

DRAFT END-POINT ASSESSMENT PLAN FOR THE ADVANCED PARALEGAL APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST1476	5	None

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Key Fields

Introduction and overview

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

Advanced Paralegal apprentices, their employers and training providers should read this document.

A full-time advanced paralegal apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO 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 - project report with presentation, questions and answers:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio:

- 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

[Edit epa gateway form](#)[Edit available grades form](#)[Edit overall epa grading form](#)[Edit re-sits and re-takes form](#)

On-programme - typically 24 months	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship’s standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	<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 <p>For the professional discussion underpinned by a portfolio, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
End-point assessment - typically 3 months	<p>The grades available for each assessment method are below</p> <p>Project Report with presentation, questions and answers:</p> <ul style="list-style-type: none"> • fail • pass

	<ul style="list-style-type: none"> • distinction <p>Professional discussion underpinned by a portfolio:</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"> • National Association for Licensed Paralegals for member <p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Chartered Institute of Legal Executives for member
<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: distinction • re-sit timeframe: typically 1 months • re-take timeframe: typically 2 months

Duration of end-point assessment period

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

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

EPA gateway

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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 underpinned by a portfolio](#)

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 interview / professional discussion [delete as appropriate]. It will typically contain 10 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:

- legal research outputs
- correspondence such as letters and emails
- case file documents
- witness statements

This is not a definitive list; 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 discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

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

Order of assessment methods

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The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

Project Report with presentation, questions and answers

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Overview

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

This assessment method has 2 components:

- completion of the defined piece of work for the project with a project output
- completion of the defined piece of work for the presentation with questions and answers

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

Rationale

This assessment method is being used because:

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

Delivery

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

- a specific problem
- a recurring issue
- an idea or opportunity such as the potential legal impacts of a commercial opportunity, merger or acquisition, property or land purchase or disposal for example. These are illustrative only and not mandatory.
- The project and report must focus on identifying legal strategies and solutions generated by legal research outputs in response to an identified legal matter for a client or stakeholder in the apprentice's area of specialism. For example - whether to take a case or legal matter forward based on precedent, case law, facts of the matter, value for money or commerciality.
- The research must include legislation and, or, case law.

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 does not need to sign-off each project title before the project starts. The EPAO must instead provide detailed specifications. The specifications must detail what must be included in the project to allow an apprentice to evidence the KSBs mapped to this assessment method to the highest available grade. The EPAO must include suggested project titles to enable the employer to select a project that will meet the EPA's requirements for their apprentice.

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

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

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and

contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component 1: Project report

The report must include at least:

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

The report must also include:

- a detailed outline of the context of the matter.
- an assessment of why the analysis was necessary and setting the objectives of the work.
- evidence to demonstrate how the analysis has been undertaken and the approach taken to the selection of sources, evidence and factors used including consideration of regulatory compliance and cyber security risks.
- the analysis conclusions leading to the formulation of legal strategies and solutions.
- an explanation of how the law applies to the matter.
- an identification of the risks and benefits and mitigations available.
- a recommendation as to the best course of action for the stakeholder to address the matter.

Appendices

- Map of KSBs to assessment method.
- Legal sources used.
- Any supporting resources created such as spreadsheets.

It is the responsibility of the employer to ensure that the information provided complies with their policies and procedures on data security and confidentiality.

The project report must have a word count of 4000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Projects with a word count above 4,400 will not be scored above that parameters will not be scored and will result in a fail for the assessment method. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report and any presentation materials to the EPAO by the end of week 6 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, 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 50 minutes. This will typically include a presentation of 20 minutes and questioning lasting 30 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 5 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 report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the EPAO at the same time as the report - by the end of week 6 of the EPA period. The apprentice may make amendments to these materials to address minor errors such as typos and visuals in advance of the presentation. No material changes to technical content are permitted. 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:

- digital presentation tools in line with EPAO policy
- visual aids in line with EPAO policy

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 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 online. 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. 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 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.

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.

Professional discussion underpinned by a portfolio

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Overview

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

Rationale

This assessment method is being used because:

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

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- Ethical and professional working practices
- Digital Technology, Data and Information
- Stakeholder engagement and communication
- Legal Context and Specialism
- Business awareness
- Administration

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 60 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 ask at least 5 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. 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 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.

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:

- 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.

Grading

Project Report with presentation, questions and answers

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Professionalism and Ethics K1	Address the relevance of legal and regulatory liabilities with regards to stakeholders and organisation to ensure compliance with all professional obligations within the context of the legal matter. (K1)	None
Digital and data K7 S10	Selects and applies digital tools and technologies, to draft legal documents, conduct legal research, carry out data analysis and collaborate with others'. (K7, S10)	None
Legal Technical Specialism K2 S5 S7 S12	<p>Demonstrates how they apply the principles of Law to stakeholder cases relevant to legal specialism. (K2, S5)</p> <p>Demonstrates how they communicate using plain English to clarify and explain legal processes and standard</p>	Critically evaluates the effectiveness of their communication using plain English in clarifying and explaining legal processes and standard legal terms, tailored to establish a clear picture of a stakeholder's

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>legal terms, tailored to establish a clear picture of a stakeholder's needs and risks throughout legal transactions'. (S7, S12)</p>	<p>needs and risks throughout legal transactions'. (S7, S12)</p>
<p>Analysis and problem solving K5 K10 S2 S3 S4 S13 B2</p>	<p>Explains how they apply strategic approaches to scope, design and undertake legal research using self-selected sources such as legal databases to legal matters and develop decision making, such as case strategies and options for resolution and settlements" (K5, S2)</p> <p>Explains how they analyse and present legal matters, make decisions or recommend sustainable evidence based decisions or options and solutions for resolution with clear explanations as necessary, escalating when outside of their remit" (S3, S4, B2)</p> <p>Explains how they assess risks and benefits to the stakeholder of different options and make</p>	<p>Justifies the methods they use to analyse and present legal matters, make decisions or recommend sustainable evidence based decisions or options for resolution with clear explanations as necessary. (S4)</p> <p>Critically evaluates how they assess risks and benefits to the stakeholder of different options and make recommendations to senior team members to ensure that they work in the stakeholders' best interests, such as risk management and compliance with regulations, internal and external procedures. (S13)</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
	recommendations to senior team members to ensure that they work in the stakeholders' best interests, such as risk management and compliance with regulations, internal and external procedures. (S13)	

Professional discussion underpinned by a portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Ethical and professional working practices K6 K13 K14 K15 K16 K17 S1 B1 B4 B5 B6	Explains principles of ethical and professional frameworks and their relevance for service delivery and the importance of continuous professional development. (K6,B1, B6) Outlines how they collaborate	Critically evaluates how they collaborate inclusively with others and respect diversity of thought and experience recognising the principles of diversity and inclusion and their impacts on

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>inclusively with others and respect diversity of thought and experience recognising the principles of diversity and inclusion and their impacts on service delivery strategies, teamwork, stakeholder relationships and organisational commercial strategies. (K13, B5)</p> <p>Describes the activities of their occupation which contribute to their 'professional carbon footprint' and steps that can be taken to reduce it. (K14)</p> <p>Explains the legal and ethical principles of client accounts including their wider impact for compliance and delivery including ensuring funds are accurately recorded. (K15)</p> <p>Explains requirements for acting in the best interest of the client</p>	<p>service delivery strategies, teamwork, stakeholder relationships and organisational commercial strategies. (K13, B5)</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
	<p>to protect clients and limit liability for negligence such as identifying and acting for vulnerable clients. (K16)</p> <p>Describes how they lead and administer legal matters, processes and procedures using the most effective channels to progress caseloads being accountable for legal decision making and legal strategies. (S1,B4)</p> <p>Explains the relevance of anti-money laundering regulations in relation to legal transactions including personal and professional liability within the context of the legal matter.(K17)</p>	
<p>Digital Technology, Data and Information K3 K11 K12 S11</p>	<p>Outlines the principles of digital tools and software such as case management systems, databases</p>	<p>None</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
	<p>and online drafting software. (K3)</p> <p>Explains organisational data and information security standards, policies and procedures relevant to data management activities including legal requirements relating to the use of data, risks to confidentiality of data posed by and to stakeholder's actions.(K12)</p> <p>Demonstrates how they ensure that fraud protection measures and cyber security procedures in relation to transactions are applied in own work, keep up to date with emerging risks and new approaches for counteraction.(K11, S11)</p>	
Stakeholder engagement and communication K8 B3	Evidences their approaches to drafting standard and non-standard legal documents including accuracy,	None

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>attention to detail, clarity of expression and precision of language. (K8)</p> <p>Describes how they are customer focussed and provide a bespoke, productive and positive customer experience to stakeholders (B3)</p>	
Legal context and specialism K4	Describes the wider legal landscape including procedures and developments that impact or may impact legal activities.(K4)	None
Business awareness		
Administration K9 S6 S8 S9	Evidences how they manage the delivery of legal matters and transactions within the organisation such as within personal caseload or as part of a team in line with agreed service levels or key performance metrics.(S6, K9)	Critically evaluates how they manage the delivery of legal matters and transactions within the organisation (S6, K9)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>Explains how they organise and administer workflow such as legal files, case management and accounting systems to progress work within service level expectations. (S8)</p> <p>Explains how they carry out file management activities such as prepare and collate bundles, take and file accurate notes, close and review files, maintain databases and version control (S9)</p>	

Overall EPA grading

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Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

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

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA merit, the apprentice must achieve a pass in either the Professional Discussion or the Case Study and a distinction in either the Professional Discussion or the Case Study. To achieve an overall EPA distinction, the apprentice 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.

PROJECT REPORT WITH PRESENTATION, QUESTIONS AND ANSWERS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

[Edit re-sits and re-takes form](#)

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 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 2 months of the EPA outcome notification.

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

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

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

The apprentice will get a maximum EPA grade of distinction 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

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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 • apply for any reasonable adjustments and special considerations • prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
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 • ensure that the apprentice is enrolled on mandated qualifications in line with the occupational standard • 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 occupational 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 (who, when, where) in a timely manner • ensure that the EPA is scheduled with the EPAO for a date and time in line with EPA requirements • ensure that the integrated assessment method is scheduled with the AB for a date and time in line with EPA requirements • provide access to any employer-specific documentation as required for example, company policies • 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 • pass the certificate to the apprentice upon receipt from the EPAO

ROLES	RESPONSIBILITIES
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 APAR • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard, EPA plan and funding • make all necessary contractual arrangements including agreeing the price of the EPA • have third party arrangements in place with the AB to: <ul style="list-style-type: none"> ○ work collaboratively to manage the delivery of the EPA ○ ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan ○ to share the outcomes of the integrated assessment methods in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the non-integrated assessment methods • 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 ○ 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 non-integrated assessment methods of the EPA as specified within this

ROLES	RESPONSIBILITIES
	<p>EPA plan. This should include how to record the rationale and evidence for grading decisions where required</p> <ul style="list-style-type: none"> • 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 • 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 • maintain and apply a policy for reasonable adjustment and special considerations for apprentices • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • 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 • host and facilitate the EPA or make suitable alternative arrangements • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • arrange for the non-integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer • deliver the non-integrated assessment methods in line with this EPA plan • 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 including the outcomes of the integrated and non-integrated assessment methods in line with this EPA plan • conduct moderation of all their independent assessors' decisions once EPAs have started • monitor the performance of all their independent assessors and provide re-training where necessary • maintain and apply a policy for conducting appeals • arrange the certification of the apprenticeship
Awarding body	<p>As a minimum, the awarding body 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 any regulators for the mandated qualification • understand the apprenticeship including the occupational standard, EPA plan and funding

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • confirm that they agree to the conditions of integration for the integrated assessment method, as outlined in the EPA plan • make all necessary contractual arrangements • have third party arrangements in place with the EPAO to: <ul style="list-style-type: none"> ○ work collaboratively to manage the delivery of the EPA ○ ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan ○ to share the outcomes of the integrated assessment method in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment method • maintain and apply a policy for the declaration and management of conflict of interests and independence relating to the EPA of an apprentice (including by way of moderation). • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity • source a suitably qualified and independent person who must administer all aspects of the integrated assessment method. This means that they must not: <ul style="list-style-type: none"> ○ be connected to the apprentice ○ have been involved in the management or training of the apprentice ○ have a vested interest in the outcome. • Where this is not possible, by exception, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator. • source a suitably qualified and independent person who must grade all aspects of the integrated assessment method. The person making the grading judgement must not be employed by: <ul style="list-style-type: none"> ○ the same organisation as the apprentice ○ the apprentice's training provider. • This means that the integrated assessment method/aspects must be marked by either: <ul style="list-style-type: none"> ○ the awarding body,

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> ○ an independent person appointed by the awarding body, or an independent assessor sourced by, or from, the EPAO, or a combination of the above. • In rare circumstances, training provider staff may mark the integrated assessment method. This will only be to mark tests where there is a right or wrong answer, for example, multiple-choice tests. Strict arrangements must be in place for monitoring, moderation and quality assurance. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment methods • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the administration or grading of the integrated assessment method of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the integrated assessment method • arrange for the integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer • maintain the security of the integrated assessment method including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • must externally set and externally mark the integrated assessment method • maintain and apply a policy for reasonable adjustment and special considerations for apprentices • deliver the integrated assessment method in line with this EPA plan • conduct moderation of all their independent assessors' decisions for integrated assessment methods • monitor the performance of all their independent assessors and provide re-training where necessary • an auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • maintain and apply a policy for conducting appeals • continue to follow the rules and regulations applicable to the qualification, for example, those of Ofqual and industry regulators. • must give IfATE at least 6 months' notice of any changes to mandated qualifications

ROLES	RESPONSIBILITIES
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 • 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, including additional assessors 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 (APAR) • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • not make any adaptations to aspects of the integrated assessment method • remain independent from the delivery of the non-integrated assessment methods in EPA • remain independent from the integrated assessment method, except with the marking of tests where there is a right or wrong answer for example multiple-choice tests • remain independent from the administration of the integrated assessment method. This person must also be independent of the apprentice. Where this is not possible, by exception and agreed by the awarding body, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator.
Technical expert	<p>As a minimum, the technical expert should:</p> <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice or training provider • provide technical support, advice and guidance such as confirming company policies, procedures or processes, and providing context on technical information or on emerging technologies • provide information only at the request of the independent assessor (who has the final say over the assessment and grade awarded) • not provide information on behalf of the apprentice, ask the apprentice questions or influence the apprentice or the assessment judgement in any way • not amplify or clarify points made by the apprentice

Reasonable adjustments

[Edit reasonable adjustments form](#)

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

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

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

Internal quality assurance

[Edit internal quality assurance form](#)

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

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

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 5 gained in the last 3 years or significant experience of the occupation or sector
- have professional body membership with:
One of:
 - National Association of Licensed Paralegals
 - Chartered Institute of Legal Executives

Value for money

[Edit value for money form](#)

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

[Edit professional recognition form](#)

This apprenticeship aligns with:

- National Association for Licensed Paralegals for member

This apprenticeship aligns with:

- Chartered Institute of Legal Executives for member

Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Legal and regulatory liabilities with regards to stakeholders and organisation to ensure compliance with all professional obligations.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K2 The law and practice relevant to the work undertaken by the team such as advocacy and mediation; commercial, corporate and business; patents and intellectual property, contracts and dispute resolution; conveyancing and property; crime; employment law; criminal and civil litigation; matrimonial and family law; will drafting, probate and administration of estates.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K3 Principles of digital tools and software such as case management systems, databases and online drafting software.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K4 The wider legal landscape including procedures and developments that impact or may impact legal activities.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K5 Strategic approaches to legal research including selection and testing of sources, knowledge management and recording of research outputs, legislative boundaries and the use of digital resources and research tools.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K6 Principles of ethical and professional frameworks and their relevance for service delivery.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K7 Approaches to data analysis and digital tools, such as e-discovery platforms, legal research databases, document automation systems, data analytics software and other technological tools.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K8 Approaches to drafting standard and non-standard legal documents including accuracy, attention to detail, clarity of expression and precision of language.</p>	<p>Professional discussion underpinned by a portfolio</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K9 Principles of personal workload management.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K10 The commercial or economic drivers, value for money and proportionality, opportunities and risks for organisations.</p>	<p>Project Report with presentation, questions and answers</p>
<p>K11 Cybersecurity vulnerabilities in legal transactions and within organisations and steps that can be taken to mitigate those risks.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K12 Organisational data and information security standards, policies and procedures relevant to data management activities including legal requirements relating to the use of data, risks to confidentiality of data posed by and to stakeholder's actions.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K13 Principles of diversity and inclusion and their impacts on service delivery strategies, teamwork, stakeholder relationships and organisational commercial strategies.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K14 The activities of their occupation which contribute to their 'professional carbon footprint' and steps that can be taken to reduce it.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K15 Legal and ethical principles of client accounts including their wider impact for compliance and delivery including ensuring funds are accurately recorded.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K16 Acting in the best interest of the client to protect clients and limit liability for negligence such as identifying and acting for vulnerable clients.</p>	<p>Professional discussion underpinned by a portfolio</p>
<p>K17 Anti-money laundering regulations in relation to legal transactions including personal and professional liability.</p>	<p>Professional discussion underpinned by a portfolio</p>
SKILL	ASSESSMENT METHODS
<p>S1</p>	<p>Professional discussion underpinned by a portfolio</p>

KNOWLEDGE	ASSESSMENT METHODS
Lead and administer legal matters, processes and procedures using the most effective channels to progress caseloads.	
S2 Scope, design, undertake and apply legal research using self-selected sources such as legal databases to legal matters and develop decision making, such as case strategies and options for resolution and settlements.	Project Report with presentation, questions and answers
S3 Resolve legal technical problems within their remit and escalate as needed.	Project Report with presentation, questions and answers
S4 Analyse and present legal matters, make decisions or recommend sustainable evidence based decisions or options for resolution with clear explanations as necessary.	Project Report with presentation, questions and answers
S5 Apply the principles of Law to stakeholder cases relevant to legal specialism.	Project Report with presentation, questions and answers
S6 Manage the delivery of legal matters and transactions within the organisation such as within personal caseload or as part of a team in line with agreed service levels or key performance metrics.	Professional discussion underpinned by a portfolio
S7 Communicate using plain English to clarify and explain legal processes and standard legal terms tailored to stakeholders needs.	Project Report with presentation, questions and answers
S8 Organise and administer workflow such as legal files, case management and accounting systems to progress work within service level expectations.	Professional discussion underpinned by a portfolio
S9 Carry out file management activities such as prepare and collate bundles, take and file accurate notes, close and review files, maintain databases and version control.	Professional discussion underpinned by a portfolio
S10	Project Report with presentation, questions and answers

KNOWLEDGE	ASSESSMENT METHODS
Use digital tools and technologies, for example to draft legal documents, conduct legal research, carry out data analysis and collaborate with others.	
S11 Ensure that fraud protection measures and cyber security procedures in relation to transactions are applied in own work, keep up to date with emerging risks and new approaches for counteraction.	Professional discussion underpinned by a portfolio
S12 Establish a clear picture of a stakeholder's needs and risks throughout legal transactions.	Project Report with presentation, questions and answers
S13 Assess risks and benefits to the stakeholder of different options and make recommendations to senior team members to ensure that they work in the stakeholders' best interests, such as risk management and compliance with regulations, internal and external procedures.	Project Report with presentation, questions and answers
BEHAVIOUR	ASSESSMENT METHODS
B1 Adhere to professional codes of conduct in legal activities and relationships with others.	Professional discussion underpinned by a portfolio
B2 Generate solutions to legal problems, considering different options and identifying when to escalate when problems are outside their remit.	Project Report with presentation, questions and answers
B3 Customer focussed, provides a bespoke, productive and positive customer experience to stakeholders.	Professional discussion underpinned by a portfolio
B4 Accountable for legal decision making and legal strategies.	Professional discussion underpinned by a portfolio
B5 Collaborative and inclusive, respects diversity of thought and experience to work with stakeholders and team members.	Professional discussion underpinned by a portfolio
B6 Keep up to date with developments in their specialism and share that legal expertise with peers to drive up capability within the	Professional discussion underpinned by a portfolio

BEHAVIOUR	ASSESSMENT METHODS
organisation through active Continuous Professional Development activities.	

Mapping of KSBs to grade themes

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

Project report with presentation, questions and answers

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Professionalism and Ethics K1	legal and regulatory liabilities with regards to stakeholders and organisation to ensure compliance with all professional obligations. (K1)	None	None
Digital and data K7 S10	approaches to data analysis and digital tools, such as e-discovery platforms, legal research databases, document automation systems, data analytics software and other technological tools. (K7)	use digital tools and technologies, for example to draft legal documents, conduct legal research, carry out data analysis and collaborate with others. (S10)	None
Legal Technical Specialism K2 S5 S7 S12	the law and practice relevant to the work undertaken by the team such as advocacy and mediation; commercial, corporate and business; patents and intellectual property, contracts and dispute resolution; conveyancing and property; crime; employment law; criminal and civil litigation; matrimonial and family law; will drafting, probate and	apply the principles of Law to stakeholder cases relevant to legal specialism. (S5) communicate using plain English to clarify and explain legal processes and standard legal terms tailored to stakeholders needs. (S7) establish a clear picture of a stakeholder's needs and risks throughout legal transactions. (S12)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	administration of estates. (K2)		
Analysis and problem solving K5 K10 S2 S3 S4 S13 B2	strategic approaches to legal research including selection and testing of sources, knowledge management and recording of research outputs, legislative boundaries and the use of digital resources and research tools. (K5) the commercial or economic drivers, value for money and proportionality, opportunities and risks for organisations. (K10)	scope, design, undertake and apply legal research using self-selected sources such as legal databases to legal matters and develop decision making, such as case strategies and options for resolution and settlements. (S2) resolve legal technical problems within their remit and escalate as needed. (S3) analyse and present legal matters, make decisions or recommend sustainable evidence based decisions or options for resolution with clear explanations as necessary. (S4) assess risks and benefits to the stakeholder of different options and make recommendations to senior team members to ensure that they work in the stakeholders' best interests, such as risk management and compliance with regulations, internal and external procedures. (S13)	generate solutions to legal problems, considering different options and identifying when to escalate when problems are outside their remit. (B2)

Professional discussion underpinned by a portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Ethical and professional working	principles of ethical and professional frameworks and their	lead and administer legal matters, processes and	adhere to professional codes of conduct in legal activities and

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>practices K6 K13 K14 K15 K16 K17 S1 B1 B4 B5 B6</p>	<p>relevance for service delivery. (K6)</p> <p>principles of diversity and inclusion and their impacts on service delivery strategies, teamwork, stakeholder relationships and organisational commercial strategies. (K13)</p> <p>the activities of their occupation which contribute to their 'professional carbon footprint' and steps that can be taken to reduce it. (K14)</p> <p>legal and ethical principles of client accounts including their wider impact for compliance and delivery including ensuring funds are accurately recorded. (K15)</p> <p>acting in the best interest of the client to protect clients and limit liability for negligence such as identifying and acting for vulnerable clients. (K16)</p> <p>anti-money laundering regulations in relation to legal transactions including personal and professional liability. (K17)</p>	<p>procedures using the most effective channels to progress caseloads. (S1)</p>	<p>relationships with others. (B1)</p> <p>accountable for legal decision making and legal strategies. (B4)</p> <p>collaborative and inclusive, respects diversity of thought and experience to work with stakeholders and team members. (B5)</p> <p>keep up to date with developments in their specialism and share that legal expertise with peers to drive up capability within the organisation through active Continuous Professional Development activities. (B6)</p>
<p>Digital Technology, Data and Information</p>	<p>principles of digital tools and software such as case management systems, databases and</p>	<p>ensure that fraud protection measures and cyber security procedures in relation</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
K3 K11 K12 S11	<p>online drafting software. (K3)</p> <p>cybersecurity vulnerabilities in legal transactions and within organisations and steps that can be taken to mitigate those risks. (K11)</p> <p>organisational data and information security standards, policies and procedures relevant to data management activities including legal requirements relating to the use of data, risks to confidentiality of data posed by and to stakeholder's actions. (K12)</p>	to transactions are applied in own work, keep up to date with emerging risks and new approaches for counteraction. (S11)	
Stakeholder engagement and communication K8 B3	approaches to drafting standard and non-standard legal documents including accuracy, attention to detail, clarity of expression and precision of language. (K8)	None	customer focussed, provides a bespoke, productive and positive customer experience to stakeholders. (B3)
Legal context and specialism K4	the wider legal landscape including procedures and developments that impact or may impact legal activities. (K4)	None	None
Business awareness	None	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Administration K9 S6 S8 S9	principles of personal workload management. (K9)	<p>manage the delivery of legal matters and transactions within the organisation such as within personal caseload or as part of a team in line with agreed service levels or key performance metrics. (S6)</p> <p>organise and administer workflow such as legal files, case management and accounting systems to progress work within service level expectations. (S8)</p> <p>carry out file management activities such as prepare and collate bundles, take and file accurate notes, close and review files, maintain databases and version control. (S9)</p>	None

Supporting information

External quality assurance

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

Option selected: Ofqual

Involved employers

Addleshaw Goddard LLP, Astranti, Birkbeck, University of London, BPP, Bryan Cave Leighton Paisner LLP, Chartered Institute of Legal Executives Training, Chartered Institute of Patent Attorneys, CMS Cameron McKenna Nabarro Olswang LLP, trading as CMS, Cripps, DAC Beachcroft, Damar Training, Data Law, Exeter University, Field Fisher, Forbes Solicitors, FS, Government Legal, Government Legal Department, Institute of Recruiters, Irwin Mitchell Solicitors, Lenkowski Consulting, Ministry of Justice, Murgitroyd, National Association of Licensed Paralegals, Norton Rose Fulbright, NQA Training, Pinsent Masons, Private Client Solicitors, Professional Paralegal Register, Singletons Austin Ryder, Switalskis, The University of Law, TLT LLP, Trowers and Hamblins Solicitors

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EPA menu