowledge with their wider team and colleagues. The customer service specialist gathers and analyses data and customer information that influences change and improvements in service. Utilising both organisational and generic IT systems to carry out the role with an awareness of other digital technologies. This could be in many types of environment including contact centres, retail, webchat, service industry or any customer service point.



Knowledge, skills and behaviours

Ref.	Knowledge	Assessment method
Business Knowledge and Understanding		
K1	Understand your organisation's current business strategy in relation to customers and make recommendation for its future	Work-based Project
K2	Understand the impact your service provision has on the wider organisation and the value it adds	Professional Discussion
K3	Understand what continuous improvement means in a service environment and how your recommendations for change impact your organisation	Work-based Project
K4	Understand the principles and benefits of being able to think about the future when taking action or making service related decisions	Work-based Project
K5	Understand a range of leadership styles and apply them successfully in a customer service environment	Professional Discussion
Customer Journey Knowledge		
K6	Understand and critically evaluate the possible journeys of your customers, including challenges and the end-to-end experience	Work-based Project
K7	Understand the reasons why customer issues and complex situations sometimes need referral or escalation for specialist attention	Professional Discussion
K8	Understand the underpinning business processes that support you in bringing about the best outcome for customers and your organisation	Work-based Project
K9	Understand commercial factors and authority limits for delivering the required customer experience	Professional Discussion

Ref.	Knowledge	Assessment method
Knowing your customers and their needs/Customer Insight		
K10	Know your internal and external customers and how their behaviour may require different approaches from you	Professional Discussion
K11	How to analyse, use and present a range of information to provide customer insight	Practical Observation
K12	Understand what drives loyalty, retention and satisfaction and how they impact on your organisation	Professional Discussion
K13	Understand different customer types and the role of emotions in bringing about a successful outcome	Practical Observation
K14	Understand how customer expectations can differ between cultures, ages and social profiles	Practical Observation
Customer service culture and environment awareness		
K15	Keep current, knowledge and understanding of regulatory considerations, drivers and impacts in relation to how you deliver for customers	Practical Observation
K16	Understand your business environment and culture and the position of customer service within it	Work-based Project
K17	Understand your organisation structure and what role each department needs to play in delivering Customer Service and what the consequences are should things go wrong	Work-based Project
K18	Understand how to find and use industry best practice to enhance own knowledge	Professional Discussion

Ref.	Skills	Assessment method
Business focused service delivery		
S1	Demonstrate a continuous improvement and future focussed approach to customer service delivery including decision making and providing recommendations or advice	Work-based Project
S2	Resolve complex issues by being able to choose from and successfully apply a wide range of approaches	Professional Discussion
S3	Find solutions that meet your organisation's needs as well as the customer requirements	Practical Observation
Providing a positive customer experience		
S4	Through advanced questioning, listening and summarising negotiate mutually beneficial outcomes	Practical Observation
S5	Manage challenging and complicated situations within your level of authority and make recommendations to enable and deliver change to service or strategy	Practical Observation
S6	Use clear explanations, provide options and solutions to influence and help customers make choices and agree next steps	Practical Observation
S7	Explore and interpret the customer experience to inform and influence achieving a positive result for customer satisfaction	Work-based Project
S8	Demonstrate a cost-conscious mind-set when meeting customer and the business needs	Professional Discussion
S9	Identify where highs and lows of the customer journey produce a range of emotions in the customer	Practical Observation
S10	Use written and verbal communication to simplify and provide complex information in a way that supports positive customer outcome in the relevant format	Practical Observation

Ref.	Skills	Assessment method
Working with your customers / customer insights		
S11	Proactively gather customer feedback, through a variety of methods. Critically analyse, and evaluate the meaning, implication and facts and act upon it	Work-based Project
S12	Analyse your customer types, to identify or anticipate their potential needs and expectations when providing your service	Work-based Project
Customer service performance		
S13	Maintain a positive relationship even when you are unable to deliver the customer's expected outcome	Practical Observation
S14	When managing referrals or escalations take into account historical interactions and challenges to determine next steps	Practical Observation
Service improvement		
S15	Analyse the end to end service experience, seeking input from others where required supporting development of solutions	Work-based Project
S16	Make recommendations based on your findings to enable improvement	Work-based Project
S17	Make recommendations and implement where possible, changes in line with new and relevant legislation, regulations and industry best practice	Work-based Project

Ref.	Behaviours	Assessment method
Develop self		
B1	Proactively keep your service, industry and best practice knowledge and skills up-to-date	Professional Discussion

Ref.	Behaviours	Assessment method
B2	Consider personal goals related to service and take action towards achieving them	Professional Discussion
Ownership/ Responsibility		
B3	Personally commit to and take ownership for actions to resolve customer issues to the satisfaction of the customer and your organisation	Practical Observation
B4	Exercises proactivity and creativity when identifying solutions to customer and organisational issues	Practical Observation
B5	Make realistic promises and deliver on them	Professional Discussion
Team working		
B6	Work effectively and collaboratively with colleagues at all levels to achieve results	Practical Observation
B7	Recognise colleagues as internal customers	Practical Observation
B8	Share knowledge and experience with others to support colleague development	Professional Discussion
Equality		
B9	Adopt a positive and enthusiastic attitude being open minded and able to tailor your service to each customer	Practical Observation
B10	Be adaptable and flexible to your customer needs whilst continuing to work within the agreed customer service environment	Practical Observation
Presentation		
B11	Demonstrate brand advocacy, values and belief when dealing with customer requests to build trust, credibility and satisfaction	Practical Observation
B12	Ensure your personal presentation, in all forms of communication, reflects positively on your organisation's brand	Practical Observation

Overall grade

This End-point Assessment is graded Fail, Pass or Distinction. The EPA will be assessed and graded by the IEPA.

Information about how each assessment is graded can be found in the Assessment Instructions sections of this pack. The apprentice will fail an assessment method if they do not meet the assessment criteria.

Apprentices who fail one or more assessment methods will be awarded an overall EPA 'Fail'.

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of Fail, Pass or Distinction.

In order to achieve an overall EPA 'Pass', apprentices must achieve meet all pass criteria in all of the assessment methods.

In order to achieve an overall EPA 'Distinction', apprentices must achieve all of the pass and distinction criteria in all of the assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment 1: Professional Discussion	Assessment 2: Work-based Project	Assessment 3: Practical observation	Overall grading
Fail	Fail	Fail	Fail
Fail	Pass	Pass	Fail
Pass	Fail	Pass	Fail
Pass	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass

Assessment 1: Professional Discussion	Assessment 2: Work-based Project	Assessment 3: Practical observation	Overall grading
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Distinction	Distinction	Distinction

If the apprentice needs to resit or retake any assessment component, the maximum grade they can achieve for that component is a Pass.

3. Gateway

The EPA period will only start when the **employer** is satisfied that the apprentice is consistently working at, or above, the level of the Standard. The apprentice must be able to evidence that they fully demonstrate the Occupational Standard and required level of professional competence in an authentic workplace context. In making this decision, the employer could take advice from the provider, but the ultimate decision is made solely by the employer.



If there is a **provider** working alongside the employer, they should support the apprentice's preparation for Gateway.

EPA should only commence once the employer is confident that the apprentice has developed all of the knowledge, skills and behaviours defined in the apprenticeship standard. For the customer service specialist End-point Assessment Gateway:

- Apprentices will have fulfilled the English and mathematics requirements in line with the apprenticeship funding rules.
- Full-time apprentices will typically have spent 15 months on-programme working towards meeting the Standard, with required off-the-job training as specified by the apprenticeship funding rules.
- Apprentices will provide a proposal confirming the subject of the Work-based Project, this should be submitted for approval to the EPAO as the apprentice passes through the Gateway process.

The following should be completed on the Proficient platform:

- Gateway Declaration Form signed by the apprentice
- Gateway Declaration by the provider, on behalf of the employer and tutor, confirming that the apprentice has completed at least 12 months on-programme.

City & Guilds will confirm when all the Gateway requirements have been met.

The IEPA will review the suitability of the Work-based Project proposal and provide feedback on whether or not the content is likely to cover all criteria assigned to this assessment method. The employer/training provider will ensure the feedback is shared and reviewed with

the apprentice and that they have sufficient time and necessary resources to plan and undertake the research and produce the written report.

In the case where insufficient content or detail has been given, the apprentice will be required to revise and resubmit the proposal based on the feedback given.

The Assessment Instruction sections in this document provide details about the evidence which must be submitted at Gateway.

4. Timetable for End-point Assessment



The EPA period is typically completed within 3 months of the EPA Gateway, starting when City & Guilds has confirmed that all Gateway requirements have been met.

Further information about the booking process and timelines can be found in the [City & Guilds Manual for the End-point Assessment Service](#).

Planning meetings are usually only provided for Standards where they are required by the Assessment Plan. The EPA Partnership Managers can provide additional guidance.

Ongoing during on-programme	Evidence and forms
<p>Provider and employer</p> <ul style="list-style-type: none"> • Reviews progress as part of their regular performance management process and ensures apprentice's performance is on track • Identifies any gaps and creates a plan with the apprentice • Enrols apprentice on Proficient and provides 'Expected Date Ready for EPA' 	N/A
<p>Apprentice</p> <ul style="list-style-type: none"> • Will have fulfilled the English and mathematics requirements in line with the apprenticeship funding rules • must develop and maintain, within a portfolio, examples of their work produced on programme. 	N/A
Gateway process	Evidence and forms
<p>Employer</p> <ul style="list-style-type: none"> • Reviews progress and ensures the apprentice is ready for EPA • Reviews evidence to confirm that it is appropriate and sufficient to meet the Standard 	<p>Signs:</p> <ul style="list-style-type: none"> • Declaration of Authentication for Work-based Project Proposal

<p>Apprentice</p> <ul style="list-style-type: none"> • Must have been on programme for a minimum of 12 months and one day • Completes and submits evidence and forms 	<p>Complete:</p> <ul style="list-style-type: none"> • Apprentice Gateway Declaration • Work-based Project proposal form
<p>Provider – on Proficient</p> <ul style="list-style-type: none"> • Books EPA on the Proficient portal, in line with City & Guilds booking timelines in the EPA Manual • Makes City & Guilds aware of any additional needs of the apprentice so that they can review reasonable adjustments – see the current policy on the City & Guilds website, under EPA Documents Library • Completes Provider Gateway Declaration on behalf of the employer and tutor • Uploads evidence and forms onto Proficient 	<p>Complete on Proficient:</p> <ul style="list-style-type: none"> • Provider Gateway Declaration <p>Signs:</p> <ul style="list-style-type: none"> • Declaration of Authentication <p>Uploads onto Proficient:</p> <ul style="list-style-type: none"> • Apprentice Gateway Declaration • Work-based Project proposal form
<p>IEPA</p> <ul style="list-style-type: none"> • Reviews suitability of the Work-based Project proposal, confirming whether the Gateway requirements have been met or whether revision and resubmission is required. 	<p>Completes:</p> <ul style="list-style-type: none"> • Work-based Project proposal feedback
<p>City & Guilds EPA Gateway Team</p> <ul style="list-style-type: none"> • Within five working days, formally confirms whether all the Gateway requirements have been met or whether revision and resubmission of Work-based Project Proposal is required. Feedback for proposal will be provided via Proficient. 	<p>N/A</p>
<p>City & Guilds EPA Team</p> <ul style="list-style-type: none"> • Agrees on a mutually convenient date for the EPA Events with the provider and IEPA 	<p>N/A</p>
<p>End-point Assessment</p>	<p>Evidence and forms</p>
<p>Apprentice</p> <ul style="list-style-type: none"> • Submits portfolio of evidence post Gateway (minimum of 2 weeks before the Professional Discussion assessment) • Completes Work-based Project written report (minimum of 2 weeks before the Work-based Project Interview assessment) • Completes End-point Assessments 	<p>Complete:</p> <ul style="list-style-type: none"> • Portfolio of evidence and reference form • Work-based Project written report and evidence reference form • Declaration of authentication for both

	Work-based Project and Portfolio of Evidence
Employer <ul style="list-style-type: none"> Ensures the apprentice has access to the resources required for the assessments (see the Resources section) 	Submits to provider: <ul style="list-style-type: none"> Declaration of Authentication for both Work-based Project and Portfolio of Evidence
Provider <ul style="list-style-type: none"> Submits evidence and forms a minimum of two weeks before the assessments take place 	Uploads onto Proficient: <ul style="list-style-type: none"> Work-based Project written report and evidence reference form Portfolio of evidence and reference form Declaration of Authentication for both Work-based Project and Portfolio of Evidence
IEPA <ul style="list-style-type: none"> Reviews portfolio of evidence and Work-based Project written report two weeks prior to EPA events Carries out End-point Assessments Marks each assessment, communicates the results to the LIEPA Provides feedback for assessments in Proficient 	Completes: <ul style="list-style-type: none"> IEPA recording form for each assessment Feedback form for all assessments
LIEPA <ul style="list-style-type: none"> Samples and quality assure assessments Confirms overall grade to EPA Team 	Reviews: <ul style="list-style-type: none"> IEPA recording form for each assessment Feedback form for all assessments
City & Guilds EPA Team <ul style="list-style-type: none"> Communicates the results to the provider via Proficient Processes the overall result if the apprentice has passed all the assessments and advises Skills England, who issue the certificate. The data will be provided to Skills England once a month, on the fourth working day of the month. 	N/A

Summary timescales

Readers should check the previous Timetable and the Assessment Instruction sections of this document for the detailed requirements for each stage.

Further information on EPA Service Timelines can be found on www.cityandguilds.com.

On programme	Enrol apprentice on Proficient, including 'expected date ready for EPA' Apprentice collates portfolio evidence
Gateway process	Apprentice completes Work-based Project proposal. Provider submits evidence and forms on Proficient.
Gateway	Assessment components can only be booked after Gateway has been approved, including IEPA agreement of the Work-based Project proposal.
Professional Discussion (supported by portfolio evidence)	Apprentice collates portfolio evidence and completes the portfolio evidence reference form. Provider submits portfolio of evidence, reference form and declaration of authentication at least two weeks prior to the Professional Discussion. Professional Discussion completed.
Work-based Project (supported by an Interview)	Apprentice completes Work-based Project, writes written report and completes the evidence reference form. Provider submits Work-based Project written report, evidence reference form and declaration of authentication at least two weeks prior to the Interview. Work-based Project Interview completed.
Practical Observation (with Q&As)	Apprentice is observed undertaking a range of day-to-day workplace activities.

End-point assessment completed

5. End-point Assessment resources

Assessment method	Resources required
Professional Discussion (supported by portfolio of evidence)	<ul style="list-style-type: none"> • Quiet room, free from distractions and interruptions
	<ul style="list-style-type: none"> • If the assessment is taking place remotely, access to a computer with video-conferencing software needs to be available and tested prior to the assessment starting. The video-conferencing software will be advised at the point of booking.
	<ul style="list-style-type: none"> • Portfolio of evidence and supporting appendices
Work-based Project Interview	<ul style="list-style-type: none"> • Quiet room, free from distractions and interruptions
	<ul style="list-style-type: none"> • If the assessment is taking place remotely, access to a computer with video-conferencing software needs to be available and tested prior to the assessment starting. The video-conferencing software will be advised at the point of booking.
	<ul style="list-style-type: none"> • Work-based Project written report and supporting appendices
Practical Observation (with Q&As)	<ul style="list-style-type: none"> • If the apprentice is going to be using headphones during their interaction with customers, it is advisable that a splitter is available and utilised by the IEPA during the assessment so that both sides of the conversation can be heard.

6. Assessment information: 701 Professional Discussion (supported by portfolio of evidence)

Overview

Grading	<p>Pass/Distinction/Fail</p> <p>To achieve a Pass the apprentice must meet all pass criteria required for this assessment method</p> <p>To achieve a Distinction the apprentice must meet all pass and distinction criteria required for this assessment method</p>
Type of assessment	<p>Professional Discussion (supported by a portfolio of evidence)</p>
Duration	<p>60 minutes (+/- 10% / 6 minutes)</p>
Permitted materials	<p>The uploaded portfolio of evidence can be brought to the assessment.</p> <p>During the professional discussion, evidence from the submitted on-programme portfolio of evidence will be used as a basis to support the professional discussion.</p>
Location	<p>This assessment can be conducted face-to-face or remotely. Remote assessment will be discussed and agreed by the EPA Bookings Team.</p>
Resources	<p>End-point Assessment recording form for centres and providers - Portfolio evidence reference form and Declaration of Authentication - Portfolio The apprentice will map and reference all evidence submitted in the portfolio and all required parties will sign the Declaration of Authentication.</p> <p>A suitable room for the professional discussion/Interview to take place, large enough to accommodate all those involved.</p> <p>Access to water and cups.</p> <p>If the assessment is taking place remotely, access to a computer with video-conferencing software needs to be available and tested prior to the assessment starting. The video-conferencing software will be advised at the point of booking.</p>

Assessment specification

Description	Coverage	KSBs	Grade
Professional Discussion	Knowledge: Business Knowledge and Understanding	K2, K5	X/P/D
	Knowledge: Customer Journey Knowledge	K7, K9	
	Knowledge: Knowing your customers and their needs/Customer Insight	K10, K12	
	Knowledge: Customer service culture and environment awareness	K18	
	Skills: Business focused service delivery	S2	
	Skills: Providing a positive customer experience	S8	
	Behaviours: Develop self	B1, B2	
	Behaviours: Ownership/responsibility	B5	
	Behaviours: Team working	B8	

Portfolio of evidence submission

Duration

Apprentices will have developed and maintained throughout their apprenticeship a portfolio of examples of their work.

The portfolio of evidence will be submitted to the EPAO **two** weeks prior to the professional discussion date. This date will be agreed when the apprentice passes through the Gateway process. This evidence is **not** directly assessed, however it will be considered by the IEPA and used for planning of the professional discussion.

Delivery

The portfolio is a concise collection of the apprentice's best pieces of evidence selected from the breadth of available evidence. It efficiently demonstrates the apprentice's performance in relation to the specified criteria and showcases their highest quality work.

This portfolio will be used by the apprentice to demonstrate to the employer that they are ready for EPA. The submitted portfolio of evidence (which has not been assessed by the IEPA) will be used by the apprentice to support the professional discussion.

The IEPA uses it to familiarise themselves with the apprentice's work in preparation for the professional discussion, and the apprentice can use it to provide tangible evidence to support the professional discussion.

Administration

Ideally the evidence should be produced in electronic format, or scanned/ photographed to give a clear electronic representation, as it must be submitted electronically for EPA.

The evidence in the portfolio must be chosen to provide valid evidence for the specified Knowledge, Skills and Behaviours being assessed.

Evidence being uploaded for EPA must be presented as follows:

- each piece of evidence must have a header containing the name of the apprentice together with the date the evidence was produced and an evidence reference number. It is good practice, where possible, to add a handwritten/e-signature although this is not mandatory.
- each piece of evidence must be referenced to the criteria it is being submitted against on the **End-point assessment recording forms for Centres /End-point Assessment customers/employers – Evidence reference form** document.

This is to ensure that each piece of evidence is cross-referenced to each relevant Knowledge, Skill and Behaviour. Presenting the evidence in this way also formally confirms that it is the apprentice's own work.

Evidence requirements (including authentication of)

Apprentices will submit the requested portfolio of evidence (**minimum of 10 pieces of evidence to a maximum of 15 pieces**) which relate to the relevant criteria highlighted in the 'Professional Discussion KSBs and grading descriptors' table.

Where the number of pieces of evidence does not meet the minimum or maximum requirement, the IEPA will return the Portfolio **without** being reviewed. City & Guilds will contact the customer asking for the evidence to be revised and resubmitted. In exceptional circumstances it may be required to move the EPA date to accommodate the submission of portfolio evidence and allow the IEPA to review the portfolio in preparation for the EPA event.

All evidence must be of the apprentice's own work and, for any teamwork, must clarify and focus only on their contribution.

Where necessary, confidentiality and data protection requirements must be adhered to eg permissions for use of video/images containing identifiable 3rd parties (eg customers), anonymising of documentation and permissions obtained from customers when submitting documents relating to them.

Evidence could include the following, for example:

- witness statement(s) - evidence from a relevant witness giving their account of what the apprentice has done in their job role. The witness can range from a manager to a customer.
- Product evidence such as customer feedback such as emails or letters, survey, questionnaire, complaints logs, reports
- manager feedback from one-to-one or similar
- reflective account(s) - an account from the apprentice providing evidence of their thinking eg their considerations of processes used; reasons for decisions made; evaluations and suggested improvements to future practice.
- continuous professional development log
- report on how a complaint/complex issue was handled eg referral, escalations, complaint log
- presentation, for example of recommendations to colleagues, budget control, cost benefits
- observation eg application of different approaches with customers - a statement from a suitably qualified person (eg tutor) describing the apprentice's performance in the workplace while carrying out naturally occurring activities.
- service level agreement/limit of authority

Agreed Personal Development Plan (PDP)

In order for the IEPA to proceed with the review of the portfolio and plan the professional discussion, it is essential that the portfolio evidence includes an **agreed PDP**. The PDP must be agreed by the employer/provider with the apprentice and demonstrate some learning and development goals which have been achieved .

In the case where any referenced evidence has not been included, the customer will be contacted and asked to submit the missing evidence required. In this circumstance, the EPA date may be moved to accommodate the submission of the missing evidence and allow the IEPA to review it in preparation for the EPA event.

Guidance on how to put together a PDP has been provided within the 'Support Material for Customers' pack, together with a PDP template.

In the case where the agreed PDP has not been submitted within the portfolio and the EPA event has been booked, the apprentice must be able to **talk through P11, P12 and D2 satisfactorily** meeting the grading descriptors' and if so **only then** the IEPA can ask for the agreed PDP document to be sent after the EPA event, or else it is a fail. In this case the IEPA will need to hold the result until the customer uploads the agreed PDP into the system.

Selecting evidence

Before selecting the evidence to form the portfolio, the apprentice should consider the following:

- the criteria to be covered by the portfolio
- the type of evidence that can be presented (see above)
- the amount of evidence that should be presented
- the period of time from which the evidence should have originated (usually this will be towards the end of the apprenticeship).

To assemble the portfolio, the apprentice should consider all the evidence they have available that shows they have met the requirements being assessed. Evidence collected towards the end of their apprenticeship programme, as they become independent in their work, is likely to provide the most holistic evidence – ie covering a number of criteria at once. From this, they should select evidence that **most efficiently** meets all the relevant criteria and which demonstrated their **best performance**. While there may be some overlap between the evidence collected, multiple pieces of evidence showing coverage of the same criteria should not normally be submitted for EPA.

There are two questions that an apprentice should consider when selecting work to form their portfolio:

1. Which pieces holistically (most efficiently) give evidence that together cover all of the relevant criteria?
2. Is this the **best** evidence I have, showing that I have met all of the requirements for the distinction grade?

Confirming the evidence selection

When the apprentice has selected the evidence to form their portfolio and referenced it on the evidence reference form, this must be reviewed by the employer / training provider to ensure:

- all assessment requirements have been met;
- it is in line with any requirements relating to the type and amount of evidence required and when the evidence should have originated;
- there is no unnecessary duplication of evidence against the same criteria;
- the work selected represents the best evidence available in relation to the criteria requirements for the professional discussion;

- the clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence;
- authenticity of evidence has been established.

City & Guilds have created a 'portfolio checklist' to help apprentices and centres ensure that all relevant information is accounted for.

* where witness testimonies are included as a piece of evidence these do not need to be signed by the apprentice but instead must be signed/authenticated as outlined in the rest of the EPA pack

Portfolio checklist		Tick when confirmed
1.	Is all evidence signed by the apprentice and dated? * E-signatures are also acceptable	<input type="checkbox"/>
2.	Is all evidence valid, authentic, current and sufficient (VACS)?	<input type="checkbox"/>
3.	Does evidence clearly show it is the apprentice's individual work (and if involved in teamwork is it clear the specific contribution the apprentice made)?	<input type="checkbox"/>
4.	Does the evidence clearly demonstrate the apprentice's relevant knowledge?	<input type="checkbox"/>
5.	Has the apprentice completed the evidence reference form? And has all evidence been referenced?	<input type="checkbox"/>
6.	Does it showcase the apprentice's best pieces of work?	<input type="checkbox"/>
7.	Is the majority of the evidence holistic in its nature?	<input type="checkbox"/>
8.	Have you checked that you have not included any pieces of evidence that are duplicated or not relevant?	<input type="checkbox"/>
9.	Is there sufficient evidence to cover the whole of the criteria and grading descriptors that has been referenced to?	<input type="checkbox"/>
10.	Are any witness testimonies or employer references tailored to the apprentice?	<input type="checkbox"/>
11.	Has any client/customer reference information been anonymised?	<input type="checkbox"/>
12.	Have all external sources of information been appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria?	<input type="checkbox"/>
13.	Has the appropriate stakeholder(s) eg employer/training provider checked whether the apprentice's portfolio meets all the required criteria and grading descriptors?	<input type="checkbox"/>

Portfolio checklist		Tick when confirmed
14.	Has an agreed PDP been included in the Portfolio of Evidence?	<input type="checkbox"/>
Reminder: You must upload the completed evidence reference form to the EPA portal in word format		

Assessment instructions

Duration

The Professional Discussion will last for 60 minutes (+/- 10%).

Delivery

The portfolio is **not** directly assessed by the IEPA, but is used as the basis for the professional discussion.

The IEPA uses it to familiarise themselves with your work in preparation for the professional discussion, and you can use it to provide tangible evidence, against the relevant criteria during the professional discussion.

It is important that the apprentice is totally familiar with the content of their portfolio, so they can refer to it during the discussion and answer any necessary questions.

The IEPA will:

- introduce themselves and explain their role in the process
- summarise the purpose and structure of the professional discussion
- explain that the professional discussion will last 60 minutes (+/- 10%)
- emphasise that the confidentiality of their professional discussion will be maintained
- ask the apprentice if they have any questions before beginning the professional discussion.
- allow apprentices to have their portfolio with them during the professional discussion.

Assessment location

The professional discussion can be either face-to-face or via online video conferencing, if appropriate. EPAO must ensure that it is conducted in a suitable controlled environment, which should be agreed during the booking process with the EPA team. It is anticipated that EPAO will use the apprentice's employer's premises, wherever possible, to minimise costs to the employer/provider.

It is the responsibility of the customer to ensure appropriate signposting and other arrangements are in place to maintain a suitable environment throughout the duration of the assessment activity.

Evidence requirements (including authentication of)

The IEPA will record the apprentice responses during the professional discussion.

KSBs and grading descriptors

A mapping table detailing KSBs assessed using this method and grading descriptors can be found in Appendix 2.

Grading

The Practical assessment will be graded Fail, Pass or Distinction. The IEPA is fully responsible for making the grading decision. The results will not be shared with you on the day of the assessment.

7. Assessment information: 702 Work-based Project (supported by Interview)

Overview

This assessment method includes 2 components – Work-based Project written report and supporting Interview.

The subject of the project report should be determined by the apprentice with guidance provided from the employer, ensuring that the subject is appropriate for the employer's business. The subject will need to be formally agreed with the EPAO before the project commences.

The subject should cover a specific high-level challenge (such as a complaint, difficult situation or improving a process which is leading to a service failure, for example improving a customer service process or changing the way a task is carried out to make it quicker) that the apprentice has dealt with explaining what it was, what actions (planning and execution) they took, what solutions were offered, details of any recommendations made to change a policy or process and any feedback from the customer. Details should also include the apprentice's responsibilities and results.

Rationale

The End-point Assessment will comprise of an assessment of the Work-based Project written report supported by an Interview. The aim of the Work-based Project is to identify any area within the apprentice job role / area of the business that requires a recommendation for change to improve customer service.

Number of questions	The apprentice will be asked ten questions during the Interview component of the assessment
Grading	Pass/Distinction/Fail To achieve a Pass the apprentice must meet all pass criteria required for this assessment method To achieve a Distinction the apprentice must meet all pass and distinction criteria required for this assessment method
Type of assessment	Work-based Project, supported by Interview

Duration	<p>Project proposal submitted at gateway for approval by EPAO</p> <p>The Work-based Project is completed within two months from the date that the proposal is agreed by the IEPA</p> <p>Written project report on agreed project submitted two weeks before the agreed Interview date</p> <p>Interview to support the Work-based Project will last for 60 minutes (+/- 10% / 6 minutes)</p>
Permitted materials	<p>During the Interview, the apprentice may have access to the Work-based Project written report and annexes previously submitted as evidence.</p>
Location	<p>The Interview can take place either face-to-face or via online video conferencing, if appropriate. Remote assessment will be discussed and agreed by the EPA Bookings Team.</p>
Resources	<p>A suitable room for the Interview to take place, large enough to accommodate all those involved.</p> <p>Access to water and cups.</p> <p>If the assessment is taking place remotely, access to a computer with video-conferencing software needs to be available and tested prior to the assessment starting. The video-conferencing software will be advised at the point of booking.</p>

Assessment specification

Description	Coverage	KSBs	Grade
Work-based Project (supported by Interview)	Knowledge: Business Knowledge and Understanding	K1, K3, K4	X/P/D
	Knowledge: Customer Journey Knowledge	K6, K8	
	Knowledge: Customer service culture and environment awareness	K16, K17	

Description	Coverage	KSBs	Grade
	Skills: Business focused service delivery	S1	
	Skills: Providing a positive customer experience	S7	
	Skills: Working with customers/customer insights	S11, S12	
	Skills: Service improvement	S15, S16, S17	

Assessment instructions

The Work-based Project proposal

The proposal should give a brief outline of the project and be **no more than 500 words** using the Work-based Project proposal form provided, available within the **'End-Point Assessment Recording forms for centres / End-point Assessment Customers / Employers'**.

The apprentice should discuss the subject of the project in advance with your employer/training provider to confirm appropriateness for the business and its relevance to your role.

The project proposal form is to be completed to state how the apprentice will carry out research, gather data and information. The apprentice will state how they will use and present the data that will enable them to advise recommendation(s) for improvement to customer service. Recommendation(s) on how to improve customer service provision will be identified from the research conducted during the project completion and **must NOT** have been identified at the project proposal stage. The Work-based Project **must NOT** be started until the project proposal has been accepted by the Independent End-point Assessor.

The work-based proposal must state **ALL** of the following:

- The subject/area of the business that the apprentice has identified that is requiring possible improvement to the customer service provision.
- How the apprentice will communicate with customers to gain information on their journey and the challenges/service failings of their end-to-end experience.
- Methods of feedback (minimum of 2) the apprentice intends to use to gather data and obtain customer feedback. Feedback and data collected must include **qualitative and quantitative** data.

- How the apprentice will gather information on their organisation's customer types, needs and expectations.
- The organisation's current business strategies (particularly the customer service strategy), mission statement, policies and procedures which the apprentice will need to consider when completing their project.
- Legislation, regulation and industry best practice the apprentice will need to consider.

The IEPA will review the suitability of the Work-based Project proposal and provide confirmation as to whether or not the content is likely to cover all criteria assigned to this assessment method. If the content is not deemed like to cover the criteria assigned, the IEPA will also provide feedback.

The employer/training provider will ensure the feedback is shared and reviewed with the apprentice and that they have sufficient time and necessary resources to plan and undertake the research and produce the written report.

In the case where insufficient content or detail has been given, the apprentice will be required to revise and resubmit the proposal based on the feedback given.

Completing the Work-based Project

Duration

During the **two months** allocated to complete the project the apprentice will undertake the activities and gather relevant evidence as outlined within the approved project proposal.

Delivery

Apprentices should refer to the grading descriptors table (with pass/distinction) when working on the project.

The written report should contain annexes that are attributable to the apprentice and the actions they took. Example evidence could include mission statement, business strategy, emails, letters, meeting notes, call logs, workflow documents, questionnaires and feedback, data analysis, PESTLE analysis and other documents relevant to the project.

The final written project report should document a specific high-level challenge covering the following:

- the impact of the organisation's mission statement and business strategy on customer service delivery
- roles/functions within the organisational structure and their influence on customer service delivery
- business processes that support the best outcome for customers and the organisation

- importance of effective communication among functions/others in providing good customer service.
- internal and external factors influencing the business environment and culture
- research and analysis of information about the types of customers the organisation has and their needs and expectations
- customer journeys and how these are managed to ensure successful outcomes
- evidence of customer feedback collected through a variety of methods and evaluation of how the customer service delivery meets their potential needs and expectations
- use of the qualitative and quantitative customer experience data
- potential causes of service failure and the consequences of these
- recommendations for future improvement(s) to the customer service provision/delivery to include:
 - the steps that would be required to implement change/improvement(s)
 - how analysis of data has been used to inform recommendations
 - show when and where there is input from others
 - the benefit this change/improvement(s) could have on the organisation and their own role.
 - consideration of current legislation, compliance and regulatory guidance
- how to communicate recommended change/improvement(s) to others
- evidence of when decisions and recommendations were made to improve own customer service delivery.

Administration

The Work-based Project Written report and any appendices must be submitted two weeks prior to the planned EPA date, accompanied by the completed '**Work-based Project - Evidence Reference Form**'.

Please note that Work-based Project exemplars and guidance, the 'Work-based Project planning checklist' are available separately in Proficient, within the 'Support Material for Customers' pack.

Evidence requirements (including authentication of)

The final written Work-based Project report must be **2500 words (+/- 10%)**, excluding annexes.

The project should successfully demonstrate the required knowledge, skills and behaviours as listed in the 'Grading descriptors table'.

Please note that Work-based Project exemplars and guidance, the 'Work-based Project planning checklist' are available separately in Proficient, within the 'Support Material for Customers' pack.

Work-based Project Interview

Duration

The Interview will last 60 minutes (+/- 10%).

Delivery

The Interview will focus on the written Work-based Project and any supporting annexes. The apprentice will be asked 10 competency-based questions by the IEPA.

In line with best practice, but not mandatory, a representative from the organisation could also be present but only to observe and they should not be involved in conducting the Interview or grading decision. Any recommendations made by the apprentice may not have been considered by the organisation's leaders and decision makers. Observing the Interview may allow the organisation's representative to consider the implementation of real change/improvement(s) based on the apprentice's research, findings and recommendations.

The apprentice's responses in the Interview will be assessed in addition to the content of the Work-based Project.

Assessment location

The Interview can take place either face-to-face or via online video conferencing, if appropriate. The customer must ensure that the Interview is conducted in a suitable controlled environment throughout the duration of the assessment activity. ie a quiet room, free from distraction and influence, appropriate signposting, with the necessary equipment for this assessment method. It is anticipated the customer's premises, wherever possible, will be used to minimise costs.

Administration

The IEPA will:

- introduce themselves and explain their role in the process
- summarise the purpose and structure of the Interview
- explain that the Interview will last 60 minutes (+/- 10%)
- emphasise that the confidentiality of the Interview will be maintained
- ask the apprentice if they have any questions before beginning the Interview.

Evidence requirements (including authentication of)

The IEPA will record the apprentice responses during the Interview.

KSBs and grading descriptors

A mapping table detailing KSBs assessed using this method and grading descriptors can be found in Appendix 3.

Grading

The Work-based Project and Interview are holistically assessed as fail, pass or distinction as per the grading descriptors.

The Practical assessment will be graded Fail, Pass or Distinction.

The IEPA is fully responsible for making the grading decision. The results will not be shared with the apprentice on the day of the assessment.

8. Assessment information: 703 Practical Observation (with Questions and Answers)

Overview

The Practical Observation provides the opportunity for substantial synoptic assessment across the standard and must include customer interaction. The apprentice must be observed, by an independent assessor, undertaking a range of day-to-day workplace activities in the apprentice's workplace. The observation should involve activities which allow the apprentice to demonstrate the full range of their Knowledge, Skills and Behaviours (KSBs) required.

Grading	<p>Pass/Distinction/Fail</p> <p>To achieve a Pass the apprentice must meet all pass criteria required for this assessment method</p> <p>To achieve a Distinction the apprentice must meet all pass and distinction criteria required for this assessment method</p>
Type of assessment	Practical Observation (with Q&As)
Duration	<p>The apprentice must be given two weeks' notice of the Practical Observation.</p> <p>Duration of observation including the questions and answer section is 1 hour (+/- 10% / 6 minutes tolerance).</p>
Permitted materials	Any resources used by the apprentice in their normal job role in their place of work.
Location	The apprentice's normal place of work
Resources	<p>The apprentice is observed during the course of their normal job role in their place of work.</p> <p>During the Practical Observation the apprentice should have the opportunity, if required, to move from one area/function of the business to another.</p> <p>If the apprentice is going to be using headphones during their interaction with customers, it is advisable that a splitter is available and utilised by the IEPA during the assessment so that both sides of the conversation can be heard.</p> <p>For the Q&A portion, the employer is responsible for ensuring that this takes place in appropriate surroundings that are free from distractions and interruptions.</p>

Assessment specification

Description	Coverage	KSBs	Grade
Practical Observation (with Q&As)	Knowledge: Knowing your customers and their needs/Customer insight	K11, K13, K14	X/P/D
	Knowledge: Customer service culture and environment awareness	K15	
	Skills: Business focussed service delivery	S3	
	Skills: Providing a positive customer experience	S4, S5, S6, S9, S10	
	Skills: Customer service performance	S13, S14	

Assessment instructions

Duration

The apprentice must be given two weeks' notice of the practical observation.

The Practical Observation and Questions & Answers are covered in one session, lasting 1 hour (+/- 10%).

Delivery

The Practical Observation will be pre-planned and scheduled to ensure the customer has booked a suitable date and time for the Practical Observation and all parties are aware of the location. The employer/training provider should ensure that the observation is booked for a date and time when there will be opportunity for the apprentice to interact with customers and involve activities which allow the apprentice to demonstrate the full range of the knowledge, skills and behaviours (KSBs) required.

Each situation within the observation will be different but it is **mandatory** that the observation covers the **relevant** criteria as highlighted in the 'Practical Observation grading descriptors table' in this document:

- knowing your customers and their needs/customer insight
- customer service culture and environment awareness
- business focused service delivery
- providing a positive customer experience
- customer service performance
- ownership/responsibility
- team working
- equality
- presentation

The IEPA will be as unobtrusive as possible and will only stop the observation if there is any health and safety risk. The IEPA will be observing what the apprentice does on a daily basis. If a difficult situation arises during the observation, the apprentice will be expected to handle it as they would normally.

The Question & Answer session will be carried out directly after the Practical Observation with the IEPA. Standardised open questions will be used to clarify knowledge and understanding is being applied. The IEPAs may ask supplementary questions. The purpose of supplementary questions is to seek further clarification on what has been observed.

Assessment location

The Practical Observation **must** be carried out on a one-to-one basis with the IEPA and:

- reflect typical working conditions
- **be at a day and time when the apprentice will have opportunities to handle a range of customers (at least three customers with different needs and expectations) and situations**
- be in the right environment with enough space and resources for the apprentice to be able to do their job.

The IEPA must be met by the employer (or the assigned person) and must be given the required health and safety details. Any other pertinent details should also be given, and questions answered. The employer must introduce the apprentice to the IEPA and leave, as only the IEPA is permitted to observe the apprentice. The IEPA will explain what will be happening and what they will be doing.

For the Question & Answer session, the customer is responsible for ensuring that this takes place in appropriate surroundings which are free from distractions and interruptions.

Administration

During the Practical Observation the apprentice should have the opportunity, if required, to move from one area/function of the business (according to their normal job role) to

another in order to best demonstrate how they have applied their KSBs in a realistic work environment to achieve genuine and demanding work objectives.



Evidence requirements (including authentication of)

During the observation, the IEPA is likely to take notes to support their completion of the observation record. They will use the observation record to check if the apprentice met the pass, or distinction, criteria. They will also prepare any supplementary questions based on any areas of the standard that were not observed and to seek further clarification from the apprentice.

The IEPA will produce an assessment record of the apprentice's activities and question responses during the practical observation.

KSBs and grading descriptors

A mapping table detailing KSBs assessed using this method and grading descriptors can be found in Appendix 4.

Grading

The Practical assessment will be graded Fail, Pass or Distinction. The IEPA is fully responsible for making the grading decision. The results will not be shared with the apprentice on the day of the assessment.

Resits and retakes

Apprentices who fail one or more assessments will be offered the opportunity to take a resit or retake.

- A resit is where the apprentice takes the assessment again without the need for new learning.
- A retake is where the employer determines new learning is needed first.

An apprentice who passes the EPA cannot re-sit to achieve a higher grade.

If an apprentice fails any part of the EPA, they should not retake the EPA until they have completed a period of further learning or training and the EPA customer is confident the apprentice is competent.

There is no limit on the number of times an apprentice can fail and retake/resit the EPA assessment methods for this standard, within 12 months.

701 Professional Discussion (supported by a portfolio of evidence)

If the resit or retake relates to the Professional Discussion, the IEPA will question the apprentice on the same subject areas but questioning will differ.

The Professional Discussion will be carried out in the same way as the original assessment.

The apprentice can be graded Fail or Pass at component level for a resit/retake of this component. If any component is resat/retaken, the overall grade for the EPA is capped at a Pass.

Please refer to the Assessment Instructions: Professional Discussion, in this pack.

702 Work-based Project (supported by Interview)

If the apprentice fails the Work-based Project, they will be asked to rework or redo their project dependent on the feedback from the Independent End-Point Assessor. Apprentices will have one month to rework/redo their submission. The apprentice will be able to submit previous evidence along with the new additional evidence for a rework. In some situations, apprentices may need to redo their project.

The Work-based Project and supporting Interview will be carried out in the same way as the original assessment but questioning will differ.

The apprentice can be graded Fail or Pass at component level for a resit/retake of this component. If any component is resat/retaken, the overall grade for the EPA is capped at a Pass.

Please refer to the Assessment Instructions: Work-based Project, in this pack.

703 Practical Observation (with Q&A)

If the resit or retake relates to the Practical Observation assessment, the IEPA will observe the apprentice under the same assessment process with questions as required.

The apprentice can be graded Fail or Pass at component level for a resit/retake of this component. If any component is resat/retaken, the overall grade for the EPA is capped at a Pass.

Please refer to the Assessment Instructions: Practical Observation assessment, in this pack.

Submission must include

A new set of Recording Forms for the resit or retake should be submitted.

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- **not** make copies of any EPA Assessment Materials, whether in whole or in part, at any time;
- handle and store any EPA Assessment Materials securely at all times;
- ensure that:
 - any EPA Assessment Materials are made accessible to Apprentices only during formal EPA assessment as governed by the assessment conditions specified for the individual Apprenticeship Standard;

- whilst the portfolio of an Apprentice may contain EPA assessment results referenced to the EPA assessment taken from time to time, they do not at any time contain the EPA Assessment Materials, unless otherwise stated in the individual Apprenticeship Standard; and the content of any EPA Assessment Materials is not made public in any format, whether in part or in full, at any time;
- **under no circumstances** share any EPA Assessment Materials with any third-party organisation or individual;
- seek written permission from City & Guilds if they wish to convert any EPA Assessment Materials for storage, retrieval and delivery in electronic form (ie, using some form of e-assessment or e-learning system) from time to time; and
- provide access, on request, to City & Guilds to any system(s) on which any EPA Assessment Materials appear, are stored or delivered from time to time.

Appendix 1 - KSBs and grading descriptors for Professional Discussion

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Business knowledge and understanding	K2 Understand the impact your service provision has on the wider organisation and the value it adds	P1: Ability to describe their role in meeting their organisation's customer service standards and its impact upon other departments.	
	K5 Understand a range of leadership styles and apply them successfully in a customer service environment	P2: Evidence of how they identify the different types of leadership styles that work best in their customer environment.	
Customer journey knowledge	K7 Understand the reasons why customer issues and complex situations sometimes need referral or escalation for specialist attention	P5: Understanding of why customer issues and complex situations sometimes need referral or escalation for specialist attention within their organisation.	
	K9 Understand commercial factors and authority limits for delivering the required customer experience	P6: Ability to adhere to their organisation's service level agreement and demonstrates an awareness of the limit of their authority when providing customer service.	
Knowing your customers and their needs/customer Insight	K10 Know your internal and external customers and how their behaviour may require different approaches from you	P7: Evidences knowledge of how their internal and external customers' expectations can differ and how they would adapt their approach to meet those expectations.	
	K12 Understand what drives loyalty, retention and satisfaction and how they impact on your organisation	P10: Demonstrates factors used to drive and improve loyalty, retention and satisfaction of customers and the impact they have on the organisation.	

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Customer service culture and environment awareness	K18 Understand how to find and use industry best practice to enhance own knowledge	P11: Evidences knowledge of where different sources of information on industry best practice can be found and used to improve personal and professional development.	
Providing a positive customer experience	S8 Demonstrate a cost-conscious mind-set when meeting customer and the business needs	P3: Demonstrates when they have balanced the meeting of their customer and their organisation's needs while showing they have considered cost implications.	
Develop self	B1 Proactively keep your service, industry and best practice knowledge and skills up-to-date	P11: Evidences knowledge of where different sources of information on industry best practice can be found and used to improve personal and professional development.	
	B2 Consider personal goals related to service and take action towards achieving them	P12: Provides evidence to demonstrate how they have achieved learning and development goals, identified in an agreed personal development plan, in relation to their knowledge and skills of customer service, in the industry and best practice.	D2: Demonstrates how they evaluate and review improvements made to their own customer service to ensure a future-focused approach.
Ownership / Responsibility	B5 Make realistic promises and deliver on them	P8: Demonstrates responsibility and ownership in resolving customer issues, by getting the right people involved and delivering on promises, to the satisfaction of the customer and their organisation.	

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Teamworking	B8 Share knowledge and experience with others to support colleague development	P4: Demonstrate sharing own knowledge and experience with others, to support colleague development.	D1: Evidences when they have assessed the impact of sharing their own knowledge on: a. their development b. colleague development.
Business focused service delivery	S2 Resolve complex issues by being able to choose from and successfully apply a wide range of approaches	P9: Demonstrates resolution of a range of complex customer service issues, explaining the approach used and why, demonstrating accountability throughout	

Appendix 2 - KSBs and grading descriptors for Work-based Project (supported by Interview)

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Business knowledge and understanding	K1 Understand your organisation's current business strategy in relation to customers and make recommendation for its future.	P1: Evidence that they understand the impact of the organisation's mission statement and business strategy on customer service delivery and make recommendations for future improvements.	D1: Evidence to support their research and analysis of customer service standards and mission statements of other organisations, in comparison to their own organisations, to inform their recommendations.
	K3 Understand what continuous improvement means in a service environment and how your recommendations for change impact your organisation	P2: Ability to recommend improvement to the customer service provision, the steps required to implement this change and the benefit this change could have on the organisation and their own role.	D2: Ability to consider the possible impact on their organisation of not considering the future in decision-making. D6: Provides evidence to show when they analyse the risks and opportunities to implementing change.
	K4 Understand the principles and benefits of being able to think about the future when taking action or making service related decisions		

Standard module	Knowledge, Skills and Behaviours	Pass descriptors	Distinction descriptors
Customer journey knowledge	K6 Understand and critically evaluate the possible journeys of your customers, including challenges and the end-to-end experience	P3: Demonstrates an understanding of customer journeys within their organisation and how these are managed to ensure successful outcomes.	
	K8 Understand the underpinning business processes that support you in bringing about the best outcome for customers and your organisation	P4: An understanding of the underpinning business processes that support them on bringing about the best outcome for customers and their organisation.	
Customer service culture and environment awareness	K16 Understand your business environment and culture and the position of customer service within it	P6: Ability to discuss the internal and external factors influencing their business environment and culture.	D4: Ability to demonstrate the importance of assessing the political, economic, social, technical, legal and environmental factors that influence the operation of their organisation.
	K17 Understand your organisation structure and what role each department needs to play in delivering Customer Service and what the consequences are should things go wrong	P7: Evidences knowledge of the departmental roles/functions within their organisational structure and their influence in customer service delivery.	D5: Ability to identify and recognise when problems reoccur and discuss these reoccurring problems with others and recommend appropriate change(s).

Standard module	Knowledge, Skills and Behaviours	Pass descriptors	Distinction descriptors
		P9: Ability to identify potential causes of service failure and the consequences of these.	D9: Demonstrates an ability to identify trends/recurring issues and analyse why they occurred and record possible ways of addressing them to ensure they do not reoccur.
Business focused service delivery	S1 Demonstrate a continuous improvement and future focussed approach to customer service delivery including decision making and providing recommendations or advice	P10: Evidences when they made decisions and recommendations to improve their own customer service delivery.	
Providing a positive customer experience	S7 Explore and interpret the customer experience to inform and influence achieving a positive result for customer satisfaction	P11: Demonstrates how they communicate with customers, gaining full information on their experience, and recommend improvements to customer service delivery to others.	
Working with your customers / customer insights	S11 Proactively gather customer feedback, through a variety of methods. Critically analyse, and evaluate the meaning, implication and facts and act upon it	P5: Provides evidence to show how they identify information which can be used by their organisation to provide customer insight and identify how this information can be analysed, used and presented.	D8: Evidence to show when they have proactively gathered customer feedback, through a variety of methods and used alternative recommendations to change the customer service level agreement in order to provide an improved service. D7: Evidences when they evaluated the strengths and weaknesses of feedback methods used and recommended alternative methods likely to improve results, stating reasons for choice.
		P14: Evidence to show how they use the qualitative and quantitative customer experience data that their organisation gathers.	

Standard module	Knowledge, Skills and Behaviours	Pass descriptors	Distinction descriptors
		<p>P15: Evidences the way in which they analyse this data to recommend continuous improvement, showing when there is input from others where required.</p>	
		<p>P12: Evidences how they proactively seek and gather customer feedback through a variety of methods and evaluate this feedback to make recommendations on possible improvements.</p>	
	<p>S12 Analyse your customer types, to identify or anticipate their potential needs and expectations when providing your service</p>	<p>P13: Ability to gather and analyse information about the types of customers their organisation has and explain how the service they provide meets their potential needs and expectations.</p>	<p>D3: Demonstrates how knowing their customer and their needs has a direct impact on:</p> <ul style="list-style-type: none"> a. their working practices b. organisational policy / procedures
Service improvement	<p>S15 Analyse the end to end service experience, seeking input from others where required supporting development of solutions</p>	<p>P8: Evidence of how they demonstrate the importance of effective communication among departments in providing good customer service.</p>	
	<p>S16 Make recommendations based on your findings to enable improvement</p>	<p>P16: Demonstrates how they take into consideration current legislation, compliance and regulatory guidance when making recommendations for change.</p>	
	<p>S17 Make recommendations and implement where possible, changes in line with new and relevant legislation, regulations and industry best practice</p>		

Appendix 3 - KSBs and grading descriptors for Practical Observation (with Q&As)

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Knowing your customers and their needs/ customer insight	K11 How to analyse, use and present a range of information to provide customer insight	P12 Demonstrates how they analyse, use and present a range of information in order to provide customer insight	
	K13 Understand different customer types and the role of emotions in bringing about a successful outcome	P1 An ability to assess at least 3 different customer types and their role of emotions in order to achieve a successful outcome for them.	
		P5 Ability to react appropriately to customer emotions and bring about a successful outcome for different customer types.	
K14 Understand how customer expectations can differ between cultures, ages and social profiles	P6 Evidences knowledge of how customer expectations can differ between cultures, ages and social profiles.		
Customer service culture and environment awareness	K15 Keep current, knowledge and understanding of regulatory considerations, drivers and impacts in relation to how you deliver for customers	P8 Demonstrates an understanding of current legislation, compliance and regulatory guidance and their impact on customer service delivery.	
Business focused service delivery &	S3 Find solutions that meet your organisation's needs as well as the customer requirements	P3 Demonstrates management of challenging and complicated situations, balancing organisational needs and customer satisfaction.	

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Providing a positive customer experience	S5 Manage challenging and complicated situations within your level of authority and make recommendations to enable and deliver change to service or strategy		
Providing a positive customer experience	S4 Through advanced questioning, listening and summarising negotiate mutually beneficial outcomes	P2 Demonstrates through advanced questioning, listening and summarising, the negotiation of mutually beneficial outcomes.	D1 Demonstrates own communication with customers that ensures the best solution to meet customer requirements and organisational needs.
	S6 Use clear explanations, provide options and solutions to influence and help customers make choices and agree next steps	P4 An ability to assess situations and offer clear explanations, options and solutions that balance customer and organisational requirements.	D2 Demonstrates when they provided additional solutions to customers and made recommendations based on their findings to enable improvement
	S9 Identify where highs and lows of the customer journey produce a range of emotions in the customer	P7 Recognises when customer emotions have been affected by the level of service offered.	
	S10 Use written and verbal communication to simplify and provide complex information in a way that supports positive customer outcome in the relevant format	P9 Demonstrates how they adapt their communication style to clearly and concisely communicate complex information to customers to support positive outcomes.	D1 Demonstrates own communication with customers that ensures the best solution to meet customer requirements and organisational needs.
Customer service performance	S13 Maintain a positive relationship even when you are unable to deliver the customer's expected outcome	P10 Evidences when they have maintained a positive relationship even when they are unable to deliver the customer's expected outcome.	
		P11 Evidences how they recognise when customer expectations are not met and demonstrates how, using appropriate communication techniques, this could be managed to maintain a positive relationship.	

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
	S14 When managing referrals or escalations take into account historical interactions and challenges to determine next steps	P12 Demonstrates when and how historical interactions, challenges and related information are taken into account in determining the next steps, when managing referrals and escalations.	
Ownership / Responsibility	B3 Personally commit to and take ownership for actions to resolve customer issues to the satisfaction of the customer and your organisation	P14 Demonstrates identifying, negotiating and agreeing appropriate options with customers, making realistic commitments and delivering on them in line with organisational policy and procedures.	
	B4 Exercises proactivity and creativity when identifying solutions to customer and organisational issues	P13 Shows proactivity and creativity when identifying solutions to customer and organisational issues.	
Team working	B6 Work effectively and collaboratively with colleagues at all levels to achieve results	P15 Demonstrates achievement of results through effective team work and collaboration with colleagues at all levels.	
	B7 Recognise colleagues as internal customers	P16 Shows adaptability of own skills when working with internal customers.	

Standard module	Knowledge, Skills and Behaviours	Pass grading descriptors	Distinction grading descriptors
Equality	B9 Adopt a positive and enthusiastic attitude being open minded and able to tailor your service to each customer	P17 Demonstrates adaptability and flexibility in working towards meeting customer needs, supporting equality, diversity and inclusion in their customer service delivery.	
	B10 Be adaptable and flexible to your customer needs whilst continuing to work within the agreed customer service environment		
Presentation	B11 Demonstrate brand advocacy, values and belief when dealing with customer requests to build trust, credibility and satisfaction	P19 Demonstrate brand advocacy, values and belief when dealing with customer requests to build trust, credibility and satisfaction.	
	B12 Ensure your personal presentation, in all forms of communication, reflects positively on your organisation's brand	P18 Evidence to show how their personal presentation made a positive impact on their organisation's brand.	

Useful contacts

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EPA Events Team: Bookings and Cancellations (Post Gateway)	EPA@cityandguilds.com
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