

# DRAFT END-POINT ASSESSMENT PLAN FOR THE JUNIOR PRODUCTION COORDINATOR APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0792	4	No

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## Key Fields

## This EPA has options. Display the EPA for:

All Production coordinator Post production coordinator

### Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the [junior production coordinator](#) apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

[Junior production coordinator](#) apprentices, their employers and training providers should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- [Production coordinator](#)
- [Post production coordinator](#)

A full-time [junior production coordinator](#) apprentice typically spends **18** months on-programme. 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.

The EPA should be completed within an EPA period lasting typically **2** months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has **2** assessment methods.

The grades available for each assessment method are below.

Assessment method **1** - [reflective presentation and questions](#):

- [fail](#)
- [pass](#)
- [distinction](#)

Assessment method **2** - [professional discussion underpinned by a portfolio of evidence](#):

- [fail](#)
- [pass](#)
- [distinction](#)

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- [fail](#)
- [pass](#)
- [merit](#)
- [distinction](#)

### EPA summary table

<b>On-programme - typically 18 months</b>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard</li> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a <a href="#">portfolio of evidence</a></li> </ul>
<b>End-point assessment gateway</b>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> </ul> <p>For the <a href="#">professional discussion underpinned by a portfolio of evidence</a>, the apprentice must submit a <a href="#">portfolio of evidence</a>. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<b>End-point assessment - typically 2 months</b>	<p><b>The grades available for each assessment method are below</b></p> <p><a href="#">Reflective presentation and questions:</a></p> <ul style="list-style-type: none"> <li>• <a href="#">fail</a></li> <li>• <a href="#">pass</a></li> <li>• <a href="#">distinction</a></li> </ul> <p><a href="#">Professional discussion underpinned by a portfolio of evidence:</a></p> <ul style="list-style-type: none"> <li>• <a href="#">fail</a></li> <li>• <a href="#">pass</a></li> <li>• <a href="#">distinction</a></li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">fail</a></li> <li>○ <a href="#">pass</a></li> <li>○ <a href="#">merit</a></li> <li>○ <a href="#">distinction</a></li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• re-take and re-sit grade cap: <a href="#">pass</a></li> <li>• re-sit timeframe: typically <a href="#">1</a> months</li> <li>• re-take timeframe: typically <a href="#">1</a> months</li> </ul>

## Duration of end-point assessment period

### [Edit duration of end-point assessment period form](#)

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically [2](#) months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

## EPA gateway

### [Edit epa gateway form](#)

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a [portfolio of evidence](#) for the [professional discussion underpinned by a portfolio of evidence](#)

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

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will contain 18 to 20 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- [workplace documentation and records, for example:](#)
- [workplace policies and procedures](#)
- [witness statements](#)
- [annotated photographs](#)
- [video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable](#)

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence 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 should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

## **Order of assessment methods**

[Edit order of assessment methods form](#)

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.

## **Reflective presentation and questions**

[Edit reflective presentation and questions form](#)

### **Overview**

In the reflective presentation with questions, the apprentice delivers a reflective presentation to an independent assessor on a set subject. The independent assessor must ask questions after the reflective presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### **Rationale**

This assessment method is being used because:

- [it assesses KSBs that cannot be directly observed in practice](#)
- [it allows the apprentice to present information in a style and format that showcases their occupational competence against the mapped KSBs](#)

- it allows for the presentation of evidence and testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

## Delivery

The **reflective presentation and questions** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the reflective presentation with questions.

The presentation must cover:

- An overview of the junior production coordinator role for the selected production.
- The scope and lifecycle of the phase or phases for the selected production.
- Workplace rules and procedures required for selected production.
- The resources used, budget information and the impact on sustainability targets.
- A production plan including milestones, deadlines and those involved.
- A walkthrough of technical operations.
- Production outcomes and impact of the junior production coordinator input.
- Conclusions and recommendations

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The apprentice must submit any presentation materials to the EPAO by the end of week 4 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the reflective presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the reflective presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the reflective presentation assessment.

The independent assessor must ask questions after the reflective presentation.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

The reflective presentation and questions must last 60 minutes. This will typically include a reflective presentation of 30 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the reflective presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of

ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## Assessment location

The presentation with questions may take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises or remotely. The reflective presentation with questions should take place in a quiet room, free from distractions and influence.

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this. The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes. The EPAO must produce the following materials to support the [reflective presentation and questions](#):

- independent assessor EPA materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Professional discussion underpinned by a portfolio of evidence

Edit professional discussion underpinned by a portfolio of evidence form

### Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

### Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

## Delivery

The **professional discussion** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the **professional discussion**.

- Production context
- Regulations and health and safety
- Resourcing and logistics coordination
- Communication
- CPD
- Data protection and confidentiality
- Copyright (production option)
- Deliverables (post production option)

The EPAO must give an apprentice **2 weeks'** notice of the **professional discussion**.

The independent assessor must have at least **2 weeks** to review the supporting documentation.

The apprentice must have access to their **portfolio of evidence** during the **professional discussion**.

The apprentice can refer to and illustrate their answers with evidence from their **portfolio of evidence** however, the **portfolio of evidence** is not directly assessed.

The **professional discussion** must last for **90 minutes**. The independent assessor can increase the time of the **professional discussion** by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The apprentice may choose to end any assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must ask at least **7** questions. The independent assessor must use the questions from the EPAO's question bank. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## Assessment location

The **professional discussion** must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The **professional discussion** can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.



The EPAO must produce the following materials to support the **professional discussion underpinned by a portfolio of evidence**:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

[Edit add grade descriptor form](#)[Edit mapping of ksbs to grade themes form](#)[Edit available grades form](#)

## Reflective presentation and questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) The role K3 S2 S3	Explains the multifaced role and responsibilities of a production coordinator and the impact of their contributions towards meeting the needs of the team and the success of a production.  K3, S2, S3	No distinction grading criteria.
(Core) Financials K6 K8 S4	Demonstrates how to find and utilise financial information and advice, including managing production expenses. Explains how to research and assist in sourcing or booking resources for production needs.  K6, K8, S4	No distinction grading criteria.
(Core) Production monitoring S8 S10 B1	Describes how to monitor the production schedule and communicates priority shifts or	Evaluates their approach to monitoring the production schedule



THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>deadline adjustments to the team. Explains where to seek guidance when faced with challenging situations and takes responsibility for errors and learns from them.</p> <p>S8, S10, B1</p>	<p>and how they foresee potential issues or consequences with changing priorities.</p> <p>S8, S10</p>
(Core) Communication and collaboration K2 K4 S12 S13 B2	<p>Demonstrates an understanding of departmental requirements and their interconnectedness within an organisation. Explains how they liaise and communicate across departments during production.</p> <p>K2, S13</p> <p>Explains how they record and communicate production progress information whilst adhering to organisational policies.</p> <p>K4</p>	<p>Explains how they facilitate collaboration and communication across departments during production.</p> <p>K2, S13</p>
(Core) Sustainability K16 S16	<p>Explains the importance of sustainability and the impact of departmental processes on the environment and how they follow sustainable practices.</p> <p>K16, S16</p>	<p>Identifies areas to improve sustainable practices on the selected production.</p> <p>S16</p>
(Production coordinator) Production compliance K17 K18 S20	<p>Describes managing critical aspects of production, including safeguarding, liaison with external entities, and obtaining documentation and the pivotal role they play in ensuring seamless operations and</p>	<p>No distinction grading criteria.</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	successful project handovers.  K17, K18, S20	
(Production coordinator) Policies and procedures K22 K23	Explains the importance of ensuring seamless delivery of creative material while upholding accuracy and compliance.  K22, K23	No distinction grading criteria.
(Post Production coordinator) The post production schedule K24 K25 S21	Interprets the post-production schedule, using database and scheduling software and tools to communicate information, utilising knowledge of the post- production process, workflows and functions.  K24, K25, S21	No distinction grading criteria.
(Post production coordinator) Processes and workflows K26 K27 S22	Explains administrative aspects of supporting the production team and external stakeholders and impact of timing of post- production on the end-to-end process.  K26, K27, S22	No distinction grading criteria.

## Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Production context K1 K9 S9	<p>Explains the vision and purpose of a production and key aspects of each stage within end-to-end production workflows. Describes how they multitask on productions, prioritising and adapting to the work.</p> <p>K1, K9, S9, B2</p>	<p>Justifies decisions for prioritising tasks and adapting to work.</p> <p>S9</p>
(Core) Regulations and health and safety K11 K12 S11 S15	<p>Describes how to identify potential health and safety risks for a production. Explains compliance procedures for reporting hazards and risks.</p> <p>K11</p> <p>Explains industry regulations, codes of practice, required licenses and legal requirements that may affect a production when working such as work permits or diversity monitoring. Identifies how they contribute to the monitoring and compliance for the production relating to legal, regulatory, organisational and industry codes of practice.</p> <p>K12, S11, S15</p>	<p>No distinction grading criteria.</p>
(Core) Resourcing and logistics coordination K5 K7 K10 S1 S5 S6	<p>Explains why different production environments, formats and scale might affect the types and quantity of required resources and how they operate and adhere to agreed organisational policies, standards and procedures whilst adapting to operational changes as they occur.</p> <p>K5, S1</p> <p>Describes how to research and access resources and monitor the use of them to meet production</p>	<p>Demonstrates their initiative and justifies their selection of suppliers, crew members and resources</p> <p>K7, S5</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>requirements.</p> <p>K7, S5</p> <p>Explains the requirements and production documentation that may be needed when travelling and how to coordinate logistics or travel activity for the production.</p> <p>K10, S6</p>	
(Core) Communication K13 S7	<p>Explain how they use professional and inclusive communication techniques to build rapport with a range of colleagues and suppliers to ensure the final product is delivered to industry standards meeting technical and legal requirements.</p> <p>K13, S7</p>	<p>No distinction grading criteria.</p>
(Core) CPD K14 S14 S17 B3	<p>Describes how they take initiative and responsibility for own learning and development by working with and learning from peers. Also explains how they engage with tools, standards, and emerging technologies relevant to the sector.</p> <p>K14, S14 , S17, B3</p>	<p>Explains how they have identified and considered the use of emerging technologies in their role.</p> <p>S14</p>
(Core) Data protection and confidentiality K15 B4	<p>Explains the value of confidentiality to the organisation and the importance of maintaining data security and intellectual property rights.</p> <p>K15, B4</p>	<p>No distinction grading criteria.</p>
(Production coordinator)	Explains the types of copyright,	No distinction grading

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Copyright K19 K20 K21 S18 S19	intended uses and impact of a piece of copyright material or content and how to obtain the necessary legal rights to the copyright.  K19, K20, K21, S18, S19	criteria.
(Post Production coordinator) Deliverables K28 K29 S23	Describes the common file formats and resolutions used in the production process and how they manage the delivery process of materials to clients or external companies. turnover, ingest, client review, finishing or deliverables.  K28, K29, S23	No distinction grading criteria.

## Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the [reflective presentation and questions and professional discussion underpinned by a portfolio of evidence](#) in line with this EPA plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. [To achieve a merit the apprentice must secure a distinction in one assessment method. To achieve a distinction the apprentice must secure a distinction in both assessment methods.](#)

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

REFLECTIVE PRESENTATION AND QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail

REFLECTIVE PRESENTATION AND QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

## Re-sits and re-takes

### Edit re-sits and re-takes form

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 1 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 1 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

### Edit roles and responsibilities form

ROLES	RESPONSIBILITIES
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</li> </ul>

ROLES	RESPONSIBILITIES
	<p>by the apprentice</p> <ul style="list-style-type: none"> <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> <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:</li> </ul>



ROLES	RESPONSIBILITIES
	<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> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</li> <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> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <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</li> </ul>

ROLES	RESPONSIBILITIES
	<p>apprenticeship agreement</p> <ul style="list-style-type: none"> <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>

## Reasonable adjustments

[Edit reasonable adjustments form](#)

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance

[Edit internal quality assurance form](#)

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 3 years or significant experience of the occupation or sector

## Value for money

[Edit value for money form](#)

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

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- conducting assessment methods on the same day

## Professional recognition

[Edit professional recognition form](#)

This apprenticeship is not aligned to professional recognition.

## Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

KNOWLEDGE	ASSESSMENT METHODS
<b>K1: Core.</b> How structure, vision and purpose affects production.	Professional discussion underpinned by a portfolio of evidence
<b>K2: Core.</b> The requirements of each department and how they work with each other.	Reflective presentation and questions
<b>K3: Core.</b> The role, responsibilities and impact this has on the success of the production.	Reflective presentation and questions
<b>K4: Core.</b> How to record and communicate information on the progress of the production which complies with organisational policies including safe storage of data.	Reflective presentation and questions
<b>K5: Core.</b> How different production environments, formats and scale affect the types and quantity of required resources.	Professional discussion underpinned by a portfolio of evidence
<b>K6: Core.</b> The importance of financial procedures and policies.	Reflective presentation and questions
<b>K7: Core.</b> How to research and access resources such as suppliers and crew members.	Professional discussion underpinned by a portfolio of evidence
<b>K8: Core.</b> How to reconcile and code production expenditure.	Reflective presentation and questions
<b>K9: Core.</b> The production lifecycle. Key aspects and industry terminology of each stage within end-to-end production workflows.	Professional discussion underpinned by a portfolio of evidence
<b>K10: Core.</b> Requirements and production documentation that may be needed when travelling.	Professional discussion underpinned by a portfolio of evidence
<b>K11: Core.</b> How to identify and report potential health and safety risks and hazards for a production.	Professional discussion underpinned by a portfolio of evidence
<b>K12: Core.</b> Industry regulations, codes of practice, organisational policies,	Professional discussion underpinned by a portfolio

KNOWLEDGE	ASSESSMENT METHODS
licences and legal requirements that might affect a production including social media policy.	of evidence
<b>K13: Core.</b> Communication styles. How the type, format and frequency of communication can impact on the success of a production.	Professional discussion underpinned by a portfolio of evidence
<b>K14: Core.</b> How to keep up to date with tools, standards and trends and emerging technologies and their use and impact across the sector.	Professional discussion underpinned by a portfolio of evidence
<b>K15: Core.</b> The value of production content and confidentiality to the business or organisation. Why it is important to maintain data security, and the legal and regulatory requirements such as copyright and intellectual property rights.	Professional discussion underpinned by a portfolio of evidence
<b>K16: Core.</b> The importance of environmental sustainability and departmental processes for working on a production. For example, Albert Carbon Calculator for screen or activities that contribute to the monitoring and reduction of the carbon footprint.	Reflective presentation and questions
<b>K17: Production coordinator.</b> Current workplace rules and procedures regarding safeguarding, for example child protection.	Reflective presentation and questions
<b>K18: Production coordinator.</b> Process for liaising with organisations or government agencies as required. For example, work permits, licenses, child licenses or filming permits.	Reflective presentation and questions
<b>K19: Production coordinator.</b> The intended use and impact of a piece of copyright material or content.	Professional discussion underpinned by a portfolio of evidence
<b>K20: Production coordinator.</b> The processes required to obtain the necessary legal rights to the copyright. Where to obtain advice and information for different types of copyrighted materials.	Professional discussion underpinned by a portfolio of evidence
<b>K21: Production coordinator.</b> How to ensure that all media or creative content is cleared for use and owned or licenced by the production. For example, obtaining release forms or interpreting the rights on PPP or contacts.	Professional discussion underpinned by a portfolio of evidence
<b>K22: Production coordinator.</b> The importance of post-production paperwork in the delivery of	Reflective presentation and questions

KNOWLEDGE	ASSESSMENT METHODS
creative material. The impact of sharing incorrect information.	
<b>K23:</b> Production coordinator. How technical operations work in studios, sets and on location. For example, process studio rig, or kit and crew requirements based on location.	Reflective presentation and questions
<b>K24:</b> Post production coordinator. How to interpret post-production process, workflows and functions to meet deliverables.	Reflective presentation and questions
<b>K25:</b> Post production coordinator. How to utilise database and scheduling software and tools to communicate information to relevant teams or departments.	Reflective presentation and questions
<b>K26:</b> Post production coordinator. How to coordinate and run review sessions with the team, supervisors or clients.	Reflective presentation and questions
<b>K27:</b> Post production coordinator. The influence and timing of post-production on the end-to-end production process.	Reflective presentation and questions
<b>K28:</b> Post production coordinator. The common file formats and resolutions used in the production and post production process.	Professional discussion underpinned by a portfolio of evidence
<b>K29:</b> Post production coordinator. The editorial process in relation to client turnover, ingest, client review, finishing or deliverables.	Professional discussion underpinned by a portfolio of evidence
SKILL	ASSESSMENT METHODS
<b>S1:</b> Core. Operate within agreed organisational policies, standards and procedures; adapting to operational changes as they occur.	Professional discussion underpinned by a portfolio of evidence
<b>S2:</b> Core. Meet the needs of the creative team, such as technical, logistical or organisational requirements and be aware of the impact this can have on the production such as budget.	Reflective presentation and questions
<b>S3:</b> Core. Create, maintain and share production documentation and records such as schedules, call sheets, technical requisitions, client feedback, review notes.	Reflective presentation and questions
<b>S4:</b> Core. Research and assist with sourcing or booking of resources, crew, contributors, talent or suppliers to meet production	Reflective presentation and questions

KNOWLEDGE	ASSESSMENT METHODS
requirements.	
<b>S5: Core.</b> Monitor the use of resources such as production materials, equipment and supplies.	Professional discussion underpinned by a portfolio of evidence
<b>S6: Core.</b> Coordinate logistics or travel activity for the production, liaising with other departments when required.	Professional discussion underpinned by a portfolio of evidence
<b>S7: Core.</b> Collaborate with the production team to check that the final product is delivered to industry standards including technical and legal requirements.	Professional discussion underpinned by a portfolio of evidence
<b>S8: Core.</b> Monitor the production schedule to ensure that changing priorities or deadlines are communicated to the team.	Reflective presentation and questions
<b>S9: Core.</b> Prioritise the work to ensure that tasks are completed on schedule.	Professional discussion underpinned by a portfolio of evidence
<b>S10: Core.</b> Resolve, and where required escalate, faults, incidents or problems, within agreed policies and procedures.	Reflective presentation and questions
<b>S11: Core.</b> Contribute to the monitoring and compliance for the production relating to legal, regulatory, organisational and industry codes of practice.	Professional discussion underpinned by a portfolio of evidence
<b>S12: Core.</b> Build relationships with partners on productions such as cast, crew, and contributors.	Reflective presentation and questions
<b>S13: Core.</b> Liaise with other departments, acting as a point of contact on the production.	Reflective presentation and questions
<b>S14: Core.</b> Keep up to date with tools, standards, trends and emerging technologies and their use and impact across the sector.	Professional discussion underpinned by a portfolio of evidence
<b>S15: Core.</b> Operate within legislation, regulations, organisational policies, industry standards and procedures such as health & safety, confidentiality, security.	Professional discussion underpinned by a portfolio of evidence



KNOWLEDGE	ASSESSMENT METHODS
<b>S16: Core.</b> Follow sustainable practices in line with industry standard recommendations.	Reflective presentation and questions
<b>S17: Core.</b> Promote and market skills and services.	Professional discussion underpinned by a portfolio of evidence
<b>S18: Production coordinator.</b> Assist with establishing sources of copyright for the materials being used on a production.	Professional discussion underpinned by a portfolio of evidence
<b>S19: Production coordinator.</b> Obtain terms and conditions from copyright owners and license holders acting as a point of contact when required.	Professional discussion underpinned by a portfolio of evidence
<b>S20: Production coordinator.</b> Prepare deliverables documentation in readiness for handover such as billings, schedules, production promotion, presentation and support material such as online, stills or press packages.	Reflective presentation and questions
<b>S21: Post production coordinator.</b> Act as intermediary between the production team and the technical or creative teams, utilising knowledge of the post-production process, workflows and functions.	Reflective presentation and questions
<b>S22: Post production coordinator.</b> Support the production team by liaising with counterparts in external organisations such as clients or other vendors to facilitate communication, meeting arrangements, deliverables or queries.	Reflective presentation and questions
<b>S23: Post production coordinator.</b> Manage the delivery process of materials to clients or external companies, keeping parties informed of progress and change.	Professional discussion underpinned by a portfolio of evidence
BEHAVIOUR	ASSESSMENT METHODS
<b>B1: Core.</b> Work on own initiative, be proactive and inquisitive; if mistakes are made take personal responsibility to address them.	Reflective presentation and questions
<b>B2: Core.</b> Act in a professional and ethical manner, in line with accepted production etiquette, embracing equality, diversity and inclusion in the workplace.	Reflective presentation and questions
<b>B3: Core.</b> Takes the initiative and responsibility for own learning and development, working with and learning from peers.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
<b>B4: Core.</b> Maintain commercial confidentiality and professional practice at all times, and in all settings.	Professional discussion underpinned by a portfolio of evidence

## Mapping of KSBS to grade themes

[Edit add grade themes form](#)[Edit mapping of ksbs to grade themes form](#)

### Reflective presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) The role K3 S2 S3	The role, responsibilities and impact this has on the success of the production. (K3)	<p>Meet the needs of the creative team, such as technical, logistical or organisational requirements and be aware of the impact this can have on the production such as budget. (S2)</p> <p>Create, maintain and share production documentation and records such as schedules, call sheets, technical requisitions, client feedback, review notes. (S3)</p>	None
(Core) Financials K6 K8 S4	<p>The importance of financial procedures and policies. (K6)</p> <p>How to reconcile and code production expenditure. (K8)</p>	Research and assist with sourcing or booking of resources, crew, contributors, talent or suppliers to meet production requirements. (S4)	None
(Core) Production monitoring S8 S10 B1	None	<p>Monitor the production schedule to ensure that changing priorities or deadlines are communicated to the team. (S8)</p> <p>Resolve, and where required escalate, faults, incidents or problems, within agreed policies and procedures. (S10)</p>	Work on own initiative, be proactive and inquisitive; if mistakes are made take personal responsibility to address them. (B1)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Communication and collaboration K2 K4 S12 S13 B2	<p>The requirements of each department and how they work with each other. (K2)</p> <p>How to record and communicate information on the progress of the production which complies with organisational policies including safe storage of data. (K4)</p>	<p>Build relationships with partners on productions such as cast, crew, and contributors. (S12)</p> <p>Liaise with other departments, acting as a point of contact on the production. (S13)</p>	Act in a professional and ethical manner, in line with accepted production etiquette, embracing equality, diversity and inclusion in the workplace. (B2)
(Core) Sustainability K16 S16	The importance of environmental sustainability and departmental processes for working on a production. For example, Albert Carbon Calculator for screen or activities that contribute to the monitoring and reduction of the carbon footprint. (K16)	Follow sustainable practices in line with industry standard recommendations. (S16)	None
(Production coordinator) Production compliance K17 K18 S20	<p>Current workplace rules and procedures regarding safeguarding, for example child protection. (K17)</p> <p>Process for liaising with organisations or government agencies as required. For example, work permits, licenses, child licenses or filming permits. (K18)</p>	Prepare deliverables documentation in readiness for handover such as billings, schedules, production promotion, presentation and support material such as online, stills or press packages. (S20)	None
(Production coordinator) Policies and procedures K22 K23	The importance of post-production paperwork in the delivery of creative material. The impact	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>of sharing incorrect information. (K22)</p> <p>How technical operations work in studios, sets and on location. For example, process studio rig, or kit and crew requirements based on location. (K23)</p>		
(Post Production coordinator) The post production schedule K24 K25 S21	<p>How to interpret post-production process, workflows and functions to meet deliverables. (K24)</p> <p>How to utilise database and scheduling software and tools to communicate information to relevant teams or departments. (K25)</p>	Act as intermediary between the production team and the technical or creative teams, utilising knowledge of the post-production process, workflows and functions. (S21)	None
(Post production coordinator) Processes and workflows K26 K27 S22	<p>How to coordinate and run review sessions with the team, supervisors or clients. (K26)</p> <p>The influence and timing of post-production on the end-to-end production process. (K27)</p>	Support the production team by liaising with counterparts in external organisations such as clients or other vendors to facilitate communication, meeting arrangements, deliverables or queries. (S22)	None

### Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Production context K1 K9 S9	<p>How structure, vision and purpose affects production. (K1)</p> <p>The production lifecycle. Key aspects and industry terminology of each stage within end-to-end</p>	Prioritise the work to ensure that tasks are completed on schedule. (S9)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	production workflows. (K9)		
(Core) Regulations and health and safety K11 K12 S11 S15	<p>How to identify and report potential health and safety risks and hazards for a production. (K11)</p> <p>Industry regulations, codes of practice, organisational policies, licences and legal requirements that might affect a production including social media policy. (K12)</p>	<p>Contribute to the monitoring and compliance for the production relating to legal, regulatory, organisational and industry codes of practice. (S11)</p> <p>Operate within legislation, regulations, organisational policies, industry standards and procedures such as health &amp; safety, confidentiality, security. (S15)</p>	None
(Core) Resourcing and logistics coordination K5 K7 K10 S1 S5 S6	<p>How different production environments, formats and scale affect the types and quantity of required resources. (K5)</p> <p>How to research and access resources such as suppliers and crew members. (K7)</p> <p>Requirements and production documentation that may be needed when travelling. (K10)</p>	<p>Operate within agreed organisational policies, standards and procedures; adapting to operational changes as they occur. (S1)</p> <p>Monitor the use of resources such as production materials, equipment and supplies. (S5)</p> <p>Coordinate logistics or travel activity for the production, liaising with other departments when required. (S6)</p>	None
(Core) Communication K13 S7	<p>Communication styles. How the type, format and frequency of communication can impact on the success of a production. (K13)</p>	<p>Collaborate with the production team to check that the final product is delivered to industry standards including technical and legal requirements. (S7)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) CPD K14 S14 S17 B3	How to keep up to date with tools, standards and trends and emerging technologies and their use and impact across the sector. (K14)	Keep up to date with tools, standards, trends and emerging technologies and their use and impact across the sector. (S14)  Promote and market skills and services. (S17)	Takes the initiative and responsibility for own learning and development, working with and learning from peers. (B3)
(Core) Data protection and confidentiality K15 B4	The value of production content and confidentiality to the business or organisation. Why it is important to maintain data security, and the legal and regulatory requirements such as copyright and intellectual property rights. (K15)	None	Maintain commercial confidentiality and professional practice at all times, and in all settings. (B4)
(Production coordinator) Copyright K19 K20 K21 S18 S19	The intended use and impact of a piece of copyright material or content. (K19)  The processes required to obtain the necessary legal rights to the copyright. Where to obtain advice and information for different types of copyrighted materials. (K20)  How to ensure that all media or creative content is cleared for use and owned or licenced by the production. For example, obtaining release forms or interpreting the rights on PPP or contacts. (K21)	Assist with establishing sources of copyright for the materials being used on a production. (S18)  Obtain terms and conditions from copyright owners and license holders acting as a point of contact when required. (S19)	None
(Post Production coordinator) Deliverables K28 K29 S23	The common file formats and resolutions used in the production and post production process. (K28)  The editorial process in relation to client turnover, ingest, client review,	Manage the delivery process of materials to clients or external companies, keeping parties informed of progress and change. (S23)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	finishing or deliverables. (K29)		

Supporting information

External quality assurance

[Edit external quality assurance - eqa form](#)

Option selected: Ofqual

Involved employers

BBC, Bauer Media, Framestore, Amazon, National Film and Television School, Screen Skills, Sony

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**EPA menu**