

# End-point assessment plan for Agriculture/Horticulture Professional Adviser apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0761	6	No

## Contents

Introduction and overview .....	2
EPA summary table .....	4
Length of end-point assessment period.....	5
Order of assessment methods .....	5
Gateway .....	5
Assessment methods.....	7
Reasonable adjustments .....	15
Grading .....	15
Re-sits and re-takes .....	21
Roles and responsibilities .....	22
Internal Quality Assurance (IQA) .....	25
Affordability .....	25
Professional body recognition .....	25
Mapping of knowledge, skills and behaviours (KSBs) .....	26

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Agriculture/Horticulture Professional Adviser 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 30 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
  - apprentices must achieve all approved qualifications mandated in the Agriculture/Horticulture Professional Adviser standard. These are:
    - BASIS-FSTS - Certificate in Crop Protection IPM (Agriculture & Horticulture) – Option 1 (Agronomy & Precision Farming Adviser) Level: 6 (non-degree qualification)
- OR
- BASIS-FACTS Certification & Training Scheme (Agriculture & Horticulture) – Option 2 (Nutrition & Fertiliser Adviser) Level: 5
  - the apprentice must have collated and submitted a portfolio of evidence

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.

<sup>1</sup> 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 3 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1:** Crop Walk with Recommendation Report and Q&A

- Pass
- Fail
- Distinction

**Assessment method 2:** Presentation and Q&A

- Pass
- Fail

**Assessment method 3:** Professional Discussion underpinned by Portfolio of Evidence

- Pass
- Fail

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

- Pass
- Fail
- Distinction

## EPA summary table

<b>On-programme</b> (typically 30 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling 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>• English and mathematics Level 2</li> </ul> <p>Apprentices must achieve the following approved qualifications mandated in the occupational standard:-</p> <ul style="list-style-type: none"> <li>• BASIS-FSTS - Certificate in Crop Protection IPM (Agriculture &amp; Horticulture) – Option 1 (Agronomy &amp; Precision Farming Adviser) Level: 6 (non-degree qualification) OR</li> <li>• BASIS-FACTS Certification &amp; Training Scheme (Agriculture &amp; Horticulture) – Option 2 (Nutrition &amp; Fertiliser Adviser) Level: 5</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• A portfolio of evidence to underpin the Professional Discussion.</li> </ul>
<b>End-point assessment</b> (which will typically take 6 months)	<p>Assessment method 1: Crop Walk with Recommendation Report and Q&amp;A</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Pass</li> <li>· Fail</li> <li>· Distinction</li> </ul> <p>Assessment method 2: Presentation and Q&amp;A</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>· Pass</li> <li>· Fail</li> </ul> <p>Assessment method 3: Professional Discussion underpinned by Portfolio of Evidence</p>

	With the following grades:
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- Pass
- Fail

## 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 (i.e. Portfolio of Evidence) should be complete and ready to hand-over to the EPAO at the point when the candidate passes through the gateway.

## Order of assessment methods

The assessment methods need to be delivered in the following order:

Two of the assessment methods need to follow each other sequentially. The Crop Walk with Recommendation Report and Q&A needs to take place before the Presentation with Q&A. This is due to the Crop Walk with Recommendation Report and Q&A being used as the basis for the Presentation with Q&A. The professional discussion can be carried out at any point.

## 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:

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

- BASIS-FSTS - Certificate in Crop Protection IPM (Agriculture & Horticulture) – Option 1 (Agronomy & Precision Farming Adviser) Level: 6 (non-degree qualification) OR
- BASIS-FACTS Certification & Training Scheme (Agriculture & Horticulture) – Option 2 (Nutrition & Fertiliser Adviser) Level: 5

They must also have achieved:

- English and Mathematics at level 2

For the different assessment methods:

For Crop Walk with Recommendation Report and Q&A:

- no specific requirements

For Presentation and Q&A:

- no specific requirements

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 11 discrete pieces of evidence
- evidence should 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, project documents, blogs, press articles.
  - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable
  - 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.

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: Crop Walk with Recommendation Report and Q&A (This assessment method has 3 components.)

#### Assessment method 1 component 1: Crop Walk

##### Overview

Apprentices must be observed by an independent assessor completing the Crop Walk. This will give the opportunity for the apprentice to demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the Crop Walk to take place, in consultation with the employer. The Crop Walk must be carried out over a total assessment time of 90 minutes. The Crop Walk may not be split, other than to allow comfort breaks as necessary or to move between appropriate locations/facilities on the farm. The independent assessor has the discretion to increase the time of the Crop Walk by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

The independent assessor may observe only one apprentice during this assessment method.

The rationale for this assessment method is:

In their day to day job a Professional Horticulture/Agriculture Adviser will carry out a field or crop walk on behalf of a landowner and then in the majority of cases (due to the immediacy of the potential issues with the crop) will produce a report that they give the landowner in order for them to address the highlighted issues with the necessary actions (usually the application of urgent products). In the majority of cases the urgency is such that crop walk and recommendation report are intrinsically linked and carried out one after the other. This method reflects the need to be able to evaluate the findings of the walk and capturing them in a report in an identical timeline that would be expected in real life.

##### Delivery

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to. These instructions do not form part of the assessment time.

The Crop Walk should take place in the following types of location to take account of the occupational context in which the apprentice operates:

- The Crop Walk for an agriculturally based candidate will typically take place in a field or similar environment.
- The Crop Walk for a horticulturally based candidate will typically take place in a glasshouse or similar environment.

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

- That it should be undertaken at a farm, trials site, commercial farm or a demonstration farm or

glasshouse where the apprentice “walks the crops” whilst being observed by the assessor and talks through their approach for making assessments and formulating decisions. A range of crops would be walked which are appropriate to local cropping patterns and include field margin and environmental features.

- It must be ensured that for the crops which are being walked the general agronomy is up to date (it is recognised there will always be some variability as this assessment is being undertaken in a natural situation which will be impacted upon by weather, time-of-year and the types of crops which are grown in the geographic location where the assessment facility is located)

The following activities **MUST** be observed during the Crop Walk as without these tasks it would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

- The crop assessment process of field-walking/glasshouse - which details the condition, growth stage, issues that are affecting the crop, as well as recording other features that are present within the field/glasshouse or are at the field margins which require protection
- The intervention methods or treatments that would be required and verbally described in the field/glasshouse
- Examination of and description of the key parts of the Sprayer (Option 1) or Fertiliser Spreader (Option 2) and what problems can occur during use. The precision farming technology (which is either on the machine or can be described as being of use on these machines) and the benefits it brings should be a key activity of the Crop Walk.

It is essential that the assessor is in attendance at the Crop Walk so that they can observe the area of crops in question and be satisfied that the recommendations in the subsequent report are accurate and correct. The assessor will interact throughout the walk to determine the reasoning for the candidate's decisions and to ask additional questions that relate to the mapped KSBs for this method. Due to the experience and qualifications of the independent assessor, there is no requirement for the independent assessor to view the assessment area prior to the assessment commencing.

EPAOs will create and set open questions to assess related underpinning KSBs. The questions can be asked both during and after the Crop Walk. The independent assessor will ask a minimum of 10 questions. Questioning must be completed within the total time allowed for the Crop Walk. The assessor may ask their own generated questions whilst on the crop walk that relate to what they are hearing and observing.

There may be breaks during the Crop Walk to allow the apprentice to move from one location to another and for meal breaks.

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

The independent assessor will make all grading decisions

### **Questions and resources development**

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

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



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

## Venue

Crop Walks must be conducted in one of the following locations:

- ✓ a farm or a glasshouse which has been identified by the employer which has the crop and practical facilities required to conduct the assessment and which the EPAO deems to be satisfactory
- ✓ a suitable venue selected by the EPAO which has the crop and practical facilities required to conduct the assessment.

The venue must:

Enable the apprentice to walk the crops/glasshouse and talk through their approach for making assessments and formulating decisions. The venue should provide a range of crops and include field margin/environmental features.

Additionally the venue must include either:

- a. Option 1 - Agronomy & Precision Farming Adviser: A Sprayer on the enterprise (not driving/spraying) allowing the candidate to talk through and demonstrate understanding of previous applications (and the resulting crop or pest response that has been observed during the walk) and appropriate technologies or
- b. Option 2 - Nutrition & Fertiliser Adviser: A Fertiliser Spreader on the enterprise (not driving/spreading) allowing the candidate to talk through and demonstrate understanding of previous applications (and the resulting crop response) and appropriate technologies.

## Support material

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

- Outline of the Crop Walk's requirements
- Specification on how the Crop Walk will operate
- Assessment overview materials for the apprentice
- Question bank
- Marking materials

## Assessment method 1 component 2: Recommendation Report

### Overview

After the walk is concluded the candidate writes up their recommendations arising from the Crop Walk to complete their advice creating a Recommendation Report using proprietary software that is recognised by the sector. It will contain notes to annotate their decisions and appropriate guidance/tips for the sprayer operator (Option 1 - Agronomy & Precision Farming Adviser) or the fertiliser applications operator (Option 2 - Nutrition & Fertiliser Adviser).

Component 2 will take 60 minutes and be marked and graded using EPA assessment criteria.

The rationale for this assessment method is:

It is an opportunity for the apprentice to demonstrate logical thinking and decision-making capability and to analyse their findings in preparation for creating a recommendation report. After it has been marked and graded it provides a physical document for the assessor to use to help facilitate questioning within the third component of assessment method 1.

A Recommendation Report is a critical document and details the actions and treatments necessary for the crop(s) which have been walked. It has important business applications and is required by the client to justify the treatment(s) made to the crop and is a permanent record of what has been applied. A Recommendation Report document would be kept by the farmer/grower and used to support or justify the use of that treatment if required to do so by an assurance scheme or food processor when they handle the output of the crop further down the food chain. Although only a small number of KSBs align to this component, they are vital as they ensure clarity and precision in the content of the report is always maintained.

## Delivery

This is done in exam conditions (no access to external support) to confirm demonstration of competence and reduce the risk of external guidance or influence. It is carried out in the form of a report using proprietary software and delivered to the assessor either as an electronic file or a paper-based document (as may be available at the assessment facilities). The proprietary software will be provided by the employer prior to the crop walk and will be licensed to the individual.

The candidate will be given 60 minutes to complete their recommendation report which will then be marked and graded using EPA assessment criteria.

The structure of the report is expected to include sections such as:-

- Site location and crops examined
- Issues identified during the crop walk which:-
  - can be left as treatment is not currently necessary or
  - require action to be taken
- Where action is deemed necessary each crop, problem and input/solution is described which should cover product dose rate, timeline to make the treatment(s), spray volume, crop growth stage and other advice (e.g. weather considerations, intervals between input sequences, nozzle choice)
- List of products and quantities required to complete the treatment

## Marking

The independent assessor will review and mark the report immediately after completion, and on the same day as the crop walk using the guidance framework as provided by the EPAO. While the report

is being marked the candidate will not be allowed to have external contact during the period of down-time. This does not need to be the same room as long as restrictions and supervision is in place for the candidate.

### Supporting material

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

- Outline of the assessment method's requirements
- The farm, field and crop information where the EPA will be conducted will be passed to the candidate 1 week prior to the Crop Walk so they can load this in to their proprietary field recording
- Marking materials which should include detailed examples from proprietary software systems

## Assessment method 1 component 3: Q&A

### Overview

After the recommendation report has been marked by the independent assessor, the candidate completes a final Q&A that covers the outstanding parts of the EPA which are to be assessed while on the farm. It will involve questions that will focus on issues concerning current crop situations, treatment application, environmental considerations and legislation.

The rationale for this assessment method is:

To draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. The recommendation documents would be discussed as part of the Q&A to allow for explanation of decision-making processes and the considerations made (the assessor also drawing on observations made during the walk to explore any areas of uncertainty).

This would take 30 minutes and be graded using EPA grading criteria.

### Delivery

The independent assessors will conduct and assess the Q&A.

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

During this method, the independent assessor will generate their own questions based on the recommendation report. A minimum number of 5 questions will be asked by the independent assessor.

The Q&A will be conducted as set out here:

After the recommendation report has been marked the candidate participates in a Question and Answer session which will cover the outstanding on-farm elements of the EPA which remain to be assessed.

The Q&A will involve questions that will focus on issues concerning current crop situations, treatment application, environmental considerations and legislation which map to the KSBs for this method. The recommendation report document(s) will be discussed to allow for explanation of decision-making processes and the considerations made.

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

The independent assessor will make all grading decisions.

### Venue

The Q&A should take place in a quiet room, free from distractions and influence.

The Q&A 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 or the same location where the Crop Walk was carried out)

### Other relevant information

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

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

- Outline of the assessment method's requirements
- Marking materials

## Assessment Method 2: Presentation and Q&A

### Assessment method 2 component 1: Presentation and Q&A

#### 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 areas relating to the crop walk conducted in assessment method 1. The EPAO will provide a brief for the presentation within 10 days of Assessment Method 1 being completed. The candidate will get 2 weeks' notice to prepare the presentation.

The presentation will be completed and submitted 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 rationale for this assessment method is:

The ability to deliver a Professional Presentation is a necessary requirement of the role, and which allows the candidate to demonstrate many abilities in the areas of communication, message delivery and to convey information using various media. The subject areas are pre-defined by the EPAO based upon the KSBs. The presentation and Q&A will last for 60 minutes in total. The presentation will typically last for 40 minutes and the Q&A session after the presentation (typically 20 minutes) would allow further exploration of the content presented so the candidate can convey knowledge, skills and behaviours.

#### Delivery

The assessment event will last for 60 minutes. The independent assessor has the discretion to increase the time of the Presentation and Q&A section by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 5 questions at the end of the presentation. Questions to be used will be drawn from a question bank supplied by the EPAO and developed by the assessor in response to the presentation and subject material portrayed by the candidate

To deliver the presentation, the apprentice can use (as they deem appropriate/necessary):

- PowerPoint presentation software (or similar)
- Flip chart
- Videos
- Computer
- Notes
- Interactive demonstrations
- Examples of work products.

The independent assessor will make all grading decisions.

### 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. The room will also contain a projector, screen and flipchart, stationery resources.

### 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.

### Supporting material

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

- Topic/subject area for the presentation (the brief) – this should be no more than 500 words
- Outline of the assessment method's requirements
- Marking materials
- Question bank

## Assessment Method 3: Professional Discussion underpinned by Portfolio of Evidence

### Assessment method 3 component 1: Discussion

#### 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:

- In order to show the KSB's that would be difficult to observe in method 1, this method gives the opportunity for the candidate to draw on their portfolio of evidence within the professional discussion to back up their answers. The Continuous Professional Development (CPD) journey should be explored to review learning, knowledge and expertise development.

## Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 60 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 which arise by the dialogue which occurs during the professional discussion. There will be a minimum of 12 questions.

The professional discussion will be conducted as set out here:

The portfolio of evidence (submitted at the time the candidate goes through the EPA gateway) provides the material to support the candidate in their professional discussion. The KSB's which are to be assessed can be explored and evidenced through the discourse of the discussion, and the candidate can select elements from the portfolio as necessary to support this. This method is also the most appropriate to evidence their Continuous Professional Development (CPD) journey. The portfolio of evidence should include project documents, video of themselves undertaking Professional Adviser duties which are difficult to evidence in other methods (not role play), photographic evidence, blogs, press articles or video-recorded interviews with farmer/grower clients.

This will take 60 minutes (+10% at assessor discretion) and be graded using EPA grading criteria. 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 review it 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 or viva voce and reaching consistent judgement.

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

- Outline of the assessment method's requirements
- Marking materials
- Question bank

## 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: Crop Walk with Recommendation Report and Q&A

Crop Walk with Recommendation Report  
Fail – does not meet the pass criteria

Crop Walk		
KSBs	Pass	Distinction (in addition to a pass)
K1 K4 K10 K26 K27	Identifies and explains agronomic decisions and formulates treatment recommendations. (K1, K4, K10, K26-Option 1, K27-Option 2, K32, K37-Option 1, K40-Option 2, S3, S4, S32-Option 1)	Critically evaluates crop management strategies. (K1)  Evaluates the impact of farming operations on water quality & wildlife

<p>K30 K32 K37 K40 S3 S4 S30 S32 S33 S34 S35 S36 B3 B13</p>	<p>Evaluates the advantages, limitations and suitability of precision farming methods, equipment and software. (K30)</p> <p>Demonstrates an objective approach when sharing advice with farmers/growers while being mindful of the need to give them value and benefit. (S30)</p> <p>Demonstrates the standard technique and process for examining soil and taking samples for subsequent analysis. (S33-Option 2)</p> <p>Demonstrates an assessment of the farmer/growers hydraulic sprayer S34 or granular spreader S35. (S34-Option 1, S35-Option 2)</p> <p>Conducts information sharing of the recommendations made with the sprayer operator of each Farmer/Grower client, whilst explaining the previous effectiveness of the sprayer during previous applications. (S36-Option 1)</p> <p>Reflects on the impact of the decisions made and factored these into their own approach. (B3)</p> <p>Establishes responsibility for the use of time and resources which reflect the policies and procedures of the organization and demonstrates their use of time and other resources efficiently, reliably and where necessary in a confidential manner, acting independently and using the range of tools at their disposal. (B13)</p>	<p>with reference to national legislation and uses wider research and information to address advanced issues such as biodiversity and field margin habitat. (K4)</p> <p>Analyses how precision farming equipment integrates with agronomic advice and identifies the most suitable situations where this technique can be adopted in place of conventional approaches. (K30)</p> <p>Evaluates soil condition and worm populations using the VESS-Test. (S33-Option 2)</p> <p>Critically evaluates the options of the recommendations being developed and explains the pros and cons with the sprayer operators. (S36-Option 1)</p>
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Recommendation Report		
KSB's	Pass	Distinction (in addition to a pass)
<p>K28 S6 S8 S19 S31 B16</p>	<p>Interprets and applies farming specific legislation and regulations and other associated legislation and regulations. (K28)</p> <p>Performs risk assessments, carries out appropriate risk analysis and provide necessary reports. (S6)</p>	<p>Identifies recent changes in legislation, applies these in context, and can evaluate the impact of these changes. (K28)</p> <p>Evaluates risk assessments, identifying and making required changes to operating procedures if</p>



	<p>Prepares reports to agreed format and by specified deadlines. (S8)</p> <p>Analyses, records and presents information which results in customer advisory recommendations or providing customer analysis and business insight. (S19)</p> <p>Performs assessments of field and crops in a systematic way which are compliant with legislation. (S31)</p> <p>Reflects on advice to ensure it is to the benefit of the client and the most cost-effective advice regardless of organisational bias. (B16)</p>	<p>required. (S6)</p> <p>Justifies the recommendations to customers after evaluating the information gathered and explains how these will impact on the business. (S19)</p> <p>Critically appraises the product options available to ensure the most effective materials are used to bring greatest benefit to the client whilst also having the least impact on the environment and which comply with all relevant legislation.(S31, B16)</p>
Q&A		
KSBs	Pass	Distinction (in addition to a pass)
<p>K3</p> <p>K19</p> <p>K25</p> <p>K31</p> <p>K34</p> <p>K38</p> <p>K39</p> <p>S5</p> <p>S16</p> <p>S18</p> <p>S29</p> <p>B1</p> <p>B5</p> <p>B6 B7</p> <p>B14</p> <p>B15</p>	<p>Explains health and safety and risk analysis, product purpose, label interpretation, application approach and compares different products to determine their suitability. (K3, K25)</p> <p>Evaluates the skills required to be an effective horticultural/agricultural adviser, and explains what actions they take to enhance own learning styles and communication preferences. (K19)</p> <p>Identifies experimental approaches to crop husbandry and brings new products, varieties and techniques for use by clients. (K31)</p> <p>Demonstrates advising on policy, legislation and best practice. (S5)</p> <p>Demonstrates the sharing of best practice with co-workers and clients. (S18, B7)</p> <p>Acts independently to research new developments. (B6)</p> <p>Acts independently to manage a seasonally orientated work-life balance while complying</p>	<p>Analyses and makes changes to their own learning style and communication preferences to improve interactions with co-workers and clients. (K19)</p> <p>Critically analyses work-life balance to maintain their own personal health and well-being. (K34, S29)</p> <p>Leads in the sharing of best practice with co-workers and clients and can demonstrate where this could improve working practices. (S18, B7)</p>

	<p>with organisational expectations, policies and procedures. Ensures they have mitigating plans in place for when any outside pressures or priorities may affect the priorities of the business. (K34, S29, B1)</p> <p>Assumes responsibility for their actions and recognises when to seek support or assistance. (B5)</p> <p>Explains the (chemical and physical) properties of soils and explains the impact on nutrient availability. (K38-Option 2)</p> <p>Evaluates the resistance mechanisms of weeds, insects and diseases and their treatment. (K39-Option 1)</p> <p>Takes personal responsibility for establishing a customer's expectations via relevant solution focused techniques (e.g. questioning) and uses that information to deliver solutions which resolve customer issues which thereby meet or exceed client expectations. (S16, B14, B15)</p>	
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### Assessment method 2: Presentation and Q&A

Fail – does not meet Pass Criteria

KSBs	Pass
K2 K7 K9 K11 K13 K15 K22 K23 K24 K29 K33 K35 K36 S1 S2 S7 S11 S15 S22 S25 S28	<p>Analyses key aspects of current and future research and uses the most appropriate current information to ensure advice is relevant and the most effective and is able to challenge views based on outdated or biased rationale. (K2, S2)</p> <p>Evaluates policy and legislation change to calculate risks and impacts for clients. (S15, B4)</p> <p>Analyses stakeholder needs and expectations and the associated risks when giving advice about yield potential for commercial business. (K9, K29)</p> <p>Explains how to access relevant data for potential and existing customers, where these are stored and how to use this information in line with current legislation. Demonstrates accurate storing and use of client data and applies GDPR principles to ensure they are up-to-date and compliant. (K11, K23, S7)</p> <p>Explains their ability to deliver information via a range of differing methodologies (e.g. e-mail and verbally), perform interactions with internal and external customers and work with them utilising engagement techniques and matching communication styles to the audience. (K13, K15, S1, S11)</p> <p>Demonstrates how to use listening and questioning techniques to gather and</p>

B2 B4 B12	<p>communicate information, delivering it using methods which meet the needs of the farmer/grower. (S22, S25)</p> <p>Describes the business culture, values and standards of their employer, sharing the principles on which they are based, and the benefits clients and employees associate with them. Explains the impact of how building a business rapport with a customer can help to develop relationships and ensure boundaries are understood. Understands the necessity to acknowledge the hierarchy within the organisation they work in. Uses monitoring tools and techniques to ensure short- and long-term projects are on track and is able to modify their priorities whenever necessary. (K22, S28, B2, B12)</p> <p>Evaluates the principles of networking and customer decision making models where they can be used, explaining how they differentiate and adapt their approach according to the situation and the customer.(K7, K24)</p> <p>Explains the process of product manufacture, its impact on availability and stock control management within the season of use. (K33)</p> <p>Justifies the R&amp;D process for a new active ingredient and explains the importance of industry stewardship schemes once the product is approved for use. (K35-Option 1)</p> <p>Explains the formulation and manufacturing processes of Macro-nutrient fertilisers and Micro-nutrient products and identifies the benefits each formulation delivers for the operator and farmer/grower. (K36-Option 2)</p>
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### Assessment method 3: Professional Discussion underpinned by Portfolio of Evidence

Fail – does not meet the pass criteria

KSBs	Pass
K5 K6 K8 K12 K14 K16 K17 K18 K20 K21 S9 S10 S12 S13 S14 S17 S20	<p>Explains and applies the legislation covering the storage and transport of crop protection materials and their disposal, current health and safety legislation and how they apply this to visiting customer's properties.(K5, S10)</p> <p>Evaluates the process for keeping up to date with the potential impact of changes in political stance (national and international). (K6)</p> <p>Explains how they research the current national economic and environmental climate and local area and community influences and demands. (K8)</p> <p>Analyses customer service principles and describes the processes for how they implement them. Describes the organisational structure for handling and resolving customer complaints. (K12)</p> <p>Explains how they have facilitated or chaired a meeting by using the most appropriate communication method in order to ensure the delivery of information in meetings. (S9)</p>

S21 S23 S24 S26 S27 B8 B9 B10 B11	<p>Evaluates compliance with the complaints policy and contributes to the implementation of it whenever necessary. (S21)</p> <p>Explains the organisational strategy for internal and external customer service and how this builds customer loyalty. Explains how the legal rights of the customer regarding the purchase of products (crop protection or nutrition/fertilizer) are defined and how they are implemented. (K14)</p> <p>Explains how they deal with co-workers and clients at every level of the organisation in an appropriate manner. (S23)</p> <p>Evaluates the difference between Strategy and Tactics and how they are applied to the activities they conduct in their role as a professional adviser - in order to deliver the expected outcomes and which are within their capability to deliver (K16, S26)</p> <p>Explains techniques which outlines their use of time and resources and demonstrates (by using examples) those which they have adopted and use in day-to-day planning and organization. Demonstrates when they have applied a time management technique which has improved the cost effectiveness of their services to a farmer/customer. (K17, S14)</p> <p>Critically evaluates their personal development plan and how it aligns to remaining compliant with industry and the organisation's standards and ensures any colleagues they are responsible for can do the same. (K18, S17)</p> <p>Reflects on their successes and examines how they would improve outcomes for themselves and for their customers. (B9, B11)</p> <p>Articulates the techniques of mentoring and coaching and the experiences of these development principles they have had as a Professional Adviser apprentice. Explains how they have/would apply the techniques when supporting others. (K20, K21, S27)</p> <p>Justifies how they have built a portfolio of relationships (e.g. with farmer, grower, colleague) through networking activities, and the principles they have applied to ensure all operate on a professional, trusting, fair and ethical base. (S12, S13, S24, B10)</p> <p>Evaluates how they gather and analyse data to develop and apply solutions which supports their farmer/growers when problems arise, drawing on wider information sources as required. (S20, B8)</p>
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## Overall EPA grading

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

Apprentices must gain a minimum of a pass in all three methods (Crop Walk with Recommendation Report and Q&A, Presentation and Q&A and Professional Discussion) to gain a pass.

Apprentices must gain a distinction in the Crop Walk with Recommendation Report and Q&A and a pass in all other methods to gain a distinction grade.

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

<b><i>Crop Walk with Recommendation Report and Q&amp;A</i></b>	<b><i>Presentation with Q&amp;A</i></b>	<b><i>Professional Discussion underpinned by a Portfolio</i></b>	<b><i>Overall Grading</i></b>
Fail	Any Grade	Any Grade	Fail
Any Grade	Fail	Any Grade	Fail
Any Grade	Any Grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Distinction

## Re-sits and re-takes

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

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

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

All assessment methods must be taken within a 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"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• 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</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> </ul>

	<ul style="list-style-type: none"> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements</li> </ul>

	<p>of the independent assessor as detailed in the IQA section of this EPA plan</p> <ul style="list-style-type: none"> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</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:
  - Crop Protection
  - Plant Nutrition
- appoint independent assessors who, as a minimum, must be both FSTS and FACTS Qualified and also be up to date Members of the BASIS Professional Register with their FQA Status fully up to date.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet/hold the minimum requirement of Level 3 certificate in assessing vocational achievement (CAVA) or an equivalent 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

## Affordability

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

- Assessing multiple apprentices consecutively on the same day
- Video conferencing for presentation (where appropriate)
- Video conferencing for Professional Discussion (where appropriate)

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Mapping of knowledge, skills and behaviours (KSBs)

Option 1 = Agronomy & Precision Farming Adviser, Option 2 = Fertiliser & Nutrition Adviser

### Assessment method 1: Crop Walk with Recommendation Report and Q&A

Knowledge (Crop Walk)
<b>K1</b> Crop husbandry and management of controllable variables and awareness of non-controllable variables (e.g. climate, season and weather)
<b>K4</b> How to minimise the impact of farming operations on water quality & wildlife, protect against soil erosion and understand the necessity to protect field margin habitat for biodiversity in line with policy and legislation from relevant Government departments
<b>K10</b> Scope and frequency of advice appropriate to the relationship and role
<b>K26 (Option 1)</b> Chemical and non-chemical intervention methods and application approaches as described in BASIS-FSTS syllabus
<b>K27 (Option 2)</b> Macro and Micro nutritional crop requirements and application approaches as described in BASIS-FACTS syllabus
<b>K30</b> Precision farming methods, equipment and software tools, their advantages, limitations and suitability for farmer/grower needs
<b>K32</b> Risk assessment(s) and required action(s) to correct both existing and potential problems or Threats
<b>K37 (Option 1)</b> Weed, insect & disease life cycles of the major pests that threaten UK agricultural or horticultural crops and their management/treatment to minimise yield loss or crop quality reduction
<b>K40 (Option 2)</b> Nutrient deficiency symptoms exhibited by crops and their methods of correction using appropriate Macro and/or Micro-nutrient treatment
Skills (Crop Walk)
<b>S3</b> Undertake critical analysis incorporating environmental knowledge with agronomic data to support decision making which creates solutions that meet farmer/customer needs
<b>S4</b> Calculate any associated cost implications of husbandry advice
<b>S30</b> Use a balanced and objective approach with Farmers/Growers when providing advice and through negotiations, by understanding their needs and the value they assign to agronomy and nutrition services, support and advice
<b>S32 (Option 1)</b> Apply an Integrated Pest Management/Integrated Farm Management approach when determining how best to control the weeds, insects and diseases which occur on a Farmer/Growers crops or land
<b>S33 (Option 2)</b> Conduct in-field assessments of soil structure, composition & condition, and collect representative soil sample(s) for laboratory analysis (e.g. nutrient status, organic matter level, presence of contaminant)

<b>S34 (Option 1)</b> Assess the application of a Farmer/Growers crop protection treatment(s) through a hydraulic sprayer to confirm even & accurate application and provide subsequent calibration support/nozzle choice advice to the sprayer operator as may be required
<b>S35 (Option 2)</b> Assess the application of a Farmer/Growers crop nutrition treatment(s) through a granular spreader to confirm even & accurate application and provide subsequent calibration support to the operator as may be required
<b>S36 (Option 1)</b> Engage with the sprayer operator of each Farmer/Grower client (as part of NPTC's operator training requirement to earn CPD points) and share the rationale about the recommendations & inputs made which the sprayer operator subsequently applied to the crops
<b>Behaviours (Crop Walk)</b>
<b>B3</b> Have considered and understand the impact of the decisions made and factored these into their own approach
<b>B13</b> Demonstrate punctuality, reliability, trustworthiness and personal responsibility

<b>Knowledge (Recommendation Report)</b>
<b>K28</b> Farming specific legislation and regulation (e.g. pesticides, product withdrawals, protection zones) and other associated legislation and regulation (e.g. drinking water directive)
<b>Skills (Recommendation Report)</b>
<b>S6</b> Carry out appropriate risk analysis and provide necessary reports
<b>S8</b> Produce reports in a comprehensible format and timely manner
<b>S19</b> Analyse, record and present information to produce customer advisory recommendations or to provide customer analysis and business insight
<b>S31</b> Assess fields and crops in a programmed approach, complying with all necessary legislation and crop protocols to provide accurate input recommendations to the Farmer/Grower in a timely and precise manner
<b>Behaviours (Recommendation Report)</b>
<b>B16</b> Demonstrate objectivity in the provision of advice, input and support to ensure they always deliver a benefit to the farmer/grower/client

<b>Knowledge (Q&amp;A)</b>
<b>K3</b> Health & Safety and risk analysis, product purpose, label interpretation and application approach
<b>K19</b> Skills required to be an effective adviser and enhancing own learning style and communication Preferences
<b>K25</b> Product offer and its measurement against competing products

<b>K31</b> Experimental approaches to evaluate new products, varieties and techniques which may be suitable to local Farmers/Growers
<b>K34</b> How to manage personal workload pressures (high: low) associated with a seasonally influenced Role
<b>K38 (Option 2)</b> Chemical & physical properties of soil (e.g. pH, cationic exchange, sand/silt/clay fraction) and their impact on nutrient availability to crops
<b>K39 (Option 1)</b> Pesticide resistance mechanisms that arise in weeds, insects & diseases and the techniques/alternative treatments which can be introduced to overcome or alleviate their impact when they occur
<b>Skills (Q&amp;A)</b>
<b>S5</b> Interpret and advise on implications of policy, legislation and best practice
<b>S16</b> Be solutions-focused by recognising the expectations of Farmers/Growers and their key decision-makers and aspire to exceed expectations when opportunities arise
<b>S18</b> Share good practice/best practice in a way that empowers colleagues and Farmers/Growers to succeed
<b>S29</b> Effectively manage demands/pressures that could distract from the priorities of the business, the customer or the individuals own personal health & well being
<b>Behaviours (Q&amp;A)</b>
<b>B1</b> Maintain a professional approach to all business dealings and sets an example
<b>B5</b> Take responsibility for self and actions, understand own levels of authority and recognise when appropriate to escalate or seek support and assistance
<b>B6</b> Are open to new developments, research and breakthroughs and are proactive in seeking out Information
<b>B7</b> Endeavour to always share good practice amongst colleagues
<b>B14</b> Personally commit to and take ownership of problems in order to resolve customer issues, bringing satisfaction to the customer and the organisation
<b>B15</b> Are conscientious and continually seek to deliver on commitments made, managing any expectations of others where service/delivery is in question

## Assessment method 2: Presentation and Q&A

Knowledge (Presentation and Q&A)
<b>K2</b> Current and future research and development related to crop husbandry
<b>K7</b> How to network and interact with all relevant professional bodies
<b>K9</b> Customer & stakeholder needs & expectations and the potential risks associated with the provision of advice
<b>K11</b> Internal systems that hold information and data, data filtering processes and GDPR regulations on the storage and use of information
<b>K13</b> Interpersonal techniques for effective interactions and positive outcomes
<b>K15</b> Range of communication media (verbal, non-verbal, written, digital) and appropriate interpersonal skills needed for each which meet farmer/grower/colleague preferences or expectations
<b>K22</b> Business culture, values & standards and the example to be set, their impact on the business and the need to operate to those values
<b>K23</b> Scope of the potential customer base, the systems available which hold information & data and filtering data according to need
<b>K24</b> Networking opportunities and the range of influencing factors on customer decision making
<b>K29</b> Commercial business management requirements for running a typical farming enterprise aligned to Farmer/Grower yield potential and expectations across a range of situations
<b>K33</b> Product manufacture, availability and stock according to seasonal requirements
<b>K35 (Option 1)</b> Research & Discovery processes for new active ingredients plus industry stewardship schemes to preserve their efficacy & longevity
<b>K36 (Option 2)</b> Formulation and manufacturing processes of Macro-nutrient fertilisers and Micro-nutrient products/foliar treatments
Skills (Presentation and Q&A)
<b>S1</b> Demonstrate clear communication skills with the ability to convey complex information objectively in both verbal and written forms
<b>S2</b> Utilise up to date information and evidence to challenge views based on outdated or biased rationale
<b>S7</b> Maintain accurate and up to date records setting out information relating to customer contact, advice & recommendations and store records in a manner that complies with GDPR principles
<b>S11</b> Recognise their own working style and the preferred working style/approach of the farmer/customer, adapting own approach to match their needs with the requirements of the activity involved
<b>S15</b> Evaluate changes to legislation and policy, calculating risks and impacts for Farmers/Growers including logistical & financial implications

<b>S22</b> Employ active listening, questioning, summarising and influencing techniques to ensure relevant information and views are understood in order to determine an optimal solution for the farmer/grower
<b>S25</b> Conduct effective communication using the best match of style and medium (face-to-face, phone, email, report) when seeking to meet the farmer/grower needs
<b>S28</b> Review own progress against targets and re-prioritise when required, to ensure service delivery is on target and own short- and long-term goals are being achieved
<b>Behaviours (Presentation and Q&amp;A)</b>
<b>B2</b> Understand the principles, culture and values of associated businesses/organisations - as well as their own - and adjust personal behaviours in line with them
<b>B4</b> Take an evaluative stance, seeking out a range of relevant information to inform decisions and formulate recommendations
<b>B12</b> Understand the role of both internal and external relationships, recognise boundaries and follow protocol in order to maintain strong, trusted relationships

## Assessment method 3: Professional Discussion underpinned by Portfolio of Evidence

<b>Knowledge (Professional Discussion with Portfolio of Evidence)</b>
<b>K5</b> Legislation regarding storage and transport of crop protection materials or nutrition products/fertilisers, containers and their disposal in line with policy and legislation from relevant Government departments
<b>K6</b> The potential impact of changes in political stance (national and international)
<b>K8</b> The current national economic and environmental climate and local area and community influences and demands
<b>K12</b> Internal and external customer service standards & complaint management procedures which ensures continued customer engagement
<b>K14</b> Current organisational strategy in relation to customer service, customer loyalty and the legal rights of customers making purchases
<b>K16</b> Outcomes of planning in short, medium- and long-term cycles (strategy) and what is required to implement them (tactics)
<b>K17</b> The range of organisation, prioritisation, planning and time management techniques available to ensure personal efficiency, including impact of own time management and organisation on others
<b>K18</b> Own development plan and alignment with company training policy and the changing standards/policy that may occur within the sector
<b>K20</b> Mentoring and/or coaching that is available from within the organisation and engaging with all opportunities for personal development

<b>K21</b> Coaching and mentoring approaches and models to use with others
<b>Skills (Professional Discussion with Portfolio of Evidence)</b>
<b>S9</b> Facilitate (and chair if necessary) meetings to deliver the required outcomes and decisions, adopting the best choice of media for the content being shared with the participants
<b>S10</b> Comply with Health & Safety regulations and follow farmer/customer protocols and conduct own activities in a manner that protects self, others and the environment from potential harm
<b>S12</b> Build internal and external relationships that are durable, ethically sound, trust-based and where information & advice is shared in a professional and appropriate manner
<b>S13</b> Build a network of grower contacts and industry stakeholders to gather information and knowledge to enhance own professional development
<b>S14</b> Utilise time management techniques to organise self, others and activities to maximise personal efficiency and enhance timely delivery of services to the farmer/customer
<b>S17</b> Create and maintain a CPD plan to support learning and development both for themselves (and colleagues for whom they may be managing)
<b>S20</b> Use data (from own notes/records, Precision Farming sources or 3rd party sources) to analyse and solve farmer/grower problems
<b>S21</b> Implement and comply with complaints procedures and protocols as stipulated by the business or the farmer/grower
<b>S23</b> Deal effectively with client, customers and colleagues at every level of the organisation as required by the role
<b>S24</b> Engage and network proactively with farmer/grower decision-makers and colleagues, including senior management as required, to deliver business outcomes in appropriate time frames
<b>S26</b> Align activities against expected outcomes after objectively assessing own capability
<b>S27</b> Effectively coach and/or mentor others in their personal development and use of effective Methods
<b>Behaviours (Professional Discussion with Portfolio of Evidence)</b>
<b>B8</b> Utilise wider knowledge from within the organisation and from outside sources to enhance business relationships
<b>B9</b> Self-reflect, analyse successes and evaluate areas for improvement and take corrective action where appropriate
<b>B10</b> Embrace diversity and always demonstrate a fair and ethical approach
<b>B11</b> Seek feedback as part of continuous personal development and the desire to improve outcomes for customers and are prepared to flex approaches when appropriate