

# End-point assessment plan for Operational firefighter apprenticeship standard

| Apprenticeship standard number | Apprenticeship standard level | Integrated end-point assessment |
|--------------------------------|-------------------------------|---------------------------------|
| ST0486                         | 3                             | No                              |

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Operational firefighter 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. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

Full-time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence to underpin the professional discussion

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.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

### Assessment method 1: Multiple-choice test

- fail
- pass
- distinction

### Assessment method 2: Practical assessment with questioning

- fail
- pass
- distinction

Assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

|   |  |
|---|--|
| <b>On-programme</b><br>(typically 24 months)        | <p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Complete training towards English and mathematics qualifications in line with the apprenticeship funding rules.</p> <p>Compiling a portfolio of evidence.</p>  |
| <b>End-point assessment gateway</b>                 | <p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Have achieved English and mathematics qualifications in line with the apprenticeship funding rules.</p> <p>Apprentices must submit a portfolio of evidence to underpin the professional discussion.</p>  |
| <b>End-point assessment</b><br>(typically 6 months) | <p>End-point assessment method 1: Multiple-choice test, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 2: Practical assessment with questioning, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 3: Professional discussion (underpinned by a portfolio of evidence), graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> |

## Professional recognition

Aligns with recognition by:

- There is no professional recognition for this standard.

## Length of EPA 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.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## EPA 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, 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:

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

For the multiple-choice test, the apprentice will be required to submit:

- no specific requirements

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

- no specific requirements

For the professional discussion, the apprentice will be required to submit:

- a portfolio of evidence

### **Portfolio of evidence requirements:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will inform the professional discussion
- the portfolio of evidence will typically contain 15 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 10 minutes); the apprentice must be in view and identifiable
  - evidence of basic training
  - reviews carried out by the employer and/or training provider
  - observations of different training scenarios the apprentice has performed

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 must be submitted to the EPAO at the gateway

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

## End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### End-point assessment method 1: Multiple-choice test

#### Overview

This assessment method has 1 component.

A multiple-choice test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

- the multiple-choice test is an accurate way to test the apprentice's underpinning knowledge that may not naturally occur in other assessment methods
- it allows larger volumes of apprentices to be assessed at one time
- it allows for flexibility in terms of when, where, and how it is taken
- it does not require independent assessor time, reducing cost

#### Delivery

##### Test format

The test can be:

- computer based/paper based

It will consist of 30 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs. The apprentice will have 7 days' notice prior to attendance at the venue.

##### Test administration

Apprentices must have 60 minutes to complete the test.

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

The following equipment is permitted during the test:

- pen
- paper
- calculator

##### Assessment

Multiple-choice tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where question types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero mark.

## Grading boundaries

The following grade boundaries apply to the multiple-choice test:

| Fail                      | Pass                       | Distinction                |
|---------------------------|----------------------------|----------------------------|
| Score of 0-17 (out of 30) | Score of 18-23 (out of 30) | Score of 24-30 (out of 30) |

## Assessment location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator.

The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test. The EPAO is responsible for appointing invigilators.

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

The EPAO is responsible for verifying the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

## Question and resource development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contains, are fit for purpose and current.

The test questions must be varied yet assess the relevant KSBs.

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

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

- a question bank
- a test specification



- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy
- assessment recording documentation

## End-point assessment method 2: Practical assessment with questioning

### Overview

This assessment method has 1 component.

A practical assessment with questioning involves an independent assessor observing and questioning an apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

Apprentices must be observed by an independent assessor completing a practical assessment which is split into 3 tasks in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the test to take place, in consultation with the employer.

The independent assessor will ask a minimum of 6 questions (2 per task) in relation to underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred.

The rationale for this assessment method is:

- it allows for a varied range of tasks to be observed, that could not be guaranteed to be achieved through a single observation in the workplace
- this is a practical role, best demonstrated through completing tasks in a realistic work setting
- it allows for consistency of activities to be completed and efficiency in scheduling
- questioning allows for the testing of related underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred
- this method standardises the assessment across all operational firefighter apprentices and a controlled environment ensures that all apprentices are assessed against the same criteria in a consistent and fair setting
- it is a holistic assessment method.

### Delivery

Apprentices must be observed by an independent assessor completing tasks set by the EPAO and questioned in relation to the tasks' underpinning knowledge, skills and/or behaviours where an opportunity to observe them has not occurred.

Practical assessment specifications must be of equal challenge, capable of being completed by a competent operational firefighter.

The EPAO must arrange for the practical test to take place, in consultation with the apprentice's employer.

One independent assessor may observe up to a maximum of 4 apprentices at any one time. The apprentices work as a team as in a real-life situation to demonstrate competency. Realistic scenarios will be developed by the EPAO to ensure that scenarios are representative of real life or training experience the apprentice will have encountered during their level 3 apprenticeship. The role of a newly qualified firefighter would not be an individual activity and they will rely on others to be able to carry out their duties in the practical assessment. The apprentices work together as a team and will carry out different activities within the scenarios, the 6-hour practical assessment ensures that there is sufficient time that each apprentice will have an opportunity to demonstrate all KSBs. An unknown (to the apprentices) Incident Commander will facilitate the scenarios to ensure that the apprentices and independent assessor have the opportunity to demonstrate and record all of the KSBs. For example: in a road traffic collision, the scenario could involve two vehicles with different impacts, casualties, and extraction methods, giving all candidates the opportunity to demonstrate but not the ability to copy others.

In addition, it allows for cost effective delivery of the test. All independent assessors will be equipped with body cameras to record the practical assessment. Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in the mapping of KSBs.

The practical test will take up to 6 hours. It may be split into three discrete sections (tasks) held over a maximum of 2 working days (7.5 hours). Each task must take up to 2 hours with an overall maximum time of up to 6 hours.

There may be breaks during the practical assessment to allow the apprentice to move from one location to another and for meal/comfort breaks. During these breaks, the clock must be stopped and then restarted to ensure that the practical assessment duration is not reduced.

The independent assessor has the discretion to increase the time of each task within the practical test by up to 10% per task to allow the apprentice to complete the final part of the task or complete an answer to a final question.

In advance of the practical test, apprentices must be provided with information on the format of the test, including timescales. The time to give this information is exclusive of the practical test assessment time. The candidate will be notified of this at least 7 days in advance of the assessment.

The task will holistically assess the skills, knowledge and behaviours described in the occupational standard and in the mapping of the knowledge, skills and behaviours in this document.

The practical tests have been designed to test a range of fundamental knowledge, skills and behaviours needed by an Operational firefighter. Once these are embedded, they can be applied to any organisation. EPAOs may consult with employers to develop test specifications. There will be specifications for each task provided by the EPAO to meet the mapped KSBs. The scenarios that should be set up by the EPAO are as follows:

- carry out a search and rescue of casualties within a structure using firefighting media
- extrication of casualty/casualties from a situation of entrapment
- deal with a small spillage of a hazardous material, using hierarchy of control measures, and then perform initial dry decontamination

As the apprentice, their employer and training provider will be unaware of the exact nature of the tasks required for the practical test, it is vital apprentices are proficient in all skills listed within the occupational standard. The EPAO will develop a range of tasks, which will include written instructions and verbal instructions to be presented immediately prior to the start of the assessment task. Apprentices will be presented with a scenario or task and asked to complete it within the allocated time.

In all the above tasks, the EPAO must ensure that an apprentice cannot gain advantage from seeing what the other apprentices being assessed are doing or by hearing answers to questioning.

During all these tasks, questioning allows for the testing of related underpinning knowledge and/or skills and behaviours.

Questioning will take place after each practical task. These will be asked during the assessment time. The questions will be used to clarify understanding and may also be used to cover any KSBs that may not have occurred during the practical assessment.

The independent assessor will ask a minimum of 6 questions (2 per task) in relation to underpinning knowledge and/or skills and behaviours during post exercise de-brief. Additional follow up questions are allowed, to seek clarification and to make an assessment against the grading descriptors.

The EPAO must produce a bank of sample questions to assist the independent assessor.

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

Evidence from the practical test must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

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

## Assessment location

Practical assessments take place in a simulated environment under controlled conditions and must be conducted in one of the following locations:

- employer premises
- a suitable venue selected by the EPAO

Specific venue requirements that must be in place include: Specific risk assessment aligned to the tasks and the venue.

## Question and resource development

EPAOs will create a bank of open questions to assess related underpinning knowledge, skills and behaviours. They must develop practical test specifications and question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to 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.

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

- independent assessor training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation

## End-point assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

### Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- it allows for testing of responses where there are several potential answers that could not be tested through the multiple-choice test
- it assesses an apprentice's depth of knowledge
- it is cost effective, as it makes use of the employer's premises, or can be conducted remotely, and does not require additional resources

It will involve questions that will focus on assessment of competence against the KSBs. Apprentices may refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio is not directly assessed.

It allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis, would take too long to observe or do not lend themselves to direct observation.

The professional discussion is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skills and behaviours as well as knowledge.

## Delivery

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 cover the KSBs assigned to this assessment method. It will involve questions that will focus on competency. The purpose of the questions will be:

- a professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to use their own context as a starting point to discuss their own practice and experiences, with supporting evidence from their portfolio.
- the professional discussion will also allow some KSBs which may not occur regularly or naturally in every workplace to be assessed as well as the assessment of a disparate set of KSBs.

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 and reduce the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted where required, in line with the EPAO's reasonable adjustment process.

During the professional discussion, the independent assessor must ask a minimum of 12 questions to enable the apprentice to evidence the mapped KSBs. Independent assessors may ask follow up questions where clarification is required.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The EPAO question bank should consider the level of English that the apprentice is working at and pitch questions using appropriate language to ensure inclusivity. Apprentices are expected to understand and use relevant occupational language.

The professional discussion will be conducted as set out here:

The apprentice should use their portfolio to support their answers that demonstrate how they have achieved the knowledge, skills and behaviours mapped to this assessment method.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion in terms of questions asked and the responses to these questions.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

## Assessment location

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 (e.g., a training provider's premises)
- remotely via video conferencing - 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

## Question and resource development

A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. 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.

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

- assessment recording documentation
- guidance for apprentices and employers
- question bank

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA 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 EPA plan.

## Overall EPA grading

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

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Each assessment method is independently graded, according to the requirements set out in this plan.

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

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

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

In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in all 3 methods.

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

| Multiple choice test | Practical assessment with questioning | Professional discussion (underpinned by a portfolio of evidence) | Overall grading |
|----------------------|---------------------------------------|--|-----------------|
| Fail                 | Any grade                             | Any grade  | Fail            |
| Any grade            | Fail                                  | Any grade  | Fail            |
| Any grade            | Any grade.                            | Fail   | Fail            |
| Pass                 | Pass                                  | Pass   | Pass            |
| Pass                 | Pass                                  | Distinction  | Pass            |
| Pass                 | Distinction                           | Pass   | Pass            |
| Distinction          | Pass                                  | Pass   | Pass            |
| Distinction          | Distinction                           | Pass   | Pass            |
| Distinction          | Pass                                  | Distinction  | Pass            |
| Pass                 | Distinction                           | Distinction  | Pass            |
| Distinction          | Distinction                           | Distinction  | Distinction     |

Any grade = fail, pass, or distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be given 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 a re-sit or a re-take.

The timescale 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.

If the apprentice fails any of the 3 tasks within the practical assessment, they must retake the individual task or tasks. There is no requirement to complete the whole practical assessment unless the apprentice fails all 3 tasks.

All assessment methods must be taken within a 6-month period from the initial outcome being notified to the employer, 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 distinction.

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



## Roles and Responsibilities

| Role       | Responsibility   |
|------------|--|
| Apprentice | <p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> </ul>  |
| Employer   | <p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the training provider</li> <li>• work with the training provider to select the EPAO</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 off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>• provide the EPAO with 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 allows appropriate opportunity for the apprentice to meet the KSBs</li> </ul> |

|      |  |
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|      | <ul style="list-style-type: none"> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt</li> </ul>   |
| EPAO | <p>As a minimum, the EPAO must:</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 apprenticeship provider and assessment register</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational standard and EPA plan</li> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>• apprentices</li> <li>• employers</li> <li>• independent assessors</li> <li>• any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable, and consistent assessment and</li> </ul> |

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|  | <p>maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</p> <ul style="list-style-type: none"> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• monitor the performance of all their independent assessors and provide additional training where necessary</li> <li>• develop and provide 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>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• arrange a suitable venue for the EPA</li> </ul> |
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|                      |  |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded</li> <li>• maintain and apply a policy for conducting appeals</li> </ul>  |
| Independent assessor | <p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship's occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul> |

|                   |   |
|-------------------|---|
| Training provider | <p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• work with the employer to select the EPAO</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> </ul> |
| Marker            | <p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider</li> <li>• mark test answers in line with the EPAO's mark scheme and procedures</li> </ul>   |

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| Invigilator | <p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice</li> <li>• invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures</li> </ul> |
|-------------|--|

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last 3 years or significant experience of the occupation/sector
  - have thorough knowledge and understanding of the apprenticeship standard
  - have been trained in independent assessment to the standard required by the end-point assessment organisation
  - be occupationally competent in the role with sector work related experience in the last 3 years
  - maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up to date with developments relating to the changes taking place in the sector
  - have a detailed knowledge of the End-point Assessment Organisation systems and documentation
  - have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to.
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- 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
- periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## Value for money

Value for money of the EPA will be aided by using at least some of the following practices:

- use of technology – for example video conferencing where applicable
- location – for example use of employer premises
- making maximum use of each typical 7.5 hour working day

## Professional body recognition

Professional recognition is not applicable.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment Method 1: Multiple-choice test

| Knowledge  |
|--|
| K3: Appropriate methods of resolving fire and rescue emergency incidents using various fire extinguishing media (Water, foam/chemical) |
| K4: Appropriate methods of resolving fire and rescue emergency incidents using various rescue and extrication techniques               |
| K5: The principles of Fire behaviour, ventilation, and hydraulics  |
| K6: The principles of Environmental protection by limiting the impact of an incident using a variety of techniques                     |
| K9: Hazards, risks and control measures across a range of emergencies  |
| K10: The principles of JESIP (Joint Emergency Services Interoperability Principles)  |
| K14: Their duty within relevant Legislation  |

## Assessment Method 2: Practical assessment with questioning

| Knowledge  |
|--|
| K7: How to use personal and respiratory protective equipment in hazardous environments   |
| K11: How to operate communication and technology systems, e.g., mobile data terminals, radios.   |
| K12: How to carry out treatment to casualty, this will include basic life support and casualty handling  |
| Skills   |
| S1: Carry out safe working practices in accordance with relevant legal requirements.   |
| S2: Operate safely and effectively in emergency situations.  |
| S3: Operate within an appropriate command and control system.  |
| S4: Operate in hazardous environments using Breathing Apparatus.   |
| S5: Safely resolve incidents involving hazardous materials, such as chemical, biological, radiological, nuclear and explosive substances. These will be resolved by stopping further harm and then removal of/clearing up the substance. |



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| S6: Safely work at height.   |
| S8: Extricate casualties from situations of entrapment.  |
| S12: Use and maintain specialist equipment   |
| S14: Communicate effectively, through listening, writing, speaking and presenting information  |
| <b>Behaviours</b>  |
| B3: Confidence and resilience within the role in highly challenging and changing situations, demonstrating reliability, adaptability, responsibility and accountability to the organisation. |
| B5 Commitment to excellence, by adopting a conscientious and proactive approach to achieve and maintain excellent standards.   |

## Assessment Method 3: Professional discussion (underpinned by a portfolio)

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| <b>Knowledge</b>   |
| K1: How to engage with Communities to increase community safety and prevention awareness to prevent incidents from occurring and improve their health and wellbeing. |
| K2: The risks within their community and the methods that can be used to mitigate those risks  |
| K8: How to prepare and maintain operational equipment and resources.   |
| K13: The importance of maintaining their physical and mental wellbeing   |
| K15: Understand construction materials, basic elements of structure and reactions in an emergency situation.   |
| <b>Skills</b>  |
| S7: Safely work in, on or around water e.g., to conduct rescues or extract water for firefighting purposes.  |
| S9: Interact with and influence community members and business to reduce risks.  |
| S10: Take responsibility for effective performance within their role.  |
| S11: Support the development of their colleagues in their workplace  |
| S13: Control and extinguish fires safely and effectively   |
| <b>Behaviours</b>  |
| B1: A commitment to integrity and diversity, understanding and adopting a fair and ethical approach and treating others with courtesy and respect                    |

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| B2: Embrace and promote the values of the organisation  |
| B4: Situational awareness by maintaining an active awareness of the working environment to ensure a safe, secure and compliant working culture. |
| B6: Work collaboratively with others, both internally and externally.   |

## Grading descriptors

### End-point assessment method 1: Multiple-choice test

| KSBs                         | Pass                         | Distinction                |
|------------------------------|------------------------------|----------------------------|
| K3 K4 K5<br>K6 K9 K10<br>K14 | Score of 18 - 23 (out of 30) | Score of 24-30 (out of 30) |

A fail will be a score of 17 or less out of 30

### End-point assessment method 2: Practical assessment with questioning

| KSBs  | Pass  | Distinction  |
|---|---|--|
|   | In order to achieve a pass, apprentices must demonstrate all of the pass descriptors  | In order to achieve a distinction, apprentices must demonstrate all of the pass descriptors and all of the additional distinction descriptors  |
| K7 K11 K12<br><br>S1 S2 S3<br>S4 S5 S6<br>S8 S12 S14<br><br>B3 B5 | <p><b>Health and safety</b></p> <p>Operates safely and effectively in emergency situations and risk areas. This will be observed including through:</p> <ul style="list-style-type: none"> <li>Carrying out a Dynamic Risk Assessment and implementing control measures.</li> <li>Prioritising actions.</li> <li>Demonstrating the procedures and techniques for safe movement.</li> <li>Maintaining a safe environment for self and others, including when working at height. (S2, S6)</li> </ul> <p><b>Command and Control</b></p> <p>Works in accordance with the Standard Operating Procedure/Organisational Guidance and legal requirements, following the instructions / brief of the</p> | <p>Identifies and justifies safe and effective alternative approaches in the event of setbacks e.g. suitable extinguishing media in response to the primary media being ineffective or failing. (S2)</p> |

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|  | <p>Incident Commander and reporting to the relevant people within the Incident Command Structure (S1, S3)</p> <p><b>Communication</b></p> <p>Communicate within the command and control system - Listen to, record and relay information clearly and succinctly using communication and technology systems and written reports or briefing logs. (K11, S14)</p> <p><b>Hazardous Environments</b></p> <p>Demonstrates how to safely resolve incidents involving hazardous materials using appropriate personal and respiratory protective equipment, performing initial decontamination procedures and mitigating risks to life and the environment. (K7, S4, S5)</p> <p><b>Casualty Care</b></p> <p>Stabilises and rescues casualties in line with the extrication plan using appropriate equipment and the correct casualty handling that take account of casualties' injuries and minimise the threat to life (K12, S8)</p> <p><b>Use of Equipment</b></p> <p>Selects and uses specialist equipment that is appropriate for the task in line with relevant Standard Operating Procedures/Organisational Guidance, conducting maintenance testing to ensure its operational readiness pre and post use and responding appropriately to any defects. (S12)</p> | <p>Ensures communications have been understood, correcting misapprehensions swiftly, and communicates new information to the Incident Commander to support decision making. (S14)</p> <p>Analyses the environment for all hazards, reports them and takes preventative action without being prompted. Consistently acts with relevant urgency to minimise any risk. (B5)</p> |
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|  | <p><b>Confidence and Commitment</b></p> <p>Operates calmly, confidently and conscientiously within their role boundaries and responsibilities (B3, B5)</p> | <p>Remains rational and in control of emotions during emergency or challenging situations and gives support and reassurance to others under stress. (B3)</p> |
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A fail will be awarded if all of the pass descriptors are not achieved.

### End-point assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

| KSBs  | Pass<br>In order to achieve a pass, apprentices must demonstrate all of the pass descriptors   | Distinction<br>In order to achieve a distinction, apprentices must demonstrate all of the pass descriptors and all of the additional distinction descriptors                                   |
|---|--|--|
| K1<br>K2<br>K8<br>K13<br>K15<br>S7 S9<br>S10 S11<br>S13<br>B1 B2<br>B4 B6 | <p><b>Community Engagement</b></p> <p>Describes a community safety initiative they have been involved in, explaining their role within that initiative. (S9) (B6)</p> <p>Explains how you would obtain relevant information to enable someone to interact with the community. (K1)</p> <p>Summarises how they would identify a community risk to both individuals and businesses and what control measures they advised to mitigate these risks. (K2)</p> <p><b>Equipment</b></p> <p>Describes their organisational process for how they prepare and maintain operational equipment in line with</p> | <p>Evaluates the impact of the risks on firefighters and means of mitigating these risks, giving examples of how working with the community and local businesses has reduced risk (K1, K2)</p> |

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|  | <p>current protocols. (K8)</p> <p><b>Wellbeing</b><br/>States the required physical and mental wellbeing requirements for their organisation. (K13)</p> <p><b>Structures</b><br/>Describes how fires and firefighting techniques can affect the main types of structural elements and frames and how these activities impact on each other. (K15)</p> <p><b>Water Rescue</b><br/>Demonstrates a time when they have worked on in or around water in line with the organisation guidelines. (S7)</p> <p><b>Professionalism and Values</b><br/>Describes how they maintain their operational and professional skills performance. (S10)<br/>Lists what activities they have undertaken to develop and maintain their competencies. (S10)<br/>Describes the organisational values and behaviours and how these have impacted on their role. (B2)<br/>Outlines how they have shown integrity, honesty, and diligence within their duties. (B1)</p> <p><b>Stakeholder Relationships</b><br/>Actively involves colleagues/team members, shares knowledge, and supports them so they can be effective. (S11)</p> | <p>Explains why it is important to maintain good physical and mental fitness and how this is achieved to ensure operational readiness. (K13)</p> <p>Explains the benefits of development and what they have learnt. Has a clear understanding how their role fits within the organisation and the potential opportunities for progression. (S10)</p> <p>Explains the advantages to the organisations of Diversity and analyse their own contributions to promote diversity. (B1)</p> |
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|--|---|--|
|  | <p>Explain when they have worked collaboratively with other colleagues outside of their watch. (S11)</p> <p>Explains how they approach their work in order to portray a positive attitude - engaging with others and the community. (S9)</p> <p><b>Fire Incident</b></p> <p>Selects the correct and appropriate equipment and extinguishing media relative to the class of fire or Standard Operating Procedure, applying it appropriately resulting in safe and effective extinguishing of the fire. (S13)</p> <p>Show situational awareness around hazards, reports them and takes appropriate action to mitigate risks. (B4)</p> | <p>Explains how they recognised the potential stakeholders and target audiences in a work-based issue/ problem and how they have worked collaboratively to successfully solve this issue problem. (S9)</p> |
|--|---|--|

A fail will be awarded if all of the pass descriptors are not achieved.