



**Level  
6**

# **End Point Assessment Handbook**

Trading Standards Professional ST0998

Qualification Number:  
610/1724/3



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# 1. Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the Trading Standards professional apprenticeship.

This should be read in conjunction with the EPA handbook.

## 1.1 EPA structure

The EPA consists of two assessment methods.

- Work-based project with presentation and questioning.
- Professional discussion underpinned by a portfolio of evidence.

The result from each assessment method is combined to determine the overall EPA grade. See section 4 for information on how the overall grade is determined.

Both assessments are mandatory, and the ICA will assess all areas of the EPA.

The combination of these two assessment methods builds a cumulative picture of performance against the standard.

They require apprentices to demonstrate the application of knowledge, skills, and behaviours in an integrated manner to deliver the required outcomes, enabling the assessor to make a holistic judgement about how well the apprentice meets or exceeds the standard.

Both assessments (professional discussion and presentation) will be conducted online and will be recorded for quality assurance purposes. The recordings will be retained according to ICA quality assurance requirement and General Data Protection Regulation (GDPR) guidelines.

## 1.2 Length of EPA period

The EPA period starts when the ICA confirms the gateway requirements have been met. The EPA must be completed within five months of going through gateway.

## 1.3 Order of assessment methods

The ICA will conduct the assessments in any order.

1. Professional discussion underpinned by a portfolio.
2. Work-based project with presentation and questioning.

The result of one assessment method does not need to be known before starting the next.

## 1.4 EPA Gateway

The apprentice, their employer, and the training provider must confirm that they think their apprentice is working at or above the occupational standard.

The apprentice will then enter the gateway.

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

- achieved level 2 English and maths qualifications (if required)
- submit Project scoping document for the work-based project with presentation and questioning
- submit Portfolio of evidence for the professional discussion underpinned by a portfolio.

## 2. Work-based project with presentation and questioning

### 2.1 Introduction

This element of assessment consists of three requirements:

1. Apprentices are required to produce a report based on a project that they have completed or worked upon.
2. Apprentices are then required to prepare and deliver a presentation based on this report.
3. This will be followed by questioning (oral assessment) based on the presentation and project report.

The topic areas that will be covered during the discussion will cover the following:

- Investigation and evidence gathering K2, K13, S1, and S2
- Data analysis, intelligence, and risk management K4, K5, S3, S6, and S21
- Business and strategy K19 and S20
- Communication and decision making K6, S14, and B4
- Project and change management K12, S10, S12, S13, and B2
- Consumer protection K15 and K20

Apprentices should use the mapping document provided by the ICA to outline how and where they intend to evidence the required KSBs.

## 2.2 Project

Apprentices will conduct a project in the form of a work-based report.

The content of the project must enable the Knowledge, Skills, and Behaviours (KSBs) mapped to this assessment method to be met.

Apprentices must complete and submit apprentices project in a maximum of 12 weeks after gateway.

Whilst completing the project, apprentices should be subject normal line management controls and supervision.

Apprentices will lead the agreed project, but apprentices may also work as part of a larger team which could include internal or external support (such as customers, team members, clients, senior management, and internal teams). However, the report must be apprentices' own work and will be reflective of apprentices' own role and contribution to the project.

Apprentices must start the project after the gateway. However, the discussion and planning with apprentices' employers to agree on a project scope and to ensure apprentices have the required time and resources can start in advance of that.

Please note: the recommendations of the written project report do not need to be implemented as part of the EPA period, but there must be evidence of all the KSBs mapped to this assessment method being demonstrated during the EPA period.

## 2.3 Project scope

The choice of project must provide the opportunity to evidence the application of the KSBs assigned to this assessment.

Examples of typical work-based projects.

- A proposal for the development of a new enforcement approach and practice to tackle the increase of underage sales of alcohol, including working with partners and businesses to reduce accessibility of alcohol to young people.
- A business plan for the creation of a new service area and structure to reflect a home-based Trading Standards/enforcement Team which still needs to be accessible and connected to businesses and consumers.
- A business plan for the design of a new business advice service aimed at supporting the business to receive specialist Trading Standards advice on how to adjust to the regulatory changes brought about by the UK's exit from the EU.
- A report on a risk-based and intelligence-led model they have developed to target businesses most likely to be infringing consumer protection legislation and having a proportionate response to the issues identified.

- A proposal to transform the business approach and response to regulatory interventions in stores, reflecting on the successes of the Primary Authority inspection schemes in ensuring an appropriate response to issues highlighted.

This list is not exhaustive. It is intended to provide some examples of possible projects that may be suitable.

The scope of the project should be a significant and defined piece of work that has a real business application and benefit to apprentice's organisation.

## 2.4 Project title

Apprentices are required to submit a brief summary of the project that will form the basis of their report and presentation. This summary must be submitted at the gateway to inform the ICA of the type of project chosen. The ICA will check and confirm the title of the project.

The summary should give details of the work-based project report's title and scope to confirm its suitability at the gateway. This is to ensure that if there are any issues about the project title, they will be resolved prior to the EPA period starting.

The brief summary should be no more than 500 words and is not an assessed element of the end-point assessment.

## 2.5 Report

The project output should be a written report with accompanying presentation summarising the analysis and findings of the project and the resulting conclusions and recommendations.

Apprentices are **not** required to implement the recommendations of their report as part of the EPA.

The written project report should be based on, or relevant to, their work area and presented in a format relevant to the project topic. For example, a business proposal, a report to a committee or board, or a proposal for a change plan.

As a minimum all reports must include:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice, including research and analysis
- conclusions and recommendations
- rationale for the recommendations and a course of action to be taken to enable implementation of the recommendations made

- references to other documents or information.

The report must have a word count of between 4000 words with a tolerance of 10% above and below is allowed..

Appendices including references, pictorial representations, diagrams etc, and mapping to the KSBs will **not** be included in this total.

Apprentices must complete the ICA mapping document and include in the appendices, showing how the report evidences the KSBs mapped to this assessment method.

ICA does not specify how many words should be used for each area of the report.

## 2.6 Presentation

Apprentices are required to prepare and deliver a presentation on the project that they have completed.

The presentation slides should be submitted at the same time as the project report.

The presentation must be based on the same project covered within the report and cover the following:

- overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved.

The presentation should last no more than 20 minutes.<sup>1</sup>

To deliver the presentation, apprentices should ensure that they have access to appropriate presentation equipment, such as a PC with PowerPoint, as required.

## 2.7 Oral assessment (questions and answers)

Following the presentation, the assessor will ask a minimum of six questions.

They will have prepared some questions in advance based on the report and ask follow-up questions in response to the presentation or where clarification is required.

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<sup>1</sup> The assessor has the discretion to increase the time for the presentation by up to 10% to allow you to complete your last point. Further time may be granted for apprentices with appropriate needs in line with the ICA's Reasonable Adjustment Policy.

The purpose of the assessor's questions is:

- to assess levels of competence against the grading descriptors
- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report.

The questions and answer part will last 40 minutes.<sup>2</sup>

Apprentices should attempt to answer all questions asked by the assessor.

## 2.8 Grading

To pass the assessment, apprentices must demonstrate all of the KSBs assigned to this assessment method and satisfy all of the pass descriptors.

Apprentices must evidence the KSBs across the three areas of work (report, presentation, and oral assessment).

The KSBs only need to be evidenced once within either the report, presentation, or oral assessment.

Apprentices should use the mapping document provided by the ICA to outline how and where apprentices intend to evidence the required KSBs.

To achieve a 'distinction' grade for this assessment, apprentices must meet all of the pass descriptors **and** all of the distinction descriptors.

There are specific criteria for the award of distinction grade. Not every KSB or pass criterion will have a corresponding distinction criterion.

The distinction criteria can be evidenced in any part of this assessment.

The table in section 5 outlines all the criteria that apprentices will be assessed against.

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<sup>2</sup> The assessor has the discretion to increase the time of the question and answers by up to 10% to allow you to complete your last answer. Further time may be granted for apprentices with appropriate needs in line with the ICA's Reasonable Adjustment Policy

## 3. Professional discussion underpinned by a portfolio of evidence.

### 3.1 Introduction

This assessment will take the form of a professional discussion underpinned by a portfolio of evidence.

The purpose of this assessment is to:

- draw out the best of apprentice's competence and excellence
- allow apprentices the opportunity to evidence the knowledge, skills, and behaviours (KSBs) assigned to this assessment method
- allow the associated KSBs to be adequately and sufficiently measured.

The topic areas that will be covered during the discussion will cover the following:

- Regulation and legislation K1, K9, and S4
- Investigation and evidence gathering K3, K7, S7, S8, and S15
- Business and strategy K16, K18, S16, and S17
- Communication and decision making K8, S5, S9, and B5
- Leadership and management K17, K22, K24, S18, S19, and B3
- Environment and sustainability K10, K11, S11, S23, and B1
- Consumer protection K14, K21, K23, and S22

### 3.2 Portfolio of evidence

For this assessment, apprentices will be required to submit a portfolio of evidence.

ICA will not assess the portfolio of evidence directly as it underpins the discussion. The assessor will review the portfolio of evidence to prepare questions for the discussion.

The portfolio should only contain evidence related to the KSBs that will be assessed by this assessment method.

ICA provides a mapping document for apprentices to map the contents of their portfolio to the KSBs. It is important to fully map the contents of the portfolio so that apprentices can:

- show the relevance of each piece of evidence
- show how apprentices have covered all of the necessary KSBs

- easily find information during the professional discussion.

When submitting large documents, the mapping of the portfolio contents should be to specific pages or sections to pinpoint the relevant content.

The portfolio can contain a maximum of 18 discrete pieces of evidence.

One piece of evidence can be referenced against more than one knowledge, skill, or behavioural requirement.

The types of evidence sources can include a range of workplace documentation and records, for example:

- workplace policies and procedures
- feedback from line managers or other stakeholders
- reports, plans, presentations, spreadsheets
- witness statements/observation records
- annotated images or photographs
- video clips (maximum five minutes in length), with the apprentice 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 portfolio should be based on work completed by apprentices and can be drawn from all areas of work undertaken on-programme.

Apprentices can include examples of work that relate to collaborations or group/teamwork activities however apprentices must highlight their own role and responsibilities.

Apprentices are responsible for ensuring that apprentices have permission to include any confidential or sensitive information, or anything that identifies any third party.

Where there is a need to respect any confidentiality or sensitive material, apprentices can provide details in anonymised form or with key details redacted/changed as appropriate.

If the apprentice is unsure as to whether it is okay to include any information, they should first discuss it with their employer.

Apprentices should avoid including evidence that is redacted to the extent that it prevents the assessor being able to understand its relevance to the KSBs and apprenticeship standard.

### 3.3 Professional discussion

The professional discussion will be conducted online and last for 90 minutes.<sup>3</sup>

A minimum of eight questions will be asked during the professional discussion.

The assessor will have prepared a list of questions to use during the assessment in advance in response to information within the portfolio.

The questions will be chosen to authenticate evidence within the portfolio.

They may also ask some additional questions in follow-up to answers given by apprentices during the discussion.

Apprentices should attempt to answer all questions asked by the assessor.

If there are areas of the criteria that, as written, do not relate directly to the apprentice's job role then apprentices can still demonstrate their understanding of these areas and discuss how their role relates to that aspect of the apprenticeship standards. Apprentices will not be disadvantaged in these instances.

### 3.4 Grading

To pass the assessment, apprentices must demonstrate all of the KSBs assigned to this assessment method and satisfy all of the pass descriptors.

To achieve a 'distinction' grade for this assessment, apprentices must meet all of the pass descriptors and all of the distinction descriptors.

There are seven specific criteria for the award of distinction grade.

The table in section five outlines all the criteria that apprentices will be assessed against.

### 3.5 Supporting materials

ICA provides the following resources that we recommend that apprentices read before the assessment:

- EPA Guide - Assessment methods and criteria explained
- EPA Guide - Building a Portfolio
- EPA Guide - Preparing for your professional discussion

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<sup>3</sup> The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the ICA's Reasonable Adjustment Policy.

## 4. Results

### 4.1 Results

This EPA has the following grades:

- Fail
- Pass
- Distinction

To Pass, the apprentice must be able to evidence each of the individual KSBs (see section 5).

For a Distinction grade the apprentice must evidence all of the 'Pass' criteria and achieve a distinction in both assessment methods.

The assessor will award a grade for each individual assessment. Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA as a whole:

<b>Assessment method 1 Work-based project with presentation and questioning</b>	<b>Assessment method 2 Professional discussion underpinned by a portfolio</b>	<b>Overall grading</b>
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

### 4.2 Resits and retakes

Apprentices who fail one or more assessment methods 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.

The training provider, employer, and ICA will agree the timescale for a re-sit or re-take.

A re-sit will be taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required but should be taken within three months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a six-month period from when the apprentice went through gateway, otherwise the entire EPA will need to be re-taken in full.

Re-sits and re-takes are not offered to apprentices who have passed and who want to achieve a higher grade, such as those 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 the ICA determines there are exceptional circumstances requiring a re-sit or re-take.

## 5. Grading criteria

The assessment will determine performance against the grading criteria detailed below.

### Work-based project with presentation and questioning

KSBs	Pass criteria	Distinction criteria
<b>Investigation and evidence gathering</b>		
<p><b>K2</b> Powers or remit to carry out monitoring of activities to ensure consumer protection and the investigative processes to achieve compliance, including test purchasing and surveillance.</p> <p><b>S2</b> Apply investigative techniques and evidence gathering to produce reports with recommendations.</p>	<p>Applies investigative and evidence gathering techniques in the project within their remit to monitor activities which lead to report recommendations that strengthen consumer protection and/or compliance. <b>(K2, S2)</b></p>	<p>Critically evaluates the impact their choice of investigative techniques had on recommendations. <b>(K2, S2)</b></p>
<p><b>K13</b> Partnership working and the benefits of collaboration in advice, enforcement, and compliance.</p> <p><b>S1</b> Lead and manage investigations and interventions.</p>	<p>Leads and manages advisory, enforcement or compliance investigations using partnership working and collaborative methods if appropriate to the scope/nature of the project. <b>(K13, S1)</b></p>	

KSBs	Pass criteria	Distinction criteria
<b>Data analysis, intelligence, and risk management</b>		
<p><b>K4</b> Risk assessment methodologies and approaches to evaluate harm and planned interventions.</p> <p><b>S21</b> Lead and respond to risks using risk management techniques.</p>	<p>Leads the response to risks identified in the scope of the project using appropriate risk assessment methods, evaluating both harm and planned interventions. <b>(K4, S21)</b></p>	<p>Critically evaluates the impact their choice of software tools had on resolving and/or preventing consumer protection issues. <b>(K5, S3)</b></p>
<p><b>K5</b> Software tools used to analyse, interpret, and evaluate intelligence to inform judgements and enable decision making.</p> <p><b>S3</b> Analyse, interpret, challenge, and evaluate data and intelligence.</p> <p><b>S6</b> Use research, analytical and problem-solving techniques to resolve and prevent consumer protection issues.</p>	<p>Selects and applies software tools and research, analytical and problem-solving techniques to inform judgements and make decisions to help resolve and prevent consumer protection issues. <b>(K5, S3, S6)</b></p>	
<b>Business and strategy</b>		
<p><b>K19</b> Techniques for the production and implementation of plans against targets, performance indicators and budgets.</p> <p><b>S20</b> Set strategic direction through the implementation of plans.</p>	<p>Applies techniques for the production and implementation of plans against targets, performance indicators and budgets which set a strategic direction for the project. <b>(K19, S20)</b></p>	
<b>Communication and decision making</b>		
<p><b>K6</b> Communication techniques and approaches to interact with a range of key internal and external stakeholders, including using current and emerging technologies to support communication.</p> <p><b>S14</b> Communicate complex information, best practice, and guidance in consumer protection, adapting delivery for different audiences.</p> <p><b>B4</b> Takes responsibility, shows initiative, and is organised.</p>	<p>Critically evaluates traditional communication techniques and those using new and emerging technologies to convey complex information and guidance on consumer protection, adapting delivery according to different stakeholder audiences in line with organisational work ethic policies. <b>(K6, S14, B4)</b></p>	

KSBs	Pass criteria	Distinction criteria
<b>Project and change management</b>		
<p><b>K12</b> Project management principles and how they are applied to consumer protection.</p> <p><b>S10</b> Promote the improvement of compliance standards in consumer protection.</p> <p><b>S12</b> Promote environmental sustainability and support change to improve the environment.</p>	<p>Applies project management principles to consumer protection, promoting better compliance standards and environmental sustainability. <b>(K12, S10, S12)</b></p>	<p>Critically evaluates how far the project promotes environmental sustainability. <b>(S12)</b></p>
<p><b>S13</b> Lead and manage operational projects to achieve time dependent outcomes.</p> <p><b>B2</b> Works flexibly and adapts to circumstances.</p>	<p>Responds to new situations and adapts/incorporates changes to achieve time dependent outcomes which are reflected in logbooks and/or project records. <b>(S13, B2)</b></p>	
<b>Consumer protection</b>		
<p><b>K15</b> How consumer protection is impacted by external factors affecting businesses and regulators.</p> <p><b>K20</b> Current and emerging technologies to adopt processes that better protect consumers and businesses.</p>	<p>Evaluates the impact external factors have had on the consumer protection processes in the project. Justifies their adoption of current and emerging technologies to better protect consumers, businesses, and regulators. <b>(K15, K20)</b></p>	<p>Critically analyses the degree to which current and emerging technologies have impacted on project outcomes <b>(K20)</b></p>

## Professional discussion underpinned by portfolio.

KSBs	Pass criteria	Distinction criteria
<b>Regulation and legislation</b>		
<p><b>K1</b> Regulatory and legislative framework and technical application of relevant Acts, Regulations and Guidance in the consumer protection environment.</p> <p><b>K9</b> Operational standards and processes to promote consumer protection.</p> <p><b>S4</b> Interpret and apply relevant Acts, Regulations, Codes of Practice and Guidance in the consumer protection environment.</p>	<p>Interprets and applies the regulatory and legislative practices and procedures in the consumer protection environment using operational standards and processes to promote customer protection. <b>(K1, K9, S4)</b></p>	<p>Justifies their interpretation of regulation and legislation OR codes of practice and guidance, in the consumer protection environment. <b>(K1, S4)</b></p>
<b>Investigation and evidence gathering</b>		
<p><b>K3</b> Principles and rules of collecting evidence for monitoring, investigations and enforcement purposes including seizure and detention powers, formal sampling procedures and exhibit referencing.</p> <p><b>K7</b> Rules of evidence, disclosure, procedure, and professional standards for presenting or defending cases in both the Criminal and Civil Courts.</p> <p><b>S8</b> Gather evidence for use for potential legal proceedings and acting as a witness when required.</p>	<p>Applies the principles and rules of collecting evidence for monitoring, investigations, and enforcement purposes, leading to presenting or defending cases in both the Criminal and Civil Courts, agreeing to be a witness if required. <b>(K3, K7, S8)</b></p>	<p>Evaluates the impact adhering to the principles and rules of collecting evidence has on the outcomes of legal proceedings. <b>(K3, S8)</b></p>
<p><b>S7</b> Conduct and/or respond to formal interviews in line with legal controls and best practice collaborating with legal representatives.</p>	<p>Evaluates how they have collaborated with legal representatives to conduct and/or respond to formal interviews in line with legal controls and best practice. <b>(S7)</b></p>	
<p><b>S15</b> Collaborate with stakeholders to achieve agreed collective outcomes.</p>	<p>Collaborates with stakeholders to achieve agreed collective outcomes. <b>(S15)</b></p>	

KSBs	Pass criteria	Distinction criteria
<b>Business and strategy</b>		
<p><b>K16</b> Drivers that deliver support to the organisation, business community and consumers.</p> <p><b>S16</b> Identify and apply industry developments to achieve continual service improvement.</p>	<p>Evaluates how they have identified industry developments, including any drivers that deliver support to their organisation and/or wider business community, to achieve continual service improvement. <b>(K16, S16)</b></p>	
<p><b>K18</b> Approaches to strategic planning for their organisations such as horizon scanning, intelligence, and governance arrangements.</p> <p><b>S17</b> Lead the development and monitoring of financial strategies and setting of organisational budgets based on key performance indicators (KPIs) or similar, and challenge financial assumptions underpinning strategies.</p>	<p>Applies the principles of strategic planning linked to performance indicators and plays a lead role in managing and challenging financial and budgetary assumptions. <b>(K18, S17)</b></p>	<p>Critically analyses the impact strategic planning has had on the development of organisational finance and the setting of budgets. <b>(K18, S17)</b></p>
<b>Communication and decision making</b>		
<p><b>K8</b> Decision making techniques and approaches that protect against reputational harm of the organisation.</p> <p><b>S5</b> Influence, negotiate and challenge stakeholders in the delivery and decision-making process.</p> <p><b>S9</b> Make legal and tactical decisions to improve the outcomes in consumer protection investigations.</p> <p><b>B5</b> Take personal accountability aligned to clear values.</p>	<p>Applies decision making techniques to improve outcomes in investigations and protect the reputation of the organisation. Demonstrates personal accountability when influencing, challenging, or negotiating with stakeholders in the delivery and decision-making process which reflects the values of the company/organisation. <b>(K8, S5, S9, B5)</b></p>	<p>Critically compares decision making techniques and approaches that protect against reputational harm of the organisation and/or improve outcomes in consumer protection investigations. <b>(K8, S9)</b></p>

KSBs	Pass criteria	Distinction criteria
<b>Leadership and management</b>		
<p><b>K22</b> Resource management and allocation.</p> <p><b>K24</b> Organisation structure, governance and controls and roles of key stakeholders.</p> <p><b>S18</b> Build constructive working relationships across teams.</p>	<p>Outlines the organisational structure, governance and controls and the roles of key stakeholders. Explains how resource management and allocation (in the organisation) and plays a part in building constructive working relationships across teams. <b>(K22, K24, S18)</b></p>	
<p><b>K17</b> How to support the continuous development requirements and training and learning needs of the team.</p> <p><b>S19</b> Identify the training and development requirements of the team and stakeholders.</p>	<p>Identifies their own training and development needs and those of the team and stakeholders, supporting engagement in line with organisational CPD policies and endorsed by personal records. <b>(K17, S19)</b></p>	
<b>Environment and sustainability</b>		
<p><b>K10</b> Social inclusion and ethical practices and their importance in the organisation.</p> <p><b>S11</b> Promote social inclusion in the workplace with businesses, stakeholders, and consumers.</p> <p><b>B1</b> Role models ethical behaviour and practices.</p>	<p>Promotes social inclusion and ethical practices in the workplace with businesses, stakeholders, and consumers in line with organisational policies and procedures. <b>(K10, S11, B1)</b></p>	<p>Evaluates the measures taken by the organisation to promote social inclusion and ethical practices across businesses stakeholders and consumers. <b>(K10, S11)</b></p>
<p><b>K11</b> Principles of environmental sustainability and its impact on organisation behaviours.</p> <p><b>S23</b> Act as an advocate for projects and transformation of services across organisational boundaries such as those impacted by sustainability and the UK Net Carbon Zero.</p>	<p>Analyses the impact of environmental sustainability on organisational behaviours, advocating for projects and transformation of services to be based on sustainable principles, across company boundaries. <b>(K11, S23)</b></p>	<p>Evaluates the changes to services resulting from the need to promote sustainability. <b>(K11, S23)</b></p>

**KSBs****Pass criteria****Distinction criteria****Consumer protection**

**K14** Role of trading standards practitioners and how it adds value, ensuring consumers and legitimate businesses are protected and thrive.

**K21** Safeguarding vulnerable consumers.

**K23** Best practice and guidance as applied in the consumer protection sector.

**S22** Provide support, specialist advice, and guidance for businesses, consumers, and stakeholders.

Explains the role of a trading standards practitioner, how it adds value to ensure consumers and legitimate businesses are protected. Outlines the principles of safeguarding vulnerable consumers. **(K14, K21)**

Analyses best practice and guidance and how this is used to provide support and specialist advice for businesses, consumers, and stakeholders. **(K23, S22)**

Evaluates the extent to which trading standards practitioners safeguard vulnerable consumers **(K14, K21)**



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