

End-point assessment plan for VFX Supervisor apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0901	7	No

Contents

Introduction and overview	2
EPA summary table	4
Length of end-point assessment period	5
Order of assessment methods	5
Gateway	6
Assessment methods.....	8
Grading.....	14
Re-sits and re-takes.....	19
Roles and responsibilities	20
Internal Quality Assurance (IQA).....	23
Affordability.....	23
Professional body recognition	23
Mapping of knowledge, skills and behaviours (KSBs)	24

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the VFX Supervisor apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics Level 2
- the apprentice has collated a portfolio of evidence to underpin the professional discussion
- the employer agrees the report title, subject and scope of the post show review report with the EPAO

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 6 months.

¹ 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 consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Post show review report with presentation and supplementary questioning

- Fail
- Pass
- Distinction

Assessment method 2: Professional Discussion underpinned by portfolio

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically, 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence.
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. • English and mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • A Portfolio of evidence to underpin the Professional Discussion. <p>The title, subject and scope of the post show review report will be agreed between the EPAO and the employer</p>
End-point assessment (which will typically take 6 months)	<p>Assessment method 1: Post show review report with presentation and supplementary questioning</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</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically for 6 months, starting when the EPAO has confirmed that all Gateway requirements have been met.

The EPA period must last for a minimum of one week.

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

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. 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.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

For post show review report with presentation and supplementary questioning:

- The report title, subject and scope will be agreed between the EPAO and the employer

For Professional Discussion underpinned by portfolio, the apprentice will be required to submit:

- 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 professional discussion
- the portfolio of evidence will typically contain 12 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/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable
 - VFX reports and proposals created
 - written accounts of production activities that have been completed including post show reviews
 - feedback from colleagues and/or clients

This is not a definitive list; other evidence sources are possible.
- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the 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
- where there are commercial sensitivities, evidence may not be available in advance of the assessment (the Independent Assessor will need to view any confidential material during the Professional Discussion).

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.

Assessment methods

Assessment method 1: Post show review report with presentation and supplementary questioning (This assessment method has 2 components.)

Assessment method 1 component 1: Post show review report

Overview

The post show report is compiled after the apprentice has gone through the gateway, however due to the complexity and lengthy timescales of these shows, some or all of the contributing show which is the subject of the post show report may have been completed pre-gateway.

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

The rationale for this assessment method is:

The report and presentation method have been selected as it provides the opportunity to assess a wide range of knowledge, skills and behaviours. VFX supervisors are required to complete a post-show review report of productions undertaken so this replicates usual working practices. An observation would not be suitable due to the complexity and length of time that the report typically takes to produce.

Delivery

Apprentices will complete a report in the form of a post-show review report.

The post show review report is compiled after the apprentice has gone through the gateway process. The apprentice will conduct their report and submit it to the EPAO after a maximum of 4 weeks of the EPA start date. It is expected that the report will typically take 30 hours to complete.

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

Whilst completing the report, the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls.

The report should be in the form of electronic copy.

The report will be based on the following:

- Review of the effectiveness of the end to end process and strategy used throughout the supervision and development of a VFX production

The apprentice will address the following in the report:

- How they interrogated the brief and developed a strategic approach to delivery
- How they analysed and negotiated with others to obtain resources, tools and developed workflows

- How they managed the production, influenced stakeholders and dealt with conflicting priorities
- How they were accountable for delivery ensuring adherence with the original bid, VFX budget and schedule
- How they allocated, delegated and monitored VFX outputs across the team and wider organisation.
- The report has a word count of 7000 words.
- A tolerance of plus or minus 10% is allowed.
- Appendices, references, diagrams etc. will not be included in this total.

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

When the report is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

The independent assessor will assess the method holistically and make the grading decision based on the report, presentation, and the questioning.

Marking

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

Supporting material

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

- Outline of the assessment method's requirements
- Marking materials
- Example report subject, titles, and scope

Assessment method 1 component 2: Report presentation with supplementary questioning

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the post show review report created by the apprentice.

The presentation will be completed after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will have 10 days' notice of the presentation from the EPAO to prepare and complete the presentation.

The rationale for this assessment method is:

VFX Supervisors have to present their findings on productions to members of their organisation, external colleagues and clients and may also present to peers in the industry. This method tests the KSBs mapped to it, including presentation skills.

Delivery

The presentation will not be submitted in advance. The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The presentation will be a summary of the post show review report and will include:

- An evaluation of the strategy taken to produce the VFX content.
- An analysis and summary of the lessons learnt and how these can be applied to future productions across the wider organisation.
- Justification of approaches taken to problem solving.

The presentation and supplementary questioning will last for 60 minutes. This includes a presentation lasting typically 30 minutes and questioning lasting typically 30 minutes. The independent assessor has the discretion to increase the time of both the presentation and the questioning by up to 10% to allow the apprentice to complete their last point.

The purpose of the questioning is to explore aspects of the report, including how it was carried out and assess the apprentice's depth of understanding, skills and behaviours. The questions will be drawn from a question bank supplied by the EPAO, but the independent assessor may generate their own questions pertinent to the report and presentation. This must be in-line with the EPAO's training and moderation process.

The independent assessor will ask a minimum of 6 questions at the end of the presentation. Follow-up questions are allowed and don't form part of the question number count.

The questions will be drawn from a question bank supplied by the EPAO, as well as assessor generated, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- videos
- interactive demonstrations
- notes
- computer
- work products

The presentation will be conducted as follows:

- The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.
- The way in which the content of the presentation is delivered is not prescriptive.
- The apprentice must outline details of visual aids to be used and specify any equipment required when given notice of the presentation by the EPAO. It is the EPAO's responsibility to ensure that the required equipment is available.
- The EPAO should provide the apprentice with 10 days' notice of the presentation

The independent assessor will assess the method holistically and make the grading decision based on the report, presentation, and the questioning.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

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

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

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that 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 questioning and reaching consistent judgement.

Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- outline of the assessment method's requirements
- marking materials
- question bank

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

Assessment method 2 component 1: Professional Discussion underpinned by portfolio

Overview

This assessment will take the form of a professional discussion 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:

This method can be used for synoptic assessment of knowledge, skills and behaviours. This method also helps to assess their in-depth understanding of their work and covers aspects of the occupation that are difficult to observe and take place in restricted and confidential settings. This is a consistent method that applies across work settings in the industry. It is reflective of industry best practice for reporting orally on reports and justifying decisions taken. It also replicates the approach taken to reviewing candidate performance used in industry.

The apprentice will have 10 days' notice of the professional discussion from the EPAO in order to prepare.

Delivery

The independent assessors 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:

The professional discussion will be a two-way discussion between the apprentice and independent assessor. It will also cover the apprentice's achievements, the standard of their work and their approach. The portfolio of evidence will be used to inform questioning during the professional discussion. The professional discussion will be used to assess the VFX Supervisor on:

- Knowledge, skills, and behaviours, mapped in the mapping table, using the apprentice's portfolio of evidence to underpin the discussion. (The portfolio is not assessed).

Questioning will be used to authenticate evidence, experience, and competence.

The assessor will ask a minimum of 10 open questions to act as starting points for the discussion, which will be a combination of self-generated and question bank questions to ensure consistency in approach. Follow-up questions will then be used to draw out further evidence.

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.

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)

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must be reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including 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.

Supporting material

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

- outline of the assessment method's requirements
- marking materials
- question bank

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: Post show review report with presentation and supplementary questioning

Fail - Does not meet the pass criteria		
KSBs	Pass– In order to achieve a pass all the pass descriptors mapped to this assessment method must be met	Distinction - In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met
K2 K4 K5 K6 K8 K9 K10 K11 K15 K16 K19 K23 K25 K26 S1 S2 S3 S6 S7 S8 S11 S15 S18 S19 S21 S22 S25 B4	<p>Justifies how own role fits within the hierarchy and interactions of each VFX discipline within the pipeline, the interdependencies between departments and tasks and how this supports the production and organisational strategy and objectives. K6 K10</p> <p>Critically evaluates how they have interrogated and contextualised the brief and developed it into a concept. This should consider:</p> <ul style="list-style-type: none"> • the type of brief, • client profile, • interacting technical factors, • the principles of motion picture photography and the film making process, including lenses, composition, light, colour, • perspective and scale • production requirements • the creative and cultural references to be used <p>Explains how they have reached a consensus on the strategy for delivery, how conflicting or unclear requirements were addressed and fit within the wider workflow. K4 K19 S1 S2 K26</p> <p>Ensures that the creative brief is analysed and translated into a departmental workflow. Identifies, assesses, scopes, and develops or selects the appropriate technical resources, processes, tools and workflows required to deliver the</p>	<p>Critically evaluates own supervision role within the project and identifies where this could be improved upon for future productions. K6 K10</p>

	<p>brief to meet industry standards for quality, meet client requirements and balancing limitations and risks. K2 K23 S3</p> <p>Leads and supervises the and delivery of a project plan which covers the translation from brief to practical tasks allowing for contingencies; justify the selection and application of the project management tools and methodology used to account for competing priorities. S6 S7</p> <p>Critically evaluates the implications of decisions taken for the production budget and justifies the use of blue/green screens, motion control or any specialist equipment resources for the project. Evaluates how these impacted on own organisation's business operations and financial and commercial constraints. K8 K9 S11</p> <p>Assesses the limitations of tools and workarounds used, researching, and developing and leading the innovation of new tools, techniques and methods to optimise workflows. Highlights critical factors to consider when providing solutions to the wider team or client K16 S22</p> <p>Evaluates the technical specifications including Colourspace, film and TV formats (HDTV, UHD, common VFX workflows and delivery formats used throughout the production process. Explains how these impact and inform methodologies and strategies used, whilst applying the principles of photogrammetry, texture reference and set scanning and key decision-making points throughout the production. K11 K15 K25</p> <p>Communicates complex technical VFX information both verbally and through writing, and answers supplementary questioning confidently and appropriately. Includes the information that is of most interest to the audience and which portrays the production and concept most effectively. Appraises how they offer</p>	<p>Justifies technical decisions; describing how they influenced the client and team to adopt them. Recognises where it could result in a negative impact on the overarching look and concept of the final production but is necessary for reasons such as cost or resource availability. K8 K9 S11</p> <p>Appraises new tools, techniques and methods and develops strategies for their wider adoption across the organisation. Assesses how these can impact on the wider industry, sharing with others to enhance future productions. K16 S22</p> <p>Identifies complex technical elements of the project that would benefit from further research and development techniques. Justifies and influences their strategic adoption across the wider business. S8 S18</p>
--	--	---

	<p>advice, provide clear context and reasoning for strategic decision-making, apply influencing and persuading skills to personal interactions. K5 S8 S18</p> <p>Reflects on how to lead by example; committed to prioritising, supervising and completing work within a set timeframe and to industry standards and how to adapt positively to changing work priorities and patterns, to ensure deadlines continue to be met and that assets are delivered securely, in line with production requirements. S25 B4</p> <p>Proactively identifies potentials to disrupt quality of delivery or timelines, provides support to others to ensure timely delivery against the project plan. Justifies the strategy taken to assign work, set goals and accountabilities. Evaluates work to ensure quality standards are met and that the solution is not deviating from production requirement and how to resolve this if an issue is identified. S15 S19 S21 B4</p>	
--	--	--

Assessment method 2: Professional Discussion underpinned by portfolio

Fail - Does not meet the pass criteria		
KSBs	Pass– In order to achieve a pass all the pass descriptors mapped to this assessment method must be met	Distinction- In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met
<p>K1 K3 K7 K12 K13 K14 K17 K18 K20 K21 K22 K24</p> <p>S4 S5 S9 S10 S12 S13 S14</p>	<p>Describes recent and potential future developments in the creative and cultural industries, evaluates how these changes and developments will impact on their supervisor role. K1</p> <p>Appraises the different types of VFX production requirements and the technical vocabulary used for delivery standards and technical delivery processes and explains how these have been applied. K3 K21</p> <p>Evaluates the value of VFX content and confidentiality to the business and its customers. Explain how they supervised the delivery of assets ensuring that</p>	

<p>S16 S17 S20 S23 S24 S26 S27</p> <p>B1 B2 B3 B5</p>	<p>the team comply with data security, apply the legal and regulatory requirements and follow standards and procedures to VFX assets. K7 S26</p> <p>Provides rationale and examples of how to manage the diverse needs and expectations of clients and stakeholders, and how they present technical and creative solutions and concepts to meet creative requirements, adapting processes, methodologies, tools and workflows, whilst ensuring strong working relationships and trust are built. K13 S10</p> <p>Justifies the approaches taken to vendor and internal colleague (including global sites) relationship management including negotiating, influencing and effective networking and how to use empathy and listening skills to builds trust and contacts, and critically evaluate the information being received. K14 B1</p> <p>Reflects on how they adapt their methods of communication and strategies and techniques for different audiences. Applies influencing and persuading skills to personal interactions establishing and managing complex relationships with multiple stakeholders, including colleagues, customers, suppliers and professional networks in order to secure new and repeat business and meet production requirements. K24 S9 S27</p> <p>Explains with examples how to collaborate with and influence the production team to plan and implement a project schedule and budget whilst managing multiple priorities, stakeholders or projects simultaneously without impact on relationships or deliverables. S5 S12</p> <p>Evaluates how they have worked in a transparent and open way; making judgements free from bias and taking on responsibility as needed as to what should and should not be changed in the VFX process. B3</p> <p>Reflects on how they built, supervised, managed and supported a motivated, inclusive, engaged and agile team encouraging collaboration and high performance. Explains how they provide support and allow others to develop and increase creative, leadership and technical skills through mentoring and identifying and supporting initiative. K17 S14 S16 B2</p>	<p>Reflects on how to maintain motivation of self and team and inspire creativity and focus across a variety of projects. Describes how to act professionally and impartially, not being influenced by own production preferences and challenging team members to do the same. B3</p> <p>Justifies how they have successfully managed challenges outside of their control and how they have managed the impact, demonstrating resilience and leadership of the team. K17 S14 B2</p>
---	---	---

	<p>Evaluates how the dailies “review process” has worked, and how they deliver critical, balanced and constructive feedback to keep the work on track, and manage conflict, to achieve a positive result within a production environment; leading to continuous improvement and a no blame culture. K18 S13</p> <p>Evaluates how best to utilise the on-set etiquette, environment, processes and hierarchy between departments, to enable the effective collection of VFX data and information on all VFX aspects such as on-set VFX data, High Dynamic Range (HDR), Standard Dynamic Range (SDR) in pre-production meetings, on-set and during plate, scan, reference and/or capture shoots. Evaluates how they have advised and supervised the data collection. K20 S17</p> <p>Analyses and identifies workflow operation and problems arising, utilising programming languages and applied mathematics to advance VFX developments and provide solutions to VFX problems S4 S23</p> <p>Explains with examples when they have researched, evaluated and introduced the latest advancements in technical VFX tools and methodologies, applying new ways of thinking at the cutting edge of creativity in the industry, leading the way and pushing boundaries on technical innovation and influencing others to adopt new approaches. K12 K22 S20</p> <p>Reflects on how they have communicated the opportunities for, and raised awareness of, the wider application of VFX tools and technologies across the business and creative industries. Provides examples of utilising a strategic and entrepreneurial mind-set, driving innovation across the business whilst; proactively keeping up to date with emerging trends in VFX projects. S24 B5</p>	<p>Provides evidence of creative innovation and applied learning in professional working methods that has the potential to have broad ranging and transformational impact across the VFX industry. S24 B5</p>
--	--	---

Overall EPA grading

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

Apprentices must gain a pass in one method plus a pass or higher in the other method to achieve a pass.

Apprentices must gain a distinction in both assessment methods to gain a distinction overall.

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 Post show review report with presentation and supplementary questioning	Assessment method 2 Professional Discussion underpinned by portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	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 6 weeks 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 10 weeks of the EPA outcome notification.

All assessment methods must be taken within a 6-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

Apprentice	<p>As a minimum, apprentices should:</p> <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 training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice 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 • 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 documentation 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 all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard

	<ul style="list-style-type: none"> • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • 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 • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • 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 • deliver induction training for independent assessors, and for invigilators and/or 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 the EPAO's 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 • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors 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

	<p>of the independent assessor as detailed in the IQA section of this EPA plan</p> <ul style="list-style-type: none"> • 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 all instances, including when the EPAO is the training provider (i.e. HEI) • 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 using 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 • mark submitted work accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers 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 the apprentice's 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. a HEI) there must be procedures in place to mitigate against any conflict of interest

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:
- Independent Assessors must be competent in the occupation they are assessing.
- Assessors must have achieved a relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed or have recent relevant experience of the occupation/sector gained in the last three years or significant experience of the occupation/sector.
- Typical roles undertaken will include: Head of Production, Production Director, Creative Director Senior VFX Supervisor, Senior Talent Manager and Managing Director.
- Maintain (and produce on request) an up-to-date and accurate record of their CPD activities which should equate to at least 5 days CPD in the last year
- Demonstrate that their CPD activities are of learning activities relevant to current or future practice
- Seek to ensure that their CPD has benefited the quality of their practice
- If applicable hold additional specialist training or security clearance as required by the industry 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
- independent assessors do not need to have or be working towards assessment qualifications

Affordability

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

- using an employer's premises

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Post show review with presentation and supplementary questioning

Knowledge
K2: The VFX processes, tools and workflows that could be used to deliver end-to-end production. How to scope the limitations or risks of using particular processes, tools and workflows e.g. motion capture versus key frame animation, using shot elements versus CG elements or matte painting versus 3D environment
K4 The effect that different types of brief have on the strategy to be adopted for production planning and resourcing: visual, moving image, verbal and written
K5 How to reformulate and communicate modified technical concepts and present in a manner appropriate to the audience
K6 How own role fits within and supports the strategic production and organisational aims and objectives
K8 The implications of your decisions on the production budgets and resources with which you are involved, and how these impact on own organisation's business operations and financial and commercial constraints
K9 The financial and creative requirements that will influence the adoption of blue/green screens, motion control or other specialist equipment throughout the production
K10 The hierarchy and interactions of each discipline within the VFX pipeline, the time required to complete individual tasks, and the interdependencies between departments and tasks
K11 The critical decision making points throughout the production process from pre-production to post-production
K15 How technical specifications such as Colourspace, film and TV formats (HDTV, UHD, Academy) inform the assessment and selection of the most suitable VFX workflows and delivery formats to be used, and the impact this might have on the methodological approach to a production.
K16 The limitations of commonly used tools and work-arounds and the factors to consider when providing solutions to the wider team or client
K19 How to interrogate a complex client profile and production requirements and develop them into a concept
K23 How to Interpret and articulate the technical specifications, client requirements, organisational and industry standards for quality and delivery of VFX assets
K25 The principles of photogrammetry, texture reference and set scanning
K26 The principles of motion picture photography and the film making process including lenses, composition, light, colour, perspective and scale

Skills
S1 Interrogate and contextualise a brief using creative and cultural references, developing a concept and gaining consensus on the strategy for delivery
S2 Analyse interacting factors and translate a creative brief into a departmental workflow, addressing conflicting or unclear requirements within the brief
S3 Assess, develop and/or select the appropriate methodology and technical resources required to deliver the brief
S6 Select and supervise the adoption of appropriate project management tools, techniques and methodology to plan the project
S7 Lead the delivery of project plans, take account of competing priorities and develop contingencies. Translate the creative brief into practical tasks that can be understood by individual artists
S8 Communicate complex technical VFX information both verbally and in writing
S11 Critically evaluate the financial and creative requirements when deciding on and authorising the use of, technical resources such as blue/green screens, motion control or other specialist equipment
S15 Delegate and assign tasks, set goals and accountabilities and provide clear guidance in a fair and objective manner
S18 Provide clear context and reasoning for strategic decision making and when offering advice
S19 Monitor the project plan, checking the VFX technical solution in development is not deviating from production requirements
S21 Assess work and evaluate if quality standards are met and how to resolve this if an issue is identified
S22 Research and where required, develop new tools, techniques and methods to optimise workflows
S25 Supervise the delivery of assets, confirming these have been delivered securely and in accordance with client and organisational requirements
Behaviours
B4 Leads by example; committed to prioritising and completing work within a set timeframe and to industry standards Adapts positively to changing work priorities and patterns, ensuring deadlines continue to be met

Assessment method 2: Professional Discussion underpinned by portfolio

Knowledge
K1 Developments across the creative and cultural industry and the potential impact on VFX supervision both now and in the future
K3 The implications that different types of production requirements have on production resources and business priorities e.g. fully Computer Generated (CG), live-action integration, short-form, long-form
K7 The value of VFX content and confidentiality to the business and its customers, why it is important for your team to maintain data security, and the legal and regulatory requirements which apply to VFX assets such as copyright and intellectual property rights
K12 How to influence the use of tools and methodologies for VFX projects such as Shotgun, Ftrack, RV
K13 The diverse needs and how to manage the expectations of clients, and build strong working relationships and trust with different stakeholders
K14 The approaches to vendor and internal colleague (including global sites) relationship management including negotiating, influencing and effective networking
K17 How to supervise a team and build engaged, motivated and high performance, agile and collaborative cultures
K18 How to deliver feedback, and manage conflict, within a production environment to lead continuous improvement and develop a no blame culture
K20 The on-set etiquette, environment, processes and hierarchy between departments, to enable the effective collection of VFX data
K21 The technical vocabulary used for delivery standards and technical delivery processes
K22 How to research, evaluate and influence the introduction of the latest advancements in technical VFX tools and techniques throughout the business and sector
K24 How to adapt communication techniques to meet diverse audiences, and to influence team members and clients to meet production requirements
Skills
S4 Apply complex mathematics to advance VFX developments, including the application of vector mathematics, and applied mathematics in simulations
S5 Collaborate with and influence the production team to plan and implement a project schedule and budget
S9 Establish and manage complex relationships with multiple colleagues, customers, suppliers and professional networks in order to secure new and repeat business
S10 Develop technical and creative solutions and concepts. Manage expectations and communicates to clients and stakeholders. Adapt processes, methodology, tools and workflows to meet production requirements

S12 Manage competing priorities, multiple stakeholders or projects simultaneously without impact on relationships or deliverables
S13 Lead the dailies “review process”, giving critical, balanced and constructive feedback on a regular basis to keep the work on track and achieve a positive result
S14 Build and manage a diverse and inclusive team, motivating the team even if the commercial or creative benefits of the project may not be obvious
S16 Mentor artists in the team to increase creative, leadership and technical skills
S17 Be accountable in pre-production meetings, on-set and during plate, scan, reference and/or capture shoots for; enabling the collection of data, such as on-set VFX data, High Dynamic Range (HDR), Standard Dynamic Range (SDR) and advising, supervising and gathering information on all VFX aspects
S20 Demonstrate the application of new ways of thinking, ensuring you are at the cutting edge of creativity in the industry by leading the way and pushing boundaries on technical innovation
S23 Analyse and identify workflow operation and problems arising, using programming languages such as Python or C++ and providing solutions to the problems
S24 Raises awareness of the wider application of VFX tools and technologies across the business and creative industries. Ensure that latest advancements align with the long-term strategy of the business
S26 Be accountable for you and your team’s adherence to agreed organisational policies, standards and procedures such as health & safety, confidentiality, security, asset storage, legal and regulatory requirements
S27 Apply influencing and persuading skills to personal interactions with stakeholders
Behaviours
B1 Is empathetic, builds trust and contacts, and is a good listener while still critically evaluating the information being received
B2 Creates a supportive culture, allowing others to develop, valuing initiative in other team members and recognising the variety of skills available, with an ability to motivate, listen to and adapt to other’s needs
B3 Works in a transparent and open way; making judgements free from bias and taking on responsibility as needed as to what should and should not be changed in the VFX process
B5 Is a strategic thinker; has an entrepreneurial mind-set, drives innovation across the business; proactively keeps up to date with emerging trends, identifies and communicates opportunities for the application of new technologies/ or approaches to VFX projects