

# End-point assessment plan for Golf Course Manager apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0208	5	No

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## Introduction and overview

This document sets out the requirements for End-point Assessment (EPA) for the Golf Course Manager apprenticeship standard. It is written for End-point Assessment Organisations (EPAOs) who need to know how the EPA for this apprenticeship must operate. It will also be of interest to Golf Course Manager apprentices, their employers and training providers.

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

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.

Apprentices must have achieved English and mathematics at level 2 prior to taking their EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

The EPA must be completed within an EPA period lasting typically 3 month(s), after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

**Assessment method 1:** Multiple choice test

- Fail
- Pass
- Distinction

**Assessment method 2:** Professional discussion carried out during the golf course walk underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

**Assessment method 3:** Presentation with questions and answers

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Merit
- Distinction

A Merit grade is only awarded at the overall grade stage.

To achieve a Merit grade, the Apprentice must gain two distinction grades and one pass grade across the three methods of assessment. To achieve a Distinction grade overall, they need to gain Distinction grades in all three assessment methods.

## EPA summary table

<b>On-programme</b> (typically, 36 months)	<p>The apprentice must complete the training to develop the knowledge, skills and behaviours of the occupational standard.</p> <p>The apprentice must complete the training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must compile a portfolio of evidence.</p>
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the Apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</li> </ul> <p>Apprentices must have completed:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence that covers the knowledge, skills and behaviours mapped to the Professional discussion, evidencing work in all seasons of the year, submitted at the Gateway to the EPAO.</li> <li>• A project that requires the Apprentice to develop and/or review a Golf Course Policy Document that evidences the knowledge, skills and behaviours to be assessed during the Presentation with questions and answers.</li> </ul>
<b>End-point assessment</b> (typically 3 months)	<p><b>Assessment method 1: Multiple choice test</b></p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> <p><b>Assessment method 2: Professional discussion</b> carried out during a golf course walk underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul>

	<p><b>Assessment method 3: Presentation with questions and answers</b></p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Distinction</li> </ul> <p>Overall EPA</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Fail</li> <li>· Pass</li> <li>· Merit</li> <li>· Distinction</li> </ul>
<b>Professional recognition</b>	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> <li>• British &amp; International Golf Greenkeepers Association (BIGGA)</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 3 month(s), after the EPA gateway.

Any supporting material which underpins an EPA assessment method should be submitted at the Gateway.

## Order of assessment methods

The multiple choice test must be taken first (within **one** month after the Gateway meeting) to demonstrate the underpinning knowledge required before undertaking the Professional discussion carried out during the golf course walk underpinned by a portfolio of evidence and the Presentation with questions and answers. The Apprentice must demonstrate sufficient knowledge of health and safety through the test before undertaking practical activities on the golf course.

Both the Professional discussion carried out during a course walk underpinned by a portfolio of evidence and the Presentation with questions and answers will be undertaken on the same day at the Apprentice's own place of work. This is to allow for accessibility for the Apprentice to draw on examples of real work they have undertaken as well as affordability.

## 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, completed the on-programme period of learning and the Gateway requirements have been met and can be evidenced to an EPAO. 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.

In addition to the Employer's confirmation that the Apprentice is working at or above the level in the occupational standard, the Apprentice must have completed the following Gateway requirements prior to beginning the EPA:

- achieved English and maths qualifications in line with the apprenticeship funding rules.
- submitted a portfolio of evidence at Gateway to underpin the Professional discussion.
- submitted a Golf Course Policy Document project at Gateway to underpin the Presentation with questions and answers.

### The Portfolio of evidence

The structure of the portfolio of evidence shall cover the following 10 subject areas although the format of the portfolio needs to be agreed between the Employer, the Apprentice and the EPAO (e.g. hard copy or on-line).

1. Health and safety
2. Personal and professional development

3. Effective communication in the workplace
4. Human resource management
5. Management of golf course preparation and maintenance
6. Management of golf course projects or events
7. Management of equipment and assets
8. Integrated pest management
9. Environmental management
10. Financial management

The portfolio of evidence must contain evidence mapped clearly to each of the knowledge, skills and behaviours (KSBs) assigned to the Professional discussion. Each piece of evidence is expected to map to more than one KSB, resulting in typically 20 pieces of evidence to cover all KSBs assigned to the Professional discussion.

The portfolio of evidence should contain written accounts of all activities that have been completed and referenced against more than one of the knowledge, skills and behaviours mapped to this method.

Examples of work produced in relation to the KSBs can include, but not be limited to; reports; testimonies; project plans; maintenance plans; risk assessments; spray records; photographic/video evidence; in-house training plans, CPD records and certificates; minutes of meetings; appraisals. This is not a definitive list; other evidence sources are allowable. Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions.

All written accounts are to be validated by a manager or their Employer.

Reflective accounts and self-assessments are not permitted as evidence.

The portfolio is not directly assessed. It underpins the Professional discussion assessment method and therefore should not be assessed by the EPAO. EPAOs should review the portfolio in preparation for the Professional discussion but are not required to provide feedback after this review of the portfolio. The portfolio of evidence is used as a vehicle for the apprentice to bring to life their knowledge, skills and behaviours as required during questioning by the Independent Assessor.

The portfolio will need to be in a format and size that allows it to be referenced by the apprentice throughout the course walk.

### **Golf Course Policy Document project (pre-Gateway project)**

For the Presentation with questions and answers, the apprentice will be required to submit at Gateway: a current/up-to-date Golf Course Policy Document project in a format agreed between the Employer and the EPAO (e.g. hard copy or on-line).

The Golf Course Policy Document Project must be structured using the following chapters and is in line with the R&A requirements for a Golf Course Policy Document.

1. Introduction
2. Roles and responsibilities
3. Course management objectives
4. Course management policy
5. Course set up
6. Environmental management plan
7. Resources

8. Course usage
9. Course development
10. Health and safety
11. Recording and monitoring
12. Professional advice
13. Complaints procedure
14. Communication
15. References
16. Summary of how the golf course policy document has been reviewed by the Apprentice.
17. List of KSBs mapped to this assessment method

Chapters 1 – 15 are the final version of the Golf Course Policy Document itself.

Chapter 16 of the Golf Course Policy Document Project must be a summary of how the Apprentice has reviewed the Golf Course Policy Document, recommended changes, updated and rewritten it as appropriate. Where changes are not required, they must provide written justification for their reasons.

Chapter 17 maps the KSBs to the method. Arrangements will need to be made with the employer to enable the apprentice to carry out this work and have access to any existing golf course policy documents.

If the Employer does not have a Golf Course Policy Document in place, the Apprentice's pre-Gateway project will be to develop a Golf Course Policy Document in line with company policies and procedures as appropriate.

The Apprentice's work on the Golf Course Policy Document project must relate to the knowledge, skills and behaviours mapped to this assessment method. It is expected the final version of the Golf Course Policy Document project which includes recommendations and details of the approach will contain a minimum of 5,000 words.

The Apprentice's Mentor will typically support the development of the project, and the End-point Assessment Organisation will provide further guidance on the content.

The pre-Gateway Golf Course Policy Document project underpins the assessment method (Presentation with questions and answers) but is not assessed.

## Assessment methods

**Assessment method 1: Multiple choice test** (This assessment method has 1 component.)

### Overview

This assessment method will identify the Apprentice's depth and breadth of their knowledge and understanding of the KSBs mapped to this assessment method. It will allow for accurate assessment of the knowledge that is not likely to be evidenced in the Professional discussion or Presentation.

The rationale for this assessment method is:

The multiple choice test will enable the assessment of knowledge elements on key aspects such as health and safety, risk management, soil biology, control of weeds, pests and diseases and the importance of good customer service and working relations.

The multiple choice test is reliable and affordable to deliver and mark. It will be taken within one month of the Gateway.

### Multiple Choice Test:

The multiple choice test can be:

- computer based
- paper based

It will consist of 5 knowledge areas which all relate to golf course presentation and maintenance and total 25 marks overall. Each knowledge area will have a minimum of 2 different scenarios that target the associated knowledge criteria. Each scenario will have a minimum of 2 questions per scenario (totalling 20 marks).

The remaining 5 marks may come from any of the 5 knowledge areas, however there should be no more than 6 questions from any individual knowledge area overall. Writing additional scenarios for these questions is permitted as required.

Additionally, a minimum of one correct answer must be achieved in each of the knowledge areas to be eligible to attain a pass grade.

The table below shows the 5 knowledge areas, the minimum number of questions/ scenarios required and the associated, mapped knowledge criteria.

Knowledge Areas	Knowledge Criteria
<p><b>Health and Safety</b></p> <p>A minimum of <b>two</b> questions for <b>each</b> scenario:</p> <ul style="list-style-type: none"> <li>• Scenario 1a</li> <li>• Scenario 1b</li> </ul> <p>Minimum total of questions: 4</p>	<p>K1 All relevant health, safety and environmental legislation and regulations to ensure a safe working environment for self, team and others.</p> <p>K2 How to conduct and review risk assessments using methods relevant to the management and maintenance of the golf course.</p>



<p><b>Advanced soil and plant biology</b></p> <p>A minimum of <b>two</b> questions for <b>each</b> scenario:</p> <ul style="list-style-type: none"> <li>• Scenario 2a</li> <li>• Scenario 2b</li> </ul> <p>Minimum total of questions: 4</p>	<p>K3 The advanced aspects of soil and plant biology in order to produce sustainable playing surfaces.</p> <p>K4 How to identify and control weeds, pests, diseases and disorders and their impact on sustainable playing surfaces, legislation and record keeping.</p>
<p><b>Drainage and irrigation systems</b></p> <p>A minimum of <b>two</b> questions for <b>each</b> scenario:</p> <ul style="list-style-type: none"> <li>• Scenario 3a</li> <li>• Scenario 3b</li> </ul> <p>Minimum total of questions: 4</p>	<p>K9 How to design, install and manage drainage and irrigation systems and the importance of water management on the golf course</p>
<p><b>Management principles and practice</b></p> <p>A minimum of <b>two</b> questions for <b>each</b> scenario:</p> <ul style="list-style-type: none"> <li>• Scenario 4a</li> <li>• Scenario 4b</li> </ul> <p>Minimum total of questions: 4</p>	<p>K13 The principles of recruitment, appraisal, conflict, teamwork, staff co-ordination, supply chain management, performance management and the development of staff.</p> <p>K15 How to plan, lead and record meetings.</p>
<p><b>Professional development, the team, and equality and diversity</b></p> <p>A minimum of <b>two</b> questions for <b>each</b> scenario:</p> <ul style="list-style-type: none"> <li>• Scenario 5a</li> <li>• Scenario 5b</li> </ul> <p>Minimum total of questions: 4</p>	<p>K14 The importance of good working relationships, the needs of others and equality and diversity of others in the workplace.</p> <p>K19 The importance of personal and professional development of themselves and their team</p>

## Test administration

Apprentices must have 2 hours to complete the test.

The multiple choice test is a closed book test which means that the Apprentice cannot refer to reference books or materials. Apprentices must not have access to technical literature or external assistance on-line that may aid their performance in the multiple choice test. The multiple choice test can be taken at the Apprentice's place of work to aid flexibility and affordability.

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 or specialised (proctor) software, if the test is computer-based. 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 maximum apprentice/invigilator ratio must be 1 to 15 if face-to-face; and 1 to 5 if remote.

If the test is invigilated remotely or is computer-based, EPAOs must ensure appropriate methods are used to prevent misrepresentation, for example, not permitting screen share and ensuring 360-degree remote camera function with an invigilator, when taking the test on-line.

The EPAO is responsible for ensuring the security of the testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using on-line 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 question types allow this, to improve marking reliability.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

Results should be made available to the Apprentice within two weeks of taking the test.

The multiple choice test will result in a fail, pass or distinction, marked by the EPAO.

### Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation. It is recommended that this be done in consultation with Employers and Representative bodies to gain the necessary occupational expertise in this sector. 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. The EPAO shall develop and moderate the multiple choice test.

### Required supporting material

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

- A test specification
- Sample test and mark scheme
- Bank of questions
- Guidance documentation for Apprentices, Employers and Training Providers as to how the assessment method will be administered, including timescales
- Marking documentation
- Analysis reports which show areas of weakness for completed tests/exams
- An invigilation policy.

## Assessment method 2: Professional discussion carried out during a golf course walk underpinned by a portfolio of evidence

(This assessment method has 1 component.)

### Overview

This assessment will take the form of a Professional discussion whilst walking around appropriate areas of the golf course. It 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. The Professional discussion will be carried out during the course walk and underpinned by the portfolio of evidence that was submitted at the Gateway.

It is expected that most of the professional discussion (and assessment of associated KSBs) will take place during the course walk. However, to support manageability (e.g. poor weather, relevance of some KSBs to course locations etc.), it is acceptable that part of the discussion includes the use of a quiet room (free from distraction) as part of the course walk. If the course walk route is agreed quickly (during the first 30 minutes) any remaining time must be disregarded and not carried over to the formal assessment time.

The EPAO will arrange for the Professional discussion to take place, in consultation with the Employer – this includes ensuring there is a quiet room (free from distractions) that may be used as part of the course walk.

The rationale for this assessment method is:

It is the most appropriate method to assess the knowledge, skills and behaviours as shown in the mapping table below. It will enable the Independent Assessor to draw on examples of work and/or projects carried out by the Apprentice and it gives the Apprentice the opportunity to explain their role by using the course walk as a living portfolio.

### Venue

The Professional discussion including the course walk will take place at the Apprentice's place of work. This is to enable the Apprentice to provide visual and verbal references to showcase evidence that they have met the KSBs mapped to this method.

### Delivery

The Professional discussion, including the course walk will last 3 hours. Travel time between locations on the golf course will not count towards the total duration; the clock will be stopped. This length of time should allow for all relevant parts of the golf course to be visited. The Independent Assessor has the discretion to increase the Professional discussion time by up to 10% to allow apprentices to complete their final answer. Further time may be granted for Apprentices with appropriate needs, in line with the EPAOs reasonable adjustment policy.

The Independent Assessor will have reviewed the portfolio to determine an outline of the areas of the course they need to visit to see specific work and/or projects for assessment. In the first 30 minutes of the assessment, the Independent Assessor and the Apprentice will discuss this outline and agree a route through the course that will allow the Apprentice to demonstrate all of the KSBs mapped to this assessment method.

This allows the Apprentice, who will have a better understanding of the layout of the course, to suggest a logical approach to visiting the required areas. The Apprentice can also suggest any other areas

which they think should be visited – however the Independent Assessor will have the final decision on the route taken, and the areas visited.

The Independent Assessor will then conduct and assess the Professional discussion whilst walking around the pre-selected areas of the golf course on a one-to-one basis with the Apprentice (it is not necessary to visit the whole golf course).

The Professional discussion will be underpinned by the portfolio of evidence that was submitted at the Gateway. The portfolio can be in either hard copy or downloaded onto a digital device. Walking the course will give the Apprentice an opportunity to showcase the work they have completed during the programme and allow for the Independent Assessor to see at first hand the impact of changes made to the course as a result of decisions made, the background to which will be shown in the portfolio.

The Apprentice should refer to the portfolio throughout the Professional discussion and course walk, to provide evidence, for example of drawings, plans or photographs of work that the apprentice has undertaken. The Professional discussion will enable the Independent Assessor to confirm the Apprentice has met the KSBs mapped to the method.

The course walk will provide a visual aid for the Independent Assessor to conduct the Professional discussion, referring also to the Apprentice's portfolio of evidence to provide the background to the current state of the golf course seen in the course walk. The Apprentice's portfolio of evidence and course walk should be used to underpin the Professional discussion. The portfolio is **not** used to assess the Apprentice's knowledge, skills and behaviours as shown in the mapping table below. (**The portfolio of evidence is not assessed**).

The Professional discussion will be a structured discussion between the Apprentice and Independent Assessor. It will involve questions that will allow the Apprentice to evidence meeting the KSBs assigned to this assessment method. The Independent Assessor must combine a minimum of 20 competency-based questions from the EPAO's question bank along with follow-up questions of their own which will arise naturally from the Professional discussion with the Apprentice. The follow-up questions are allowed, to seek clarification, and the Apprentice can refer to their portfolio of evidence for specific details on the golf course, and to the golf course itself, on the course walk, to enable the illustration of answers. This will be inclusive of the time allocated to this assessment method.

The Independent Assessor will make all grading decisions. The Independent Assessor must use the assessment tools and procedures that are set by the EPAO to record and holistically assess the Professional discussion with course walk underpinned by a portfolio.

The Professional discussion and course walk should be audio recorded in order to aid marking. The audio recording should ensure that assessment is feasible, enabling the Independent Assessor to view the portfolio, carry out the course walk and record the assessment effectively.

### Required supporting material

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

- Outline of the assessment method's requirements
- An assessment specification
- Assessment guidance
- Bank of questions
- Guidance documentation for Apprentices, Employers and Training Providers as to how the assessment method will be administered, including timescales
- Assessment documentation

### Other relevant information

EPAOs will produce specifications to outline in detail the following:

- How the Professional discussion will operate
- What will and can be covered during the discussion
- What equipment will be needed

It is recommended that this is done in consultation with representative employers to gain necessary occupational knowledge in this sector.

EPAOs must develop a structured specification and competency-based questions to assess the related underpinning knowledge, skills and behaviours. They must develop 'question banks' of sufficient size to prevent predictability and they must review them regularly (at least once a year) to ensure they, and the questions they contain are current and fit for purpose. The Independent Assessor must ensure the Apprentice is treated fairly and consistently with others and that the objectives of this assessment method are met.

The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow the 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 carried out during a golf course walk underpinned by a portfolio of evidence, and reaching consistent judgement.

The assessment will be marked by an Independent Assessor appointed by an EPAO following a marking guide produced by the EPAO.

## Assessment method 3: Presentation with questions and answers

(This assessment method has 1 component.)

### Overview

Apprentices will prepare and deliver a presentation, based on their pre-Gateway Golf Course Policy Document project. The purpose of the presentation is to allow the Apprentice to demonstrate the KSBs assigned to this assessment method.

The topic of the presentation and questions will be decided upon by the Independent Assessor after reviewing the Golf Course Policy Document project. The topic will be chosen from one of the chapter titles in the Golf Course Policy Document project, as listed below:

3. Course management objective
4. Course management policy
5. Course set up
6. Environmental management plan
7. Resources
8. Course usage
9. Course development
10. Health and safety
11. Recording and monitoring
12. Professional advice
13. Complaints procedure
14. Communication

The presentation must cover all of the KSBs mapped to this assessment method. Therefore, chapters 1, 2, and 15 to 17 would not be appropriate to cover the required content and have not therefore been listed above.

Apprentices must have two weeks to prepare the presentation post confirmation from the Independent Assessor of the topic of the presentation. The presentation will be made to an Independent Assessor who must be present in person.

The rationale for this assessment method is:

This is the most appropriate method to assess the knowledge, skills and behaviours as shown in the mapping table below. Part of the job role is being able to communicate and give presentations about the condition of the golf course.

### Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment at the employer's premises.

The venue should be a quiet room, free from distraction and external influence.

### Delivery

The Presentation with questioning must take place at the Apprentice's place of work, in a controlled environment; a room free from distractions and influence, with sufficient space for all present and the necessary equipment, for example computer, presentation facilities (if required by the Apprentice).

The presentation must last 15 minutes, plus 10% at the Independent Assessor's discretion to allow the Apprentice to complete the presentation. It must include a written element such as slides or handouts.

The questioning must seek to confirm that the apprentice has the knowledge, skills and behaviours assigned to this method of assessment (see KSB mapping table below) to determine the Apprentice's depth of understanding and assess performance against the grading descriptors.

The Independent Assessor will use the example questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. Questions will be asked in order to assess the Apprentice's demonstration of the relevant KSBs (including any that have not been directly assessed in the Presentation). The duration of the questioning will be 45 minutes. The Independent Assessor has the discretion to increase the discussion time by up to 10% to allow the Apprentice to complete an answer. Apprentices may refer to their Golf Course Policy Document project; presentation and presentation aides when answering the questions. The Golf Course Policy Document project must also be available to the Independent Assessor. The Golf Course Policy Document project should not be assessed as part of the EPA.

The outcome of the presentation with questions and answers should be recorded. Independent Assessors must assess the evidence from the presentation and questioning holistically to determine the grade of pass, distinction or fail using the grading descriptors for this assessment method. The EPAO shall retain evidence of the presentation for verification purposes and to demonstrate that presentation took place and ensuring validity of the decision.

The Independent Assessor will make all grading decisions.

### Required supporting material

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

- Outline of the assessment method's requirements
- An assessment specification
- Assessment schemes
- Example competency-based questions
- Guidance documentation for apprentices, employers and Training Providers as to how the assessment method will be administered, including timescales
- Assessment documentation

### Other relevant information

EPAOs will produce specifications to outline in detail the following:

- How the presentation with questions and answers will operate
- What will and can be covered during the presentation with questions and answers

It is recommended that this is done in consultation with representative employers to gain necessary occupational knowledge in this sector.

EPAOs must develop a structured specification and example competency-based questions to assess the related underpinning knowledge, skills and behaviours. They must develop 'question banks' of sufficient size to prevent predictability and they must review them regularly (at least once a year) to ensure they, and the questions they contain are current and fit for purpose. The specifications,



including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow the 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 Presentations with questions and reaching consistent judgement.

EPAO's will provide a standard template upon which to record the assessment outcome.

The assessment will be marked by an Independent Assessor appointed by an EPAO following a marking guide produced by the EPAO.

## 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.

## Grading descriptors

### Assessment method 1: Multiple choice test

KSBs	Fail	Pass	Distinction
K1 K2 K3 K4 K9 K13 K14 K15 K19	0 - 14 marks	15 - 20 marks	21 - 25 marks

A minimum of one correct answer must be achieved in each of the knowledge areas to be eligible to attain a pass grade.

## Assessment method 2: Professional discussion carried out during a golf course walk underpinned by a portfolio of evidence

All pass criteria must be met in order for the apprentice to achieve a pass. In order to achieve a distinction, all distinction criteria plus all pass criteria will need to be achieved.

KSBs	Fail	Pass	Distinction
<b>K5</b> <b>K6</b> <b>K7</b> <b>K8</b> <b>K10</b> <b>K12</b> <b>K16</b> <b>K17</b> <b>K18</b>	Does not meet the pass criteria	Describes the principles, systems and strategies they have adopted for providing a safe environment for staff, golfers and members of the public (S1, B5)	Develops evidence-based recommendations to improve the safety of the workplace and to monitor and manage the evaluation of these (S1)
<b>S1</b> <b>S2</b> <b>S3</b> <b>S4</b> <b>S5</b> <b>S6</b> <b>S7</b> <b>S8</b> <b>S11</b> <b>S12</b> <b>S13</b> <b>S14</b> <b>S15</b> <b>S16</b> <b>S17</b> <b>S19</b> <b>S20</b> <b>S21</b> <b>S22</b>		Describes how they have managed conflict, discipline and grievances effectively within the team and others (S15)	Explains how they applied previous learning to resolve or preempt and prevent issues with conflict, discipline or grievance (S15)
<b>B1</b> <b>B2</b> <b>B3</b> <b>B4</b> <b>B5</b> <b>B6</b> <b>B7</b> <b>B8</b> <b>B9</b>		Describes techniques used to motivate team members and encourage excellence (S16)	Considers and evaluates a range of techniques for motivating and fostering excellence within their team and for themselves (S16)
		Explains how they have prepared, submitted and managed budgets and capital expenditure proposals to meet requirements (S11)	Identifies and justifies key differences between the current and previous budgets (S11)
		Explains and justifies how they planned the management of weeds, pests and diseases and the impact on plant health and pathology (S5)	Critically and holistically evaluates the management of the weeds, pests and disease management programme and its impact on the plant, surface performance and the environment (S5)
		Explains how they manage water applied and removed from the golf course, through irrigation and drainage (S8)	Evaluates the performance of the irrigation and drainage systems and its impact of water usage on the golf course and environment (S8)

		<p>Explains how they have identified appropriate software systems to manage the golf course sustainably through data collection and analysis, ensuring effective record keeping (K17, S6, S22)</p> <p>Discusses how they have planned, monitored evaluated and managed maintenance, improvement and renovation programmes for the golf course and how optimising the use of resources enables implementation of renovation and maintenance plans (K5, S2)</p> <p>Explains and demonstrates how they have conducted, managed and reviewed risk assessments on equipment, materials, people and facilities (S12)</p> <p>Explains how the collection and evaluation of their data has influenced course maintenance decisions and why the use of data is important in maintaining quality standards and resolve problems (K6, B7)</p> <p>Explains how they have worked alone and as a member of a team and the impact upon resources (B3)</p>	<p>Determines and considers the uncertainty and validity of data and statistical results, and the limits of their analysis (S6, S22)</p> <p>Critically analyses previous equipment and course maintenance plans and reflects how they have been used to inform future maintenance strategies (K5, S2)</p>
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		<p>Describes the different forms of communication on a range of subjects to the greenkeeping team and golfers, evaluating why they were the most effective methods for the situation (K16, S13, S21, B6)</p> <p>Explains and demonstrates how they have planned and managed construction, projects and day to day tasks, including allocation of physical resources and equipment (K7, S3, S7)</p> <p>Outlines how their management of the greenkeeping team from training and development of staff, to recruitment for new team members ensures both continuity and development of the team (S14)</p> <p>Explains how they have shown a strong work ethic including pride in work, attention to detail, integrity and good time management, whilst maintaining a willingness to learn and develop through Continuing Professional Development (CPD) (S20, B1, B4)</p> <p>Describes how they have shown a flexible and positive attitude to work (B2)</p>	
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		<p>Describes how they have delivered and encouraged others to deliver excellent customer service and explaining how they have demonstrated a professional manner in representing the golf club (S19, B8, B9)</p> <p>Explains how the Rules of Golf and course etiquette impact upon events and course management/play (K18)</p> <p>Describes how they organise and manage meetings with the greenkeeping team and management (S17)</p> <p>Provides evidence of planning and managing the maintenance and replacement of machinery and equipment, taking into account costs and resource availability (K10, S4)</p> <p>Explains the importance of customer service to the long-term success of the business in terms of potential income and reputation (K12)</p> <p>Explains the environmental and ecological best practice in the maintenance of a sustainable golf course and the impact of current legislation (K8)</p>	
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## Assessment method 3: Presentation with questions and answers

All pass criteria must be met in order for the apprentice to achieve a pass. In order to achieve a distinction, all distinction criteria will need to be achieved.

KSBs	Fail	Pass	Distinction
<b>K11</b> <b>S9</b> <b>S10</b> <b>S13</b> <b>S18</b> <b>S21</b>  <b>B6</b> <b>B8</b>	Does not meet the pass criteria	<p>Presents on a range of subjects, demonstrating appropriate written and verbal communication skills (S13, S21, B6, B8)</p> <p>Explains how they have developed and reviewed a chapter of the tactical and strategic business management plan (the Golf Course Policy document) (K11, S9)</p> <p>Identifies and justifies policies and strategies they have recommended as part of the Golf Course Policy Document project (S10)</p> <p>Explains how they have demonstrated the core values of the golf club and how they promote these in others (S18)</p>	Explains how they have drawn on wider industry practices and data and the significant impact to the golf club (K11, S9)

## Overall EPA grading

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

Grades from individual assessment methods should be combined in the following way as laid out in the table, to determine the grade of the EPA as a whole.

Please note: Merit grades are only awarded at the overall grade stage. To achieve a Merit grade, the apprentice must gain two distinctions and a pass grade.

The assessment methods are weighted equally which is reflected in the grading table below.

Assessment method 1: Multiple Choice Test	Assessment method 2: Professional discussion carried out during a course walk underpinned by a portfolio of evidence	Assessment method 3: Presentation with questions and answers	Overall grading
Fail any assessment method			Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Merit
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Pass	Merit
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.

Re-sits should be taken within two months of the fail notification and re-takes should be completed within four months of the fail notification, otherwise the entire EPA must be taken again.

If they fail any single re-sit or re-take, the entire EPA must be taken again, unless in the opinion of the EPAO, exceptional circumstances apply outside the control of the Apprentice or their employer.

Apprentices who re-sit/re-take the Multiple choice test, must sit a different test paper.

Apprentices who fail the Professional discussion and course walk and/or the Presentation with questions and answers can re-sit/re-take at a later date.

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

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

## Roles and responsibilities

Role	Responsibility
Apprentice	<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>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<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</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</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>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the Independent Assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> </ul>



	<ul style="list-style-type: none"> <li>• organise and conduct moderation of Independent Assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an Independent Assessor should:</p> <ul style="list-style-type: none"> <li>• understand the occupational standard and end-point assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an Independent Assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the occupational standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• plays no part in the EPA itself</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:

- appoint Independent Assessors who have knowledge of the following occupational areas:
  - current occupational competence in golf greenkeeping (hold the position of Course Manager/Head Greenkeeper)
  - previous recent occupational experience in the role
- appoint Independent Assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
  - proven competence in assessment (hold or be working towards an assessor qualification)
- 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
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, within the current quality assurance guidelines

## Affordability

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

- using an employer's premises
- online assessment

## Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Golf Course Manager with British & International Golf Greenkeepers Association (BIGGA).

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Multiple choice test

Knowledge
<b>K1</b> All relevant health, safety and environmental legislation and regulations to ensure a safe working environment for self, team and others.
<b>K2</b> How to conduct and review risk assessments using methods relevant to the management and maintenance of the golf course.
<b>K3</b> The advanced aspects of soil and plant biology in order to produce sustainable playing surfaces.
<b>K4</b> How to identify and control weeds, pests, diseases and disorders and their impact on sustainable playing surfaces, legislation and record keeping.
<b>K9</b> How to design, install and manage drainage and irrigation systems and the importance of water management on the golf course.
<b>K13</b> The principles of recruitment, appraisal, conflict, teamwork, staff co-ordination, supply chain management, performance management and the development of staff.
<b>K14</b> The importance of good working relationships, the needs of others and equality and diversity of others in the workplace.
<b>K15</b> How to plan, lead and record meetings.
<b>K19</b> The importance of personal and professional development of themselves and their team.

## Assessment method 2: Professional discussion carried out during a golf course walk underpinned by a portfolio of evidence

Knowledge
<b>K5</b> How to plan, manage and review maintenance, improvement and renovation programmes for the golf course making the optimum use of resources available.
<b>K6</b> The importance of maintaining quality standards through the collection and evaluation of data.
<b>K7</b> How to plan, manage and construct golf course features.
<b>K8</b> The environmental and ecological best practice to maintain a sustainable golf course and the impact of current legislation.
<b>K10</b> How to plan, manage and review machinery and equipment maintenance programmes.
<b>K12</b> The importance of customer service to the business.
<b>K16</b> The different forms of communication (written, verbal, electronic) and evaluate the best solution for different circumstances.
<b>K17</b> How to identify the appropriate software systems to ensure effective communication and record keeping.
<b>K18</b> The Rules of Golf, golf course etiquette and how they impact on events and the playing of the game of golf.

Skills
<b>S1</b> Manage, promote and maintain a healthy, safe and secure maintenance facility and golf course for their staff, golfers and members of the public.
<b>S2</b> Plan, monitor, evaluate and manage golf course maintenance and the environment in accordance with the Golf Course Policy document.
<b>S3</b> Manage the allocation of human and physical resources, equipment and supply chain for projects and tasks on a day to day basis.
<b>S4</b> Plan and manage the maintenance and replacement of machinery and equipment.
<b>S5</b> Plan and manage the control of weeds, pests and diseases and their impact on plant health and pathology.
<b>S6</b> Analyse and interpret a range of data collected from the golf course and the management of sustainable playing surfaces.
<b>S7</b> Plan and manage projects, including the construction of golf course features and events.
<b>S8</b> Manage water applied and removed from the golf course, including irrigation and drainage.

<b>S11</b> Prepare, submit and manage maintenance budgets and capital expenditure proposals.
<b>S12</b> Conduct, manage and review risk assessments on equipment, materials, people and facilities.
<b>S13</b> Communicate to golf course staff, colleagues, golfers and others on a range of subjects.
<b>S14</b> Manage the recruitment, selection and induction of staff and the performance, training, equality and diversity of the greenkeeping team.
<b>S15</b> Manage conflict, discipline and grievances within the team and others.
<b>S16</b> Motivate and encourage excellence within the greenkeeping team.
<b>S17</b> Organise and manage meetings with the greenkeeping team and others.
<b>S19</b> Encourage a customer service culture within the greenkeeping team.
<b>S20</b> Manage their own Continuing Professional Development.
<b>S21</b> Make presentations both written and verbal to the greenkeeping team, management and golfers.
<b>S22</b> Use information technology to manage the golf course through data collection and analysis.

<b>Behaviours</b>
<b>B1</b> Ensure a strong work ethic including pride in work, attention to detail, integrity and good time management.
<b>B2</b> Have a flexible, positive attitude to work.
<b>B3</b> The ability to work as a lone worker and as a member of a team.
<b>B4</b> A willingness to learn and contribute to their own Continuing Professional Development.
<b>B5</b> Ensure a safety mindset for self, the greenkeeping team, golfers and members of the public.
<b>B6</b> A clear and effective communicator who can use a variety of communication methods to give/receive information accurately and in a timely and positive manner.
<b>B7</b> Problem solving and effective decision making.
<b>B8</b> Represent the golf club in a professional manner at all times.
<b>B9</b> Recognise and deliver exceptional customer service.

## Assessment method 3: Presentation with questions and answers

### Knowledge

**K11** How to develop and review a tactical and strategic business management plan, in line with the Golf Course Policy document.

### Skills

**S9** Develop and review a Golf Course Policy document in co-operation with the employer.

**S10** Identify and determine policies and strategies for the development of the golf course, in line with Golf Course Policy document.

**S13** Communicate to golf course staff, colleagues, golfers and others on a range of subjects.

**S18** Promote the golf club and its core values, as determined by the employer.

**S21** Make presentations both written and verbal to the greenkeeping team, management and golfers.

### Behaviours

**B6** A clear and effective communicator who can use a variety of communication methods to give/receive information accurately and in a timely and positive manner.

**B8** Represent the golf club in a professional manner at all times.