



Specification

**Level 5 Specialist Teaching Assistant
Version 1.1**

Contents

LEVEL 5 SPECIALIST TEACHING ASSISTANT VERSION 1.1	0
Welcome to Innovate Awarding -----	1
The Apprenticeship Standard and Assessment Plan -----	2
The Apprentice -----	3
Off-the-Job Training -----	3
Gateway -----	4
Pre-Gateway Checks -----	5
Assessment Booking -----	6
Portfolio of Evidence Guidance -----	6
End-Point Assessment -----	7
Assessment Method 1: Observation with questioning	7
Assessment Method 2: Professional discussion, underpinned by a portfolio	9
Grading -----	9
Grading Descriptors -----	11
Assessment Method 1: Observation with questioning	Error! Bookmark not defined.
Assessment Method 2: Professional Discussion	Error! Bookmark not defined.
Annex 1: Assessment Plan and Occupational Standard -----	19
Annex 2: Additional Information -----	20
Results and Certifications	20
Re-sits and Re-takes	20
Reasonable Adjustments, Special Considerations and Appeals	21
Support Materials	21
Use of Artificial Intelligence (AI) and referencing	21

Welcome to Innovate Awarding

Welcome to the Level 5 Specialist Teaching Assistant Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

About Innovate Awarding

We are an EPAO with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 5 Specialist Teaching Assistant apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 24 months (12 minimum) on-programme, working towards the Level 5 Specialist Teaching Assistant, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation with questioning
- Professional discussion, underpinned by a portfolio of evidence

The Apprentice

Specialist teaching assistants plan, implement, and adapt activities in order to advance learning. They draw on research to develop a critical understanding of their specialist area. They establish relationships with learners, families, other professionals and external agencies to support the education of the learners they work with. They contribute to developing a sense of inclusion and belonging for the benefit of the learners within the communities that they serve. They draw on their specialism to contribute to the evaluation of learning and assessment activities, sustainability in their educational context. Specialist teaching assistants both reflect on their own practices and support the training and development of others within their specialist area. They will specialise in one of three options:

- SEND specialist teaching assistants support the implementation of SEND policy, processes, and procedure. They will advance learning for those learners with SEND.
- Social and emotional well-being specialist teaching assistants support the implementation of policy, processes, and procedure in this area. They will focus on learners' social and emotional well-being, to advance learning.
- Curriculum provision specialist teaching assistants provide support for learners and advance learning in a specialist curriculum or subject area of expertise. This may include, but is not limited to, supporting with advancing learning through early reading or early maths interventions, supporting a specific subject area or forest school provision, or supporting provision for learners with English as an additional language (EAL).

In their daily work, an employee in this occupation interacts with learners and teachers, or others acting in a supervisory capacity. They may work with other education professionals such as SENCO's, and external agencies such as early help, social services, or agencies that provide specialised support in the area of specialist provision.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 5 Specialist Teaching Assistant Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Specialist Teaching Assistant and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 5 Specialist Teaching Assistant Assessment Plan. Although this is important, it is about the provider, apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 8 months. They must also have:

- Achieved Level 2 English and Maths, if applicable
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 5 Specialist Teaching Assistant
- Compiled, and be ready to submit, a portfolio of 15 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 5 Specialist Teaching Assistant Standard. This will be confirmed at Gateway and documented on Proficient. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Readiness for Gateway requires confirmation from the employer, provider and apprentice, that the apprentice has met all the mandatory requirements.

What happens during Gateway?

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

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Assessment Booking

The planning meeting will be booked on Proficient once the apprentice has been allocated to an Innovate Awarding Assessor, and the Gateway documents have been reviewed and approved. The planning meeting will take place between the apprentice and an Innovate Awarding representative (in most cases this will be the allocated End-Point Assessor). Unless specified in the Assessment Plan, there is no requirement for the employer to attend, however some employers may wish to be present for this meeting

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the end-point assessment (EPA) period, as well as providing information on certification and appeals.

The Level 5 Specialist Teaching Assistant 30-minute planning meeting will book assessment timeslots for the:

- Observation with questioning
- Professional Discussion underpinned by a portfolio of evidence

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invitation for all booked assessments. The apprentice will then prepare for their end point assessment.

Portfolio of Evidence Guidance

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- annotated plans and assessments of children

- case studies
- practical project work
- research tasks
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

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.

End-Point Assessment

Assessment Methods

Assessment Method 1: Observation with questioning

The observation with questions will 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 observation with questions. The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 14 days' notice of the observation with questions.

The observation must take 2 hours.

The observation may be split into discrete sections held on the same working day.

The Innovate Awarding assessor will observe the apprentice carrying out the following during the observation:

- conduct planned session(s) with an individual, group or class of learners as part of a course or series of teaching sessions
- deliver a session using relevant technology and or resources to support learners' understanding and outcomes
- demonstrate curriculum and pedagogical understanding through their teaching activity
- create a safe and inclusive learning environment, championing equality and recognising diversity according to statutory regulations and best practice
- provide feedback to learners

Apprentices should provide the independent assessor with a copy of their session plan and any support materials at least one day before the session observation.

The independent assessor must ask questions.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

Questions will be asked after the observation. The total duration of the observation assessment method is 2 hours and the time for questioning is included in the overall assessment time. The time for the observation element is 90 minutes. The time allocated for questioning is 30 minutes. The independent assessor must ask at least 6 questions. 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 must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

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

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

Assessment Method 2: Professional discussion, underpinned by a portfolio

The professional discussion will be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on coverage of prior learning or activity and problem solving.

This method was judged to be the most appropriate for the KSBs being assessed. It allows a range of KSBs which may not occur in every workplace to be assessed.

The apprentice can draw upon supporting evidence in the portfolio and can affectively confirm the authenticity of their supporting evidence.

The professional discussion must last for 60 minutes (+10%), and the Innovate Awarding Assessor will ask a minimum of ten questions, to draw out further evidence.

Grading

Performance in the EPA determines the apprenticeship grade of:

- Distinction
- Merit
- Pass
- Fail

The Innovate Awarding Assessor must individually grade the observation with questioning and professional discussion underpinned by a portfolio of evidence.

The Innovate Awarding Assessor must combine the individual assessment method grades to determine the overall EPA grade.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

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

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

Observation with Questioning	Professional Discussion underpinned by a Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Merit
Pass	Distinction	Merit
Pass	Pass	Pass
Any Grade	Fail	Fail
Fail	Any Grade	Fail

Grading Descriptors

Assessment Method 1: Observation with questioning

Assessed Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
Theme: Core - Regulation and guidance		
K2	Creates a safe, nurturing, stimulating and enabling environment for learners, setting behaviours which demonstrate inclusive, and sustainable practices, in line with legislation and policies related to statutory and non-statutory frameworks for health safety and wellbeing. (K2, K4, K5, K15, S1, S2, S4)	N/A
K4		
K5		
K15		
S1		
S2		
S4		
Theme: Core – Advancing Learning		
K18	Completes a dynamic risk assessment of the learning environment, including the safe use of equipment and technology, and mitigates and responds to potential hazards. (K18, K29, S5, S6, S9, S25)	Critically evaluates theory and strategies they have used to advance learning including how they completed a detailed systematic risk assessment covering and mitigating all hazards ensuring, learners are safe their wellbeing
K29		
S5		

S6		supported to advance learning. (K11, S5, S6, S9, S24)
S9		
S25		
K6	Drawing from theory, positively and professionally implements strategies to advance learning supporting the social and emotional wellbeing of learners and recognises the implications of the chosen teaching strategies. (K6, K11, S8, S24, B2)	
K11		
S8		
S24		
B2		
Theme: Core – Planning and Assessment		
K10	Applies a range of assessment methods, both formative and summative suitable for each individual learner, in line with the principles, providing a rationale for the approaches to the planning for learning and provides ongoing feedback and support to enable responses from learners. (K10, K13, S10, S12)	Justifies their approach to the range of assessment methods used and how these support planning and assessment, in line with principles, and how the approach impacted on the learners. (K13, S10, S12, S17)
K13		
S10		
S12		
S17	Applies and is able to give reasons for the choice of teaching and assessment methods in the learning environment to support learners. (S17)	

Theme: Core – Professionalism		
B1	Models aspirational, consistent and impartial practices, demonstrating resilience and adapting behaviour within a professional context and in line with organisational and learners needs. (B1, B4, B6)	N/A
B4		
B6		
Theme: Core – Communication		
K17	In line with the principles, demonstrate approaches to the learner voice through advocating and championing learner needs. (K17, S15)	N/A
S15		
Theme: SEND specialist teaching assistant		
K33	Use tools available for assessment, and apply strategies to adapt provision to support learners, in line with SEND policy, procedures and processes. (K33, S27, S29)	Effectively combines tools and strategies to assess SEND and adapt provision in line with local SEND policy. (K33, S29)
S27		
S29		
Theme: Social and emotional well-being specialist teaching assistant		
K39	Using tools available, apply strategies, in line with national and local policies, practices, processes and procedures to support social and emotional wellbeing. (K39, S30, S32)	Effectively combines tools and strategies to promote social and emotional wellbeing to advance learning. (K39, S32)
S30		
S32		
Theme: Curriculum provision specialist teaching assistant - Curriculum provision		
K44	Adapts planning and assessment to support learning in their specific curriculum area, in line with national and local policies, practices, processes, and procedures. (K44, S33, S34)	Effectively adapts their approach to planning and local practice to support sequencing of learning within their specific curriculum area. (K44, S34)
S33		
S34		

Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

Assessed Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
Theme: Core - Regulation and guidance		
K1	Explains their use of statutory and non-statutory curriculum frameworks in their provision, and the policies and procedures they consider when collecting storing and sharing information, to adhere to organisational guidance and legislation. (K1, K3)	N/A
K3		
Theme: Core - Advancing learning		
K7	Summarises the importance of social cultural context on learning within their provision, and how patterns of child development and age-related expectations differ for individual learners, including the factors that may lead to inequalities in access to education. (K7, K28)	N/A
K28		
K8		
K12		
K16		
Theme: Core - Planning and assessment		
K9	Evaluates teaching and assessment approaches and practices using a range of	N/A

S16	research, summarising the difference between curriculum, assessment and pedagogy explaining why this is important when planning. (K9, S16)	
K14	Analyses assessment outcomes for learners, contributing to the planning of learning and assessment activities by recording and reporting on assessments to stakeholders supporting future planning. (K14, S7, S11, S13)	Critically analyses assessment outcomes for their learners, and how these inform future planning. (S7, S11)
S7		
S11		
S13		
Theme: Core - Professionalism		
K20	Assesses how they use reflective practice and research to inform practices in education and their own practice, demonstrating how they seek and respond to feedback, including professional support available for their role and how they develop resilience in self and others. (K20, K25, K26, K27, S18)	Critically evaluates professional development activities and explains the impact on own role and the wider organisation. (S18, S19, B5)
K25		
K26		
K27		
S18		
S19	Prioritises and manages capacity of their workload, continually updating their subject specialism knowledge and skills for their own continual professional development. Open and receptive to challenge and constructive criticism, demonstrating the ability to recognise signs of vulnerability in self and others, taking action in line with procedures to minimise	
S23		
S26		
B5		

	risk to professional wellbeing. (S19, S23, S26, B5)	
Theme: Core - Communication		
S14	Explains how they adapt different communication styles and strategies to provide advice and guidance to maximise understanding for individuals and demonstrates a collaborative approach with colleagues and other professionals. (S14, S20)	Analyses their approach to establishing nurturing, effective working relationships with learners, parents or carers and stakeholders, and the impact this makes including the strategies they use to tailor their approach to communicating with respect and care, to work collaboratively. (K23, S3, S20, B3)
S20		
K21	Explains the differences between coaching and mentoring and how they improve effective practice in others, and how they apply the principles of teamwork to support effective working relationships, with learners, parents, or carers. (K21, K23, K24, S3, S21)	
K23		
K24		
S3		
S21		
K19	Explains how they have demonstrated a respectful and empathetic approach to learners, colleagues and stakeholders identifying action and challenging issues by holding difficult conversations, knowing how and when to escalate for expert help and advice and what additional professional support is available to their learners in line with organisation procedures. (K19, K22, S22, B3)	
K22		
S22		
B3		
Theme: SEND specialist teaching assistant		
K31	Explains the theory, principles and approaches to the early identification of a range of SEND. (K31, K32)	Critically evaluates their approaches to the assessment and early identification of SEND and how drawing on theoretical background of SEND
K32		
K30	Assesses the impact of SEND on children and young	
K34		

K35	peoples' learning and development drawing from theory and explains how they apply approaches to the assessment and early identification of SEND to advance learning in line with national and local SEND policies and procedures. (K30, K34, K35, S28)	impacted the children or young people. (S28, K31)
S28		
Theme: Social and emotional well-being specialist teaching assistant		
K36	Explains how they identify and signpost learners in need of social and emotional wellbeing intervention, in line with national and local polices, and processes, and summarises how self-regulation theory supports their work and the impact of their intervention on the learning and development of the children or young people. (K36, K37, K40, S31)	Critically evaluates the principles and approaches to the promotion of social and emotional wellbeing for children or young people supported by theory, and how this helps to identify those in need and the impact this has on the children or young people's learning and development. (K37, K38, K40, S31)
K37		
K40		
S31		
K38	Evaluates the principles and approaches to the promotion of well-being in educational contexts, and how they have used strategies to advance social and emotional wellbeing in their work. (K38, K41)	
K41		
Theme: Curriculum provision specialist teaching assistant		
K42	Supports colleagues by advocating their curriculum provision, drawing on theory to progress and promote their specific curriculum area to benefit children and young people in line with national and local curriculum policies, practices, processes and procedures. (K42, K43, K47, S35)	In line with national and local curriculum policies and practices, critically evaluates how their chosen strategies for promoting their specific curriculum area benefits the children or young people. (K42, K46, K47)
K43		
K47		
S35		
K45		

K46	Assesses the tools they use to advance learning, and the importance of their specific curriculum area on children and young people's learning and development. (K45, K46)	
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Annex 1: Assessment Plan and Occupational Standard

The Level 5 Specialist Teaching Assistant Occupational Standard and the latest version of the Assessment Plan can be accessing:

<https://skillsengland.education.gov.uk/apprenticeship-standards/st1414-v1-1?view=epa>

Level 5 Specialist Teaching Assistant

Version 1.0

Sector: Education and Early Years

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on Proficient within **ten working days** of the assessment taking place.

We will submit a certificate claim with the DWP within 15 working days after the final result has been uploaded to Proficient. The DWP will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org Within two days of receiving the email, a replacement certificate will be requested from the DWP.

Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. In the event of a re-sit/re-take the apprentice must use a different project but can use the same portfolio of evidence.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of Innovate Awarding, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless Innovate Awarding determines there are exceptional circumstances requiring a re-sit or re-take.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Support Materials

All the support materials for this apprenticeship can be found on Proficient including the Assessment Key Verbs Document.

The Grading Descriptors for this Standard can be found in a separate Innovate document.

Use of Artificial Intelligence (AI) and referencing

Apprentice submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org



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