

DRAFT END-POINT ASSESSMENT PLAN FOR THE SENIOR INSURANCE PROFESSIONAL APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER LEVEL OF THIS END-POINT ASSESSMENT (EPA) INTEGRATION

ST0520

6

None

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Introduction and overview

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

Senior insurance professional apprentices, their employers and training providers should read this document.

A full-time senior insurance professional apprentice typically spends 36 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 5 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 from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Assessment method 2 - written project report with presentation and questions:

- 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

EPA summary table

On-programme - typically 36 months	The apprentice must: <ul style="list-style-type: none">• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard
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	<ul style="list-style-type: none"> • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence • complete training towards the qualification listed in the senior insurance professional apprenticeship standard <p>The qualification required is:</p> <p>CII Advanced Diploma in Insurance</p>
<p>End-point assessment gateway</p>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • have completed and passed enough units of the CII Advanced Diploma in Insurance to accumulate a minimum of 260 CII Diploma-level credit points. The full qualification must not be completed prior to gateway. Completion of the EPA will provide the final 30 credit points required to achieve the full qualification <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>For the project report with presentation and questions, the apprentice must submit a project report title and scope (no more than 500 words) .To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO and employer should sign-off the project’s title and scope at the gateway to confirm it is suitable. It is not assessed.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>

<p>End-point assessment - typically 5 months</p>	<p>The grades available for each assessment method are below Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Written project report with presentation and questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass ○ merit ○ distinction
<p>Professional recognition</p>	<p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Chartered Insurance Institute for Associate Level Membership <p>As recognition of prior learning, apprentices completing the Level 4 Insurance Professional End Point Assessment are eligible to one set of 25 Diploma-level credits towards the CII Diploma in Insurance. This is the equivalent of one CII (Level 4) Diploma-level qualification unit.</p>
<p>Re-sits and re-takes</p>	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 3 months • re-take timeframe: typically 4 months

Duration of end-point assessment period

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 5 months.

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

EPA gateway

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
- have completed an on-programme project, which will form the basis of their written report in the EPA
- submit a 500-word project summary for the written project report with presentation and questions
- have completed and passed enough units of the [CII Advanced Diploma in Insurance](#) to accumulate a minimum of 260 CII credit points

Mandatory qualification requirements

Apprentices must **not** complete the full CII Advanced Diploma in Insurance qualification prior to gateway. Completion of this EPA will provide the final credits required to achieve the full qualification.

The CII Advanced Diploma in Insurance qualification requires a minimum of 290 credit points to achieve a pass. At gateway, apprentices must have completed and passed enough units to accumulate a minimum of 260 CII Advanced Diploma-level credit points. Completion of the EPA provides an additional 30 credit points, which can be used towards achievement of the qualification on receipt of a valid application to CII and payment of the recognition fee. At gateway, the EPAO must check that the apprentice has a minimum of 260 CII credit points and has not achieved the full qualification on-programme prior to gateway. CII must provide confirmation to the EPAO that the apprentice has achieved the required pre-requisites for gateway entry.

If the apprentice has achieved the qualification prior to starting the apprenticeship, this would not exclude them from undertaking the apprenticeship, but it may be considered prior learning. The End Point Assessment Organisation should be notified at gateway if an apprentice has already achieved the qualification prior to starting the apprenticeship. Any person who believes they have prior learning is advised to check their eligibility for the apprenticeship via guidance found in the latest version of the Apprenticeship funding rules publication.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

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. It will typically contain 12 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable
- feedback from line managers or other stakeholders

This is not a definitive list and other evidence sources can be included.

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 should be valid and attributable to the apprentice; 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.

Written project report with presentation and questions requirements

Apprentices must complete a project during the on-programme period of the apprenticeship, typically within the last 12 months prior to gateway.

At gateway, the employer, supported by the training provider, must confirm that the project completed on programme is a significant and defined piece of work that has real business application and benefit, and is relevant to the apprentice's occupation and apprenticeship.

The apprentice must also submit, at gateway, a project summary of no more than 500 words. The summary is not assessed.

The written project report will present a typical business task, appropriate for demonstrating the skills and knowledge in the occupational standard. The project completed on-programme will be comparable in terms of content and complexity for all apprentices, however it is the context within which the knowledge and skills must be demonstrated that will vary. Each project will typically take 12 months to complete. It will typically be undertaken on the employer's premises or, where this is not practical, on the training provider's premises. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods must be delivered in the following order:

Assessment methods 1 and 2 can be delivered in any order or concurrently. However, the assessment components in assessment method 2 cannot be delivered in any order. The project report must be completed and written prior to the presentation and questions. The rationale is that the presentation must be based on the content of the project report. The presentation will enable the apprentice to present their findings within the report and also give the assessor the opportunity to assess any of the KSBs which have not been captured within the report. The presentation will also give the assessor the opportunity to verify that the report is the work of the apprentice.

Professional discussion underpinned by a portfolio of evidence

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:

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- it assesses KSBs holistically and objectively
- it allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods
- it allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction
- it allows for the assessment of a disparate set of KSBs

- it can be conducted remotely, potentially reducing cost
- the use of a portfolio allows the apprentice to underpin their responses with evidence

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:

- Products and services
- Regulation, legislation, risk, and the insurance market
- Team development
- Relationship development
- Digital tools and cyber security
- Equity, diversity, and inclusion (EDI)

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 90 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 10 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 underpinned by a portfolio of evidence:

- 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.

Written project report with presentation and questions

Overview

A written project report involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The report will be based on a project the apprentice has completed on-programme in the 12 months prior to gateway. The project undertaken 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:

- a written project report
- a presentation with a 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
- the written project report report is designed to demonstrate the application of knowledge, skills, and behaviours as they would occur in occupational practice. Producing a written project report reflects normal practice in the workplace for a senior insurance professional, so this assessment method is appropriate for the occupation. The project itself is not assessed.
- it is a significant and relevant piece of work that thoroughly tests both higher and lower order knowledge, skills and behaviours
- it can produce something that is of genuine business benefit to the apprentice's employer and is therefore a cost-effective assessment method
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it can be conducted remotely, potentially reducing cost

Delivery

The apprentice must complete a project, typically in the last 12 months of the apprenticeship before entering gateway. The project may be based on any of the following:

- a specific problem
- a recurring issue
- an idea or opportunity.

This piece of work may also be based on (examples only):

- The need to review and agree a change plan to improve a specific problem in the workplace.
- The continuous improvement review of a current process, service or product to ensure it is fit for purpose and meets the current needs of the business
- The planning and design of a project that has a strategic relevance and the potential to add value to the organisation.
- Introduction of a new process, service, or product to the operational area.

The EPAO must provide a project assessment method specification. It must detail how a project can enable an apprentice to meet the KSBs mapped to this assessment method to the highest available grade. The EPAO must also provide suggested project titles.

The project output must be in the form of a project report.

The apprentice must start the project report 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 and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the project report and any presentation materials are submitted.

Component 1: Written project report

In order to ensure the report is robust and sufficiently covers the KSBs, the report should include, at least:

- an executive summary

- an introduction
- the scope and business need of the project (including key performance indicators, aims and objectives)
- research and analysis outcomes
- project outcomes - did it deliver the intended benefits? Was it completed to time and cost?
- discussion of findings
- recommendations and conclusions
- references - from external sources
- appendix containing evidence supporting the project and a mapping of the KSBs to the report
-

The a project report must have a word count of 3000 words. A tolerance of 10% above or below the word count 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 output evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the a project report and any presentation materials to the EPAO by the end of week of the EPA period.

Component 2: Presentation with questions

The presentation with questions 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 prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, a project report and presentation.

The presentation should cover:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice

- project outcomes and how these were achieved

The presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 8 questions. They 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 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 [a project report](#), although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The apprentice must submit their presentation materials to the EPAO at the same time as the a project report - by the end of week 12 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- a computer

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the presentation with questions.

The apprentice may choose to end the presentation 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 [a project report](#) and presentation with questions
- the apprentice's answers to questions
- the grade achieved

Assessment location

The presentation with questions 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 presentation with questions 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.

Grading

Professional discussion underpinned by a portfolio of evidence

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
Products and services K1 S8	Analyses stakeholders' insurance or business needs and recommends appropriate solutions for products	Justifies the appropriateness of their recommendations for products and services in meeting stakeholders'

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 services in line with insurance principles. (K1, S8)	insurance or business needs. (K1, S8)
Regulation, legislation, risk, and the insurance market K2 K3 K4 K5 K6 S1 S4 S5 B5	<p>Explains how they apply legal, regulatory, and insurance principles, knowledge of the market structure and its processes, and procedures and documentation relevant to their role. (K2, S1)</p> <p>Explains how they have responded to changes in the insurance market and informed others where it may impact their own business area, including changes within the wider commercial landscape, competitor strategy, market and economic drivers within the insurance industry, and insurance market practices that impact organisational processes and procedures affecting delivery of the operational and strategic objectives of their organisation. (K3, K6, S5)</p>	<p>Evaluates the effectiveness of the risk management strategies they have applied in managing and mitigating exposures to risk, non-compliance, and legal and regulatory change. (K4, K5, S4)</p>

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
	Explains how they have identified, evaluated, managed, and mitigated exposures to risk, non-compliance, and legal and regulatory change by applying risk management strategies relevant to their area of business, professionally, ethically, and with integrity. (K4, K5, S4, B5)	
Team development S12 B3	Explains how they have worked flexibly and adapted to changing circumstances to support the wider development and knowledge of the team by quality assuring the work of colleagues and providing feedback. (S12, B3)	Evaluates the extent to which the feedback they have provided through quality assurance of colleagues' work has supported the wider development and knowledge of the team. (S12)
Relationship development K11 K13 S10 S11 B4	Describes how their approach to building networks with relevant internal or external stakeholders at peer and leadership levels has helped to deliver positive business outcomes relevant to their role. (K13, S10)	Evaluates the impact of their approach to building stakeholder networks on the delivery of positive business outcomes relevant to their role. (K13, S10)

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
	Explains how they have used negotiation and influencing techniques to manage difficult situations and deliver positive insurance or business outcomes for their organisation, calmly, rationally, and professionally when under pressure. (K11, S11, B4)	
Digital tools and cyber security K15 S14	Explains how they apply cyber security protocols and procedures to minimise risks to data security and integrity when using digital tools relevant to their role and specialism. (K15, S14)	None
Equity, diversity, and inclusion K16 S15	Explains how they have applied policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and how they have monitored their impact on insurance activities and the wider team. (K16, S15)	Evaluates how support and promotion of equity, diversity, and inclusion legislation and policies have impacted insurance activities and the wider team. (K16, S15)

Written project report with presentation and questions

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
Risks and risk management K14	Explains methods used for managing key risks and opportunities to the insurance industry, including environmental, social, and governance (ESG) factors, and emerging sustainable practices within insurance products and working practices. (K14)	None
Data analysis and problem solving K7 K8 K9 S3 S7 S13 B1 B2	Explains how they have used systems, digital tools, and processes to facilitate the analysis and interpretation of insurance-focused data relevant to their role, including the techniques they have used for gathering market intelligence and conducting research to build and retain competitive advantage for their organisation, and the sources of data they utilised to analyse, evaluate and identify trends and patterns. (K7, K8, S13)	Critically evaluates how the systems, digital tools, and processes they have used have helped to facilitate the analysis and interpretation of insurance-focused data relevant to their role, including the efficacy of the techniques they have used for gathering market intelligence and conducting research to build and retain competitive advantage for their organisation, and the reliability of the sources of data they utilised to analyse, evaluate

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
	<p>Explains how they have used structured and evidence-based approaches to identify and resolve complex or non-routine insurance or business problems. (K9, S3)</p> <p>Explains how they identified and contributed to the implementation of potential improvements to current products, processes, and procedures to benefit stakeholders and business outcomes, including how they interrogated the processes or practices they were seeking to improve, and the learning and continuous professional development opportunities they identified for themselves and the wider team. (S7, B1, B2)</p>	<p>and identify trends and patterns. (K7, K8, S13)</p>
<p>Leadership and strategy K12 S2 S6</p>	<p>Describes the techniques and approaches they have applied to lead insurance and or business activities, and to lead or contribute</p>	<p>Evaluates the effectiveness of their contribution to the development of strategic and operational plans and business</p>

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
	to the development of strategic and operational plans and business objectives relevant to their role. (K12, S2, S6)	objectives relevant to their role. (S6)
Communication skills K10 S9	Explains how they have communicated information through different methods and adapted their style according to the audience's needs and requirements, including vulnerable customers. (K10, S9)	Evaluates the extent to which their choice of communication methods and style met the needs and requirements of the intended audience, including vulnerable customers. (K10, S9)

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the professional discussion underpinned by a portfolio of evidence and written project report with presentation and questions in line with this EPA plan.

- **Professional discussion underpinned by a portfolio of evidence** An independent assessor must individually grade the
 - **Written project report with presentation and questions**

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. To achieve an overall EPA 'merit,' the apprentice must achieve a pass in one of the assessment methods and a distinction in the other. To achieve an overall EPA 'distinction', apprentices must achieve a distinction in both assessment methods.

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

PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	WRITTEN PROJECT REPORT WITH PRESENTATION AND QUESTIONS	OVERALL GRADING
Fail	Fail	Fail
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

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 3 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 4 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 A project 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.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • 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 • have not completed the mandatory qualification (CII Advanced Diploma in Insurance) prior to gateway but must have achieved a minimum of 260 CII credit points towards that qualification at gateway.
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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 • 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • pass the certificate to the apprentice upon receipt • ensure apprentices do not complete the mandatory qualification (CII Advanced Diploma in Insurance) prior to gateway but ensure apprentices have achieved a minimum of 260 CII credit points towards that qualification at gateway.
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • 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: <ul style="list-style-type: none"> ○ apprentices

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> ○ 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 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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 ensure apprentices do not complete the mandatory qualification (CII Advanced Diploma in Insurance) prior to gateway but ensure apprentices have achieved a minimum of 260 CII credit points towards that qualification at gateway. • 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	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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 • 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 • ensure apprentices do not complete the mandatory qualification (CII Advanced Diploma in Insurance) prior to gateway but ensure apprentices have achieved a minimum of 260 CII credit points towards that qualification at gateway. •

Reasonable adjustments

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.

Internal quality assurance

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 2 gained in the last 3 years or significant experience of the occupation or sector

Value for money

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
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- [Chartered Insurance Institute for Associate Level Membership](#)

Apprentices completing the Level 6 Senior Insurance Professional End Point Assessment to achieve the apprenticeship are eligible to one set of 30 Advanced Diploma-level credits towards current CII insurance qualifications on receipt of a valid application and payment of the recognition fee. This is the equivalent of one CII (Level 6) Advanced Diploma-level qualification unit.

Apprentices should consult the CII website to familiarise themselves with the CII recognition of prior learning scheme and qualifications before making their applications. They will need to provide their apprenticeship completion certificate to evidence completing the apprenticeship and will need to have them certified as true copies of the originals by a current CII or Personal Finance Society member, solicitor or public notary. Full details, including the current scheme rules, application process, frequently asked questions, the application form and CII qualifications are accessible at: www.cii.co.uk/prior-learning and www.cii.co.uk/qualifications

Please refer learners to CII's Customer Service team if they have any queries. The team may also be contacted by email (customer.serv@cii.co.uk) or telephone (020 8989 8464).

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 The principles of insurance, and features and benefits of insurance products and services relevant to their organisation and specialism.	Professional discussion underpinned by a portfolio of evidence
K2 The financial services legal and regulatory framework, and the ethical principles underpinning them, for example the Financial Conduct Authority (FCA) and Prudential Regulation Authority (PRA) frameworks, The Insurance Act – Good faith and Fair representation.	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
<p>K3 The wider commercial landscape and changes within it, competitor strategy, and market and economic drivers within the insurance industry, for example political, environmental, social, technological, legal and environmental (PESTLE) factors, such as international sanctions legislation for insurance brokers working across different countries.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K4 Approaches to assessing, managing, and mitigating legal and regulatory change in insurance.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K5 Principles of risk and risk management, including evaluating responses to risk, mitigating risk, and transfer of risk within the insurance business, for example fraud, non-compliance or breach of regulations, underinsurance, financial loss or customer detriment.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K6 The impact of insurance market practices on organisational processes and procedures relevant to their role, and how this affects delivery of the operational and strategic objectives of their organisation.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K7 Techniques for gathering market intelligence and conducting research to build and retain competitive advantage for their organisation.</p>	<p>Written project report with presentation and questions</p>
<p>K8</p>	<p>Written project report with presentation and questions</p>

KNOWLEDGE	ASSESSMENT METHODS
Sources of data and how to analyse, evaluate and identify trends and patterns, for example, profitability, customer retention and opportunities for business growth, or modelling the potential impact of catastrophic events.	
K9 Structured and evidence-based approaches to resolving complex, non-routine insurance and business problems, for example, completion of a complex placement, methods of investigating a claim to determine liability in a multi-vehicle accident.	Written project report with presentation and questions
K10 Communication skills and methods, and the importance of adapting communication style to facilitate understanding for the intended audience, including vulnerable customers.	Written project report with presentation and questions
K11 Negotiation and influencing techniques, for example rapport building, business storytelling.	Professional discussion underpinned by a portfolio of evidence
K12 Strategic planning techniques, and approaches to leading and delivering insurance and business activities.	Written project report with presentation and questions
K13 Approaches to building and managing internal and external relationships that enable the delivery of business activities.	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
<p>K14 Key risks and opportunities to the insurance industry, and methods for managing these, including environmental, social, and governance (ESG) factors, and emerging sustainable practices within insurance products and working practices.</p>	<p>Written project report with presentation and questions</p>
<p>K15 Digital tools relevant to the role and specialism and how to use them in line with cyber security protocols and procedures for working safely and securely with digital systems, processes, and data, and the implications of non-compliance, for example AI analytics, modelling, telematics, portals, online placements, products, pricing, predictive analytics, claims processing automation, customer segmentation, underwriting enhancement.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>K16 Equity, diversity, and inclusion policies in the workplace, and their impact on the organisation and the team.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
SKILL	ASSESSMENT METHODS
<p>S1 Apply legal, regulatory, and insurance principles, knowledge of the market structure and its processes, and procedures and documentation relevant to their role.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S2 Lead insurance and or business activities, for example, managing high value contracts, insurance litigation, policy drafting and revision to achieve defined key performance indicators or measures of success.</p>	<p>Written project report with presentation and questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S3 Identify and resolve complex or non-routine insurance or business problems using a structured and evidence-based approach, for example, marine and energy liabilities, risks and impact of underinsurance.</p>	<p>Written project report with presentation and questions</p>
<p>S4 Identify, manage, and mitigate exposures to risk and non-compliance by applying risk management strategies relevant to their area of business, for example, fraud, non-compliance or breach of regulations, underinsurance, financial loss or customer detriment.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S5 Respond to changes in the insurance market and inform others where it may impact their own business area.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p>S6 Lead or contribute to the development of strategic and operational plans and business objectives relevant to their role.</p>	<p>Written project report with presentation and questions</p>
<p>S7 Identify and contribute to the implementation of potential improvements to current products, processes, and procedures to benefit stakeholders and business outcomes, for example, using competitor analysis to identify new products and services that can improve client retention.</p>	<p>Written project report with presentation and questions</p>
<p>S8</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
Identify and analyse stakeholders' insurance or business needs and recommend appropriate solutions, for example, to determine the most appropriate commercial insurance product for a corporation and its assets.	
S9 Communicate information through different methods, adapting style according to audience needs and requirements, for example making complex modelling information easy to understand for different stakeholders.	Written project report with presentation and questions
S10 Build networks with relevant internal or external stakeholders at peer and leadership levels to help deliver positive business outcomes relevant to their role.	Professional discussion underpinned by a portfolio of evidence
S11 Use negotiation and influencing techniques to manage difficult situations and deliver positive insurance or business outcomes for the organisation, for example, when negotiating liability in a multi-party accident.	Professional discussion underpinned by a portfolio of evidence
S12 Quality assure the work of colleagues, providing feedback and supporting the wider development and knowledge of the team.	Professional discussion underpinned by a portfolio of evidence
S13 Use systems, digital tools and processes, to facilitate the analysis and interpretation of insurance-focused data relevant to their role.	Written project report with presentation and questions
S14	Professional discussion underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
Apply cyber security protocols and procedures to minimise risks to data security and integrity.	
S15 Apply policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and monitor their impact on insurance activities and the wider team.	Professional discussion underpinned by a portfolio of evidence
BEHAVIOUR	ASSESSMENT METHODS
B1 Displays a growth mindset and identifies learning opportunities and continuous professional development for self and the wider team.	Written project report with presentation and questions
B2 Adopts an inquisitive and questioning approach when seeking to improve current processes and practices within their organisation.	Written project report with presentation and questions
B3 Works flexibly and adapts to changing circumstances.	Professional discussion underpinned by a portfolio of evidence
B4 Calm, rational and professional under pressure, and resolves challenging situations when they arise.	Professional discussion underpinned by a portfolio of evidence
B5 Acts professionally, ethically, and with integrity.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Products and services K1 S8</p>	<p>The principles of insurance, and features and benefits of insurance products and services relevant to their organisation and specialism. (K1)</p>	<p>Identify and analyse stakeholders' insurance or business needs and recommend appropriate solutions, for example, to determine the most appropriate commercial insurance product for a corporation and its assets. (S8)</p>	<p>None</p>
<p>Regulation, legislation, risk, and the insurance market K2 K3 K4 K5 K6 S1 S4 S5 B5</p>	<p>The financial services legal and regulatory framework, and the ethical principles underpinning them, for example the Financial Conduct Authority (FCA) and Prudential Regulation Authority (PRA) frameworks, The Insurance Act – Good faith and Fair representation. (K2)</p> <p>The wider commercial landscape and changes within it, competitor strategy, and market and economic drivers within the insurance industry, for example political, environmental, social,</p>	<p>Apply legal, regulatory, and insurance principles, knowledge of the market structure and its processes, and procedures and documentation relevant to their role. (S1)</p> <p>Identify, manage, and mitigate exposures to risk and non-compliance by applying risk management strategies relevant to their area of business, for example, fraud, non-compliance or breach of regulations, underinsurance,</p>	<p>Acts professionally, ethically, and with integrity. (B5)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>technological, legal and environmental (PESTLE) factors, such as international sanctions legislation for insurance brokers working across different countries. (K3)</p> <p>Approaches to assessing, managing, and mitigating legal and regulatory change in insurance. (K4)</p> <p>Principles of risk and risk management, including evaluating responses to risk, mitigating risk, and transfer of risk within the insurance business, for example fraud, non-compliance or breach of regulations, underinsurance, financial loss or customer detriment. (K5)</p> <p>The impact of insurance market practices on organisational processes and procedures relevant to their role, and how this affects delivery of the operational and strategic objectives of their organisation. (K6)</p>	<p>financial loss or customer detriment. (S4)</p> <p>Respond to changes in the insurance market and inform others where it may impact their own business area. (S5)</p>	

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Team development</p> <p>S12 B3</p>	<p>None</p>	<p>Quality assure the work of colleagues, providing feedback and supporting the wider development and knowledge of the team. (S12)</p>	<p>Works flexibly and adapts to changing circumstances. (B3)</p>
<p>Relationship development</p> <p>K11 K13 S10 S11 B4</p>	<p>Negotiation and influencing techniques, for example rapport building, business storytelling. (K11)</p> <p>Approaches to building and managing internal and external relationships that enable the delivery of business activities. (K13)</p>	<p>Build networks with relevant internal or external stakeholders at peer and leadership levels to help deliver positive business outcomes relevant to their role. (S10)</p> <p>Use negotiation and influencing techniques to manage difficult situations and deliver positive insurance or business outcomes for the organisation, for example, when negotiating liability in a multi-party accident. (S11)</p>	<p>Calm, rational and professional under pressure, and resolves challenging situations when they arise. (B4)</p>
<p>Digital tools and cyber security</p> <p>K15 S14</p>	<p>Digital tools relevant to the role and specialism and how to use them in line with cyber security protocols and procedures for working safely and securely with digital systems, processes, and</p>	<p>Apply cyber security protocols and procedures to minimise risks to data security and integrity. (S14)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	data, and the implications of non-compliance, for example AI analytics, modelling, telematics, portals, online placements, products, pricing, predictive analytics, claims processing automation, customer segmentation, underwriting enhancement. (K15)		
Equity, diversity, and inclusion K16 S15	Equity, diversity, and inclusion policies in the workplace, and their impact on the organisation and the team. (K16)	Apply policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and monitor their impact on insurance activities and the wider team. (S15)	None

Written project report with presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Risks and risk management K14	Key risks and opportunities to the insurance industry, and methods for managing these, including environmental, social, and governance (ESG) factors, and emerging	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	sustainable practices within insurance products and working practices. (K14)		
Data analysis and problem solving K7 K8 K9 S3 S7 S13 B1 B2	<p>Techniques for gathering market intelligence and conducting research to build and retain competitive advantage for their organisation. (K7)</p> <p>Sources of data and how to analyse, evaluate and identify trends and patterns, for example, profitability, customer retention and opportunities for business growth, or modelling the potential impact of catastrophic events. (K8)</p> <p>Structured and evidence-based approaches to resolving complex, non-routine insurance and business problems, for example, completion of a complex placement, methods of investigating a claim to</p>	<p>Identify and resolve complex or non-routine insurance or business problems using a structured and evidence-based approach, for example, marine and energy liabilities, risks and impact of underinsurance. (S3)</p> <p>Identify and contribute to the implementation of potential improvements to current products, processes, and procedures to benefit stakeholders and business outcomes, for example, using competitor analysis to identify new products and services that can improve client retention. (S7)</p> <p>Use systems, digital tools and processes, to facilitate the analysis and interpretation of insurance-focused data relevant to their role. (S13)</p>	<p>Displays a growth mindset and identifies learning opportunities and continuous professional development for self and the wider team. (B1)</p> <p>Adopts an inquisitive and questioning approach when seeking to improve current processes and practices within their organisation. (B2)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	determine liability in a multi-vehicle accident. (K9)		
Leadership and strategy K12 S2 S6	Strategic planning techniques, and approaches to leading and delivering insurance and business activities. (K12)	<p>Lead insurance and or business activities, for example, managing high value contracts, insurance litigation, policy drafting and revision to achieve defined key performance indicators or measures of success. (S2)</p> <p>Lead or contribute to the development of strategic and operational plans and business objectives relevant to their role. (S6)</p>	None
Communication skills K10 S9	Communication skills and methods, and the importance of adapting communication style to facilitate understanding for the intended audience, including vulnerable customers. (K10)	Communicate information through different methods, adapting style according to audience needs and requirements, for example making complex modelling information easy to understand for different stakeholders. (S9)	None

Supporting information

External quality assurance

Involved employers

AIG, Allianz Insurance, Aon, Aviva, Beazley Group, Chaucer, Ecclesiastical, First Central, Liberty Global Group, Lockton, MMC, NFU Mutual, Robertson and Co, Royal Sun Alliance, Willis Towers Watson, Zurich

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EPA menu

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