Institute for Apprenticeships & Technical Education

End-point assessment plan for Water Environment Worker apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0767	3	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Water Environment Worker apprenticeship standard.

This is a core and options plan, with a Core and four Options, as follows:-

1. Managing Assets & Responding to Major Incidents in the Water Environment;

2. Working with Volunteers in the Water Environment;

3. Maintaining & Working with Heritage Assets in the Water Environment;

4. Water Level Management, Flood Risk and Drainage in the Water Environment

This document is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Water Environment Worker apprentices, their employers and training providers.

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

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

As a gateway requirement and prior to taking the EPA, apprentices must achieve all approved qualifications mandated in the Water Environment Worker standard.

These are:

- Manual handling / Safe Lifting Techniques Level 2
- Working at Height / Safe Working with Ladders Level 2
- Confined Space Awareness Level 2
- Training in the use of a piece of earthmoving or vegetation control plant such as 360 excavator, dump truck, tractor and flail or wood chipper Level 2
- Emergency First Aid Level 2
- Working in or near Water/ Working over or near to water Level 2
- IOSH Working Safely/ CITB Health and Safety Awareness/ Lantra Health, Safety and Environmental Awareness- Construction Level 2
- Hostile Environment Awareness Training/ Dealing with Hostile Situations/ Managing Conflict/Dealing with Difficult People and Situations Level 2
- Underground and Overhead Services Awareness/ Utilities Awareness / Cable Avoidance
- Equality Diversity and Inclusion Awareness Level 2
- Basic Winching / Capstan and Winch Operation/ Professional Winch Training / Safe Winching Techniques Level 2
- Off Road 4x4 Driving / Professional 4x4 Training for Work / Off Road Vehicle Operating Level 2

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 4 month(s), after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Test

· Fail
· Pass
· Distinction

Assessment method 2: Observation with questions and answers

· Fail
· Pass
· Distinction

Assessment method 3: Professional Discussion

· Fail
· Pass
· Distinction

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

· Fail
· Pass
· Distinction

EPA summary table

On-programme (typically 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
End-point assessment gateway	• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. Apprentices must achieve the following approved qualifications mandated in the occupational standard: • Manual handling / Safe Lifting Techniques Level 2 • Working at Height / Safe Working with Ladders Level 2 • Confined Space Awareness Level 2 • Training in the use of a piece of earthmoving or vegetation control plant such as 360 excavator, dump truck, tractor and flail or wood chipper Level 2 • Emergency First Aid Level 2 • Working in or near Water/ Working over or near to water Level 2 • IOSH Working Safely/ CITB Health and Safety Awareness/ Lantra Health, Safety and Environmental Awareness-Construction Level 2 • Hostile Environment Awareness Training/ Dealing with Hostile Situations/ Managing Conflict/Dealing with Difficult People and Situations Level 2 • Underground and Overhead Services Awareness/ Utilities Awareness / Cable Avoidance Level 2 • Equality Diversity and Inclusion Awareness Level 2 • Basic Winching / Capstan and Winch Operation/ Professional Winch Training / Safe Winching Techniques Level 2 • Off Road 4x4 Driving / Professional 4x4 Training for Work / Off Road Vehicle Operating Level 2 • English and mathematics Level 2 Apprentices must complete: • A portfolio
End-point assessment (which will typically take 4 months)	Assessment method 1: Test With the following grades: · Fail · Pass · Distinction Assessment method 2: Observation with questions and answers With the following grades:

	· Fail · Pass · Distinction Assessment method 3: Professional Discussion With the following grades: · Fail · Pass · Distinction
Professional recognition	Aligns with recognition by: • Chartered Institution of Water and Environmental Management (CIWEM) at Technician level.

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 4 months, after the EPA gateway.

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

Order of assessment methods

Underpinning knowledge (via the test) must be checked prior to observation with questions and answers and professional discussion being undertaken, to protect the safety of both the apprentice and the assessor. Working in or near water presents significant risks which will be mitigated by ensuring the apprentice has good knowledge of the risks and control measures. Therefore, the test must be taken and passed before the observation and question and answer and professional discussion takes place. The observation with questions and answers and professional discussion may take place in any order following the successful achievement of the test.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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

- Manual handling / Safe Lifting Techniques Level 2
- Working at Height / Safe Working with Ladders Level 2
- Confined Space Awareness Level 2
- Training in the use of a piece of earthmoving or vegetation control plant such as 360 excavator, dump truck, tractor and flail or wood chipper Level 2
- Emergency First Aid Level 2
- Working in or near Water/ Working over or near to water
- IOSH Working Safely/ CITB Health and Safety Awareness/ Lantra Health, Safety and Environmental Awareness- Construction Level 2
- Hostile Environment Awareness Training/ Dealing with Hostile Situations/ Managing Conflict/Dealing with Difficult People and Situations Level 2
- Underground and Overhead Services Awareness/ Utilities Awareness / Cable Avoidance Level 2
- Equality Diversity and Inclusion Awareness Level 2
- Basic Winching / Capstan and Winch Operation/ Professional Winch Training / Safe Winching Techniques Level 2
- Off Road 4x4 Driving / Professional 4x4 Training for Work / Off Road Vehicle Operating Level 2

- English and mathematics at level 2. For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Test:

- no specific requirements

For Observation with questions and answers:

- no specific requirements

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

- a portfolio based on work carried out by the apprentice in the 6 months prior to the EPA taking place
- The portfolio must include as a minimum evidence of projects that have required the apprentice to demonstrate the full range of knowledge, skills and behaviours listed in Mapping of KSBs table, for the professional discussion assessment method. Typical evidence includes

photographic evidence, witness testimonies and a written report on each project undertaken. Reflective accounts and self-evaluations should not be included as evidence in the portfolio. The apprentice may refer to their portfolio during the professional discussion

The Portfolio should be submitted at the Gateway to the EPAO immediately.

Assessment methods

Assessment method 1: Test (This assessment method has 1 component.)

Assessment method 1 component 1: Multiple choice test

Overview

The rationale for this assessment method is:

The test will focus particularly on health and safety and environment knowledge areas, as these two key knowledge areas underpin the use of skills and behaviour for this occupation. These areas also play a key part in managing risk, as there are many risks to be considered in the Water Environment Worker role. It is essential that apprentices can recall this information quickly, and the test puts them into the position of needing to be able to recall important information.

This assessment method can be relatively easily produced, either in a digital or paper based format, and enables benchmarking for consistency across the standard and internal and external QA to be applied effectively.

Test Format

The test can be:

· computer based
· paper based

It will consist of 50 questions.

These questions will consist of:

· closed response questions (e.g. multiple-choice questions)

Test administration

Apprentices must have 90 minutes to complete the test.

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

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination 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 ensuring the security of testing 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 validity of the identity of the person taking the test.

This assessment method will be carried out as follows:

- 50 multiple-choice knowledge-based questions of which 10 must be scenario based. Each question must present the apprentice with 4 answers, from which the apprentice must select one correct response.
- All questions must be focused on core duties and KSBs, with a minimum of four per duty. Each question answered correctly must be assigned 1 mark, any incorrect or missing answers must be assigned 0 marks.
- Apprentices must have 90 minutes to complete the knowledge test. The knowledge test can be either electronic or paper-based.
- EPAOs must develop and maintain a test question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure that they, and the specifications, are fit for purpose.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.
- EPAO's will be expected to produce sample papers to support apprentices preparing for the test.
- The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

Each correct answer must be awarded 1 mark. Any incorrect or missing answers must be assigned 0 marks.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure that they, and the specifications, are fit for purpose. Where possible and

as long as apprentices aren't delayed from progressing through the EPA, apprentices from one location should be tested together so that they are unable to share questions.

Alternative question papers must be available on rotation to ensure there is no collusion between apprentices sitting tests at different times.

Required supporting material

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

- question banks
- a test specification
- sample test and mark scheme
- live test and mark scheme
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Assessment method 2: Observation with questions and answers

(This assessment method has 1 component.)

Assessment method 2 component 1: Observation with questions and answers

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation with questions and answers to take place, in consultation with the employer.

One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

The duties of the Water Environment Worker are very practical, hands on and out in the field.
To observe their competence in the role it is essential to spend time with them in their real working environment whilst they are carrying out a variety of tasks.

Delivery

The observation with questions and answers should take 7 hours. This is made up of 5 hours total observation time and 2 hours total questioning time. The observation with questions and answers may be split into discrete sections held over a maximum of 2 working days. The length of a working day is typically considered to be 7.5.hours. The independent assessor has the discretion to increase the time of the observation with questions and answers by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation with questions and answers, apprentices must be provided with information on the format of the observation with questions and answers, including timescales and be fully briefed by the assessor.

The independent assessor must be unobtrusive whilst conducting the observation with questions and answers.

Apprentices must carry out three observations over a maximum of 2 working days as part of the observation with questions and answers assessment method. Two of the three observations must relate to core duty activities and the final assessment is to be based on the candidate's option.

Observation 1:

All candidates must complete the first observation as described below as this has been identified as creating the maximum opportunity to demonstrate the core KSBs that need to be observed for this assessment method and is the activity most frequently undertaken by candidates.

This observation should take 2 hours with an additional 30 minutes for questions and answers.

The following activities must be observed during observation 1:

Maintenance/repair works on a water environment asset, or construct / maintain drainage systems. Comply with Health, Safety and Wellbeing legislation to ensure work is delivered safely and that risks to partners, including volunteers, contractors and the public are well managed.

Observation 2

The second observation with questions and answers should be selected from the remaining 4 activity areas described below. The second assessment should take 1.5 hours with an additional 60 minutes for questions and answers.

The following activities must be observed during the observation:

1 of the 4 activity areas listed below:-

1. Maintenance or improvement of habitats to ensure a healthy natural environment, or work on a soft engineering option with sustainable work methods to maintain water flow and for habitat creation such as creating spawning grounds in rivers and eel passes. Comply with Health, Safety and Wellbeing legislation to ensure work is delivered safely and risks to partners, including volunteers, contractors and the public are well managed. This is about in water activities. (Duty 4)

2. Creating or maintaining access to the water environment such as access for recreational public use, or plan, prepare and construct boundaries and public access routes, including disabled access. Comply with Health, Safety and Wellbeing legislation to ensure work is delivered safely and risks to partners including volunteers, contractors and the public are well managed. This is about access. (Duty 9)

3. Manage water levels and flow by mechanically controlling vegetation or materials from the bank, or plan, prepare and operate in confined spaces. Comply with Health, Safety and Wellbeing legislation to ensure work is delivered safely. (Duty 8)

4. Prepare and operate vehicles or waterborne plant, or other powered and non-powered craft and pontoons, showing understanding of both vehicles and vessels deployed. Comply with Health, Safety and Wellbeing legislation to ensure work is delivered safely. (Duty 11)

Observation 3:

The third and final observation with questions and answers should be based on the Option undertaken by the apprentice the duration of which should take 1.5 hours with an additional 30 minutes for questions and answers.

The third observation with questions and answers must be taken from one of the Options below as appropriate to the candidate and their organisation:-

1. Managing Assets & Responding to Major Incidents in the Water Environment;
2. Working with Volunteers in the Water Environment;
3. Maintaining & Working with Heritage Assets in the Water Environment;
4. Water Level Management, Flood Risk and Drainage in the Water Environment

A 10% tolerance is allowed in the duration of each of the observations to allow an activity to be completed, at the discretion of the independent assessor.

To reflect normal working practices, each observation with questions and answers will commence with a briefing by the apprentice to the assessor about the safety of the site. The apprentice will describe what they are doing in detail to show their understanding of the process, potential implications if it was done incorrectly and what to do in sub optimal conditions, all of which are required to achieve a grade above a pass.

At the end of each observation with questions and answers, a minimum of four key questions are to be asked in a time of 30 minutes per observation, exclusive to the time of the observation itself. The independent assessor can ask further questions where required within this questioning time period. These questions will specifically target the KSBs which have not been covered during the observation, because the activities are not feasible at that point in the year or the opportunity has not presented itself at the time of the observation.

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

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required. The EPAO must supervise these breaks to ensure that exam conditions are maintained throughout the day.

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

• Outline of the observation's requirements
• Marking materials
• Practical specification and question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose and accessible to all.
• Grading criteria guidance for the observation with questions and answers method at Fail, Pass and Distinction levels to promote standardisation of assessment practice.

Venue
The observation can take place in:

· Employer's premises
· Workplace other than the employer's own premises (e.g. premises of a client)

Specific venue requirements that must be in place include:

EPAOs need to work with employers to ensure that site specific requirements are met depending on the type of activity to be observed, and their working environment. Arrangements will have to be made so that employers have suitable plant, welfare facilities, tools and risk management documentation available.

Question development

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

Assessment method 3: Professional Discussion (This assessment method has 1 component.)

Assessment method 3 component 1: Professional Discussion (supported by portfolio)

Overview
This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity.

The rationale for this assessment method is:

The Water Environment Worker Standard covers a wide range of KSBs which can be applied in an ever changing working environment. To fully check KSBs, the opportunity to review work via the portfolio and check understanding of working practices used to deliver the work is fundamental to ensuring an apprentice is competent.

It provides the opportunity to check competence in managing the wide variety of risks, health, safety, environmental and reputation in the working life of a Water Environment Worker.

Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as set out here:

During the professional discussion, the independent assessor must combine a minimum of 6 key questions taken from the EPAO's question bank and those generated by themselves as appropriate to the individual apprentice. Follow up questioning can occur where clarification is required and to ensure that there has been appropriate opportunity to demonstrate competency at all grading levels.

The professional discussion will be conducted as set out here:

- This assessment method will take place in the form of a professional discussion supported by a portfolio. The portfolio will be submitted at the gateway
- The portfolio must include as a minimum evidence of projects that have required the apprentice to demonstrate the full range of knowledge, skills and behaviours listed in appendix 2, as relevant to the professional discussion. This should include photographic evidence, witness testimonies and a written report on each project undertaken. Reflective accounts and self-evaluations should not be included as evidence in the portfolio. The apprentice may refer to their portfolio during the professional discussion
- The professional discussion should comprise questions on the themes as described in ‘mapping and grading for the professional discussion table’ appropriately structured to draw out the best of the apprentice’s knowledge, skills and behaviour as shown in the appendices. In addition, the independent assessor will identify areas to question that relate to evidence in the portfolio developed during the apprenticeship in real work environments (e.g. photographs, witness statements and written description of task) and in line with Mapping of KSBs table
- The professional discussion must last for 60 minutes (+10% at assessor discretion)

EPAOs must ensure that apprentices are given an alternative structured brief in the case of re-sits/re-takes, this should include a different set of questions, but will cover the same KSBs covered in the initial professional discussion. Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement. The independent assessor must use the assessment tools and procedures that are set by the. EPAO to record the professional discussion. The way in which these assessments will cover the content of the apprenticeship standard is outlined in Appendix 1

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. The independent assessor will make all grading decisions.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

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

The professional discussion can take place in any of the following:

· Employer's premises
· A suitable venue selected by the EPAO (for example a training provider's premises)

Other relevant information
A structured test specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgment.

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

- A question bank of a sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it and its content remain fit for purpose.
- Guidance to independent assessors on how to select questions from the EPAO question bank and how to generate their own appropriate questions in relation to the underpinning portfolio.
- Structured briefs for assessors and apprentices on how this assessment method will be carried out and what to expect. This should provide question development guidance to independent assessors for comparability between assessors.

Reasonable adjustments
The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

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

Grading

Assessment method 1: Test

The following grade boundaries apply to the test:

Grade	Minimum score	Maximum score
Distinction	42	50
Pass	35	41
Fail	0	34

Assessment method 2: Observation with questions and answers (see appendix 1)

KSBs	Fail	Pass	Distinction
Core **K18** **Option 1** **K18 K26** **Option 2** **K35** **Option 3** **K39, K40, K41, K42** **Option4** **K46, K47, K50** **Core** **S1, S2 S3 S4 S8 S9 S10** **S11 S13 S16** **Option1** **S1 S22** **Option2** **S28 S30 S33 S34** **Option3** **S37 S39 S41** **Option4** **S44 S46 S47 S48** **Core** **B1 B5 B7 B8**	Does not meet the pass criteria	The candidate must meet all of the pass criteria and will be able to evidence that the KSBs mapped to this assessment method have been achieved	Candidate must achieve all the elements of the pass criteria, plus meet all the distinction criteria

Assessment method 3: Professional Discussion (see Appendix 1)

KSBs	Fail	Pass	Distinction
Core **K4 K5 K6 K9 K19 K24 K25** **Option1** **K27 K28 K29 K30 K31** **Option2** **K32 K33 K34 K36** **Option3** **K37 K38** **Option4** **K43 K44 K45 K48 K49** **Core** **S5 S6 S7 S12 S14 S15** **S17 S18 S19** **Option1** **S20 S21 S23 S24 S25** **Option2** **S26 S27 S29 S31 S32 S35** **Option3** **S36 S38 S40 S42** **Option4** **S43 S45 S49 S50** **Core** **B2 B3 B4 B6 B10** **Option1** **B9** **Option2** **B9** **Option3** **B9** **Option4** **B9**	Does not meet the pass criteria	The candidate must meet all of the pass criteria and will be able to evidence that the KSBs mapped to this assessment method have been achieved	The apprentice must achieve all of the pass criteria plus meet all the distinction criteria

Overall EPA grading

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

Apprentices must gain a minimum of a pass in all three methods to gain a pass. A fail grade in any assessment method(s) results in an overall Fail grade for the EPA.
Apprentices must gain a distinction in all three assessment methods to gain a distinction

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

Assessment method 1: Test	Assessment method 2: Observation with questions and answers	Assessment method 3: Professional Discussion	Overall grading
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Distinction	Distinction	Distinction	Distinction
Pass	Pass	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Pass

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

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

Roles and responsibilities

Role	Responsibility
Apprentice	• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	• support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA and should not be involved in the delivery of the EPA
EPAO	As a minimum EPAOs should: • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section

	• organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider
Independent assessor	As a minimum an independent assessor should: • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	As a minimum the training provider should: • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • Plays no part in the EPA itself

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have knowledge of the following occupational areas: UK land based sector in general (such as environmental conservation, sustainable construction practices, minor works and maintenance including heritage preservation techniques)
- working in or close to high risk, water environments (rivers, lakes, canals, coasts) with plant and equipment -water environment asset management
- current best practice in managing the risks to personal health, safety and wellbeing, and how to apply it to others who may be affected by the activities (volunteers, contractors, colleagues, public)
- Current recognised and appropriate assessment qualifications at L3
- A sound knowledge of the assessment requirements for the end-point assessment and have the relevant skills to observe and mark work activities, review a portfolio of evidence and conduct the professional interview
- Be working in the industry or, if not currently working in the industry or recently retired (up to two years), can demonstrate that they have maintained links with the industry and current practices.
- Experience, knowledge and understanding of sufficient depth to be effective and reliable when judging an apprentice's competence during all aspects of the end point assessment.
- Be prepared to participate in all relevant activities for their continued professional development and undertake EPAO standardisation training as required
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time – and ensuring that they subsequently attend a minimum of one standardisation event on this standard per year.
- Appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
    - Ensure that the assessor has appropriate PPE for construction site visits such as hard hat, high viz jacket, safety boots and life jacket.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

· using an employer's premises

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Technician with The Chartered Institution of Water and Environmental Management (CIWEM)

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Test

Knowledge
Knowledge
K1: Health safety and wellbeing legislation and organisational responsibilities, standards and risk management, how it applies to their work and how to ensure the safety of others such as contractors, members of the public and volunteers. Safe and environmentally sound operational and maintenance practices, processes and procedures covering a wide range of operational assets, tools, plant and equipment
K2: Additional personal safe working practices, risks and control measures required during unexpected events such as confined space working, working in/near water, hazardous substances
K3: The nature of water environments, tidal variations, locks, culverts & the potential physical hazards of water currents & debris, the impact of weather, and how this affects the assets and how they operate
K7: Importance of business relationships with partners, contractors, stakeholders and communities so that work is completed efficiently and effectively and the importance this has on the reputation of the organisation at a local and national level
K8: Planning for, selecting and operating vehicles/plant suitable for the activity, the site and the ground, watercourse and weather conditions
K10: Environmental standards, regulations and a range of practices and control measures to minimise risk from biosecurity, waste disposal, cross contamination, and spread of Invasive Non Native Species (INNS) to preserve our natural environment. Impacts of non-native invasive weeds on the watercourses and the impacts on those coming into contact with them
K11: Resources and materials available which support a sustainable approach which minimises environmental impact, for example for habitat creation, soft engineering of water courses. Soft engineering methods for control of water flow/retention, such as in-stream structures, creation of wetland or storage ponds, tree planting and agricultural practices
K12: Who we work with and why; relevant responsibilities of all parties, and the importance of wider team work so that work is completed efficiently, safely and effectively
K13: Specific risks of certain activities and their control measures. Knows timing of work for a range of activities to benefit nature. Key habitats and species likely to be encountered
K14: Working practices that reduce impact to the environment, such as natural or man-made pollution or sediment containment
K15: Ecosystems, key habitats and species likely to be encountered. Recognise habitat characteristics of relevant sites and their management for the benefit of nature. Methods of environmental assessment for different habitats and sites
K16: The broad framework of relevant legislation such as that relating to bird nesting, protected species and permissions for flood risk and land drainage works

K17: The legal requirements around rights of way and public access routes, best practice in design of public access routes. Ability to read and interpret maps and plans, and how to do scale drawings

K20: Good customer service principles. Understands how to escalate questions appropriately and takes ownership of resolving the enquiry with the customer

K21: Project management principles, including finance, commercial, planning and risk management

K22: Best practice in design of public access routes, such as: path width, surface usability, awareness of overhead and underground services, and ease of maintenance of final asset

K23: Organisation's requirements regarding performance management, including understanding their role and how to write their objectives

Assessment method 2: Observation with questions and answers

Knowledge

CORE

K18 How to convey organizational messages to influence others, to promote health and safety awareness with the public and stakeholders, and to enhance the business reputation through those conversations

OPTION 1

K18 How to convey organizational messages to influence others, to promote health and safety awareness with the public and stakeholders, and to enhance the business reputation through those conversations

K26: Understand the Health, Safety and Wellbeing risks in an unfamiliar and emergency working environment. For example different types of river catchment behaviours, the river or tidal factors which cause increased flow and flooding, how manage risks to individuals who are operating assets, and dealing with flooding

OPTION 2

K35 Understand the information volunteers require in order to complete the tasks identified. Know how to brief and supervise volunteers effectively using the correct working methods

OPTION 3

K39 Know how to communicate with members of the public and other stakeholders, and in particular can explain conservation principles and details of the work and why it is being carried out. Through this also manages any difficult conversations and enhances the business reputation through those conversations (uses plain language, listens to customer needs)

K40 Maintenance practices, processes and procedures covering a wide range of heritage operational assets. This can include lock gates, bridges, lifts, tunnels, navigations, aquaducts, heritage buildings, dry docks. This includes safe working practices in construction, construction technology, project methodology, working on conservation and restoration projects and preparation and mixing of lime mortars

K41 Know how to select the right plant, tools and materials to carry out their work appropriate for the heritage asset, e.g. stone masonry tools & chisels, lime mortar, traditional building materials etc. Seeks additional advice if unsure of the correct method

K42 Understand relevant and current best practice in watercourse management and maintenance practices in relation to the use of heritage materials, such as lime mortar for building works, and including soft engineering for natural flood management

OPTION 4

K46 Understand relevant and current best practice and which sources of information should be used to identify issues

K47 Know how to access relevant information to inform operational decisions, e.g. On-line telemetry, Water levels, flow and rainfall gauges, national and local weather forecasts

K50 Competent to operate 4x4 vehicle and knows limits of vehicle and self. Identifies when ground conditions necessitate use of 4x4 vehicle, and how to arrange recovery of vehicle if required

Skills

CORE

S1 Work safely and effectively, identify hazards, assess risk and comply with internal and external control measures. Dynamically assess risk and challenge unsafe activities when carrying out their duties, for their protection and that of others (e.g. contractors, members of the public), and take the necessary actions to minimise potential risks

S2 Take proactive steps to manage their personal wellbeing, especially when working in high risk environments such lone working, confined spaces, in or near water. Implement lone working device in accordance with own organisation's procedure

S3 Communicate HSW controls and safe working systems that are to be followed by you and others when working outdoors, e.g. pre-briefing before work commences

S4 Select and use a range of maintenance tools, plant, equipment and resources so that asset maintenance plans can be delivered in safe manner whilst also protecting the environment, e.g. start-up checks, correct use of plant, etc. taking into account the working conditions and water environment status

S8 Communicate clearly and effectively with the public, land owners, contractors and colleagues to deliver business outcomes, e.g. explaining their work to a landowner, provide feedback to contractors and colleagues to improve ways of working and responding to queries from members of the public. Vary their communication style to fit differing situations e.g. handling a complaint, describing their work

S9 Use technology solutions available to communicate with others internally, e.g. email, social media etc.

S10 Comply with environmental practices and procedures e.g. prevent cross contamination of invasive species, follow sustainability and waste management practices, plan work to adhere to legislation

S11 Operate in a way which reduces pollution of our waterways and land nearby

S13 Manage vegetation in a range of different situations, for example strimming pathways, using pesticides, managing trees and hedgerows, eradicating invasive species in order to conserve native flora and fauna

S16 Demonstrate appropriate tool and material selection to carry out their duties safely, taking into account the ground/ working conditions

OPTION 1

S1 Work safely and effectively, identify hazards, assess risk and comply with internal and external control measures. Dynamically assess risk and challenge unsafe activities when carrying out their duties, for their protection and that of others (e.g. contractors, members of the public), and take the necessary actions to minimise potential risks

S22 Work effectively, safely and sustainably on the local priorities defined by the asset maintenance schedule

OPTION 2

S28 Manage day to day requirements for volunteers involved on site

S30 Able to effectively communicate with volunteers

S33 Carry out risk assessments for a wide range of tasks carried out by volunteers, including working close to water

S34 Sensitive to the needs of the group including recognising the volunteers as customers. Takes personal responsibility to ensure that they have a great experience

OPTION 3

S37 Follow technical advice and guidance in Environmental/ Heritage Assessments

S39 Promote the conservation work of the organisation in a positive light, referring to others when necessary

S41 Select and carry out minor repair work using the correct equipment and materials appropriate to heritage conservation (for example materials used to protect completed work)

OPTION 4

S44 Collate or report accurate data which ensures assets are well maintained in a timely manner

S46 Operate individually or as part of a team to manage welfare of self and others in all weather conditions and times of day

S47 Take readings and interpret information from relevant technology such as gauge board, on-line telemetry, internet weather forecasts

S48 Take optical level survey to establish fixed datum for installation of water level monitoring equipment e.g. gauge board or telemetry site

Behaviours

CORE

B1 Acts as an ambassador of the organisation's values and behaviours

B5 Sets and delivers high work standards, demonstrates the drive to meet targets. Takes responsibility for delivering timely and quality results with focus and drive B7 Perceives and mitigates risks to themselves and others at all times B8 Challenges and accepts challenge with regards to safe working practices

Assessment method 3: Professional Discussion

Knowledge
CORE K4: How their team's work links to corporate objectives; corporate values, behaviours and ways of working including Equality, Diversity and Inclusion, and Safeguarding principles K5: Asset management whole life cycle and how it relates to business activities, how local systems work, the location and types of assets and structures K6: The right building materials to use (sensitive to local heritage) and the impact of wear and tear to schedule maintenance activities K9: Different ways work can be funded, and planned, to deliver maximum value for money K19: Tools and technology available to use to communicate with a range of people such as social media, e-mail, apps which support your work K24: How their role fits in within the organisation, how to identify personal areas for development, and how to take action to meet those needs K25: How to deliver feedback to others to support their development **OPTION 1** K27: Understand personal safe working practices which ensure safety and wellbeing of employees and partners whilst undertaking emergency duties in an unfamiliar location, such as: fatigue management, accommodation issues, dealing with stressful situations K28: Understand how Water Environment Workers work with other Category 1 responders and our various responsibilities under the CCA (Civil Contingencies Act) K29: Understand how the asset management programme fits in with national and the organisation's responsibilities to protect communities from flood risk K30: Understand how the maintenance schedule is developed, for example be able to explain why some assets are maintained and not others K31: Understand the range of assets in use and how they contribute to protecting communities, for example from small flap valves to large barriers, sea and river defences and pumping stations **OPTION 2** K32: Attraction and recruitment of volunteers, training: including legislative considerations, fair recruitment processes, equality and diversity and inclusion training, how to induct a volunteer effectively

K33: Knowledge of induction and training techniques, following the organisation's volunteer training plan, to include: Welcome & Induction, Safety Management, Ongoing Training & Support, Safety Management

K34: Has a good understanding of operational outcomes needed, and understands the relative outputs of volunteer groups to aid in resource and time planning

K36: Knowledge of how to engage with medium/large groups. Understands group motivations and dynamics to effectively manage the group

OPTION 3

K37: Understand the principles & legislation behind management of valued heritage / historic structures, e.g. listings, conservation sites, historic context. Know who to contact for advice

K38: With reference to specialist skills, understand who we work with and why, and relevant responsibilities of all parties

OPTION 4

K43: Understand capabilities and requirements of the asset and catchment (including land use and designation)

K44: Understand impacts of (defined) seasonal water level and vegetation management

K45: Knowledge of Land Drainage Act 1991 and other relevant legislation and regulation and IDB (Internal Drainage Boards) byelaws

K48: Understand how livestock and wildlife respond to human presence in different circumstances and settings, and the impact of own behaviour according to type of livestock/ wildlife in a variety of settings

K49: Understand the risks, and control measures to mitigate risk associated with lone working. Systems/ procedures to communicate accurate and regular information to lone working resources

Skills

CORE

S5 Report relevant asset information which contributes to ensuring assets are well maintained in a timely manner

S6 Apply soft engineering principles and practices to reduce erosion and manage stabilisation and safety of shorelines and the area surrounding watercourses, while enhancing habitat, improving aesthetics and saving money

S7 Design, plan and build boundaries and apply sound principles and best environmental practices to preserve the natural environment within the context of the legal framework

S12 Manage habitats using a range of specialist techniques such as coppicing, hedge laying, river/ stream bank stabilisation and establishing native plants, using appropriate tools and equipment. This could also include new and developing sustainable practices such as using natural materials to manage excessive rainfall (in constructing leaky dams and bale dams) and subsequently manage erosion and flood damage

S14: Enhance the organisation's reputation by the way in which they work with contractors and other partners to deliver their work. Promote the work of the organisation in a positive light, referring to others when necessary

S15 Plan and deliver projects using best practice project management techniques, including management of risks and resources, time management and value for money and the natural environment, e.g. work on a river bank could also create a habitat for wildlife

S17 Demonstrate appropriate tool and material selection to carry out their duties safely, taking into account the ground/ working conditions

S18 Work with their line manager to develop their performance objectives and supporting activities. Demonstrate evidence towards achieving their objectives, using their organisation's systems and processes

S19 Actively seek opportunities to develop themselves, seeking feedback from peers, attending training and putting into practice, with evidence-gathering, etc.

Option 1

S20: Handle media requests for information in accordance with policy and procedures

S21: Work collaboratively, ensuring everyone involved follows safe working practices at all times, such as using safe winching techniques to remove obstructions, and driving four wheel drive vehicles safely off the public highway on agricultural land

S23: Work with other teams to help develop condition assessments and a work programme allied to maintenance standards

S24: Review the impact of the 'recovery phase' of incident response and identify when an asset reaches the correct status

S25: Identify work which could improve habitats at the same time as improving assets

Option 2

S26: Plan for volunteer involvement on-site

S27: Effectively contribute to a successful volunteer recruitment campaign

S29 Contribute to the delivery of sustainable volunteering offer, based on volunteer's skills and interest areas

S31: Able to assess the task and identify the required Volunteering resource to deliver the task effectively

S32: Plan work activities for a wide range of volunteer groups and different tasks

S35: Able to plan tasks as volunteering "events" for corporate groups by applying knowledge of resource requirements for each task

Option 3

S36 Assess heritage value. Plan & execute work appropriately to context. Take advice from appropriate colleagues & stakeholders

S38 Improve the organisation's reputation, with particular reference to their conservation standards and credentials, by the way in which they work with contractors and other partners to deliver their work

S40 Apply best practice to the safe use of a range of maintenance tools, plant and equipment specific to heritage conservation and appropriate for heritage materials (including Stone Masonry Tools & Chisels)

S42 Demonstrate decision making that includes heritage value

Option 4

S43 Identify and implement safe systems of work to deploy interventions in a timely manner

S45 Explain the purpose of managing water levels and watercourses in the context of organisational objectives, powers and responsibilities

S49: Record and present information to inform operational decisions e.g. water level diary or spreadsheet

S50: Appreciate risk of different types of livestock in rural settings and adapt working practices to accommodate those risks

Behaviours

CORE

B2: Seeks out opportunities to create effective change and continuous improvement, such as suggesting ideas for improvements or changes to systems or processes that affect the way you do your job. Reviews ways of working including seeking and providing feedback
B3: Takes personal responsibility for forming effective relationships both internally and externally, with people from a range of diverse backgrounds, to enable delivery of business outcomes. Works with others and contributes to the work of immediate and wider teams. Identifies and addresses the needs of customers, delivers what has been promised and ensures that all outcomes are delivered in a polite, professional manner. Respects the needs, responses and opinions of others
B4: Has sound judgment. Uses evidence and knowledge to support accurate expert decisions and advice. Carefully considers alternative options, implications and risks of decisions
B6: Focuses on continuous improvement for self, others and the organisation
B9: Communicates effectively in a range of situations, and with a variety of methods
B10: Continually seeks to develop their professional skills and embed new ways of working for themselves and others

Appendix 1 – Grading Descriptors

All pass criteria must be met to achieve a pass.

All pass criteria must be met and in addition all distinction criteria must be met to achieve a distinction.

Observation with questions and answers - Core

THEME	KSBs	Pass	Distinction
Health, safety and wellbeing	K18 K26 S1 S2 S3 S4 B7 B8	Utilises the correct equipment to carry out activities in an efficient manner. Operates safely as a lone worker when required on a risk-based approach to meet business needs. Ensures the safety of all parties working alongside them, providing appropriate challenge and risk management and briefings on site safety. Carries out all work safely, and reports near misses and / or incidents following organisational procedures. Takes appropriate action when equipment fails to, meet pre use checks up to and including stopping the activity until the equipment is fit for purpose. Explains the risk associated with working near water and takes appropriate measures and risk assessments to ensure work is carried out safely with no risk to life. Explains the impact of weather conditions on the environment and structures they are operating on and makes suggestions to adapt working practices accordingly Selects the correct vehicle or vessel for the activity and completes pre-use checks of both land and plant prior to utilisation or launching. Describes the limitations of using certain machines specific to working in/near a water environment.	Assesses additional risks and implements control measures to ensure risks are mitigated for the team, contractors, volunteers and public. Resolves the issue if practical and re-briefs the work team. Alternatively stops work until it is safe to continue. Challenges the planned work where resources, equipment or methods can be improved to provide the right outcome for both environment and maintenance of asset. Challenges the behaviour of others to support the safety of everyone.

		Loads and drives vehicles and trailers safely, with due regard for the safety of themselves and others; with proper towing accreditations where relevant. Carries out any in/on water-based activity safely, with due regard for the safety of themselves and others; recovers the vessel safely onto dry land using appropriate techniques.	
Asset management and maintenance	S16 B5	Carries out a range of activities as planned using maintenance tools, plant and equipment safely and appropriately (e.g. 3 x hand tools, 2x power tools/plant) Delivers maintenance schedule to time; ensures access to assets at all times whilst minimising impact to the environment e.g. through waste management protocols, use of responsibly source materials including recycling etc. Explains the aims and objectives for the asset to be constructed and the part it plays in the overall water environment. Can read, understand and interpret plans and maps. Demonstrates how they can apply their knowledge and skills to different challenging work situations Demonstrates how to leave the site in appropriate condition, clear and safe for use	Takes responsibility for making changes to the work plan, following consultation with their experienced colleagues, due to changes in working environment which mean that activity needs to be re assessed for health, safety and environmental risk. E.g. weather or water flow changes which impact ground conditions. Provides feedback to planners to influence how they plan work at that site in the future.
Working with others/ Wider business	S8 S9 B1	Works with others in immediate team to achieve common goals Communicates clearly and effectively with the public, land owners, contractors or colleagues, conveying consistent organisational messages Describes the organisation's values, strategy and responsibilities and is able to articulate these clearly to members of the public, including those impacted upon by their work, thus managing the reputation of their organisation. Delivers their work in line with the organisation's customer service standards. Uses a range of team building skills to ensure work is carried out efficiently and effectively.	Recognised as the person to go to on site for advice, guidance etc. usually because they are confident assured and provide sound advice and judgement which meets organisational values. Work effectively as part of an immediate team and wider organisation, thinking beyond the immediate team and using experts Adopts inclusive approach to their work on site ensuring all views are heard and individuals are respected. Proactively uses social media or other IT tools as relevant to and appropriate for their organisation.

		Communicates clear instructions and briefings, supported by their technical know-how to ensure that everyone remains safe and well. Takes account of unconscious bias and treats others with respect and due regard. Understands safeguarding principles and follows them when minors are encountered during their work.	
Environment and conservation	S10 S11 S13	Applies environmental knowledge and good working practices to a stated standard to develop and protect the environment e.g. minimises the risk of pollution of our waterways and land nearby. Assesses environmental changes through observation, monitoring and sampling along all water environments and the surrounding land and takes action when required. Takes action to sustain the environment's flora and fauna ecosystem. Identifies invasive species, reports in a timely manner. Adheres to sustainability and waste management practices, e.g. identifies ways to reduce CO2 emissions and implements biosecurity measures to mitigate the impact on the environment. Aware of related environmental factors that could affect design or construction. Selects and uses the correct plant to remove vegetation or materials which prevent the natural flow of water or manage beach materials appropriately.	Evaluates opportunities to adopt sustainable approaches and deliver multiple environment benefits such as habitat improvement or managing invasive non-native species. For example, re using materials, identifying and taking action against invasive non-native species. Establishing a 'no single use plastic on this site' policy. Identifies other employee's behaviours which do not contribute to CO2 reduction or environmental improvement; prepared to challenge where appropriate.

Option 1 Managing assets and **responding** to major incidents in the water environment

THEME	KSB	Pass	Distinction
Health safety and wellbeing	K18 K26 S1	Identifies unforeseen risks as a result of an incident e.g. flood waters on the road, site access compromised, different work areas and understand what steps to take to keep themselves and others safe. Communicates effectively with passer-by, the assessor or colleague to manage the organisation's reputation.	Makes recommendations using their Health safety and well-being knowledge to mitigate unforeseen risks. Coaches contractors or partners on delivery of activities on your organisations behalf. E.g. demonstrates how to deploy a temporary defence.

		Works safely alongside contractors and other partners in high risk situations, such as deployment of temporary defences during a flood.	
Assets	S22	Describes how their work fits into the asset maintenance schedule and how it is prioritised, and how it contributes to the asset management life cycle. Carries out maintenance to an asset which ensures the asset returns to condition. Completes the reporting to feed into management of the asset lifecycle.	Reports on any additional faults with the asset identified, repairing where possible to ensure completion of the asset lifecycle activity. Identifies ways in which the asset could be improved for the future.

Option 2 Working with volunteers in the water environment

Duty	KSB	Pass	Distinction
Operational	K35	Interacts with volunteers as a group and individually, and gives positive feedback. Respects the range of skills and knowledge of a diverse range of volunteers. Demonstrates organisational values in interactions with volunteers. Follows the organisation's on-site volunteer plan, including briefing the volunteers, incl. risk assessment and using the appropriate volunteering resource and work activities plan. Creates an inclusive working environment and sets the tone for behaviours.	Mitigates any new risk represented on the site e.g. as a result of weather conditions. Identifies volunteer behaviour which does not represent the organisational behaviours and culture and manages it if appropriate. Coaches new volunteers on delivery plan.
Volunteer recruitment and retention	S34	Demonstrates organisational values in interactions with volunteers Represents the organisation professionally, and encourages volunteers to do the same. Explains how the organisation attracts new volunteers	
Health safety wellbeing and safeguarding	S33	Delivers safety briefings on site to ensure volunteers understand risks and measures taken to mitigate them. Carries out dynamic risk assessments at the location of work and takes steps to mitigate any new risks apparent due to a change in the environment e.g. impact of weather on a water course.	
Managing volunteers	S28 S30	Uses active listening and clear communication. Communicates with and manages the volunteers.	Plans activities so that volunteers' strengths and personal motivations are taken into account and

		Identifies the volunteers and resources required to carry out a specific work plan. Plans and delivers volunteering events from inception to evaluation (e.g. litter clearance of a site with a corporate group from a local employer).	feedback from volunteers indicates that they will return as a result of the experience. Communicates plans effectively to maintain motivation in volunteers

Option 3 Maintaining and working with Heritage assets in the water environment

THEME	KSB	Pass	Distinction
Management of heritage/historic structures	S37 S39	Applies technical advice according to guidance Describes how their work contributes to conservation of a heritage asset in Plain English, .	Interprets technical advice taking account of the structure, conditions and heritage value and explains how the conservation work they are doing fits in with the wider organisational aims.
Working on heritage assets	K40 K41 K42 S41	Use heritage materials such as lime mortar correctly, and can explain the reasons for their use. Appropriately selects and applies heritage materials and tools to specified standards. Carries out repairs to a heritage asset which are sympathetic to conservation and aesthetics in accordance with the technical advice given. Applies best practice processes and procedures to maintain the heritage asset. Manages risk to self and others, adapting to differing work environments e.g. locks, conservation sites historic structures.	Takes steps to improve ways of working / suggest alternative methods which will deliver better value for money but achieve the same outcome. Identifies innovative solutions to implement repairs, seeks advice prior to implementing and feedback results where alternative methods were used. Shares lessons learnt with technical advisers, partners and wider team to enhance organisation's overall ability to manage heritage sites

Working with others	K39	Communicates with members of the public and partners to represent the organisation and its values with regard to heritage and conservation	

Option 4 Water level management, flood risk and drainage in the water environment.

THEME	KSB	Pass	Distinction
HSW	K46 S46	Explains and uses correct method for: -Implementing safe systems of work -Working effectively & safely -Assessing risk	
Technical	K47 S44 S47 S48	Installs, reads and records readings from gauge boards to national and local datum. Accesses online hydrology/water level data using smart technology in the field. Interprets, reports and uses hydro-informatics to inform decision making.	Identifies where data anomalies occur, and reports and resolves to avoid corrupt data, including assisting others in accurate use of technology.
Operational	K50	Explains how livestock and wildlife respond to human presence, and how to behave according to type of livestock or wildlife in a variety of settings. Capable of 4x4 driving off the public highway on agricultural land. Describes basic hydraulic principles in lowland drainage systems and the importance of managing channel conveyance, roughness and blockage. Operates assets and directs maintenance activities to achieve successful water level management.	Proactively manages risk in relation to livestock and wildlife encounters. Manages vehicles in way which minimises damage to the environment e.g. driving style, route selection etc. Explains the consequences of incorrect operation, suggests solutions and follows through to implementation, identifies where assets are not optimally performing and takes steps to report or resolve.

Professional Discussion – Core

Theme	KSBs	Pass	Distinction
Health, safety and wellbeing	S17 B2	Explains how they protect self and others by challenging unsafe activities, carry out dynamic risk assessments on arrival at all sites, understand the	Explains how they proactively identify hazards, assess risks and implement control measures to ensure risks are mitigated for the team, contractors, volunteers and the public. Describes

		reason why risks may differ from the plan and why it may be as important to stop work. Explains the types of wellbeing risks that are apparent in their work and how these can be mitigated for both self and others they are working with e.g. contractors. Describes how they select and use materials which are appropriate for the use intended, taking into account the impact on the environment in which they will be used. Explains how they recognise different types of confined space and risks of entry. Describes organisational guidance on entering confined spaces. Explains the risks associated with confined spaces work, and follows plans to mitigate the risks at all times.	how risks changed on site, due to adverse weather or ground conditions, or public access, or contractor issues, and explain how the issues were resolved and the work team re-briefed. Gives an example of when they have challenged entry to a confined space and clearly articulates the reasons why. Explains how they have applied their knowledge of confined spaces to support to others when working in confined spaces e.g. explains the risks and steps to take to mitigate them.
Asset management and maintenance	K5 K6 S5 S6 B4	Explains the importance of the asset whole life cycle and the role their work has within that cycle. Gives examples of how they collate accurate data, in line with organisation procedures, which ensures assets are well maintained in a timely manner Describes the principles of project management, including funding, planning and delivering projects which deliver value for money, following organisational procedures for reporting on project updates. Gives examples of when they have taken responsibility for delivering work on time for themselves and others. Explains how to construct a variety of boundaries and public access routes using different materials and techniques and selecting the correct equipment for	Explain how they have developed their own simple project plan to deliver a scheme of work which ensures compliance with asset management life cycle requirements. Describe how they reviewed delivery of their project and captured lessons learnt for future and shared their learning with colleagues. Explain how they identified cost effective and safer ways of working which contributed to the overall efficiency of the project.

		each task, including ensuring site is left clean and safe for use.	
Environment and conservation	S7 S12 S15	Explains how they have complied with environmental practices and procedures and adhered to sustainability and waste management practices. Explain how they have taken ownership of all activities and follows up on work to ensure outcomes are delivered. Describes a number of soft engineering options that could be considered as part of the solution for their work. Describes the pollutants they work with and steps to be taken to reduce the risk of pollution in the water environment. Identifies suggestions to improve sustainability & waste management practices. (such as re-use, re- purpose) Explains how they carry out their work in a way which complies with environment impact assessments in order to minimise the risk to the environment	
Working with others/wider business	K4 K9 K19 K24 S14 B3 B9	Gives examples of how they improve the organisation's reputation by the way in which they work with contractors and other partners to deliver their work. Describes how they engage with the public whilst carrying out their work and explaining their role and their role in their organisation.	Explains how they handle public queries outside of their immediate team and peer group remit. E.g. is asked by a member of the public about a technical area you know little or nothing about and need to identify ways in which that query can be dealt with. Describes how they directly communicate with the public through a variety of methods, to promote the work of the organisation and to ensure that issues are addressed appropriately
Continuous improvement/personal development	K25 S18 S19 B6 B10	Explains the importance of identifying own strengths, weaknesses, impact and approach. Explains how they effectively organise self and takes personal responsibility for their own role.	Provides evidence of working on areas of weakness to improve personal effectiveness. Describes PDP and how this fits in with career development and the team or overall business needs. Describes how they have identified a career path for themselves in conversation with their line manager.

		Explains how they initiate and supports change, responding effectively to changing roles, situations or people. Gives examples of influencing other team members who are resistant to change (could be in working practices, in organisational policy) and explains how the implications of not embracing change were communicated. Explains how they ensured that they have the correct qualifications, experience/ supervision & are working within the limits of their certification. Explains how they actively seek to develop themselves in line with organisational priorities and requirements. Explains how they are actively involved in the setting of performance targets and objectives, and strive to achieve them in line with the organisation's performance management processes and procedures. Explains how they work within the limits of their role as defined by the organisation.	

Option 1 Managing assets and responding to major incidents in the water environment

THEME	KSB	Pass	Distinction
HSW	K27 S21	Explains the steps to take to carry out duties safely and effectively in an unfamiliar working environment with changing priorities. Describes how they work safely alongside contractors and other partners in high risk situations, such as deployment of temporary defences during a flood. Gives examples of where they have shared knowledge and lessons from their usual area of work to aid the response to an incident.	Explains how they operate within own remit of incident roles and support others to do the same. Gives examples of where they have managed difficult conversations with third parties regarding organisational roles and responsibilities.
Asset management and maintenance	K29 K30 K31	Describes how the work they undertake contributes to the whole life cycle of assets; how condition	Explains how they have identified ways of efficient delivery to ensure work is carried out on time and to budget. Explains

	S24 S25	assessments and maintenance standards feed in to the maintenance programme. Describes the basic principles of policy, planning, strategy, funding and sustainability as they relate to managing the risks from the organisation's assets. Explains how they work with others on site to promote their organisation and their work and its contribution to protecting from incidents. Explains how they use technology available to communicate messages important to the organisations e.g. use of photography to illustrate damage to an asset, e mail etc. Gives an example of where they have identified where conditions of assets are at risk, particularly post flood incidents and reported this. Explains how they play an active role in the recovery phase of a major incident with regards to returning assets to their good condition	the consequences of delaying asset improvements and links to wider organisational business outcomes.
Wider business/organisational context	K28 S20 S23	Describes the role of category one responders in incidents, recognising what their organisations role and responsibilities are within that framework. Describes how they would handle a media request whilst working out in the field during an incident.	

Option 2 Working with volunteers in the water environment

THEME	KSB	Pass	Distinction
Volunteer recruitment and retention	K32 K34 S27	Describes how they have taken part in a successful recruitment campaign, complying with recruitment practices for recruiting volunteers which ensure it is fair and transparent.	Explains how they analyse and evaluate the on-site volunteering plan by having input or ownership to make it effective. Explains how their feedback has led to changes in the plan.
HSW and safeguarding	S26	Describes how to plan and deliver volunteering events from inception to evaluation (e.g. litter clearance of a site with a corporate group from a local employer), including briefing on-site health, safety, wellbeing and environment risks to ensure volunteers remain safe.	

	S32 S35	Explains how they have demonstrated respect for the range of skills and knowledge of a diverse range of volunteers. Explains how they represent the organisation professionally, and encourage volunteers to do the same. Explains how the organisation attracts new volunteers.	
Managing volunteers	K33 K36 S29 S31	Explains how they brief volunteers, checking volunteers' understanding and interacting confidently, using active listening and clear communication, interacting with volunteers as a group and individually, and giving positive feedback. Describes how to deliver induction and health, safety and wellbeing protocols to a small group of volunteers resulting in the volunteers being motivated and ready to commence a project. Explains how to identify the volunteers and resources required to carry out a specific work plan. Explains how they have delivered a small project with a small number of volunteers taking accountability for the project completion. Explains how site exit has ensured that there is no evidence of operational work being carried e.g. all waste removed, incidental damage to ground repaired.	Describes how they establish relationships with teams from other parts of the business to ensure their project is delivered to maximise the water environment and volunteer experience e.g. seek advice on an environmental opportunities not currently planned for or foreseen.

Option 3 – Maintaining and working with Heritage assets in the water environment

THEMES	KSB	Pass	Distinction
Management of heritage structures	K37 S36 S40 S42	Explains how they have planned repairs to a heritage asset, taking into account the legal framework, historical context and environmental outcomes. Provides explanation of the decisions made with regards to the plans e.g. why they have chosen to use specific materials etc.	Gives examples of when they have sought advice from a variety of teams to ensure that they plan repairs which deliver heritage and environmental outcomes.

		Explains how they have used the minimum intervention required to maintain heritage assets, contributes to making like-for-like and sympathetic repairs, e.g. choosing matching materials.	
Working with others	K38 S38	Explains at least 3 projects where they have worked with others to improve a heritage asset. Describes the role they played in ensuring everyone remained safe and the work was carried out sympathetically to retain the heritage value of the asset.	Adds additional context to their responses demonstrating how they have applied their knowledge and skills to different challenging work situations whilst maximising heritage value.

Option 4 Water level management, flood risk and drainage in the water environment.

THEME	KSB's	Pass	Distinction
Health, safety and wellbeing	K49 S43	Explains how to use the correct method for: • implementing safe systems of work • working effectively & safely • assessing risk.	Explains how they proactively identify hazards, assess risks and implement control measures to ensure risks are mitigated for the team, contractors, volunteers and the public. Describes how risks changed on site, due to adverse weather or ground conditions, or public access, or contractor issues, and explain how the issues were resolved and the work team re-briefed.
Technical	K43 K44 K45 S49	Explains basic hydraulic principles in lowland drainage systems and the importance of managing channel conveyance, roughness and blockage. Describes how they have operated assets and directed maintenance activities to achieve successful water level management. Explains how they install, read and record readings from gauge boards to national and local datum. Gives examples of where they have accessed online hydrology/water level data using smart technology in the field. Explains how they interpret, report and use hydro-informatics to inform decision making.	Gives examples of where they have identified where assets supplying data are not performing as expected or are in poor state of repair. Explains how they provided feedback in line with organisation requirements to ensure improvements are made for the future. Feedback to include suggestions of a solution.

Operational	K48 S45 S50	Explains how livestock and wildlife respond to human presence, and how to behave according to type of livestock or wildlife in a variety of settings. Explains the organisation's responsibilities relating to water level management.	