



Level 3 End-Point Assessment for ST0245 Paralegal Apprenticeship Version 1.3

Handbook

2023

(Handbook version 1.0 issued October 2023)

Important Note:

This handbook applies to **Version 1.3** of the Paralegal Apprenticeship Standard, which was introduced on 30 June 2023. Stakeholders who are delivering/undertaking an earlier version of the apprenticeship should refer to the CILEX Level 3 Paralegal Apprenticeship End-Point Assessment Specification 2018.

Introduction

The Chartered Institute of Legal Executives (CILEX) is the professional association for CILEX Lawyers (Chartered Legal Executives), Paralegals and other legal practitioners in England and Wales, offering unparalleled access to a flexible career in law and recognition alongside solicitors and barristers. We set high professional and ethical standards and drive greater diversity in the profession. Find out more about CILEX on our website www.CILEX.org.uk

CILEX is proud to be an End Point Assessment Organisation (EPAO) for the revised Level 3 Paralegal Apprenticeship, **Version 1.3**.

This handbook is designed for employers, apprenticeship training providers, tutors and apprentices to help them understand what is involved in an apprenticeship and CILEX's role as the End Point Assessment Organisation (EPAO).

Details of approved apprenticeship training providers can be found at <https://www.gov.uk/guidance/register-of-apprenticeship-training-providers>.

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1. CILEX and Apprenticeships

1.1 CILEX Experience

CILEX has extensive experience of apprenticeship development, delivery and assessment; we have been delivering apprenticeships since 2013. CILEX embraced the introduction of standards-based apprenticeships from their inception and has been delivering end-point assessment for the Paralegal Apprenticeship since 2018. We are proud to have played a pivotal role in the revisions made to the Paralegal Apprenticeship Standard alongside employers and training providers, which has led to the Institute for Apprenticeships and Technical Education (IfATE) publishing version 1.3 of the Paralegal Apprenticeship Standard and End-Point Assessment (EPA) Plan.

The legal apprenticeships have been widening access to the profession since their introduction and the apprenticeship levy continues to encourage employers to consider apprenticeships as a way of addressing the skills gaps in their organisations.

1.2 CILEX: End-Point Assessment Organisation (EPAO)

CILEX is an approved End-Point Assessment Organisation (EPAO) with a wealth of experience of EPA delivery.

As an EPAO, CILEX is responsible for:

- the creation of valid EPA materials in accordance with the EPA plan
- the provision of information and guidance to enable apprentices, employers and training providers to prepare for EPA
- the effective delivery of EPA in accordance with the EPA plan.
- the independent assessment of each apprentice.
- Requesting the apprenticeship completion certificates on behalf of the apprentice and their employer from the Education and Skills Funding Agency (ESFA).

1.3 CILEX Membership

CILEX membership is not required for the Level 3 Paralegal Apprenticeship. Apprentices may wish to register with CILEX as a student member to access our community and member benefits. For further information see [CILEX member benefits](#).

2. What is an Apprenticeship?

2.1 Apprenticeship Standards and EPA Plans

An apprenticeship is a job that combines practical training in the workplace along with study. Apprentices are employed to do a real job while being released for a specified number of hours per week to study.

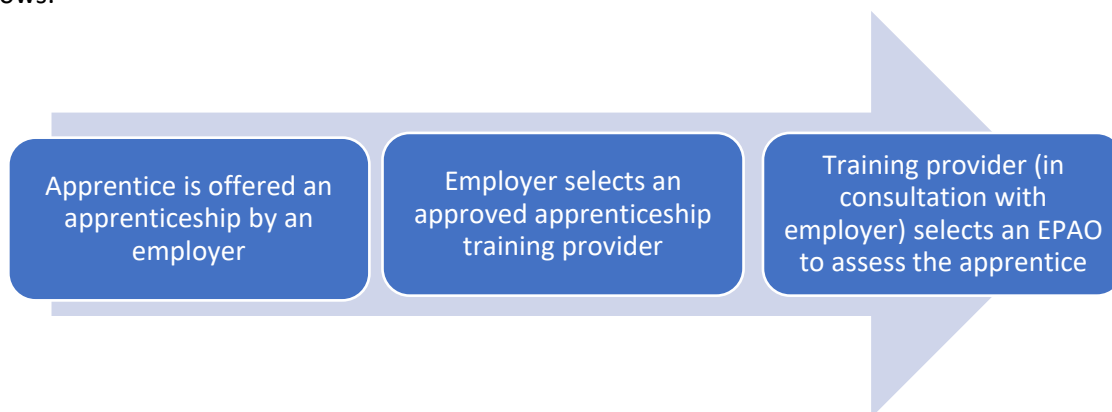
The apprenticeship standards set out the duties for the occupation and the associated knowledge, skills and behaviours, known as 'KSBs'. The standards are proposed, created and managed by an employer group coordinated by the Institute for Apprenticeships and Technical Education (IfATE).

An EPA Plan is published for each apprenticeship standard. The EPA Plan explains the requirements for the EPA that End-Point Assessment Organisations must follow, the grading criteria for each EPA assessment method and the overall EPA grading.

Apprenticeship Standards and EPA Plans are available on the IfATE website:
www.instituteforapprenticeships.org

2.2 Apprenticeship Overview

Apprenticeships require a relationship between the apprentice, employer, training provider and EPAO, as follows:



Further information about starting an apprenticeship is available on the government's website:
www.apprenticeships.gov.uk

3. Paralegal Apprenticeship Standard Version 1.3

3.1 Duration

The Paralegal Apprenticeship is typically 24 months' duration. All apprentices must spend at least 12 months 'on programme'. On programme means 'in training' before gateway, when the employer confirms the apprentice is working at or above the occupational standard.

3.2 Role of Paralegal

The Paralegal apprenticeship standard is aligned to the role of the paralegal in the legal sector. The Apprenticeship Standard sets out a Paralegal occupation summary, which is summarised below:

Paralegals work alongside law professionals such as chartered legal executives and solicitors. A paralegal mainly gives legal advice on routine and straightforward matters. They support other legal professionals, including on regulated aspects of law.

A paralegal can be found in many contexts, from small legal firms on the high street to large multi-nationals. They can work in the private or public sector. They can work within in-house legal departments, legal services firms, the not-for-profit sector and charities.

Paralegal is a profession providing legal support while working under supervision. It can also be a typical entry point into the legal sector. A paralegal receives work and requests from many people at once, as well as having their own duties.

A paralegal should:

- have the ability to work under pressure and to meet deadlines as people will be relying on them to complete their tasks. A paralegal may sometimes be asked to make judgements within specific limits on legal or working matters
- be able to interact with clients, lawyers and other stakeholders such as the police, courts, government or regulatory bodies
- be able to convey complex data clearly, sometimes in emotionally charged or difficult circumstances; they will be involved in supporting the team and use problem-solving skills to help get the best outcomes for the client and their organisation. Some paralegals may be doing this work on behalf of their own clients
- have high professional and ethical standards.

A paralegal will:

- conduct research and analysis of complex data, keeping a high level of precision and attention to detail
- administer data and records
- review documents and produce legal documents and standard forms using digital tools
- handle confidential and sensitive data daily, recognising data protection
- recognise the risks to data from cybercrime and the need to be vigilant

- interpret and use basic financial data when assisting clients and other stakeholders and ensure that any tasks involving monies are carried out in compliance with anti-money laundering regulations.

3.3 Paralegal Occupational Duties

The Apprenticeship Standard sets out 14 occupational duties for a paralegal. The duties describe what a paralegal does in the workplace. The duties are mapped to the Knowledge, Skills and Behaviours (KSBs) discussed below.

3.4 Knowledge, Skills and Behaviours

The Apprenticeship Standard sets out the Knowledge, Skills and Behaviours (KSBs) mapped to the role of the paralegal and the duties set out in the Standard. The KSBs describe what is required for an individual to be competent in the role of a paralegal.

The standard sets out: 17 Knowledge competencies; 13 Skills competencies; 5 Behavioural competencies, as set out in *Appendix 1*.

The KSBs are grouped together in themes as follows:

- Professionalism and Ethics
- Administration
- Business Awareness
- Legal Context
- Research
- Data
- Problem Solving.

The KSBs are tested through the end-point assessment (EPA). The EPA Plan sets out which KSBs are tested by each assessment method.

EPA is further addressed in *Section 5* of this document.

3.5 Mandatory Qualification

There is no mandatory qualification for the Level 3 Paralegal Apprenticeship.

4. Roles and Responsibilities

4.1 Role of Apprentice

An apprentice must complete the on-programme training to meet the KSBs set out in the Apprenticeship Standard. Apprentices must complete the required amount of off-the-job training specified in the [apprenticeship funding rules](#). Off-the-job training is arranged by the apprentice's employer and training provider.

Apprentices must take the EPA as specified in the EPA Plan and comply with the rules and regulations governing the EPA.

Apprentices must ensure that they are available during the EPA period to undertake the EPA as required.

4.2 Role of Employer

Employers should ensure that apprentices have a positive apprenticeship experience, supporting apprentices and giving them the opportunity to develop the KSBs set out in the Paralegal Apprenticeship Standard. Employers should be familiar with the apprenticeship funding rules.

Employers are responsible for:

- arranging and supporting off-the-job training, and selecting the training provider and the EPAO
- deciding when an apprentice is working at or above the occupational standard and is ready for EPA
- working with the training provider and EPAO to book the EPA
- ensuring that the supporting evidence required at gateway is submitted, as required by CILEX, providing access to any employer-specific documentation as required
- identifying and agreeing with the apprentice the focus of the legal research project and project title
- ensuring that the apprentice is given sufficient time away from their duties to prepare for the EPA and complete the EPA components required after gateway
- ensuring that apprentices are available to attend the professional discussion and presentation and Q&A, as confirmed by CILEX
- passing the Apprenticeship certificate received from the EPAO to the apprentice.

In accordance with the apprenticeship funding rules, employers must select the EPAO to deliver the EPA **at least six months** before an apprentice reaches gateway.

CILEX requests that employers ensure that training providers register apprentices with CILEX **a minimum of six months** before an apprentice reaches gateway, to enable planning for EPA to take place in a timely fashion.

The *CILEX Employer Guide* provides further information and guidance for employers.

4.3 Role of Training Provider

Training providers must be fully conversant with the Paralegal Apprenticeship Standard, EPA Plan and apprenticeship funding rules.

Training providers work with employers to support apprentices during the off-the-job training to provide the opportunities to develop the KSBs set out in the Apprenticeship Standard.

Training providers deliver training as agreed as part of apprentices' learning plans and monitor apprentices' progress. Training providers may provide guidance to employers regarding an apprentice's readiness for EPA.

Training providers must enter into an agreement with CILEX for EPA delivery on behalf of the employer. CILEX requires that training providers register apprentices with CILEX for EPA, **a minimum of six months before** an apprentice reaches the gateway.

CILEX requires training providers to maintain accurate apprentice data on the CILEX EPA system, including apprentice gateway dates. Training providers book EPA on behalf of the employer and apprentice, as required by CILEX. Training providers upload the gateway documentation for their apprentices onto the CILEX EPA system, or grant their apprentice permission to upload their gateway documentation.

5. Paralegal Apprenticeship End-Point Assessment

5.1 What is End-Point Assessment?

End-Point Assessment (EPA) is summative, synoptic assessment that is taken at the end of an apprentice's programme of learning. All apprentices need to take an independent EPA at the end of their apprenticeship.

The purpose of the EPA is to ensure the knowledge, skills and behaviours (KSBs) acquired during the apprenticeship meet the standards set out for the apprenticeship and occupation.

5.2 Level 3 Paralegal Apprenticeship End-Point Assessment Overview

The EPA comprises two assessment methods:

Assessment method 1	Professional Discussion underpinned by Portfolio
Assessment method 2	Project with Project Report Output, Presentation with Q&A

Apprentices must pass both assessment methods.

5.3 EPA Gateway

Gateway takes place before the EPA can start. The employer must confirm that they consider their apprentice is working at or above the occupational standard. The apprentice will then enter gateway. The employer may take advice from the apprentice's training provider but the employer must make the decision.

An apprentice must meet the following requirements to be able to pass through gateway:

- achieved a Level 2 English and Maths qualification, in line with the apprenticeship funding rules
- compiled a portfolio of evidence during their period of on-programme learning which meets the relevant KSBs (further information is provided below).

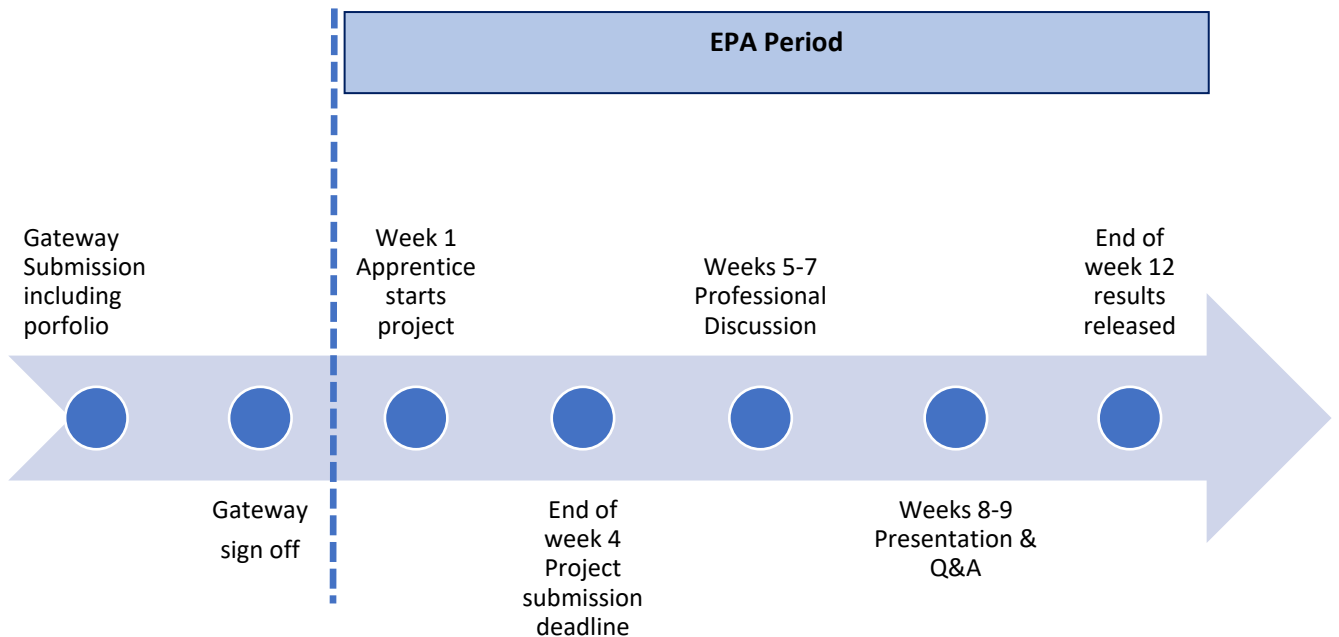
The gateway evidence addressing the requirements set out above is uploaded to the CILEX EPA system along with the **CILEX Gateway Declaration Form** which must be signed by the employer and the apprentice. CILEX provides a **Gateway checklist** in the EPA system setting out all the documentation that must be uploaded.

CILEX will review the gateway evidence to determine if the apprentice has met the gateway requirements. An apprentice will **not** be able to progress through gateway and take the EPA if insufficient, incomplete or inaccurate gateway evidence is submitted. The EPA period starts once CILEX has signed off the apprentice as meeting the gateway requirements.

5.4 Overview of EPA Period

The EPA period starts when CILEX confirms that the apprentice has met the gateway requirements. The EPA period is typically 12 weeks and ends with CILEX releasing the EPA results.

An overview of the EPA period is set out below:



5.5 Professional Discussion underpinned by Portfolio

5.5.1 The Professional Discussion

An apprentice registered with CILEX, their employer and training provider will have access to the **CILEX Paralegal Apprenticeship EPA Materials**, which contain instructions and guidance on how to approach the Professional Discussion.

A Professional Discussion is a formal, two-way conversation between the apprentice and the CILEX assessor. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method see *Appendix 1*.

The apprentice should be prepared to answer at least five questions posed by the CILEX assessor and should illustrate their answers with evidence from their portfolio of evidence, although the portfolio is not directly assessed.

The Professional Discussion will last for 60 minutes and may have an additional 10% added to allow the apprentice to complete a discussion point.

The Professional Discussion is conducted online. The apprentice and their employer must ensure they have a quiet, private room, free from distractions and influence, in which to undertake their Professional Discussion.

The diagram above sets out the schedule for the Professional Discussion within the EPA period.

The apprentice must comply with the **CILEX Paralegal Apprenticeship EPA Conditions and Regulations**.

5.5.2 Portfolio of Evidence

An apprentice registered with CILEX, their employer and training provider will have access to the **CILEX Paralegal Apprenticeship EPA Materials**, which contain instructions and guidance to support the production of a portfolio, taking a qualitative, as opposed to a quantitative, approach, ensuring evidence is used holistically. Portfolios produced in this way can be used effectively to support the Professional Discussion.

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. The evidence in the portfolio must relate to the KSBs assessed by this assessment method which are set out in *Appendix 1*.

Portfolio evidence may include but is not limited to:

- legal research outputs
- correspondence such as letters and emails
- case file documents
- witness statements, i.e. statements provided following direct observation of apprentice performance.

The portfolio will typically contain 10 discrete pieces of evidence, which must be mapped against the KSBs. The portfolio of evidence must not include reflective accounts or any methods of self-assessment. Any employer contributions must focus on direct observation of performance rather than opinions.

Employers and apprentices will be asked to provide a statement confirming that the evidence submitted is valid and attributed to the apprentice.

CILEX will not assess the portfolio of evidence directly as it underpins the Professional Discussion that takes place after gateway (as discussed above). CILEX's assessor will review the portfolio of evidence to prepare questions for the discussion. CILEX does not provide feedback on the quality of the portfolio after this review.

5.6 Project with Report Output, Presentation with Q&A

5.6.1 Project Report

Apprentices registered with CILEX, their employers and training providers will have access to the **CILEX Paralegal Apprenticeship EPA Materials**, which contain the detailed instructions and guidance for this EPA method.

In summary, apprentices start their project **after** they have been through gateway. The apprentice should work with their employer to identify a project based on any of the following:

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

The project should focus on conducting legal research in the context of the apprentice's area of specialism. The research must include legislation and/or case law. CILEX does not sign-off project titles before the project starts.

It is essential that the employer ensures that the apprentice has the time and resources to plan and complete their project. The apprentice may work as part of a team to complete the project, which could include technical internal or external support. However, the project output must be the apprentice's own work and be reflective of their own role and contribution. The apprentice and their employer must confirm that the project output(s) is the apprentice's own work when it is submitted.

The outcome of the project is a 3000-word report, with a tolerance of 10% above or below the word count. Appendices, references and diagrams are not included in the word count. The report must address the following.

The report structure will include:

- a detailed outline of the context of the matter
- an assessment of why the research is necessary, setting out the research objectives
- evidence to demonstrate how the research has been undertaken and the approach taken to the selection of sources used, including consideration of cyber security risks
- the research findings
- an explanation of how the law applies to the matter
- an identification of the risks and benefits
- a recommendation as to the best course of action for the stakeholder
- appendices, including a map of KSBs to assessment method; legal sources used and any supporting resources created such as spreadsheets; appendices, references and diagrams are not included in the 3000-word total.

The project report and presentation (see below) must be supported by the employer and allow the apprentice to meet the KSBs identified as being assessed by this assessment method set out in *Appendix 1*.

5.6.2 The Presentation

Apprentices registered with CILEX, their employers and training providers will have access to the **CILEX Paralegal Apprenticeship EPA Materials**, which contain the detailed instructions and guidance for this EPA component.

The apprentice must prepare a 10-minute presentation, including speaker notes, to deliver to the CILEX assessor. The presentation must address the following:

- an overview of the project
- challenges faced along the way in the research
- how the challenges were addressed
- key learning points identified.

The apprentice will deliver the presentation to the CILEX assessor online. Apprentices and their employers must ensure they have a quiet, private room, free from distractions and influence, in which to undertake their presentation with Q&A (see below).

5.6.3 Questions and Answers

Following the apprentice's delivery of the presentation, a question-and-answer (Q&A) session will take place with the CILEX assessor. The assessor's questions, lasting up to 15 minutes following the presentation, will explore the apprentice's challenges in producing the outputs from the project, how they addressed them, any key learning points identified.

The assessor may increase the total time of the presentation with Q&A by up to 10% if required. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

5.6.4 Timelines: Project Report, Presentation with Q&A

The apprentice will have 20 working days from gateway confirmation to submit the project report and presentation materials (including presentation slides and speaker notes) to CILEX in accordance with CILEX instructions.

The diagram in *Section 5.4* sets out the timings for the online presentation with Q&A within the EPA period.

5.7 Grading

5.7.1 Professional Discussion underpinned by Portfolio

The Professional Discussion is graded as follows.

Grade	Requirements
Pass	Apprentice meets ALL the Pass Grade Descriptors set out in <i>Professional Discussion underpinned by Portfolio Grade Descriptors (Appendix 2)</i>
Distinction	Apprentice meets ALL the Pass Grade Descriptors and ALL the Distinction Grade Descriptors set out in <i>Professional Discussion underpinned by Portfolio Grade Descriptors (Appendix 2)</i>
Fail	Apprentice does not meet ONE or more Pass Grade Descriptors set out in <i>Professional Discussion underpinned by Portfolio Grade Descriptors (Appendix 2)</i>

5.7.2 Project Report, Presentation with Q&A

The Project Report, Presentation with Q&A are marked holistically. This means that apprentices are not given a grade for each component, i.e. report, presentation, Q&A. Instead, the assessor will consider all three components to determine the grade to be awarded.

Grade	Requirements
Pass	Apprentice meets ALL the Pass Grade Descriptors set out in <i>Project Report, Presentation with Q&A Grade Descriptors (Appendix 3)</i>
Distinction	Apprentice meets ALL the Pass Grade Descriptors and ALL the Distinction Grade Descriptors set out in <i>Project Report, Presentation with Q&A Grade Descriptors (Appendix 3)</i>
Fail	Apprentice does not meet ONE or more Pass Grade Descriptors set out in <i>Project Report, Presentation with Q&A Grade Descriptors (Appendix 3)</i>

5.7.3 Overall EPA Grade

The overall EPA is graded Pass, Merit, Distinction, Fail.

The grades from the two assessment methods: (i) Professional Discussion underpinned by Portfolio and (ii) Project Report, Presentation with Q&A are combined to determine the overall EPA grade.

The table below shows how the grades for each assessment method combine to determine the overall EPA grade.

Professional Discussion underpinned by Portfolio	Project Report, Presentation with Q&A	Overall EPA Grade
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

5.8 Re-sits and Re-takes

If the apprentice fails one or more assessment methods, they can take a re-sit or a re-take at their employer's discretion.

The apprentice's employer must agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

CILEX will provide the apprentice with a supportive action plan to prepare for a re-sit or a re-take. The employer and CILEX will agree the timescale for a re-sit or re-take.

As a guide, a re-sit is typically taken approximately one month after the EPA outcome notification. The timescale for a re-take is dependent on how much retraining is required and is typically taken within two months of the EPA outcome notification.

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

Re-sits and re-takes are **not** offered to an apprentice seeking to improve their overall EPA grade, i.e. improve a pass grade to a merit or distinction grade.

Apprentices will be given a different set of questions for a Professional Discussion re-sit or re-take. Similarly, apprentices will be asked different questions for the Q&A component of a Project Report, Presentation with Q&A re-sit or re-take.

Re-sits and retakes are not capped. Therefore, an apprentice can achieve a pass, merit or distinction (overall EPA grade) following a re-sit or re-take, subject to the grading criteria set out above.

5.9 Apprentice Certificates

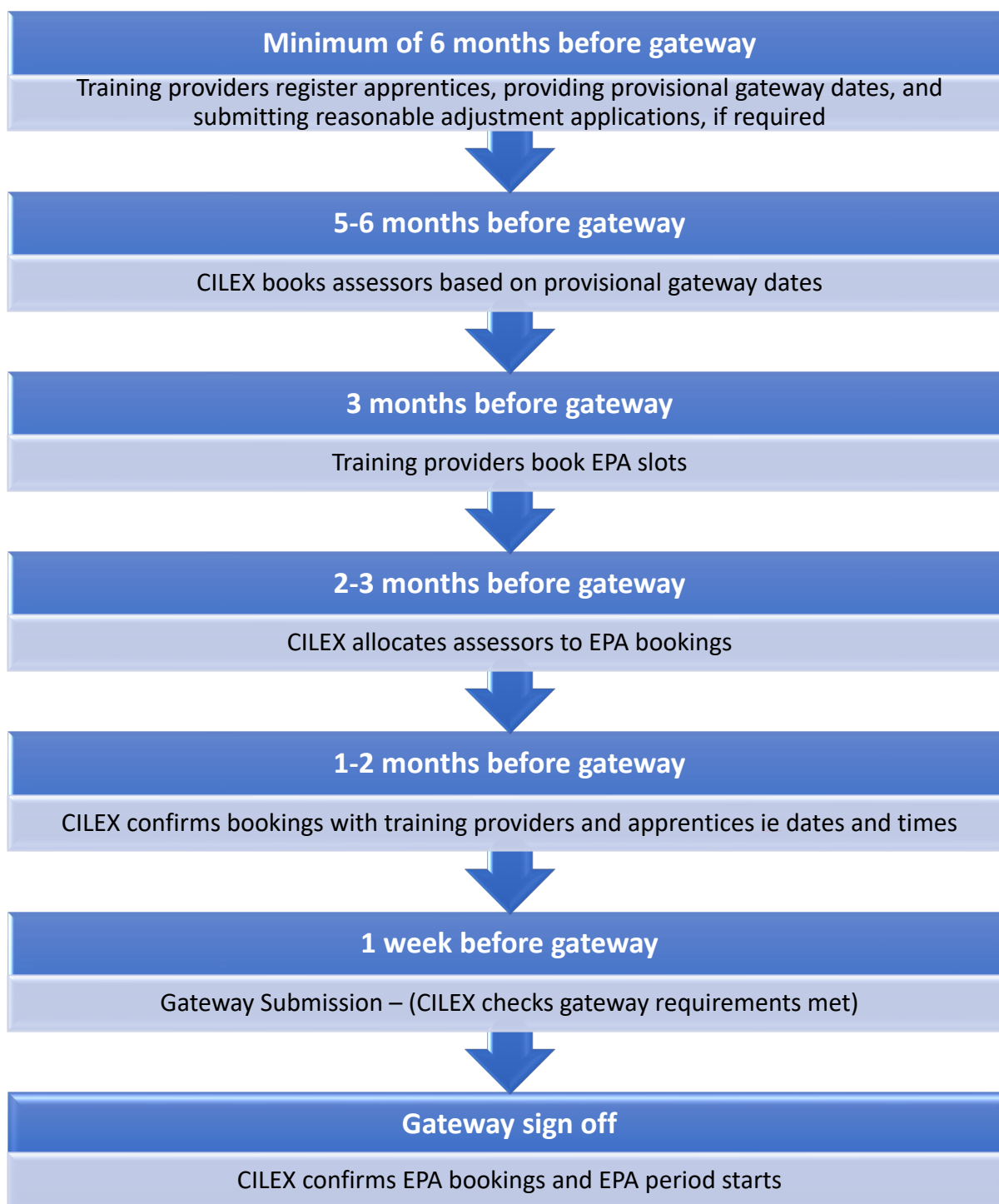
The apprenticeship certificate is the formal recognition that an apprentice has achieved their apprenticeship. CILEX will claim the apprenticeship certificates from the ESFA for all apprentices who successfully complete the EPA. The certificate is sent to the apprentice's employer who is responsible for passing the certificate to the apprentice.

6. EPA Administration: Registration and Delivery

6.1 EPA Agreement

Training providers are required to sign up to the CILEX End-Point Assessment Agreement. Training providers that have an agreement with CILEX will be given access to the CILEX EPA system.

6.2 Overview of Process for Registering Apprentices and Booking EPA



6.3 CILEX EPA System

CILEX uses EPA Pro (the 'CILEX EPA System') to support its delivery of EPA. All training providers with a valid EPA agreement with CILEX are given access to the CILEX EPA System. Training providers will be able to access all EPA documentation, including EPA materials, checklists, policies and procedures in the CILEX EPA system. The system will be used by training providers for a range of activities, including registering apprentices, maintaining up to date apprentice information, booking EPA, uploading gateway documentation, uploading EPA documents (for example project report and presentation materials) and accessing EPA results.

Training providers manage access to the CILEX EPA system for their staff, apprentices and their employers. It is strongly recommended that training providers give apprentices and their employers access to the system. It is for training providers to decide whether apprentices are permitted to upload documentation, for example training providers may agree with their apprentices that the apprentice uploads their project report and presentation materials by the deadline.

CILEX will provide training to training providers on the EPA system.

6.4 Registering Apprentices with CILEX for End-Point Assessment

Training providers are required to register apprentices with CILEX, via the CILEX EPA system, a **minimum of six months before** the apprentice reaches gateway. At the point of registration, training providers are required to confirm the provisional gateway date for each apprentice. CILEX uses this data to forecast demand for EPA and ensure that sufficient assessors are available to conduct the EPA.

Training providers must not share CILEX EPA materials with apprentices who are not registered with CILEX as their EPAO.

6.5 Requesting Reasonable Adjustments

Training providers are required to request reasonable adjustments, as required, for apprentices at the point of registration. An application form and supporting evidence must be submitted in accordance with the CILEX Reasonable Adjustments Policy and CILEX Reasonable Adjustments Procedure – End-Point Assessment which are available in the CILEX EPA system. CILEX will consider all applications and evidence in accordance with its procedures and confirm the application outcome with the training provider.

6.6 EPA Bookings

Training providers are required to book the EPA for their apprentices **three months before gateway**. Training providers should liaise with each apprentice and their employer to ensure the apprentice will be available to attend the Professional Discussion and Presentation with Q&A sessions within the timeframes provided by CILEX.

CILEX will allocate an assessor to each EPA booking (Professional Discussion and Presentation with Q&A) and confirm the date and time of each EPA booking with the training provider one to two months prior to gateway. It is noted that the assessor conducting the Professional Discussion may not be the same assessor who conducts the Presentation with Q&A session.

Training providers must contact CILEX immediately if an apprentice is no longer able to undertake the EPA that has been booked. Charges may apply as set out in CILEX EPA Fees Schedule.

6.7 Uploading Gateway Documentation

Training providers will normally upload the gateway information for each apprentice for whom they have booked the EPA by the Gateway Submission Date. Training providers can permit the apprentices to upload the gateway documentation, however this is not recommended by CILEX.

CILEX reviews the evidence submitted to confirm whether the apprentice meets the gateway requirements.

Apprentices will not be able to progress through gateway and take the EPA if insufficient, incomplete or inaccurate gateway evidence is submitted. Training providers will be advised if an apprentice has not met the gateway requirements. The training provider should consult the employer and apprentice to remedy the issues identified by CILEX. If the issues identified are not immediately resolved, the EPA bookings will be cancelled. Once the issues are resolved, the training provider should contact CILEX to make arrangements for booking the EPA for a future gateway.

6.8 Submission of Project Report and Presentation Materials

Once CILEX has confirmed that an apprentice has met the gateway requirements, the EPA period starts. Apprentices have 20 working days to complete their project. The Project Report and Presentation Materials are submitted via the CILEX EPA system. Training providers can submit the documents on behalf of the apprentice or provide apprentices with access to the CILEX EPA system to upload the documents themselves.

CILEX will contact training providers if an apprentice's project report and presentation materials are not submitted by the deadline. In such circumstances the Presentation with Q&A assessment will be cancelled and charges will be raised in accordance with the CILEX EPA Fees Schedule.

6.9 EPA Results

EPA results are issued via the CILEX EPA system in accordance with the CILEX EPA Schedule.

7. EPA Policies, Procedures and Regulations

7.1 Reasonable Adjustments

CILEX recognises that reasonable adjustments allow apprentices to show what they know and can do without changing the validity or demands of the assessment. Reasonable adjustments are offered within the scope of the Equality Act 2010. The Act requires organisations to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment.

The CILEX Reasonable Adjustments Policy and CILEX Reasonable Adjustments Procedures – End-Point Assessment are available in the CILEX EPA system.

7.2 EPA Conditions and Regulations

The EPA Conditions and Regulations set out the conditions and rules governing the EPA with which apprentices must comply. The EPA Condition and Regulations are available in the CILEX EPA System. Training providers must ensure that apprentices understand the conditions and regulations.

7.3 Special Consideration

Special consideration applies to apprentices who suffer illness, injury or other adverse circumstances outside of their control at the time of the EPA. The EPA Special Consideration Policy and associated Procedure are available in the CILEX EPA System.

7.4 Enquiries about Results

CILEX has in place a wide range of checks and quality assurance procedures to ensure that apprentices receive a result that accurately reflects their performance in the assessment.

However, if an apprentice and their employer do not consider their EPA results to be an accurate reflection of their performance in the assessment, results enquiry can be requested in accordance with the EPA Enquiries about Results Policy and associated Procedure. The policy and procedure are available in the CILEX EPA system.

7.5 Appeals

An appeal is a formal request for the review of a decision. An appeal considers whether CILEX followed the correct policies and procedures and applied these policies and procedures fairly.

The EPA Appeals Policy and associated Procedure are available in the CILEX EPA system.

7.6 Malpractice and Maladministration

Apprentices must comply with the EPA Conditions and Regulations.

The EPA Malpractice and Maladministration Policy and associated Procedure are available in the CILEX EPA system along with the Sanctions Policy.

8. Progression with CILEX

8.1 CILEX Member Grade

Apprentices who have successfully completed the CILEX Level 3 Paralegal Apprenticeship End-Point Assessment and are Student Members of CILEX will be upgraded to CILEX Paralegal membership.

Apprentices who have successfully completed the CILEX Level 3 Paralegal Apprenticeship End-Point Assessment and are not members of CILEX may apply to CILEX to become a CILEX Paralegal member.

CILEX Paralegal members have access to all members benefits, including the designatory letters ACILEX.

8.2 Progression

Apprentices who successfully complete the Paralegal Apprenticeship may choose to progress to the CILEX Professional Qualification Framework or a Chartered Legal Executive apprenticeship.

Apprentices qualify for the following exemptions from the CILEX Diploma in Law (CPQ Foundation Stage) of the CILEX Professional Qualification Framework:

- F1 Legal Systems
- F5 Professional and Legal Skills: Succeeding in the Legal Environment
- F6 Professional and Legal Skills: Legal Research.

9. Supporting You

9.1 Information and Guidance

All training providers contracted with CILEX for EPA services are given access to the CILEX EPA system. This allows training providers to register and manage their apprentices with CILEX.

Training providers are strongly encouraged to give apprentices and their employers access to the EPA system too.

A range of information and guidance can be accessed in the EPA system, including:

- EPA materials
- exemplar assessments
- Employer Guide
- declaration forms
- policies and procedures.

CILEX holds webinars and meetings for training providers and employers who have registered apprentices for CILEX EPA, to provide ongoing support and guidance.

9.2 CILEX Contact Details

CILEX contact details are as follows:

Telephone: 01234 841000

Email: paralegalepa@cilex.org.uk

Appendix 1 – KSB/Assessment Method Mapping

The following table is taken from the IfATE EPA Plan. It sets out the KSBs mapped to the two assessment methods.

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Fundamentals of legal and regulatory liabilities with regards to the client and organisation to ensure compliance with all professional obligations.</p>	Project Report with Presentation, Questions and Answers
<p>K2 The Law and practice relevant to the work undertaken by the team in which the apprentice works such as advocacy and mediation; commercial, corporate and business; 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>	Project Report with Presentation, Questions and Answers
<p>K3 Fundamentals of the wider English legal landscape, including how legislation is made; the role of common law; the courts and tribunal system; and key personnel.</p>	Professional Discussion underpinned by a Portfolio
<p>K4 Approaches to legal research including the use of digital resources and research tools.</p>	Project Report with Presentation, Questions and Answers
<p>K5 Principles of ethical and professional frameworks and their relevance for service delivery.</p>	Professional Discussion underpinned by a Portfolio
<p>K6 Approaches to data analysis and digital tools, such as spreadsheets, in arriving at loss of earnings for clients, valuations of property or estate values for probate for example.</p>	Project Report with Presentation, Questions and Answers
<p>K7 Approaches to drafting legal documents including clarity and precision of language.</p>	Professional Discussion underpinned by a Portfolio
<p>K8 Principles of workload management including the preparation and collation of bundles, taking and filing accurate notes, closing and reviewing files, maintaining databases and version control.</p>	Professional Discussion underpinned by a Portfolio
<p>K9 Awareness of the commercial or economic drivers of an organisation such as time recording, billing processes and financial efficiency.</p>	Professional Discussion underpinned by a Portfolio
<p>K10 Awareness of cybersecurity vulnerabilities in an organisation and steps that can be taken to mitigate those risks.</p>	Project Report with Presentation, Questions and Answers
<p>K11 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>	Professional Discussion underpinned by a Portfolio

KNOWLEDGE	ASSESSMENT METHODS
K12 The impact of diversity and inclusion such as on teamwork, stakeholder relationships and organisational strategies.	Professional Discussion underpinned by a Portfolio
K13 Fundamentals of the requirements for acting in the best interest of the client to protect clients and limit liability for negligence such as identifying and acting for vulnerable clients.	Professional Discussion underpinned by a Portfolio
K14 Fundamentals of anti-money laundering regulations in relation to legal transactions including personal and professional liability.	Professional Discussion underpinned by a Portfolio
K15 Fundamentals of administering client accounts including the principles of time-recording and charging fee structures.	Professional Discussion underpinned by a Portfolio
K16 The activities of their occupation which contribute to their 'professional carbon footprint' and steps that can be taken to reduce it.	Professional Discussion underpinned by a Portfolio
K17 Principles of digital tools and software such as case management systems, databases and online drafting software.	Professional Discussion underpinned by a Portfolio
SKILL	ASSESSMENT METHODS
S1 Assist in administering procedures using most effective channels to progress caseloads.	Professional Discussion underpinned by a Portfolio
S2 Conduct legal research using selected sources such as legal databases.	Project Report with Presentation, Questions and Answers
S3 Solve legal technical problems within their remit and escalating as needed.	Project Report with Presentation, Questions and Answers
S4 Present findings from legal research in line with organisational expectations.	Project Report with Presentation, Questions and Answers
S5 Assist in applying the principles of Law to stakeholder cases.	Project Report with Presentation, Questions and Answers
S6 Assist with legal matters and transactions within the organisation.	Professional Discussion underpinned by a Portfolio
S7 Communicate using plain English to provide clarification and explanation of the legal process and standard legal terms.	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

KNOWLEDGE	ASSESSMENT METHODS
S10 Use a range of digital tools and technologies, for example to draft legal documents, conduct legal research, carry out data analysis and collaborate with others.	Project Report with Presentation, Questions and Answers
S11 Apply fraud protection measures and cyber security procedures in relation to transactions, keeping up to date with approaches.	Project Report with Presentation, Questions and Answers
S12 Undertake activities to ensure 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 making recommendations to senior team members to ensure that they work in the stakeholders' best interests.	Project Report with Presentation, Questions and Answers
BEHAVIOUR	ASSESSMENT METHODS
B1 Ethical and Professional - adheres to professional codes of conduct in legal activities and relationships with others.	Professional Discussion underpinned by a Portfolio
B2 Problem Solving - generates 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 Service Mindset - provides a bespoke, productive and positive customer experience.	Professional Discussion underpinned by a Portfolio
B4 Growth Mindset - committed to Continuous Professional Development.	Project Report with Presentation, Questions and Answers
B5 Collaborative and inclusive – respects diversity of thought and experience to work with stakeholders and team members.	Professional Discussion underpinned by a portfolio

Appendix 2 – Professional Discussion underpinned by Portfolio – Grade Descriptors

The following grade descriptors are taken from the IfATE EPA Plan

Theme	Pass Descriptors	Distinction Descriptors
Professionalism and Ethics	<p>Describes the impact of diversity and inclusion such as on teamwork, client relationships and organisational strategies and works collaboratively with stakeholders (K12, B5)</p> <p>Outlines the requirements for acting in the best interest of the client to protect clients and limit liability for negligence such as identifying and acting for vulnerable clients (K13)</p> <p>Summarises anti-money laundering regulations in relation to legal transactions including personal and professional liability (K14)</p> <p>Describes how their activities contribute to their ‘professional carbon footprint’ and the steps that can be taken to reduce it (K16)</p> <p>Explains how they ensure that they work in adherence with professional codes of conduct in legal activities and relationships with others and their relevance for service delivery. (K5, B1)</p>	<p>Evaluates how they work within professional codes of conduct in legal activities and relationships with others (K5, B1)</p>
Administration	<p>Describes approaches to drafting legal documents including clarity and precision of language. (K7)</p> <p>Describes how they assist in administering procedures using most effective channels to progress caseloads. (S1)</p>	<p>Evaluates approaches to workload management including the preparation and collation of bundles, taking and filing accurate notes, closing and reviewing files, case management, accounting systems, maintaining databases and version control to progress work within service level expectations (K8, S8, S9)</p>

Theme	Pass Descriptors	Distinction Descriptors
	<p>Describes how they use the principles of workload management including the preparation and collation of bundles, taking and filing accurate notes, closing and reviewing files, case management, accounting systems, maintaining databases and version control to progress work within service level expectations. (K8, S8, S9)</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. (K11)</p> <p>Explains the fundamentals of administering client accounts including principles of time-recording and charging fee structures. (K15)</p> <p>Outlines the principles of digital tools and software such as case management systems, databases and online drafting software. (K17)</p>	
Business Awareness	<p>Outlines the commercial drivers of an organisation such as time recording and billing processes (K9)</p>	N/A
Legal Context	<p>Outlines the wider English legal landscape including how legislation is made; the role of common law; the courts and tribunal system; and key personnel. (K3)</p> <p>Describes how they assist with legal matters and transactions within the organisation providing a positive stakeholder experience. (S6, B3)</p>	N/A

Appendix 3 – Project, Presentation with Q&A – Grade Descriptors

The following grade descriptors are taken from the IfATE EPA Plan

Theme	Pass Descriptors	Distinction Descriptors
Research	<p>Demonstrates their approach to legal research including using selected sources, the use of digital resources and research tools. (K4, S2)</p> <p>Demonstrates awareness of cybersecurity vulnerabilities in an organisation and steps that can be taken to mitigate those risks including the application of fraud protection measures and cyber security procedures in relation to transactions. (K10, S11)</p> <p>Demonstrates how they present findings from legal research in line with organisational expectations. (S4)</p> <p>Demonstrates how they undertake activities to ensure a clear picture of a stakeholder’s needs and risks throughout legal transactions. (S12)</p>	<p>Evaluates their approach to legal research including the use of digital resources and research tools, challenges faced and how they were addressed. (K4, S2)</p> <p>Evaluates how they present findings from legal research in line with organisational expectations. (S4)</p>
Data	<p>Describes and demonstrates approaches to data analysis and digital tools to conduct legal research. (K6, S10)</p>	<p>Evaluates their use of a range of digital tools and technologies to conduct legal research. (K6, S10)</p>
Problem Solving	<p>Explains the fundamentals of legal and regulatory liabilities with regards to the client and organisation to ensure compliance with all professional obligations. (K1)</p> <p>Explains the Law and practice relevant to the project. (K2)</p> <p>Demonstrates how they solve legal technical problems, escalating as needed and showing a Growth Mindset. (S3, B4)</p>	<p>Evaluates how they solve legal technical problems within their remit and escalating as needed. (S3)</p>

Theme	Pass Descriptors	Distinction Descriptors
	<p>Demonstrates how they assist in applying the principles of Law to stakeholder cases. (S5)</p> <p>Demonstrates how they communicate using plain English to provide clarification and explanation of the legal process and standard legal terms. (S7)</p> <p>Demonstrates how they identify risks and benefits to the stakeholder of different options, evidence and making recommendations to senior team members to ensure that they work in the stakeholders' best interests, generating solutions to legal problems and identifying when to escalate when problems are outside their remit. (S13, B2)</p>	<p>Evaluates how they identify risks and benefits to the stakeholder of different options and making recommendations to senior team members to ensure that they work in the stakeholders' best interests (S13)</p>