

End-point assessment plan for Underkeeper apprenticeship standard

| Apprenticeship standard reference number | Apprenticeship standard level | Integrated end-point assessment |
|--|-------------------------------|---------------------------------|
| ST0412 | 2 | No |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Underkeeper 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 Underkeeper apprentices, their employers and training providers.

Full time apprentices will typically spend 18 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.

As a gateway requirement and prior to taking the EPA, apprentices must achieve all approved qualifications mandated in the Underkeeper standard.

These are:

- Level 2: Award in Wild Game Hygiene
- Level 2: Pesticide Application 1
- Level 2: Rat Control for Gamekeepers certificate

For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 4 months, after the EPA gateway.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Knowledge Test

- Fail
- Pass
- Distinction

Assessment method 2: Professional Discussion underpinned by portfolio of evidence

- Fail
- Pass
- Distinction

Assessment method 3: Practical demonstration followed by questions and answers

- Fail
- Pass

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

- Fail
- Pass
- Distinction

EPA summary table

| | |
|---|---|
| On-programme (typically, 18 months) | <p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <ul style="list-style-type: none"> • Compiling a portfolio of evidence. • Working towards English and maths level 1 and 2 if applicable. • Working towards the mandated qualifications. |
| End-point assessment gateway | <ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. <p>Apprentices must achieve the following approved qualifications mandated in the occupational standard:</p> <ul style="list-style-type: none"> • Level 2 Award in Wild Game Hygiene. • Pesticide Application 1. • Rat Control for Gamekeepers certificate. • Level 1 English and mathematics and Level 2 attempted. <p>Apprentices must complete and submit the following, at the gateway stage:</p> <ul style="list-style-type: none"> • A Portfolio of evidence to be used as reference material during the professional discussion. |
| End-point assessment (which will typically take 4 months) | <p>Assessment method 1: Knowledge Test.</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment method 2: Professional Discussion underpinned by portfolio of evidence.</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment method 3: Practical demonstration followed by questions and answers.</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass |

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 4 months, after the EPA gateway. Any supporting material which underpins the Professional Discussion should be submitted at gateway.

Order of assessment methods

The assessment methods can be delivered in any order.

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.

Apprentices must achieve the following approved qualifications as mandated in the occupational standard:

- Level 1 English and mathematics and take the tests for level 2
- Level 2 Award in Wild Game Hygiene
- Pesticide Application 1
- Rat Control for Gamekeepers certificate

For Knowledge Test:

- no specific requirements

For Professional Discussion, the apprentice will be required to submit at gateway:

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the (name of assessment method)
- the portfolio of evidence will typically contain 22 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation, for example workplace policies/procedures, records, including work products, such as work instructions, diary entries, administration of medicine records, certificates, video clips, safety documentation, as appropriate to the activities.

- witness statements
- annotated photographs
- video clips (maximum total duration 15 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

For Practical Demonstration followed by questions and answers:

- no specific requirements

Assessment methods

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

Assessment method 1 component 1:

Overview

The rationale for this assessment method is:

The occupation requires specific knowledge which is best assessed by tests, such as knowledge of various laws, health and safety requirements, etc. It is also a useful method for affirming fact-based knowledge recall.

The Multiple-Choice Knowledge Test assessment method can be delivered and marked consistently, providing the Independent Assessor with a quantitative score. This enables bench marking for consistency across the standard and appropriate to ensure that this knowledge is embedded.

Test Format

The test can be:

- computer based
- paper based

It will consist of 40 questions.

These questions will consist of:

- Closed response questions (i.e. multiple-choice questions).
- Each of the 40 multiple choice questions will have 4 possible answers with 1 being correct. All questions are equally weighted. There are 40 marks available and each correct answer attracts 1 mark.

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 another external person employed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the test/examination 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/examination.

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 is responsible for verifying the validity of the identity of the person taking the test.

This assessment method will be carried out as follows:

To ensure consistency, the following multiple-choice questions will include images:

- K18 - Recognise common countryside flora and fauna.
- K23 - Identify the six species of deer that live wild in the UK.

- S7 - Identify relevant species of game, pests, predators and vegetation.

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.

Any incorrect or missing answers must be assigned 0 marks. No mark is given to a partially correct answer.

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 'question banks' 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. Predictability of questions may also be reduced by developing a wide bank of questions for each KSB so that they can rotate the questions for each EPA. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

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
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Assessment method 2: Professional Discussion underpinned by portfolio of evidence (This assessment method has 1 component.)

Assessment method 2 component 1:

Overview

This assessment will take the form of a professional discussion underpinned by a portfolio of evidence, 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. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses. The rationale for this assessment method is:

Some KSBs need more nuanced questioning than a knowledge test can provide. This is a good way in which to assess a disparate range of Knowledge, Skills and Behaviours that would be difficult to observe due to the length of time required and because they can only be carried out at specific times of the year and/ or when resources are available.

The Professional Discussion will question the Apprentice about how their Knowledge, Skills and Behaviours matched to those outlined/ mapped. The portfolio forms the basis of the discussion. Some aspects of the apprenticeship can only be determined through this method, for example most of the behaviours required to be successful.

Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The independent 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.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

Questioning from the assessor will include a minimum of 20 taken from the EPAO and follow up questions as required by the Independent Assessor in order to clarify understanding and to satisfy outstanding Knowledge, Skills and Behaviours.

Questions will be drawn from a bank of discussion based questions. The candidate could typically be asked to 'describe how you...', or 'what would your approach be...', or, 'from your portfolio explain how...' style questions.

The portfolio must be reviewed by the Independent Assessor; the EPAO will ensure that the assessor has a minimum of 10 days to review the portfolio prior to the discussion. The EPAO will also give the apprentice a minimum of 10 days notice of the professional discussion to enable them to prepare. The portfolio will be used as evidence to demonstrate examples of their knowledge, skills and behaviours in the workplace as required during questioning by the Independent Assessor. The portfolio will be used by the Apprentice to refer to in order to exemplify a point. Questioning will be used to authenticate evidence, experience and competence.

The Independent Assessor will use standardised competency-based questions from an agreed set of questions developed by the EPAO, in addition to those generated by the assessor. Standardised questions will be reviewed annually and moderated by the EPAO. The EPAO will also provide a template to record Apprentice responses.

A structured brief will be provided by the EPAO in the Assessment Tools, to be used by the independent assessor in the Professional Discussion. This will ensure that a consistent approach is taken and that all key areas are appropriately explored.

Video conferencing can be used to conduct the professional discussion, 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.

Apprentices are expected to use examples from their portfolio which is the basis for the discussion.

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

The independent assessor will make all grading decisions.

Venue

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

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- remotely via video conferencing. Controls must be in place to ensure that the apprentice's identity can be verified, and they are not being aided in any way.

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 reviewed regularly (at least once a year) to ensure that it, and 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 professional discussion and reaching consistent judgement.

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

- Outline of the assessment method's requirements.
- Marking materials.
- A structured brief.
- Assessment recording documentation.

Assessment method 3: Practical demonstration followed by questions and answers (This assessment method has 1 component.)

Assessment method 3 component 1:

Overview

Apprentices must be observed by an independent assessor completing 6 tasks in which they will demonstrate the KSBs assigned to this assessment method.

The end-point assessment organisation will arrange for the tasks to take place, in consultation with the employer. All 6 tasks making up the practical demonstrations must be carried out over a total assessment time of 3 hours 35 minutes. The tasks may be split into discrete sections held over a maximum of 1 working day.

When conducting an assessment, the Independent Assessor may observe only one Apprentice. Apprentices will be given the specification for all tasks immediately before they start any task. Time spent reading the specification will not count towards the assessment time.

The rationale for this assessment method is:

This is a practical occupation requiring the demonstration of knowledge, skills and behaviours. Demonstration will ensure that safety critical and seasonal aspects can be tested in a manner that is repeatable and consistent. The breadth of knowledge, skills and behaviours are unlikely to occur in a specific real-life scenario and this method ensures consistency for candidates operating across a range of diverse landscapes.

This is a cost-effective method of testing, ensuring the availability of equipment at a specific time. Tasks will be observed live by the Independent Assessor. This will ensure validity. It also ensures the availability of plant/ equipment required to drive a sit in tractor with trailer.

Delivery

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

The practical demonstration should be conducted in the following way to take account of the occupational context in which the apprentice operates:

The EPAO will arrange for the practical demonstration tasks to take place, in consultation with the employer. The independent assessor has the discretion to increase the time of each task within the practical demonstration by up to 10% to allow the apprentice to complete the task they are working on.

The independent assessor will ask a minimum of 3 open questions during each task to assess related underpinning KSBs.

Task 1.

The Apprentice will be required to complete the following activities to ensure they have the opportunity to cover the KSBs mapped to this task:

- Carry out pre-use safety checks on an ATV (All-Terrain Vehicle).
- Hitch a trailer and attach 3-point linkages to a sit astride ATV.
- Carry out pre use safety check of the Chainsaw.

- Cross cut timber using a chainsaw.
- Manually load timber into the trailer safely.
- Drive the ATV whilst pulling the trailer.
- Manually unload the trailer, restore the work area and carry out maintenance of the chainsaw.

Time allowed: 1.5 hours

Task 2

The Apprentice will be required to complete the following activities to ensure they have the opportunity to cover the KSBs mapped to this task:

- Set a fox snare according to the codes of best practice.
- Demonstrate an understanding of snare design and equipment preparation to comply with the code of practice.

Time allowed: 15 minutes

Task 3

The Apprentice will be required to complete the following activities to ensure they have the opportunity to cover the KSBs mapped to this task:

- Identify the tools and methods appropriate for relevant land management operation, such as choosing between a nylon trimmer head and a brushcutter blade for a vegetation clearance task.
- Carry out pre-use safety checks on trimmers and brushcutters.
- Select and use the appropriate personal protective equipment.
- Operate trimmers and brushcutters safely and carry out maintenance of them.

Time allowed: 30 minutes

Task 4 – The Apprentice will be required to complete the following activities to ensure they have the opportunity to cover the KSBs mapped to this task:

- Carry out pre-use safety checks of a sit in tractor.
- Hitch a trailer and attach 3-point linkages and PTO driven attachments.
- Drive the tractor in a straight line for 100 yards and turn around and return to the start position.
- Remove the trailer and attachments.

Time allowed: 20 minutes

Task 5 – The Apprentice will be required to complete the following activities to ensure they have the opportunity to cover the KSBs mapped to this task:

- Safely handles and uses a rifle and takes account of relevant health and safety considerations.
- Use a rifle to shoot 6 shots, 4 of which need to be within a 4" diameter target from 100 yards. The Independent Assessor has the authority to change the distance/ target size due to adverse weather conditions, but they must consult with the EPAO first. If this happens, it must be

recorded in the documentation submitted back to the EPAO. Up to 3 zeroing shots are allowable prior to the task.

- Clean the rifle and follow routine maintenance procedures.

Time allowed: 30 minutes

Task 6 – The Apprentice will be required to complete the following activities to ensure they have the opportunity to cover the KSBs mapped to this task:

- Safely handles and uses a shotgun and takes account of relevant health and safety considerations.
- Use a shotgun to shoot 12 out of 20 sporting clays (2 shots allowable per clay) from 30 yards. The Independent Assessor has the authority to change the distance/ number of successful shots due to adverse weather conditions but they must consult with the EPAO first. If this happens, it must be recorded in the documentation submitted back to the EPAO.
- Clean the shotgun and follow routine maintenance procedures.

Time allowed: 30 minutes

The above activities described must be observed during the practical demonstration as a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

Demonstrate sufficient skill in all KSBs mapped to this assessment method.

Questioning:

The independent assessor will ask a minimum of 3 open questions during each task to assess related underpinning KSBs (i.e. a minimum of 18 open question per apprentice for the practical demonstration as a whole). Follow up questions for clarification are allowed.

The independent assessor may use questions from a question bank generated by the EPAO or they can tailor these questions based on what they observe in order to assess underpinning knowledge, skills and behaviours.

Questioning must be completed within the total time allowed for the practical demonstration.

There may be breaks during the practical demonstration to allow the apprentice to move from one location to another and for meal breaks. Any breaks that occur do not count towards the assessment time.

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

The independent assessor will make all grading decisions after the Practical Demonstrations have taken place. The Independent Assessor must grade the apprentice's competence (based on their performance in all 6 tasks), using the grading criteria and documentation provided by the EPAO. The Independent Assessor must complete the relevant EPAO grading and reporting documentation and send this to the EPAO within 5 working days of the assessment taking place. The EPAO will inform the apprentice and employer of the outcome in accordance with the EPAO's published and communicated process and procedures, including moderation.

Questions and resources development

EPAOs will create and set open questions to assess related underpinning KSBs.

EPAOs will produce specifications to outline in detail how the practical demonstrations will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

Venue

Practical demonstrations must be conducted in one of the following locations:

- the employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)

The venue must:

They must have appropriate facilities and equipment available to cover the various KSBs mapped. The EPAO and employer must ensure that all equipment is available to enable the assessment to take place.

Support material

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

- outline of the assessment method's requirements
- marking materials
- sample question bank
- written instructions for each task.
- assessment marking materials and guidance

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

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Knowledge Test

| KSBs | Fail | Pass | Distinction |
|--|------------|-------------|-------------|
| K1 K2 K3 K5 K9 K10 K18 K19 K21 K22 K23 K24 S7 | 0-20 marks | 21-30 marks | 31-40 marks |

Assessment method 2: Professional Discussion underpinned by portfolio of evidence

| KSBs | Fail | Pass | Distinction |
|---|--|--|--|
| | The candidate does not meet the pass criteria. | The candidate must meet all of the pass criteria. | The candidate must meet all of the pass criteria and all of the distinction criteria. |
| K4 K12 K13 K15 K16 K17 K20 S1 S2 S3 S4 S5 S6 S8 S9 S17 S22 S23 S24 B1 B2 B3 B4 B5 B6 B7 B8 | | <p>K4, K12, B5 Explains the benefits of game shooting, including how it contributes to conservation and the social and economic impact of shooting in the UK.</p> <p>K20, S23, S24 Describes how they have contributed to the successful running of a shoot day including through preparing equipment, briefing beaters/pickers, welcoming guests, assisting with the beating line for drives and preparing game at the end of the shoot.</p> <p>K16, S6, B7 Describes the different methods they use to control pests and predators of game, explain their choices and how these are appropriate to the landscape.</p> <p>K13, B8 Explains how they manage public access in line with legal requirements while protecting habitats and respecting wildlife and animals in their care.</p> <p>K17, S1, S3, S9, S17 Describes the different techniques they use for land management such as tree felling, burning, pesticide application, coppicing, hedge laying, pond creation and planting, identifying safety</p> | <p>K12 Explains where they have used land management techniques to maximise the conservation benefits of game shooting.</p> <p>K16, S6, B7 Discusses the effectiveness of a variety of methods to control pests and predators of game and their impact on the landscape explaining how this will inform future selection.</p> <p>S3 Explains the effectiveness of land management techniques such as burning, pesticide application, coppicing, hedge laying, pond creation and planting and how this will inform their future practice.</p> |

| | | | |
|--|--|--|--|
| | | <p>considerations, including risk assessments, and where and how these land management techniques have enhanced habitats.</p> <p>K15, S4 Describes common gamebird diseases and how they recognise and treat these, explaining when they would call for veterinary assistance.</p> <p>S2 Explains how to administer emergency first aid, such as trip, burn and firearm wound, dog bite.</p> <p>S5 S22 Explains how they ensure the health and fitness of working dogs and gun dogs, providing examples of how they have treated minor injuries and ailments.</p> <p>S8 Explains how they use digital technology effectively, including Global Positioning Systems, and the responsible use of social media.</p> <p>B1, B2, B6, B7 Describes when they have successfully completed tasks to a challenging deadline and how they identified and successfully dealt with any issues and problems.</p> <p>B3 Explains how they contribute to successful teamwork and also how they work effectively on their own.</p> <p>B4 Describes how they have improved their working practices after observing or receiving advice from others.</p> | <p>S4 Compares the effectiveness of medication and different alternative approaches to deal with common gamebird diseases and how this will inform future actions.</p> |
|--|--|--|--|

Assessment method 3: Practical demonstration followed by questions and answers

As these are safety critical and there is little/ no scope to differentiate the performance of one candidate to another, this assessment method is graded either pass or fail only.

| KSBs | Fail | Pass |
|---|---------------------------------|---|
| | Does not meet the pass criteria | The candidate must meet all of the pass criteria. |
| K6 K7 K8 K11 K14 S10 S11 S12 S13 S14 S15 S16 S18 S19 S20 S21 S25 | | <p>Task 1. S11, S13, S14 Carries out pre-use safety checks on an ATV and chainsaw. Hitches a trailer and attaches 3 point linkages and PTO driven attachments and operates and drives the ATV whilst pulling the trailer.</p> <p>S10, S15, S16 S21 Selects and uses appropriate personal protective equipment. Manually handles and cross-cuts timber safely using a chainsaw. Carries out maintenance of the chainsaw after use.</p> <p>S12 Describes how they maintain ATVs to ensure they are in good working order.</p> <p>Task 2 K11, S19 Demonstrates an understanding of snare design and equipment preparation and sets fox snares according to the Code of Best Practice.</p> <p>Task 3 S11, S15, S18 Carries out pre-use safety checks on trimmers and brushcutters, operates them safely and carries out maintenance of trimmers and brushcutters.</p> <p>K14 Identifies the tools and methods appropriate for relevant land management operation, such as choosing between a nylon trimmer head and a brushcutter blade for a vegetation clearance task.</p> <p>Task 4 S11, S13, S14 Carries out pre-use safety checks on a sit in tractor. Hitches a trailer and attaches 3-point linkages and PTO driven attachments. Operates and drives the tractor safely.</p> |

| | | |
|--|--|--|
| | | <p>S12 Describes how they maintain tractors to ensure they are in good working order.</p> <p>Tasks 5 & 6</p> <p>K6, K8, S20 Handles, cleans and undertakes routine maintenance of a rifle and shotgun, complying with health and safety procedures.</p> <p>K7 Explains how shotguns and rifles should be stored and transported to meet legal requirements and safety considerations.</p> <p>S20, S25 Safely handles and uses a rifle accurately.</p> <p>S20, S25 Safely handles and uses a shotgun accurately.</p> |
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

Apprentices must gain a pass in all three methods. They will be required to achieve a distinction in the professional discussion and the test in order to achieve an overall Distinction.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

| Assessment method 1 – Knowledge test | Assessment method 2 – Professional Discussion underpinned by portfolio of evidence | Assessment method 3 – Practical Demonstration | Overall grading |
|--------------------------------------|--|---|-----------------|
| Fail | Any grade | Any grade | Fail |
| Any grade | Fail | Any grade | Fail |
| Any grade | Any grade | Fail | Fail |
| Pass | Pass | Pass | Pass |
| Pass | Distinction | Pass | Pass |
| Distinction | Pass | Pass | Pass |
| Distinction | Distinction | Pass | Distinction |

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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 timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 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 re-sat/re-taken.

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

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 EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

| Role | Responsibility |
|------------|--|
| Apprentice | As a minimum, apprentices should: <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA undertake the EPA including meeting all gateway requirements |
| Employer | As a minimum, employers should: <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO |

| | |
|------|--|
| | <ul style="list-style-type: none"> • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis |
| EPAO | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders |

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| | <ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. HEI) there must be no conflict of interest • 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 • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • 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) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA |
| Independent assessor | <p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • 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 • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in |

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| | <p>all instances including when the EPAO is the training provider (i.e. HEI)</p> <ul style="list-style-type: none"> • attend induction training • 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 • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • 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 • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard |
| Training provider | <p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • 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 • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor apprentices progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI) there must be procedures in place to mitigate against any conflict of interest |
| Marker | <p>As a minimum, markers should:</p> <ul style="list-style-type: none"> • attend induction training |

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| | <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures |
| Invigilator | <p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures |

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:

- appoint independent assessors who have knowledge of the following occupational areas: Experience of game keeping, game rearing, land management, and the use of firearms.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- 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
- Practical demonstration being used to ensure required equipment is available for the task
- All tasks could be completed on the same day

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge Test

| Knowledge |
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| K1 Legislation and licensing requirements applicable to game shooting in England. |
| K2 The ecological requirements of relevant game species and habitat preferences. |
| K3 The requirements of animal and bird husbandry as dictated by the enterprise. Including the use of medications, feeding wild birds, care of laying birds, hatching eggs and rearing game, releasing game and care of associated animals such as gundogs. |
| K5 Current legislation appropriate to rifle and shotgun use. |
| K9 Relevant health and safety legislation and industry good practice. |
| K10 The law and Code of Practice covering fox snaring. |
| K18 Recognise common countryside flora and fauna. |
| K19 Understand landscape designations such as Site of Special Scientific Interest, Area of Outstanding Natural Beauty, RAMSAR and the laws surrounding them. |
| K21 The requirement for ensuring that the welfare needs of the animal are met in line with the Animal Welfare Act 2006. Including a.) its need for a suitable environment b.) its need for a suitable diet (and water) c.) Its need to exhibit normal behaviour patterns d.) any need to be housed with, or apart from, other animals in appropriate social groupings e.) its need to be protected from fear, pain, suffering, injury and disease. |
| K22 To have knowledge of and comply with the law relating to current legislation on animal welfare and species protection legislation such as the Wildlife and Countryside Act, Animal Welfare Act, the Conservation Habitats of Species Regulations, UK trapping standards, Wild Mammals Protection Act etc. |
| K23 Identify the six species of deer that live wild in the UK. |
| K24 An understanding of legislation relating to deer, and in particular the Deer Act. |
| Skills |
| S7 Identify relevant species of game, pests, predators and vegetation. |

Assessment method 2: Professional Discussion underpinned by portfolio of evidence

| Knowledge |
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| K4 How to maximise conservation benefits relevant to the shooting enterprise. |
| K12 The social and economic impact of shooting in the UK. |
| K13 How to manage public access, to include an understanding of the requirement to maintain public footpaths and access points such as stiles and gates and the implications of public access to land mapped as 'open country' (mountain, moor, heath and down) or registered common land. |
| K15 Understand how to identify signs of common game bird diseases, including rotavirus, coccidiosis, gape worms, mycoplasma ('bulgy eye') and Spironucleus/trichomonas. |
| K16 Understand how to plan an integrated pest and predator control regime appropriate to the landscape, choosing relevant pest control methods. |
| K17 Understand and identify the appropriate land management practices to enhance habitat. |
| K20 Understand the principles of flushing game on a driven shoot day, including a thorough understanding of the drives on a relevant shooting enterprise. |

| Skills |
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| S1 Maintain good standards of health and safety, keeping self and others safe in the workplace. |
| S2 Administer emergency first aid. |
| S3 Use land management techniques such as burning, pesticide application, coppicing, hedgelaying, pond creation and planting. |
| S4 Recognise and deal with common gamebird diseases through administering medication and seeking veterinary assistance as appropriate, in a speedy and timely manner. |
| S5 Undertake the care of gundogs through identifying and treating minor injuries and ailments. |
| S6 Use a variety of integrated methods to control pests and predators of game, including firearms, traps and poisons. |
| S8 Use digital technology relevant to the workplace effectively, including Global Positioning Systems and the responsible use of social media. |
| S9 Work safely and carry out risk assessments for all practical land management activities undertaken such as tree felling, hedgelaying, burning, pond creation, pesticide application and planting. |
| S17 Fell and process trees up to 380mm. |
| S22 Care of working dogs, to include fitness, routine care and handling in the field. |
| S23 Communicate instructions clearly to beaters/pickers and shoot guests. |
| S24 Prepare game at the end of the shoot. |

| Behaviours |
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| B1 Have a strong work ethic, including self-motivation and time management. |
| B2 Have a flexible, positive attitude to work. |
| B3 Ability to work as a lone worker and as a member of a team. |
| B4 A willingness to listen and learn from others. |
| B5 An enthusiasm for the conservation benefits of game shooting. |
| B6 Ability to take personal responsibility. |
| B7 Problem solving and effective decision making. |
| B8 To respect wildlife and all animals in their care. |

Assessment method 3: Practical demonstration followed by questions and answers

| Knowledge |
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| K6 Rifle and shotgun cleaning and routine maintenance procedures. |
| K7 Storage and transport of shotguns and rifles. |
| K8 Health and safety considerations relating to rifle and shotgun use. |
| K11 Snare design and equipment preparation to comply with the code of practice. |
| K14 Identifying the tools and methods appropriate for relevant land management operation, such as choosing between a nylon trimmer head and a brushcutter blade for a vegetation clearance task. |

| Skills |
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| S10 Select and use the appropriate personal protective equipment. |
| S11 Carry out pre-use safety checks on ATVs, tractors, chainsaws, trimmers and brushcutters. |
| S12 Undertake pre-use maintenance of tractors and ATVs. |
| S13 Operate and ride/ drive tractors, both sit in and sit-astride ATVs, and with a trailer or implement. |
| S14 Hitch a trailer and attach 3-point linkages and PTO driven attachments. |
| S15 Carry out maintenance of trimmers, brushcutters and chainsaws. |
| S16 Cross-cut timber using a chainsaw. |
| S18 Operate trimmers and brushcutters safely. |
| S19 Set fox snares according to the Code of Best Practice. |
| S20 Demonstrate safe handling and use of a rifle and a shotgun. |
| S21 Manually handle loads safely such as moving coppiced wood, gundogs, equipment or game. |
| S25 Capable of accurate rifle shooting. |