

Level 3 Cultural Learning and Participation Officer V1.0

End-Point Assessment Specification



Who is this specification for?

This specification has been created for anyone involved in training and supporting apprentices on this standard and should be read in conjunction with AIM's policies and procedures found on www.aimgroup.org.uk/eparesources

Disclaimer

The information contained in this specification was correct at the time of publication. Whilst we endeavour to keep the content up to date, we would recommend that you also refer to <https://skillsengland.education.gov.uk/apprenticeships/st0396-v1-0> for up to date information on the EPA standard and the assessment plan.

To report any errors, please contact: assessment@aimgroup.org.uk

Version history				
Version number	Version code	Date	Changes made with page number(s)	Checked by (initials and date)
3	CLPO/SP/019/V3/220426/LC	April 25	V1.0 added to title page Links updated throughout ESFA changed to DfE – page 3 Links to clinics deleted throughout Minimum apprenticeship duration rules updated – page 5	21/05/2026 HL

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1. An Introduction to AIM Assessment

Who is AIM Assessment?

AIM Assessment is part of the AIM Qualifications and Assessment Group, a leading Awarding Organisation (AO) and Access Validating Agency (AVA) offering award-winning qualifications and Access to HE Diplomas for over thirty years.

AIM Qualifications and Assessment Group is an independent, Ofqual recognised, end-point assessment organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they've trained.

AIM is regulated by Ofqual, CCEA, Qualifications Wales and the Quality Assurance Agency for Higher Education (QAA) to ensure we maintain quality standards in our delivery and provision.

Role

As an end-point assessment organisation (EPAO) we assess apprentices' knowledge, skills and behaviours learnt throughout their apprenticeship.

The assessment is taken after the training has been completed, and when the apprentice's employer and training provider are satisfied that the apprentice is ready. If the end-point assessment (EPA) is successful, an apprenticeship certificate is issued by the Department for Education (DfE). We work closely with employers and providers from the start of the apprenticeship to support apprentices and their employer/training provider on their journey towards a successful EPA.

2. Why choose AIM for your EPA?

AIM's exceptional end-point assessments are characterised by ten guiding principles.

By embodying these principles, we not only validate an apprentice's readiness for the industry but also enhance the overall quality and credibility of apprenticeships.

1. Assessments are undertaken by assessors with the **relevant skills, experience** and specific **industry knowledge**.
2. Assessments should produce **consistent results**, no matter who conducts or takes it, ensuring reliability in the evaluation process.
3. Assessments should **accurately measure** what it's intended to assess in order to guarantee that the assessment truly reflects the apprentice's capabilities.
4. The assessment process should be **fair and impartial**, avoiding bias or discrimination against any apprentice.
5. Assessments should be **accessible to all** apprentices, accommodating diverse backgrounds, abilities, and learning styles.
6. Assessments should have **clearly defined criteria and expectations** to ensure apprentices understand what they're being assessed on.
7. All parties (apprentice, employer and training provider) should know how the apprentice will be assessed; the process should be **transparent** to instil confidence in its fairness.
8. Assessment tasks and questions should mirror **real work scenarios** to help apprentices showcase their practical skills, knowledge and behaviours.
9. The assessor should provide **constructive feedback** to help apprentices understand their strengths and areas for improvement.
10. There should be **a close partnership** between the EPAO, and the training provider/employer to ensure the assessment meets everyone's needs.

3. Standard summary

Standard name	AIM Qualifications Level 3 Cultural Learning and Participation Officer End-Point Assessment
ST code	ST0396 Version: 1.0
Role profile of the apprenticeship* <i>(* this outlines the purpose of the qualification)</i>	The broad purpose of the role is to plan, organise and co-ordinate artistic and cultural education workshops, schedules of activity and community engagement projects. Activities planned, organised and co-ordinated by the CLPO, typically include teaching arts, culture and heritage subjects, creative workshops, visits, talks, performances, festivals, events and digital arts, using online content and social networks as appropriate. Activities may be accessed in cultural venues, online (through delivering webinars) and other settings for example schools, hospitals, prisons and community settings such as care homes. These activities act as a vehicle to enable learning, skills development, wellbeing, social inclusion and community engagement. They use arts and culture to enhance and improve learning about wider subjects e.g. teamwork, communication, resilience and may use activities that include dance, music, drama or provide curriculum resources in the arts. The activities are aimed at diverse audiences e.g. children, young people, vulnerable adults and local community groups (youth theatre groups or charities) to ensure they have a range of opportunities to access, create and benefit from artistic and cultural activities e.g. learning an instrument; improving communication skills. The purpose of the apprenticeship (qualification) including end-point assessment, is to ensure that the apprentice has learnt the knowledge, skills and behaviours needed to undertake the role of a Cultural Learning and Participation Officer.
Duration	Typically 15 months training and three months EPA
Apprenticeship process	The apprentice will typically spend 15 months on their apprenticeship. Apprentices working 30+ hours per week will spend a minimum of 20% (ie at least six hours per week) of their time off-the-job, learning with a training provider, college, or with their employer. After their training period the apprentice will begin their end-point assessment (EPA) to check they have the knowledge, skills and behaviours (KSBs) required for this role. This assessment should be completed within three months and will be conducted by AIM's specialist end-point assessors.
Gateway*/ other requirements	Apprentices must have satisfied the following before Gateway*: - Spent at least 12 months on their apprenticeship programme (applies to apprentices registered before 01.08.25) - Spent at least 8 months on their apprenticeship programme (applies to apprentices registered on or after 01.08.25) - Employer confirmation that the apprentice is ready to take EPA - Achieved maths and English qualifications at Level 2 - this only applies to apprentices aged 16-18 at the start of their apprenticeship training. For apprentices aged 19+ at the start of their apprenticeship training, achieving L2 English and maths is not mandatory. - Submitted a portfolio of evidence and mapping grid - Submitted AIM practical observation proposal and feedback. *Gateway is the point at which apprentices enter the end-point assessment period

Assessment methods	▪ Assessment method one: Practical observation ▪ Assessment method two: Professional discussion		
Overall grading	Grading that is achievable for this standard:		
	Assessment method one: Practical observation	Assessment method two: Professional discussion	Overall grading
	Fail	Any grade	Fail
	Any grade	Fail	Fail
	Pass	Pass	Pass
	Pass	Distinction	Pass
	Distinction	Pass	Pass
	Distinction	Distinction	Distinction
Appeals	The AIM Results and Appeals Policy can be viewed on the AIM website here: AIM Policies and Procedures		
Reasonable adjustments	AIM can make reasonable adjustments to the way that an apprentice is assessed during their EPA, according to individual circumstances. For example, they may require practical arrangements be put in place to support them in an in-person assessment due to a diagnosed condition. For further information on applying for reasonable adjustments please visit: AIM Policies and Procedures		
Results	AIM anticipates the release of results within 15 working days after the apprentice’s final assessment.		
Preparation and support	Before Gateway, AIM also runs online clinics to support the employer and apprentice. For the assessments, AIM will provide guidance and preparation documents.		

4. Assessment methods

Assessment method one: Practical Observation

Summary of the assessment:

The observation should be based on a real work based requirement. It is 1:1 observation although the apprentice will be working as part of wider team to complete the event. Others present are not being observed or assessed. The observation will be completed in one session and will take place in a realistic work environment.

Components	Component one: Practical Observation Component two: Questioning
Timings/duration	Observation: Three hours (+10% at the Assessors discretion) Questioning: 15 minutes (+10% at the Assessors discretion)
Submission requirements	Practical Observation proposal and feedback completed prior to gateway
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

Assessment method two: Professional discussion

Summary of the assessment:

A structured discussion with an assessor, supported by a portfolio of evidence

Components	Component one: Professional discussion
Timings/duration	Portfolio of evidence completed on-programme and submitted at Gateway Professional discussion: Two x 75 minutes (+10% at the assessors discretion)
Submission requirements	Minimum 21 pieces of evidence portfolio is submitted at Gateway along with a portfolio mapping grid
Grading for this assessment method	Fail Pass Distinction
Assessment preparation and support from AIM	For the assessment, AIM will provide detailed guidance and preparation documents, including sample questions, which are available upon contracting with AIM. AIM also runs apprentice clinics to support the employer and apprentice.

5. Grading criteria/KSBs

During their end-point assessment (EPA), apprentices are assessed against the grading criteria which is underpinned by the knowledge, skills and behaviours (KSBs) which have been attained during the on-programme period. These have been listed below and are sourced from the

<https://skillsengland.education.gov.uk/apprenticeships/st0396-v1-0> EPA assessment plan for this standard [accessed: 22/04/2026].

Grading criteria

Assessment method one: Practical Observation		
KSBs per Grading criteria	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
K4, K5	- Provides event space and practical resources, information and equipment appropriate to the audience group and event leader. Audience engagement in event suggests needs are being met. - Builds an evaluation method into the event/activity session successfully that is used by target audience	- Demonstrates that information, use and layout of space, technology, logistics, communication methods, content is accessible and appropriate to enable target audience to fully engage in event. Acts in a responsive and positive manner to issues arising at the event and engages effectively with audiences and colleagues in overcoming any challenges. - Selects an appropriate method of evaluation for the activity session e.g. structured feedback process, interviews, consultation, postcards, online surveys and builds it in such a way as not to disrupt the participants' experience
K10	Demonstrates compliance with all Health & Safety & other appropriate policies & procedures including safeguarding.	Demonstrates implementing practical health and safety preparations at event /activity including undertaking risk assessment, knowledge of housekeeping/procedures in event of emergency and communication to audience and colleagues, appropriate and safe registering of audience (e.g. ticketing or sign in).
K17	Produces an event that is well-paced, well communicated, well-pitched and feels safe and enjoyable for audience/participants.	Operates as part of event management team/event organiser, ensuring technical, artistic and audience needs are met and event plans are successfully implemented.
S2, S4	Chooses and refers to measurable learning objectives in delivery of the session.	- Recognises the different ways in which learning processes manifest in participants. - Identifies any compliance issues arising and demonstrates following

	Refers to and complies with health and safety and safeguarding policies.	organisational procedure in relation to health and safety and safeguarding policies.
S5, S6	- Demonstrates selecting and applying different methods of communication e.g. verbal and non-verbal and justifies their chosen methods. - Applies appropriate communication techniques and/or methods e.g. questioning, observation to clearly share project aims and outcomes with participants.	- Demonstrates adapting and evaluating communication method(s) e.g. verbal and non-verbal when responding to the audience as a group and as individuals. - Uses appropriate communication techniques e.g. questioning, observation to check for and ensure understanding by participants and respond to questions or concerns from different audiences, partners and colleagues. - Justifies use of the chosen technique(s)
S11	Ensures all administration is in order as part of event preparation e.g. audience/participant/venue bookings and artists/external practitioners are recruited and attendees have accurate information such as timing and aims.	Demonstrates consistency and accuracy in all administrative processes associated with an event e.g. audience/participant/venue bookings and artists/external practitioners recruitment
S18	Communicates clearly and in an appropriate manner with team members and divides tasks to achieve goals.	- Adapts communication style to respond to different personalities. - Remains calm and positive.
B3	Demonstrates taking feedback and identifies actions required as a result.	Uses feedback to identify related actions required.
B4	Adapts actions to all needs presented and demonstrates Equality & Diversity, Customer Care, Safeguarding, Health & Safety and Data Protection policy compliance.	Evidence of organisation's values and behaviours present through planning and running of event or activity
B5	Works independently and resolves challenges.	Resolves challenges confidently and competently
B6	- Works independently and with others as appropriate. - Identifies their personal goals and how they contribute to the success of the team.	Proactively creates positive work environment.
B7	Is positive towards everyone in the team and audience.	Pays attention to all and is sensitive to concerns, remains calm and attentive.

Assessment method two: Professional discussion

KSBs per Grading criteria	PASS – apprentices must demonstrate all the pass grading criteria	DISTINCTION – apprentices must demonstrate all the distinction grading criteria
K1, K2, K3, K4, K5	- Identifies the priority target audiences of their employer and describes the needs of different audiences in relation to the creative or cultural activities provided by their employer. - Demonstrates knowledge of how to research data e.g. identifying data sources, establishing data quality and quantity and analysing data with conclusions. - Explains the different methods available for engaging and forming relationships with target audience e.g. co-ordinating community events; face to face meetings and the benefits and problems of each method. - Explains the range of potential barriers to artistic engagement e.g. socio-economic, financial, cultural and geographical factors and describes approaches used by the organisation to overcome the barriers. - Describes the range of methods used to enable or increase participation, aligned to specific activities and target audiences e.g. social media, visits, linking to other groups. Provides practical examples or considerations in applying methods successfully. - Explains different methods for gathering information e.g. structured feedback events, interviews, consultation, online surveys, and processing evaluation information e.g.	- Describes specific research undertaken focused on a priority target audience, the use and analysis of data and how this fed into the team or organisation's planning process. - Identifies their own creative ideas and/or examples of engaging a particular audience, the methods chosen and used, the benefits and/or challenges and solutions used. - Identifies a range of ideas to overcome barriers to artistic engagement for particular audience groups and the associated considerations, benefits and challenges to ensure success. - Provides specific examples of audience engagement activities that have enabled successful participation by target audiences e.g. social media, visits, linking to other groups. Describes practical examples of ensuring accessibility needs of audiences are met before, during and after. - Identifies the pros and cons of each evaluation method e.g. structured feedback events, interviews, consultation, online surveys, and the appropriate situations for each event or project.

	collecting audience numbers, statistics, and examples of their use within their organisation.	
K6, K7, K8	- Identifies partners of their work or the organisation and explains the relationship/activities and the benefits of the partnership. - Names some of the principles of effective partnership working and important processes in establishing and maintaining them e.g. collaboration, sharing resources. - Identifies ways in which professional networks have impacted on a project's success. - Identifies ways in which industry membership schemes can impact on career and project success e.g. sharing knowledge and good practice, contacts and networks of artists, set industry benchmarks and standards.	- Suggests ideas for other potential partners and describes the potential benefits for the organisation and the partner. - Identifies important processes in establishing and maintaining partnerships and the risks and rewards attached to them. - Demonstrates an awareness of the range of professional networks in the sector and is proactive in taking part in them. - Demonstrates an awareness of the broad range of industry membership schemes in the sector. Can describe particular membership schemes that relate to this area of the sector and demonstrate an analysis of the benefits of the identified schemes.
K9	Demonstrates awareness of the need and positive impacts of diversity and inclusion in the creative and cultural sector for the sector and wider society.	Describes the organisation's activities supporting diversity and inclusion with an understanding of successes and challenges.
K10	- Identifies the range of Health, Safety, policies and procedures that may affect Cultural Learning and Participation events including safeguarding. - Understands why Health & Safety and other policies & procedures that affect events are required including safeguarding.	- Describes examples of implementing health and safety and safeguarding children and vulnerable adults procedures and associated documentation in projects/activities. - Describes the procedures, reporting and escalation processes involved in a Safeguarding incident.
K11, K12	Understands the requirements of their role and its responsibilities.	Understands the components of their organisation and how skills and responsibilities are distributed.

	▪ Describes the process of working with others. ▪ Describes their personal decision-making process around deferring to managers/colleagues.	▪ Describes effective working individually and as part of a team within this context. ▪ Demonstrates solving problems independently when appropriate.
K13, K14, K15, K16, K17, K18	▪ Identifies the links between the organisation's mission, purpose and policy statements. ▪ Describes the work conducted by the department the apprentice is in. ▪ Demonstrates an awareness of the different external relationships in the organisation e.g. artists/external practitioners, visiting companies, creative or funding partners, audiences and volunteers and can describe CLPO relationship to them. ▪ Describes the organisation's and CLP department's funding models and streams e.g. Government, local government, other public funds, National Lottery, Ticket Sales, Commercial sponsorship, contracts for services, charitable trusts/foundations, philanthropy ▪ Works within a budget. ▪ Understands the processes of producing events e.g. advancing/planning event content, schedules, technical/venue/audience requirements ▪ Demonstrates an awareness of organisational budgetary and project management requirements as impacted on the CLPO e.g. resources, outputs, milestones, reporting and describes the process for working within them	▪ Can describe how the work of Cultural Learning and Participation fits within the mission and objectives of the organisation ▪ Demonstrates an understanding of the work of other departments within the organisation. ▪ Demonstrates an awareness of the aims and challenges of the external relationships e.g. artists/external practitioners, visiting companies, creative or funding partners, audiences and volunteers and the potential of the CLPO to impact them. ▪ Considers the difference between longer and shorter-term relationships and how to prioritise the relationships. ▪ Understands why the organisation works with these models and streams. ▪ Can describe the main sources of income and expenditure of the organisation. ▪ Understands the risks and challenges of producing an event and mitigates them during the event planning process. Demonstrates examples of this through event planning documentation/schedules. ▪ Understands the range of budgetary and project management resources to manage as part of a project e.g. resources, outputs, milestones, reporting. Provides examples of projects and contribution to creating/monitoring elements of budget and analysis of successes, challenges and learning from projects.

K19	Describes different funding bodies e.g. trusts and foundations, business funding and the basic elements/content of a completed funding application e.g. purpose, amount requested, timescales, budget, outputs, outcomes and impact, beneficiaries, evaluation, evidence of need, partners.	Demonstrate contribution to the research, preparation and/or writing of a fundraising application, with a reflection on what was learned from this experience to inform future activity.
K20	Demonstrates using appropriate systems and software e.g. email, websites and intranets, industry specialist software	Identifies the best ways to use Organisation/Industry systems and software efficiently and effectively as a tool in CLP projects/activities.
S1, S2, S3, S4	- Describes processes for planning, organising and co-ordinating education and community engagement activities and gives practical examples of CLPO role within their organisation - Demonstrates session plans with learning objectives that are suitable for the target audience - Describe how the objectives shaped the activity - Describes budget and resource management aspects of the project and how they were applied to meet project objectives and deadlines - Understands the impact of health and safety and safeguarding policies.	- Provides justification for process choices and identifies areas for improvement in relation to processes for planning, organising and co-ordinating education and community engagement activities. - Describes process of deciding learning objectives, taking consultation and participation into account. Understands how a range of different content can meet different learning needs for participants - Links how the constraints of budget/resource management relate to the execution of aims and objectives of the project with analysis of successes and challenges. - Describes the risks of not following health and safety and safeguarding policies them.
S7, S8	- Demonstrates contribution to producing clear, concise project reports, fundraising applications and other written communications. - Identifies appropriate networks and organisations to join e.g. arts and culture networks and	- Demonstrate application of different formats, styles, tone and methods of written communication for specific recipients/audiences and provide rationale for choices made. - Is proactive in professional networks and organisations.

	makes resources from these available to colleagues.	Explains the benefits of participation in professional networks/organisations in relation to their own development.
S9, S10	- Understands effective relationship management principles e.g. establishing, developing and maintaining them and describes the outcomes of using them in relation to their projects. - Demonstrates making and keeping contacts and describes following-up with them. - Identifies the potential benefits of doing this. - Demonstrates keeping the organisation in the loop	- Describes and analyses the actions they have taken to maintain and enhance relationships which support successful project outcomes. - Identifies long-term and short-term implications of building networks, linking to personal development and organisational strategy.
S11, S12, S13, S14, S15, S16	- Identifies all administrative processes associated with an event e.g. audience/participant/venue bookings and artists/external practitioners are recruited - Demonstrates record keeping in accordance with organisational requirements - Demonstrates meeting deadlines, timeframes and budgetary requirements - Demonstrates gathering feedback and conducting basic analysis and action planning - Provides approved communication content across a range of formats e.g. ebulletins, newsletter content, posters, print and meeting notes and demonstrates they are created in accordance with organisation's guidelines. - Demonstrates undertaking appropriate fundraising tasks in accordance with requirements	- Identifies suggested changes to the administrative processes to increase efficiency. - Explains the importance of accurate record keeping and the organisational impact of getting it wrong - Demonstrates prioritising tasks and managing expectations of internal and external stakeholders - Justifies the feedback method used e.g. on-line, verbal - Conducts detailed analysis and outlines how to move forward. - Creates a justified action plan. - Demonstrates suggestions regarding how the CLPO and organisation could improve its standards - Demonstrates initiative in researching funding opportunities and communicates potential opportunity to appropriate colleagues
S17	Explains how they either identified or responded to challenges	Identifies other similar potential problems. Reflects on lessons learnt and what they would do differently next time

S18	Describes working with others to achieve team goals	Outlines and evaluates actions they have been involved in to help the team achieve its goals
B1, B2, B3	- Demonstrates independence and lack of reliance (or blame) on others as appropriate for the situation - Describes own skills in relation to the role and areas to develop for the future - Identifies other training and/or development opportunities that may be relevant to personal development - Discusses feedback received and immediate actions taken as a result	- Identifies how role and skills have changed through-out the apprenticeship and in particular those of significant impact. - Identifies specific next steps for training and development and justifies choices including benefits of attendance. - Demonstrates understanding of why issues or successes were identified as part of feedback. Has an action plan to move forward.
B4	Describes the organisations values and behaviours and how they relate to CLPO work activities	Demonstrates practical examples of using initiative to apply the organisation's value and behaviours in CLPO work activities
B5	Identifies situations in which CLPO had to take the initiative and the outcomes	Identifies learning from situations and taking it forward into practice.
B7, B8	- Demonstrates taking other's needs into account when achieving goals - Discusses challenges and how they have met them	- Recognises the benefits of adapting their style to other's needs. - Discusses mitigating actions they have taken to prevent the same challenge arising again.
B9	Demonstrates applying ethical principles in workplace interactions such as mutual respect, equality & inclusion and personal integrity	Understands the benefits and importance of using these approaches such as mutual respect, equality & inclusion and personal integrity
B10	Identifies new ideas to respond to challenges or new ways of undertaking tasks	Demonstrates proactively making suggestions to improve processes and identifies the benefits of the changes.
B11	Describes with enthusiasm how arts and culture benefit society	Demonstrates the part their own role plays in this and has a vision of future work in it.

Knowledge, skills and behaviours (KSBs)

Knowledge

K1: The typical and specific needs, priorities and expectations of a range of existing and potential new audiences and participants that the organisation wishes to engage and how to find out audience data/information. This could typically include audience groups based on socio-economic background, ethnicity, disability, age, previous artistic/cultural experience and other characteristics.

K2: Methods for reaching, engaging and forming relationships with the target audience such as accessing analysing, interpreting and using demographic data, coordinating community events, face to face meetings, flexing communication methods and channels to suit the target audience.

K3: The potential barriers to artistic engagement faced by different audiences which may include socio-economic, financial, cultural and geographical factors.

K4: Methods of enabling and/or increasing participation in artistic and cultural activities, how to apply these such as how to consult and/or involve audience groups, different event types and formats and how to choose appropriate formats for specific audience groups, considering accessibility/layout/information/artistic content/pricing.

K5: Methods of evaluating engagement and participation such as structured feedback events, interviews, consultation, online surveys and how to measure impact through, for example, collecting audience numbers, statistics, or creating questionnaires to evaluate outcomes.

K6: How to identify partner(s), the principles of effective partnership working, processes to establish and maintain effective partnerships.

K7: The importance of professional arts and cultural networks and know the benefits and contributions they make to project success.

K8: Relevant industry membership schemes, their importance and benefit to the CLPO profession such as sharing knowledge and good practice, contacts and networks of artists, set industry benchmarks and standards and to aid training, personal and career development.

K9: Why CLP programmes are needed to increase opportunities for inclusion and diversity across the organisation's staff, audiences and artists/external practitioners and within the arts and cultural sector more widely.

K10: Legislation and regulatory requirements that affect the role including Health and Safety, the principles of Safeguarding children and vulnerable adults, accessibility and equality. This can typically include knowledge and use of risk assessments, standard operating procedures, how to respond to a safeguarding incident, documenting and reporting events and incidents using company templates, attending inductions and training on child protection.

K11: How your role and work fits within your team, the organisation, your responsibilities to support others internally and externally, the importance and impact of cross-team working, this can typically include knowing how to effectively work with colleagues to fulfil your role, such as joint planning, coordinating and delegating tasks within a project, establishing and agreeing goals and outputs.

K12: How and when to refer to a line manager or senior colleague for support and guidance.

K13: Your organisation's mission, purpose and governance structures.

K14: The cultural, artistic and participatory work of your organisation.

K15: Your organisation's relationships with artists/external practitioners, visiting companies, creative or funding partners, audiences and volunteers and how your role as a CLPO supports this.

K16: The financial model of the organisation and the CLP projects that you implement including the different funding

streams available to support the work.

K17: The production of learning and participation events and workshops. This may typically include advancing/planning event content, schedules, technical/venue/audience requirements appropriate to artistic discipline, managing communications between parties, disseminating event documentation as appropriate.

K18: Budgetary and project management requirements used for artistic and cultural practices, such as identifying artist/human/financial/resource inputs, outputs, outcomes, milestones and performance indicators, creating an evaluation brief and reporting performance against aims and budget.

K19: Arts fundraising processes which may typically include how to identify funder requirements (priorities, amounts available, process, reporting), how to complete an application or report for funding and how to establish and maintain relationships with donors/funding organisations.

K20: The organisation's IT systems and specific software. This may typically include email, websites and intranets, industry specialist software for box office and marketing systems, donor records, stage management, event scheduling, venue diary systems.

Skills

S1: Plan, organise and co-ordinate education and community engagement projects on behalf of the organisation, in order to ensure the facilitator (visiting artist or company colleague, freelancer or volunteer) can deliver effectively This could typically include deciding on appropriate content and information including producing event schedules, artist and technical riders, booking artists and practitioners.

S2: Identify learning objectives of education and community engagement projects and suitability for target audience.

S3: Work within a set budget, use appropriate resources, venues, systems and technologies to implement the CLP projects ensuring they meet stated objectives and outcomes.

S4: Ensure projects comply with the organisation's Health & Safety policies and procedures including Safeguarding children and vulnerable adults.

S5: Communicate clearly and effectively, adapting methods both verbal and non-verbal as appropriate to the stakeholder or audience, which may include public speaking and/or using social media and digital communication methods.

S6: Communicate the CLP projects aims, which may include artistic or cultural outcomes, skills and knowledge development, or a range of social and educational outcomes to audiences, partners and colleagues.

S7: Produce clear, concise project reports, fundraising applications and other written communications.

S8: Find and participate in professional networks such as arts and culture networks, meetings and events, performances and exhibitions, training and professional development events and industry membership schemes, in order to benefit the organisation.

S9: Establish, develop and maintain positive relationships with a wide variety of internal and external partners, artists, colleagues, participants and audiences that result in and/or enable successful projects.

S10: Build effective professional arts and cultural networks and identify the benefits they bring to the projects and wider organisation

S11: Contribute and manage audience/participant/venue bookings and ensure artists/external practitioners are recruited for projects as per the organisation's policies and procedures, including contracting requirements.

S12: Maintain artist/external practitioner and audience records as directed, which may include personal information, in-line with employer systems and data protection requirements.

S13: Time management skills, demonstrating your ability to be organised, meet deadlines within project timeframes and meet budgets requirements.

S14: Evaluate projects and use feedback to improve current and/or future activity.

S15: Provide high quality content, which may be in written or image form, as required, to internal/external communications for example e-bulletins, newsletter content, posters, print and meetings, to aid the promotion of, and engagement with, the organisation's learning and participation programme.

S16: Contribute to fundraising activities including desk research on potential funding sources, note taking at audience consultation meetings, compiling data and information.

S17: Identify problems, generate and form ideas to resolve issues, by thinking creatively in response to challenges and identifying when to seek help and support from others.

S18: Collaborate effectively with colleagues, creative and cultural professionals and other organisations and partners to achieve project aims and objectives.

Behaviours

B1: - Positive and proactive attitude; Through internal and external development opportunities, take ownership for keeping role and organisation knowledge and skills up to date.

B2: Positive and proactive attitude; Proactive in seeking opportunities to broaden understanding of CLP projects and working practices.

B3: Positive and proactive attitude; Open to receiving feedback and demonstrate actions taken in relation to it.

B4: Promote an Inclusive environment; Support and promote the organisation's core values and behaviours including those relating to Equality & Diversity, Customer Care, Safeguarding, Health & Safety and Data Protection.

B5: Using initiative; Self-motivated and uses their initiative for example to resolve issues, improve processes.

B6: Working well with others; Gets on well with other team members and plays their part in achieving team goals. Equally comfortable working on solo activities.

B7: Emotional intelligence and resilience; Manage interpersonal relationships with patience and empathy.

B8: Emotional intelligence and resilience; Deals positively with challenges and adverse situations.

B9: Ethics/professional values; Apply appropriate ethical principles such as mutual respect, equality & inclusion and personal integrity, through interactions in the workplace.

B10: Creativity; Offer new ideas and concepts, be adaptive and responsive as required.

B11: Passion; Passionate about the arts and culture and believe in its value to society.

6. Regulatory references (internal use)

Ofqual General Conditions of recognition

Design and development of qualifications

Condition E3 Publication of a qualification specification

Contact information

If you need help/assistance from the EPA team, please contact us using the details below.

Tel: +44 (0)1332 224654

Enquiries: assessment@aimgroup.org.uk

More information can be found on: www.aimgroup.org.uk/epa