

# End-point assessment plan for Metal Recycling Technical Manager (MRTM) apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0823	5	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Metal Recycling Technical Manager (MRTM) apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Metal Recycling Technical Manager (MRTM) apprentices, their employers and training providers.

Full time apprentices will typically spend 30 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

The EPA consists of 4 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Knowledge Test

- Fail
- Pass

### **Assessment method 2:** Interview underpinned by portfolio

- Fail
- Pass
- Distinction

### **Assessment method 3:** Site Inspection

- Fail
- Pass
- Distinction

### **Assessment method 4:** Project with questioning

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Pass
- Fail
- Merit
- Distinction

## EPA summary table

<b>On-programme</b> (typically 30 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Compiling a portfolio of evidence.</p> <p>Working towards English and maths level 2, if necessary.</p>
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• The employer is satisfied that the apprentice is consistently working at, or above, the level of the occupational standard</li> <li>• Apprentice has achieved English and Mathematics Level 2</li> <li>• The apprentice has submitted a portfolio of evidence to underpin the Interview</li> <li>• A project subject, title and scope have been agreed by the EPAO and employer.</li> </ul>
<b>End-point assessment</b> (which will typically take 3 months)	<p>Assessment method 1: Knowledge Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> </ul> <p>Assessment method 2: Interview underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment method 3: Site Inspection</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment method 4: Project with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Merit</li> <li>• Distinction</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 3 months, after the EPA gateway.

Any supporting material which underpins the project should be submitted no later than 10 weeks after the start of the EPA period.

## Order of assessment methods

It is suggested that the assessment methods are delivered in the following order:

1. Knowledge Test
2. Site Inspection/Interview supported by a portfolio/Project with questioning

The reason for this order is:

The end point assessment knowledge test can go some way to ensure that the apprentice demonstrates their knowledge of safety legislation and that they can provide evidence (to the EPAO) that they have the knowledge required to be safe in these high-risk environments prior to operating in them. Whilst readiness for Gateway will be confirmed by the employer, it is suggested that the knowledge test is administered first as a safeguard to ensure that knowledge of the legislative requirements have been achieved before putting anyone at risk, which in this industry could prove fatal. The site inspection, project and interview can be taken in any order however as an affordability consideration, the site inspection should take place before the interview and delivered on the same day unless there are exceptional circumstances.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

For the Knowledge Test:

- no specific requirements

For the Interview underpinned by a portfolio, the apprentice will be required to submit:

- A portfolio of evidence
  - Portfolio of evidence requirements:
    - it must be submitted to the apprentice's EPAO at the gateway
    - it may be electronic or paper-based
    - it must include evidence relating to the knowledge, skills and behaviours (KSBs) assessed by the interview
    - it must include a mapping of the evidence to the KSBs; evidence can be mapped against more than one KSB
    - it can include evidence sources such as work product artefacts, for example risk assessments, reports, meeting records, plans and costings. Any contributions from others, for example witness statements and reviews, should focus on direct observation of evidence of competence rather than opinion.
    - This list is not definitive and other evidence sources are allowable.
    - It must include a statement from the apprentice's employer confirming that the work is attributable to the apprentice.
    - The portfolio will not be directly assessed.

For the Site Inspection :

- no specific requirements

For the Project with questioning, the apprentice will be required to submit:

- A project subject, title and scope agreed by their EPAO and employer.

The project should allow the opportunity to cover the KSBs assigned to this method of assessment and the title and scope should be agreed at the gateway. The project should include as a minimum:

1. Background
2. Outline of the issue or opportunity
3. Justification for the project
4. Potential benefits (cost saving, improved productivity, quality) and drawbacks including commercial, contractual and organisational etc.

5. Potential risks
6. Consideration of legislation, regulation, industry and organisational policies, procedures and requirements
7. Proposed plan for implementation
8. Stakeholder engagement
9. Measures of success

# Assessment methods

**Assessment method 1: Knowledge Test** (This assessment method has 1 component.)

## Assessment method 1 component 1: Knowledge Test

### Overview

The rationale for this assessment method is:

A metal recycling operational unit can be a hazardous working environment governed by extensive regulatory and legislative frameworks. An MRTM must safeguard employees, contractors, members of the public and regulators at all times, while being aware of external conditions such as weather conditions. With this in mind, the learner's competency must be assessed using pass or fail methodology. A knowledge test delivered via multiple-choice provides this definitive answer however, questions with short responses should also be included. Some questions will be scenario-based to accurately assess those KSBs that may be better presented in context.

### Test Format

The test can be:

- computer based
- paper based

It will consist of 24 questions. The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs. Questions must be developed to ensure sufficient scope to cover the breadth of knowledge.

These questions will consist of:

- 5 closed response questions. The multiple-choice questions will have four options of which one will be correct.
- 13 open response questions where the response is one word or a short phrase, e.g. title of a legislative act.
- 6 scenario-based questions allowing the flexibility to present questions in context where this is an appropriate way of assessing the knowledge element. The response may either be multiple-choice or short response.

### Test administration

Apprentices must have 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

### Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

A correct response will be assigned one mark. Any incorrect or missing answers must be assigned 0 marks.

### Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop a test specification and a 'question bank' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The test questions must be varied yet assess the relevant KSBs.

### Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- a test specification
- sample test and mark scheme
- live test and mark scheme
- question bank
- analysis reports which show areas of weakness for completed tests and an invigilation policy.

## Assessment method 2: Interview underpinned by a portfolio (This assessment method has 1 component.)

### Assessment method 2 component 1: Interview underpinned by a portfolio

#### Overview

This assessment will take the form of an interview which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on assessing the KSBs with the portfolio used to support the apprentice's responses where required.

The rationale for this assessment method is:

MRTMs fulfill many duties and some of the KSBs are better evidenced through questioning, particularly where the KSBs are not likely to be demonstrated through either a site inspection or lend themselves to a project.

The depth and complexity and the differing tasks they undertake at any given time will be broad; their answers will be more in-depth and accurate when allowed to respond during questioning. This approach also allows them to provide evidence of all the tasks undertaken on a daily and/or weekly basis through a portfolio as given the complexity of the role, it allows the competency requirements to be captured over a longer period of time.



## Delivery

The independent assessors will conduct and assess the interview.

The interview must last for 90 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must ask a minimum of 12 questions either from the EPAO's question bank or those generated by themselves. Independent assessors are responsible for generating suitable questions in-line with the EPAO's training and standardisation process and must ask at least one question on each assessment criteria.

The interview will be conducted as set out here:

The interview is used to ensure all mapped KSBs are evidenced, understood and in place. The discussion must ensure that the depth of knowledge, behaviours and the right skill level required for any given duty can be demonstrated.

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the interview.

The independent assessor will make all grading decisions.

## Venue

The interview should take place in a quiet room, free from distractions and influence.

The interview can take place in any of the following:

- employer's premises
- training centre if not being done with the Site Inspection
- EPAO premises if not being done with the Site Inspection

## Other relevant information

A structured question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of interviews and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- marking materials
- question bank
- audio recording equipment is permitted

## Assessment method 3: Site Inspection (This assessment method has 1 component.)

### Assessment method 3 component 1: Site Inspection

#### Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the site inspection to take place, in consultation with the employer.

One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

An MRTM undertakes daily site inspections. This supports their daily responsibilities from ensuring H&S on site, to operating efficiently and effectively. e.g inspecting a process, machinery, equipment, environment, building. This is to ensure compliance with legislation, regulations, company processes, company procedures in terms of what people do, the way they do it, to ensure materials are handled and managed in-line with company processes/procedures. The occupation involves some practical duties best assessed through observation in the real working environment. It makes use of the learner's workplace, which is familiar thus allowing them to perform at their best.

#### Delivery

The site inspection will take 1.5 hours with 1 hour for the observation and 30 minutes for the questioning. It may be split into discrete sections held over a maximum of 1 working day. The length of a working day is typically considered to be 8 hours. The independent assessor has the discretion to increase the time of the site inspection by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the site inspection, apprentices must be provided with information on the format of the assessment, including timescales.

The following activities MUST be observed during the site inspection:

The independent assessor must be unobtrusive whilst observing the site inspection. A site inspection must cover the following aspects:

- various grades of materials on site
- various processing equipment
- planning of site based activities and how these are prioritised
- communication with those on site and how tasks are delegated
- associated technologies for example CCTV review, vehicle and manufacturing telematics and filming and photographic equipment
- evidence of record keeping for example SMDA ID documentation and how these are kept up to date

Site inspections will vary across the individual sites with different companies taking different approaches, therefore to ensure consistency in the assessment, the site inspection should be conducted in the following way:

Unless the MRTM is specifically involved, the assessor's induction should not be included as part of the observation time. This may mean that the time is put on hold and that the ninety minutes is split across different activities. Transit time between the various activities should not be included. This should be made clear by the assessor to the apprentice prior to the inspection.

The independent assessor must ask a minimum of 5 questions at the end of the observation. They may ask follow up questions where clarification is required. Activities not naturally occurring during the site inspection can instead be covered by questioning after but these must be kept to a minimum.

Questioning must focus on confirming that the apprentice has the knowledge, skills and behaviours assigned to this assessment method. Assessors must give 30 minutes for questions. The independent assessor has the discretion to increase the duration of questioning by up to 10% to allow the apprentice to respond to a question. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately.

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

### Other relevant information

There may be breaks during the site inspection to allow the apprentice to move from one location to another as required. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

### Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Independent assessor training materials
- Question bank
- Grading guidance

### Venue

The observation can take place in:

- employer's premises

### Question development

EPAOs will create open questions to assess related underpinning KSBs. They must develop a 'question bank' of sufficient size to prevent predictability and it regularly (and at least once a year) to ensure the questions they contain, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

**Assessment method 4: Project with questioning** (This assessment method has 2 components.)

### Assessment method 4 component 1: Project

## Overview

The project is compiled after the apprentice has gone through the gateway.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed between the employer and the EPAO at the gateway. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The EPAO should sign-off the project title to confirm its suitability prior to the project commencing.

The rationale for this assessment method is:

An MRTM is responsible for continuous improvement of site outcomes and typically this would be demonstrated through a project methodology.

MRTMs work in many varied settings, from small sites to large docks. Irrespective of the scale and type of workplace setting, all MRTMs will be involved in challenging lengthy projects, during which they will draw on a range of complex knowledge, skills, and behaviours to deliver solutions for a range of business reasons. The project will offer flexibility to the apprentice to demonstrate the KSBs that would naturally occur in their workplace. By challenging project, we mean projects that will require the apprentice to recall in-depth knowledge and understanding whilst simultaneously dealing with a sizeable number of interacting factors which will require critical analysis and evaluation.

## Delivery

Apprentices will conduct a project in the form of an employment based report.

The project is completed after the apprentice has gone through the gateway process. The apprentice will conduct their project typically over a period of 6 weeks and submit it to the EPAO after a maximum of 10 weeks of the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

The project should be in the form of an electronic or paper based document.

The project may be based on any of the following:

- a specific problem
- a recurring issue
- an idea/opportunity
- theoretical activity in exceptional circumstances

As a minimum all projects must include:

- an introduction
- the scope of the project (including key performance indicators)
- how the outcomes were achieved
- a project plan
- research and findings
- project outcomes
- recommendations and conclusions

The project report has a word limit of 3,000.

A tolerance of plus or minus 10% is allowed at the discretion of the apprentice.

Appendices, references, diagrams etc. will not be included in this total word count.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The project will be conducted as set out here:

The technical work-based project can focus on an immediate or strategic short-term issue or opportunity. The project must be submitted no later than 10 weeks following the gateway sign off.

When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice. The independent assessor will review and assess the project holistically together with the other component of this assessment method.

## Assessment method 4 component 2: Questioning

### Overview

This component will take the form of questioning, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to the project.

The questions can take place in any of the following:

- Remotely through video conference
- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

### Delivery

The independent assessor will conduct and assess the questioning based on the project.

The employer will ensure that the apprentice's project is submitted. The independent assessor should have at least one week to review the content of the project prior to asking the questions. The independent assessor will ask questions relating to project evidence items to help judge competency against the KSBs assigned to the project. The apprentice can highlight relevant pieces of evidence during their responses to questions.

Assessors must give at least 48 hours notice of the upcoming questioning session.

The questioning must last for 30 minutes. The independent assessor has the discretion to increase the time of the Q&A by up to 10% to allow the apprentice to complete their last answer.

The questions will consist of a minimum of 6 questions generated by the assessor from a question bank, one from each grouping related KSB in the grade descriptors, excluding follow up questions where required to clarify responses.

The apprentice can refer to their project to exemplify a point.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the interview.

The independent assessor will make all grading decisions.

### Venue

The questions should be asked in a quiet room, free from distractions and influence.

### Supporting material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Recording documentation for the independent assessor to use

- Grading criteria
- Independent assessor training materials
- Question bank
- Examples of projects and titles

### Marking

The independent assessor will review and mark the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

The project with questioning will be marked holistically.

### Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

## Weighting of assessment methods

Assessment methods are weighted equally.

## Grading

### Assessment method 1: Knowledge Test

KSBs	Fail	Pass	Merit	Distinction
<b>K1 K19</b>	The Learner does not meet the pass criteria of 80% (less than 19 out of 24 questions answered correctly).	The learner earns a grade of 80% or more (19 or more of 24 questions answered correctly)	N/A	N/A

### Assessment method 2: Interview underpinned by portfolio

The apprentice fails if they do not meet all of the pass criteria.

Grouping	Pass - meets all of the following criteria	Distinction – meets all of the following criteria
Safety Health and Environmental (SHE) (K4, K7, S1a, S1b)	<p>Explains how a process/situation is impacted by each of the following and explains the procedures and practices involved in relation to permits, licenses and authorisations:</p> <ul style="list-style-type: none"> <li>• Scrap Metal Dealers Act</li> <li>• Health and Safety</li> <li>• Environmental</li> <li>• Logistics</li> </ul>	
Stakeholder Engagement (K22, K23, S12, S13)	<p>Defines and explains the benefits to the business of a community focused approach.</p> <p>Explains action taken to mitigate</p>	Critically evaluates the quality of stakeholder management and the impact this could have on business.

	<p>impact on the community in relation to health, safety and wellbeing. Explains how their approach changes when dealing with different stakeholders and a range of sources.</p> <p>Describes the strategies used to build constructive relationships and how those strategies help to influence and persuade.</p>	
<p>Management and Supervision (K3, K10, S4, S7, S9, S16, B5, B7, B9, B10)</p>	<p>Explains how an MRTM monitors and measures their own performance, the performance of their people, the site's finances and the site's operations and why it is necessary to do so. Explains how they use this information to anticipate and adapt flexibly to changing requirements.</p> <p>Outlines legislative requirements, the need to follow policies and procedures, good practice and optimising performance.</p> <p>Explains how confidentiality affects their approach and how they manage the security of information and the site.</p> <p>Justifies their approach when they have managed a difficult, challenging and/or confrontational situation, demonstrates resilience.</p> <p>Explains how they value diversity in the workforce treating all employees fairly in everything they do.</p>	<p>Explains how they have used a range of strategies to develop people, e.g. coaching, mentoring etc</p> <p>Justifies the strategies used to develop a long term plan to improve the performance of the site.</p>
<p>Continuous improvement (S15, B2)</p>	<p>Describes the steps involved in investigation to find the root cause. Describes how they use information to determine practical solutions.</p>	<p>Explains how they measure the impact of change and use that data to inform next steps.</p>



	Describes the strategies used to drive continuous improvements through the business.	
Operational activity (K9, K16 K17, K24, S18, S20)	<p>Explains the various types of plant and equipment and how, through servicing and maintenance, they are able to perform effectively within their parameters. Outlines how the plant contributes to the management of stockpiles and demonstrates how they have complied with relevant regulations and responded to varying business priorities.</p> <p>Explains how the employer's business policies impact on the site activity and demonstrates how they have identified risk and the action they have taken to resolve and mitigate for the future.</p> <p>Explains their own company emergency response and crisis management plans, justifying the need for them.</p> <p>Explains the security procedures and systems in place and why each of them is necessary in relation to site security, logistics and regulations.</p>	<p>Critically analyses the reasons for adhering to policies and following procedures and outlines the consequences to the business of a failure to do so.</p> <p>Explains how their recommendations for changes to maintenance and servicing have improved business outputs.</p>

## Assessment method 3: Site Inspection

The apprentice fails if they do not meet all of the pass criteria.

Grouping	Pass – meets all of the following criteria	Distinction – meets all of the following criteria
Safety Health and Environment (K6)	Describes the procedures and practice for completing risk assessments, inspections, audits and investigations.	
Stakeholder Engagement (B4, S6)	Shows that they can communicate with a range of different stakeholders (must include one employee), adapting terminology and language used to suit each stakeholder and the basis of/reason for the contact. Provides feedback in realtime.	Takes a strategic approach to communications to ensure consistent and regular interaction at all levels.  Takes a strategic approach to gathering and acting upon feedback.
Management and Supervision (S10, S17, B6)	Demonstrates the ability to delegate to ensure the needs of the business are met.  Prioritises tasks to ensure the business remains effective.  Visibly monitors all activities on site to ensure the business is running efficiently, without any risk to persons, plant or the site.	When delegating, builds capability by influencing others to act and improve.
Operational activity (K14, K15 S5, S22)	Plans and schedules all activities on a daily, weekly or monthly basis.  Identifies different grades and ensures they are processed in the most cost-effective manner.  Ensures that accurate and relevant records are being kept in accordance with regulatory, legislative and business-led requirements.	Explains how scheduling can be improved to increase output and understanding the implications of those ways.

## Assessment method 4: Project underpinned by questioning

The apprentice fails if they do not meet all of the pass criteria.

Grouping	Pass – meets all of the following criteria	Distinction – meets all of the following criteria
Safety Health and Environment (K8, B1)	<p>Explains how the workplace can potentially impact on individuals' health and wellbeing, identifying what to look out for, and what steps can be taken to avoid or mitigate these impacts.</p> <p>Champions a culture of H&amp;S first, alongside adherence to clear environmental principles.</p> <p>Describes how failure to have due regard for the health, safety and wellbeing of individuals or ignoring environmental principles can have an adverse effect on the business.</p>	
Stakeholder Engagement (B3)	Reflects on how influential stakeholders have been managed closely and explains the consequences of not doing so.	Monitors and interacts with less influential stakeholders and justifies the reasons for doing this.
Management and Supervision (S21)	Identifies the work activities on site and justifies the allocation of resources.	Uses workforce efficiently with consideration given to the financial implications of their choices.
Commercial (K11, K12, K13)	Summarises financial viability and the local market and types of customers and their impact on the commercial success of the business.	Analyses trends in the National market; with particular reference to the London Metal Exchange.
Continuous improvement (K5, K21, S11)	<p>Uses commercial and organisational information within the project to accurately interpret/evaluate the outcome predicted and the outcome achieved.</p> <p>Considers H&amp;S, wellbeing or community impact, with</p>	Exceeds the specification in the project brief by either providing additional cost savings or improving efficiency or quality.

	<p>reference to the source of good practice information.</p> <p>Highlights area(s) for continuous review and uses continuous improvement principles in their recommendations.</p>	
<p>Operational activity (K2, K18, K20, S2, S3, S8, S14, S19, B8)</p>	<p>Considers how the project impacts or is impacted upon by the operational processes; including material identification, acceptance, storage, treatment and despatch, for example, land, sea or air.</p> <p>Justifies the decisions and actions taken as a result of interpreting and analysing data, and explains how problems have been solved or mitigated against.</p> <p>Recommends plans for future outcomes such as the event of an emergency or compromised security.</p> <p>Identifies the people and maps the procedures required for an optimal outcome.</p> <p>Explains how they use commercial skills to influence the operational aspects of the business.</p>	

## Overall EPA grading

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

Pass, merit or distinction will be awarded based on the combined results of the knowledge test, site inspection, interview and project as per below:

Assessment method 1 Knowledge test	Assessment method 2 Interview underpinned by portfolio	Assessment method 3 Site Inspection	Assessment method 4 Project with questioning	Overall grading
Fail	Any grade	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Any grade	Fail
Any grade	Any grade	Fail	Any grade	Fail
Any grade	Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass	Pass
Pass	Pass	Pass	Distinction	Pass
Pass	Pass	Distinction	Pass	Pass
Pass	Distinction	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction	Merit
Pass	Distinction	Pass	Distinction	Merit
Pass	Distinction	Distinction	Pass	Merit
Pass	Distinction	Distinction	Distinction	Distinction

## 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. For the knowledge test, interview and questioning elements of the site inspection and project, apprentices must have a different set of

questions for resits/retakes. Apprentices do not need to complete a different project where a resit/retake is required but may need to re-work their project report.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum mark of a pass for the assessment method; affecting their overall awarded grade; unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

The timescales for a resit/retake are agreed between the employer and EPAO. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification. All assessment methods must be taken within a 4 month period, otherwise the entire EPA will need to be resat/retaken

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

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO and training provider</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• should not be involved in the delivery of the EPA</li> </ul>

EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider.</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> </ul>
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	<ul style="list-style-type: none"> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>

	<ul style="list-style-type: none"> <li>mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> <li>work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>monitor the apprentice's progress during any training provider led on-programme learning</li> <li>advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>remain independent from delivery of the EPA.</li> </ul>
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> <li>attend induction training</li> <li>have no direct connection or conflict of interest with the apprentice, their employer or training provider</li> <li>mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>attend induction training as directed by the EPAO</li> <li>have no direct connection or conflict of interest with the apprentice, their employer or training provider</li> <li>invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have knowledge of the following occupational areas:
  - Wamitab Initial Operator Competence (or equivalent)
  - IOSH Managing Safely Certificate (or equivalent)
  - Level 3 Assessor Qualification or working towards
  - Minimum 3 years experience at manager level within the sector. Must have been gained since October 2013 in line with the Scrap Metal Dealers Act.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

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

- online assessment
- using an employer's venue for the site inspection, interview underpinned by portfolio and knowledge test
- using video conferencing for the project with questioning
- the possibility of scheduling multiple assessment methods on the same day

## Professional body recognition

The experience gained and responsibility held by the apprentice on completion of the apprenticeship standard will partially satisfy the requirements for registration with The Chartered Institute for Waste Material. Apprentices will be required to pass an additional interview on successful completion of the apprenticeship standard to lead to Chartered status. For more details on the requirements and application process, please contact the professional body directly.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Knowledge Test

Knowledge
<p><b>K1:</b> The legislative framework and technical application of relevant Acts, regulations, guidance and codes of practice as applicable to a Metal Recycling business unit. Knowledge across the following areas must be demonstrated.</p> <ol style="list-style-type: none"> <li>a. Scrap Metal Dealers Act 2013 (licensing requirements, purchase and sales of materials and payment methods)</li> <li>b. Health and Safety (Indicative content: Health and Safety at Work Act 1974, Personal Protective Equipment Regulations 1992, Lifting Operations and Lifting Equipment Regulations 1998, Provisional Use of Work Equipment Regulations 1998, Noise at Work Regulations 2005, COSHH 2005, Dust, and Working at Height Regulations 2005)</li> <li>c. Environmental Protection (indicative content: Duty of Care, Industrial Emissions Directive, Environmental Permitting Regulations, Planning Regulations, Hazardous Waste Regulations, Medium Combustion Plant Directive, Persistent Organic Pollutant Regulations, Best Available Techniques for Waste Treatments, Batteries Directive, and Waste Shipments Regulations).</li> <li>d. General Data Protection Regulation 2018 (as pertaining to customer and employee personal data)</li> <li>e. End of Life Vehicles (ELV) End-of-Life Vehicles Directive as governs practice and process</li> <li>f. Waste Electrical and Electronic Equipment (WEEE) Directive as governs practice and process</li> <li>g. Employment - (Equality Act 2010, Working Time Regulations 1998, The Employment Rights Act 1996) as governs management of site employees</li> <li>h. Logistics - Carriage of dangerous good by road Regulations (governs netting and load restraint), Operating licenses (OLAT) as governs Working Time for Drivers</li> </ol>
<p><b>K19:</b> Specific legislative requirements of plant, machinery and site-based infrastructure (e.g. A site operating as an authorised treatment facility).</p>

## Assessment method 2: Interview underpinned by portfolio

Knowledge
<p><b>K3:</b> MRTM's own legal obligations/responsibilities whereby own performance on site could be held accountable and liable for legal recourse.</p>
<p><b>K4:</b> The translation of legislation to business policies typically H &amp; S and Environmental</p>
<p><b>K7:</b> The procedures and practices involved with granting permits, licenses and authorisations in order to give effect to legislative requirements</p>
<p><b>K9:</b> Site security procedures and systems</p>

<b>K10:</b> Information security e.g. handling commercially sensitive data with a view of protecting competitive advantage
<b>K16:</b> Servicing and maintenance schedules of site plant and equipment
<b>K17:</b> Plant and equipment operating parameters
<b>K22:</b> How to liaise and communicate appropriately with a variety of sources including customers, partner agencies, the public including local communities and the media
<b>K23:</b> What impact the site has on health, safety and wellbeing of local communities and how this impact can be mitigated.
<b>K24:</b> The people, procedures and practices involved in emergency response and crisis management

### Skills

<b>S1a:</b> Apply legal and regulatory requirements to manage a metal recycling site compliantly.
<b>S1b:</b> Assess whether organisational processes and procedures and those that follow them are compliant with legal and regulatory requirements.
<b>S4:</b> Carry out a training needs analysis across the site team
<b>S7:</b> Monitors and measures performance and takes appropriate management action in relation to people, finance and site operations.
<b>S9:</b> Manage and influence employees, visitors and sub-contractors, for example, applying appropriate policies and procedures.
<b>S12:</b> Builds constructive relationships with stakeholders to improve smoother running of the business. This could be with communities, customers, employees and regulators.
<b>S13:</b> Influence and persuade a range of stakeholders to further achieve operational activity.
<b>S15:</b> Investigate problems and/or opportunities to determine cause and implement practical solutions based on the findings.
<b>S16:</b> Effectively manage difficult, challenging and confrontational situations and people.
<b>S18:</b> Identifies and documents risk and takes appropriate management action in line with site's requirements.
<b>S20:</b> Manage stockpiles in accordance with relevant regulations and business priorities

### Behaviours

<b>B2:</b> Drives continuous improvement throughout the business
<b>B5:</b> Anticipates and adapts flexibly to changing requirements
<b>B7:</b> Leads by example, embraces and values diversity and demonstrates a fair and ethical approach in all situations
<b>B9:</b> Demonstrates resilience under pressure
<b>B10:</b> Commits to continuous development of self and team, including improvements to systems and processes

## Assessment method 3: Site Inspection

Knowledge
<b>K6:</b> The procedures and practices involved with carrying out evidence and risk-based assessments inspections, audits and investigations
<b>K14:</b> Material classification (grades of metals)
<b>K15:</b> Types of processes and associated costs of each; typically shearing, shredding, granulator, baling, cutting and hot works

Skills
<b>S5:</b> Plan and schedule Metal Recycling site activities
<b>S6:</b> Communicate to a range of stakeholders both verbally and in writing
<b>S10:</b> Delegate relevant tasks to meet the requirements of the site and wider business needs for example weighbridge calibration
<b>S17:</b> Manage competing priorities in a dynamic site environment
<b>S22:</b> Ensure accurate site records are maintained in accordance with relevant regulations and business requirements for: Site, Commercial and People.

Behaviours
<b>B4:</b> Adapts style and method of communication to the circumstances and needs of individuals, demonstrating empathy, fairness and authority as appropriate; seeks and provides feedback in a positive manner
<b>B6:</b> Maintains constant vigilance over all on-site operational activity.

## Assessment method 4: Project with questioning

Knowledge
<b>K2:</b> Metal Recycling processes/procedures/plans in relation to: Material acceptance, storage, treatment and despatch. Site security and logistics.
<b>K5:</b> Good practice applicable to the sector in relation to Health, Safety and Wellbeing as well as community activity
<b>K8:</b> An awareness of the various workplace activities that could impact individual's wellbeing e.g. stress and how they can reduce it
<b>K11:</b> Interpreting financial statements in relation to site performance.
<b>K12:</b> Budgeting and forecasting in regard to site costs and profitability

<b>K13:</b> London Metal Exchange in relation to costs and pricing
<b>K18:</b> The people, procedures and practices involved in process optimisation
<b>K20:</b> Principals of metal recycling logistics to inform effective planning, problem solving and decision making.
<b>K21:</b> Principals of continuous improvement e.g. models such as LEAN

Skills
<b>S2:</b> Manage Metal Recycling processes/procedures/plans applicable to individual site/team/equipment and apply within own area of responsibility specifically against: Material acceptance, storage, treatment and despatch. Site security and logistics.
<b>S3:</b> Analyse and interpret data and information to inform effective decisions and solve problems for instance commercial and employee data/information.
<b>S8:</b> Report on processes/procedures/plans applicable to individual site/team/equipment and apply within own area of responsibility
<b>S11:</b> Negotiates better outcomes for the business to improve operational efficiency and financial performance.
<b>S14:</b> Monitor the metal market risks and takes appropriate mitigating action
<b>S19:</b> Accurately identify and assess material to inform acceptance; commercial viability; processing, handling and storage; logistics; and dispatch
<b>S21:</b> Management and control of site resources such as people, stock, assets, plant and equipment.

Behaviours
<b>B1:</b> Champions Health and Safety, environmental protection and profitable business culture
<b>B3:</b> Collaborates with internal and external stakeholders when appropriate
<b>B8:</b> Displays commercial savvy in the operation of the business