![Institute for Apprenticeships & Technical Education]

End-point assessment plan for Post Production Engineer apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0933	5	No

Contents

Introduction and overview

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

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

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

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

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

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

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

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

---

[1] For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Project report and presentation with questioning

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by portfolio

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence.
End-point assessment gateway	• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 Apprentices must complete: • A portfolio of evidence to underpin the professional discussion. The EPAO should sign-off the project title, at gateway, to confirm its suitability prior to the project commencing
End-point assessment (which will typically take 6 months)	Assessment method 1: Project report and presentation with questioning With the following grades: · Fail · Pass · Distinction Assessment method 2: Professional discussion underpinned by portfolio With the following grades: · Fail · Pass · Distinction Overall end-point assessment grade summary With the following grades: · Fail · Pass · Distinction

Length of end-point assessment period

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

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

Order of assessment methods

The assessment methods can be delivered in any order.

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.

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

- achieved English and mathematics Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For Project report and presentation with questioning:

The EPAO should sign-off the project title, at gateway, to confirm its suitability prior to the project commencing.

For the Professional discussion underpinned by portfolio:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 16 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/ records, for example workplace policies/ procedures, records
  - production documentation created and completed
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 20 minutes); the apprentice must be in view and identifiable
  - written accounts of production activities that have been completed
  - feedback from colleagues and/or clients

  This is not a definitive list; other evidence sources are possible.
- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions

- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- where there are commercial sensitivities, evidence may not be available in advance of the assessment (the Independent Assessor will need to view any confidential material during the professional discussion).

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

Assessment methods

Assessment Method 1: Project report and presentation and questioning

(This assessment method has 2 components.)

Assessment method 1 component 1: Project report

Overview
The project report is completed after the apprentice has gone through the gateway. This includes any work or evidence that contributes towards the project report.

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

The rationale for this assessment method is:

This is a holistic method of assessment of multiple KSBs across a range of duties carried out through work-based projects or engineering activities (e.g. manage and configure a new hardware and software system). The project report method has been selected as it provides the opportunity to assess a wide range of knowledge, skills, and behaviours over a time period not possible through direct observation. Post Production Engineers are required to carry out projects and make system recommendations on a regular basis. This therefore replicates usual working practices. The report will test the underpinning knowledge of production engineering processes and the methodology used to define and install new hardware and software solutions.

Delivery

Apprentices will complete a project report, following production processes and providing information and documentation as appropriate to their role.

The project report is completed after the apprentice has gone through the gateway process. The apprentice will conduct their project report and submit it to the EPAO after a maximum of 12 weeks of the EPA start date. It is expected that the report will take 37 hours to complete.

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

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

- Normal line management controls.

The project report and accompanying documentation should be in the form of an electronic copy.

As a minimum, all project reports must include:

- An introduction - what is the project/ activity about?
- Agreeing the scope and specification for new hardware and software setup with the client.
- Evaluating potential solutions.
- Developing a project plan showing resources required, responsibilities and timescales.
- Set up new hardware and software.
- Calibrating and testing the system.

The project report must contain 5,000 words.
A tolerance of plus or minus 10% is allowed.
Appendices, references, diagrams etc. will not be included in this total.

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

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

Marking

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

Supporting material

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

- outline of the assessment method's requirements

- marking materials
- examples of project titles
- data capture forms for results and evidence including gaps, mapped against the KSBs
- guidance document on how employers can assist in determining suitable project/ activity content
- guidance document for both apprentices and employers as to how the assessment method will be administered, including timescales and deadlines

Assessment Method 1 Component 2: Presentation and questioning

Overview

The presentation involves an apprentice presenting to an independent assessor, focusing on a particular topic. It will be followed by questioning from the independent assessor.

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

The rationale for this assessment method is:

Post Production Engineers have to present their suggestions for engineering solutions to clients and colleagues in line with specification requirements. This method tests the KSBs mapped to it, and tests underpinning knowledge and understanding. Other methods such as direct observation would not be possible as the activities take too long to complete.

Delivery

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

The presentation content must be prepared by the apprentice and submitted within 2 weeks of submitting the project report. The EPAO will make content available to the independent assessor 1 week prior to the presentation. This will allow the independent assessor sufficient time to review it and prepare appropriate questions.

The apprentice will be given 10 days' notice of the presentation in order to prepare.

The independent assessor will make all grading decisions.

The presentation will be based on the project report carried out in component 1 and will cover a summary of the project and report. The presentation should include:

- description as to the scope of the project report – which engineering project/s or activities are being presented and considerations given the existing production infrastructure
- justify the solution adopted and methods used to deliver the project
- review of the effectiveness of the solution
- summary of achievements, challenges and lessons learnt

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

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

The independent assessor will ask a minimum of 5 questions at the end of the presentation. Follow-up questions are allowed, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs. The follow up questions don't form part of the question number count.

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

- presentation software
- videos
- a flip chart
- interactive demonstrations
- notes
- computer
- work products

The presentation will be conducted as follows:

- The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.
- The way in which the content of the presentation is delivered is not prescriptive.
- The apprentice must outline details of visual aids to be used and specify any equipment required when given notice of the presentation by the EPAO.

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

Venue

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

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)
- remotely, using video conferencing software

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

Other relevant information

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

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

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

Supporting material

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

- Outline of the assessment method's requirements
- Marking materials
- Data capture forms for results and evidence including gaps, mapped against the KSBs.
- Guidance document for both apprentices and employers as to how the assessment method will be administered, including timescales and deadlines.
- EPAOs must develop a bank of sample questions which can be used and contextualised by independent assessors during the questioning. The independent assessor can develop/adapt questions based on their review of the report, presentation and supporting evidence. This bank of questions should be large enough to prevent predictability including in the event of re-sits and retakes. Annual review of the questions should take place to ensure suitability.

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

Assessment method 2 component 1: Professional discussion underpinned by portfolio

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses. The rationale for this assessment method is:

This method can be used for synoptic assessment of knowledge, skills, and behaviours. This method also helps to assess their in-depth understanding of projects or engineering activities (e.g. service visits) that are difficult to observe and take place over a long period of time. This is a consistent method that applies across work settings in the industry. The discussion allows the assessor to explore the breadth and depth of the apprentices understanding not available through other available assessment methods.

Delivery

The independent assessor will conduct and assess the professional discussion. The apprentice will be given 10 days' notice of the professional discussion in order to prepare.

The professional discussion must last for 75 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

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

The professional discussion will be conducted as set out here:

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

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

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

The assessor will ask a minimum of 10 open questions which will be a combination of self-generated and question bank questions to ensure consistency in approach. Follow-up questions will then be used to draw out further evidence. The apprentice will lead the discussion, the Independent Assessor will ask questions to steer the content of the discussion where appropriate.

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

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

The independent assessor will make all grading decisions.

Venue

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

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

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- remotely, using video conferencing software

Other relevant information

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

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

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

Supporting material

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

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

Reasonable adjustments

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

Weighting of assessment methods

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

Grading

Assessment method 1: Project report with presentation and questioning

Fail: The apprentice will be deemed to have failed the project and presentation assessment method if any of the criteria / descriptors for 'Pass' grade are not met.

Fail - Does not meet the pass criteria		
KSBs	**Pass– In order to achieve a pass all the pass descriptors mapped to this assessment method must be met**	**Distinction- In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met**
K1, K3, K6, K11, K12, K13, K16, K17, K18 **S1, S2, S3, S5, S6, S7, S13, S16, S17, S18,** **B2, B5**	Engages with and manages the expectations of internal and external customers to determine the scope of the work. Determines hardware and software requirements and agrees a specification. (K16, S1, S2) Explains the project's facility infrastructure and evaluates solutions which take into account cost, time and priority. (K6, S13) Schedules work systematically, considering the workflow and immediate, short term and long term organisational priorities. Takes responsibility for own workload and proactively minimises potential negative impacts on the schedule. Records progress on systems to ensure transparency in approach. (K11, S17, S18, B2, B5) Configures and sets up new hardware and software to specification and in line with security requirements (including; gear location, cabling, video routers and relevant labelling). Uses basic TCP (Transmission Control Protocol) and identifies the correct operational state of equipment and applications. (S3, S6, K3, K12, K13, K17) Explains the processes in place for data and physical security and gives reasons for its critical importance to the organisation. (K18)	Justifies their choice of solution for the project based on cost, time and priority. (S13) Critically evaluates work scheduling and implementation (in the project) taking into account workflow and the minimisation of negative impact on work. (S18) Selects and applies outcomes from checks to review and evaluate the project to their chosen solution. (S16)

| | Explains how SMPTE standards impact on the organisation, selecting the correct test tools and software to monitor, adjust and calibrate equipment using them (SMPTE standards) as a benchmark. (K1, S5, S7)

Implements checks to review and evaluate the effectiveness of solutions. (S16) | |

Assessment method 2: Professional discussion underpinned by portfolio

Fail - Does not meet the pass criteria		
KSBs	**Pass– In order to achieve a pass all the pass descriptors mapped to this assessment method must be met**	**Distinction- In order to achieve a distinction, all the pass descriptors and distinction descriptors must be met**
K2, K4, K5, K7, K8, K9, K10, K14, K15, K19 **S4, S8, S9, S10, S11, S12, S14, S15, S19, S20, S21, S22, S23, S24, S25, S26, S27** **B1, B3, B4, B6, B7, B8**	Explains how they identify the solutions to common Post Production system and software faults by monitoring and identifying when applications and equipment are not working correctly. (K8, K9, S8) Explains how they monitor and engage with emerging and advanced technologies through CPD opportunities, advocating their adoption where system performance can be improved. Explains how they take full responsibility for their own professional development. (B3, B4) Explains how they use helpdesk systems to track backlog and maintain customer service, and how they apply this approach to pressurised periods of work. (S15, S21) Explains how they select and apply solutions to present complex problems in a simple way to users and colleagues. Explains how they demonstrate an approach to work that reflects an ability to deal with challenging situations. (S25, B6) Assesses how data can be gathered and interpreted to inform problem solving techniques such as root cause analysis and determine the scale of bespoke hardware and software problems. Explains how this can be used to resolve bespoke problems and how triage can be used to help prioritise work. (K15, S11, S12) Evaluates how regular analysis can be applied to determine the continuing performance of systems and explains how defined procedures are followed for maintenance and set up activities, taking into account the creative workflow used within the organisation. (S4, S10, K10)	Critically reviews the helpdesk system to identify areas where improvements could be made in tracking backlog and maintaining customer service. (S15) Justifies the approach taken to gathering data in order to inform decision making and problem-solving techniques. (S11) Justifies how maintenance and set up activities have considered the wider workflow of the organsiation. (S4)

Explains how they operate IT hardware and auxiliary equipment and how software applications are used to balance sound, colour, visual effects and transition between sections. (K7, S9)

Explains how they take ownership of a problem and assess user state, user goals and user difficulties. Explains how they reproduce and document fault conditions and how to identify when issues are technology related and when they may require user training. (S14, S22, S23, K4)

Justifies when they would use creative workarounds until a full solution can be put in place and where and when internal, external staff or specialists need to be brought in to assist resolving problems. Explains when they have briefed other specialists to assist with the resolution of problems. (S19, S20, K14)

Explains how they act with stakeholders in order to engage them and develop professional, ethical, trusting working relationships. Justifies how they manage creative issues and how they manage conflict by establishing this trust with colleagues. (S24, B7, B8)

Explains how they lead on compliance with the Environmental, Health and Safety management systems as outlined in the policies and procedures of the organisation and explains how they promote a safety first culture within the organisation. (S27, K19, B1)

Explains how they support junior staff by providing guidance on how to resolve system problems, check the quality of their work and provide constructive feedback. (S26)

Assesses the impact of common networking industry standards on post production systems and explains the primary software and operating systems used by the organisation e.g. SALT, ANSIBLE, PUPPET. (K2, K5)

Overall EPA grading

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

Apprentices must gain a pass in one method plus a pass or higher in other methods to gain a pass. Apprentices must gain a distinction in both 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 Project report with presentation and questioning	Assessment method 2 Professional discussion underpinned by portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

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

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

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

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 4 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 6 months of the EPA outcome notification.

All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	As a minimum, employers should: • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place
EPAO	As a minimum, EPAOs should: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard

	- make all necessary contractual arrangements, including agreeing the price of the EPA - develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) - appoint suitably qualified and competent independent assessors - appoint administrators (and invigilators where required) to administer the EPA as appropriate - provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading - provide adequate information, advice, and guidance documentation to enable apprentices, employers, and training providers to prepare for the EPA - arrange for the EPA to take place, in consultation with the employer - where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary - develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders - have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest - have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes - deliver induction training for independent assessors, and for invigilators and/or markers (where used) - undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) - manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy - verify the identity of the apprentice being assessed - use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard - provide details of the independent assessor's name and contact details to the employer - have and apply appropriately an EPA appeals process - request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	As a minimum, independent assessors should: have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements

	of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods, and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	As a minimum, training providers should: • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

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

- Independent Assessors must be competent in the occupation they are assessing.
- Assessors must have achieved a relevant qualification at a level equivalent to or higher than the apprenticeship standard being assessed, or have recent relevant experience of the occupation/sector gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
  - o Assessors must have been working at a managerial level for at least 1 year, hold occupational experience and knowledge related to the skills, knowledge and behaviours described within the apprenticeship standard
  - o Demonstrate regular continuing professional development with at least 2 days per year relating to the post production engineering processes, and a minimum of 1 day per year relating to assessment best practice
  - o Hold a recognised current workplace assessment qualification or be working towards one.
- 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
- video conferencing can be used to conduct the professional discussion and presentation
- the professional discussion and presentation can take place on the same day

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Project report with presentation and questioning

Knowledge
K1 How SMPTE (Society of Motion Picture Television Engineers) standards impact on the work of post-production organisations.
K3 How to identify the operational state of systems and equipment.
K6 Understanding of the overall facility infrastructure including cabling, servers, studios.
K11 How to recognise the organisational priorities and how they impact on the planning of work activities in the immediate, short and long term.
K12 Hardware set up including location of gear, cabling, video routers and relevant labelling.
K13 Basic TCP (Transmission Control Protocol) used to allow computers to communicate on a network such as the internet.
K16 How to manage the expectations of internal and external customers.
K17 How configuration of new equipment is managed.
K18 The processes in place for data and physical security and its critical importance to the organisation.

Skills
S1 Engage with clients to determine system requirements and establish hardware and software needs.
S2 Determine the scope of the task and agrees the specification.
S3 Set up new hardware and software systems to specification and to meet security requirements.
S5 Monitor and adjust calibration of equipment using SMPTE standards as a benchmark.
S6 Identify correct operational state of equipment and the operational status of applications.
S7 Select and use appropriate test equipment and software.
S13 Evaluate possible solutions taking into account cost, time and priority.
S16 Implement checks to review and evaluate the effectiveness of solutions.
S17 Log the progress of work and key actions on organisational systems.
S18 Schedule and implement work to take account of workflow to minimise negative impact.

Behaviours
B2 Operates in a systematic, proactive and transparent way.
B5 Accepts responsibility for their workload with a responsible approach to risk.

Assessment method 2: Professional discussion underpinned by portfolio

Knowledge
K2 The common industry standards for computer networks that impact on post production systems
K4 How to identify when issues are technology related and when they may require user training
K5 The key software and operating systems used by the organisation e.g. SALT, ANSIBLE, PUPPET
K7 How key post-production software applications are used within the organisation to balance sound, colour, visual effects and transition between sections.
K8 The common faults that can arise with Post Production systems and software.
K9 The solutions that can be applied to common system and software faults.
K10 The creative workflow used within the organisation.
K14 Where and when internal and external general and specialist expertise can be sought.
K15 How problem-solving techniques (such as root cause analysis) can be applied to resolve routine and bespoke problems and how triage methods can be used to prioritise activities.
K19 Environmental and Health and Safety policy and procedures.

Skills
S4 Apply and follow defined procedures for maintenance and set up activities.
S8 Monitor and identify when applications and equipment are not working correctly.
S9 Operate and use IT hardware and auxiliary equipment effectively.
S10 Implement regular analysis to establish the on-going performance of systems.
S11 Gather and interpret information to identify the root cause of technical problems and apply a triage process in identifying faults.
S12 Apply diagnostic processes to identify and assess the scale of bespoke hardware and software problems
S14 Reproduce and document fault conditions
S15 Utilise helpdesk systems to track backlog and maintain customer service
S19 Implement creative workarounds until a permanent solution can be put in place
S20 Brief other specialists to assist with the resolution of problems
S21 Respond effectively in pressurised periods of work
S22 Take ownership of the work environment and identified problems
S23 Able to assess user state, user goals and user difficulties
S24 Manage creative issues and establish trust with colleagues in order to minimise conflict
S25 Describe complex problems in a simple and clear way to users and colleagues

S26 Support junior staff by providing guidance on how to resolve system problems, checking the quality of their work and providing constructive feedback.
S27 Complies with Environmental and Health and Safety polices and procedures.

Behaviours
B1 Champions the importance of adherence to the organisation's Environmental, Health and Safety management systems:- actively displays and promotes a safety first culture within the organisation
B3 Actively promotes the case for the adoption of emerging and advanced technologies to optimise performance.
B4 Takes full responsibility for own professional development, seeking opportunities to enhance knowledge, skills and experience. Keeps abreast of developments in emerging technologies.
B6 Demonstrates a high level of motivation and resilience when facing challenging situations.
B7 Creates and maintains positive, professional, trusting and ethical working relationships with their team and the wider range of internal, external and connected stakeholders.
B8 Acts professionally when engaging with colleagues and clients.