

# End-point assessment plan for Assistant Recording Technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0944	4	No

## Contents

Introduction and overview .....	2
EPA summary table .....	4
Length of EPA period.....	5
Order of end-point assessment methods .....	5
Gateway .....	6
End-point assessment methods.....	7
Reasonable adjustments .....	14
Grading Descriptors .....	15
Overall EPA grading .....	20
Re-sits and re-takes.....	21
Roles and responsibilities .....	22
Internal Quality Assurance (IQA).....	25
Affordability.....	25
Professional body recognition .....	25
Mapping of knowledge, skills and behaviours (KSBs) .....	26

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Assistant Recording Technician 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<sup>1</sup>
- the apprentice has collated a portfolio of evidence to underpin the professional discussion
- the EPAO will sign-off the project subject, title, and scope at gateway to confirm its suitability prior to the project commencing

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 4 months.

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

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1:** Project report, presentation and questioning

- Fail
- Pass
- Distinction

**Assessment method 2:** Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically, 24 months)	Training to develop the occupational standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence.
<b>End-point assessment gateway</b>	The employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. Apprentices must have achieved English and mathematics at Level 2 Apprentices must complete and submit: <ul style="list-style-type: none"> <li>• A portfolio of evidence to underpin the professional discussion, mapped to the KSBs allocated to this method.</li> </ul> The EPAO will sign-off the project subject, title, and scope at gateway to confirm its suitability prior to the project commencing
<b>End-point assessment</b> (which will typically take 4 months)	Assessment method 1: Project report, presentation and questioning With the following grades: <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> Assessment method 2: Professional discussion underpinned by a portfolio of evidence With the following grades: <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> Overall end-point assessment grade summary With the following grades: <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>

## Length of EPA period

The EPA will be completed within an EPA period lasting typically 4 months, starting when the EPAO has confirmed that all gateway requirements have been met.

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

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

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

## 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 in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- 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 the project report, presentation, and questioning:

- the EPAO will sign-off the project subject, title, and scope at gateway to confirm its suitability prior to the project commencing

For the professional discussion, the apprentice will be required to submit a portfolio of evidence.

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

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will 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, policies, procedures, records
  - production documentation that has been 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). When this occurs the EPAO should be informed at gateway entry point and only the commercially sensitive evidence should not be submitted, the rest of the portfolio should still be submitted as per the requirements of this plan.

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

## End-point assessment methods

### Assessment Method 1: Project report, 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. All work that contributes to the project is also completed after the apprentice has gone through the gateway.

The project 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 will sign-off the project subject, title, and scope at gateway to confirm its suitability prior to the project 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. configuring and setting up audio hardware and software). 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. Assistant Recording Technicians are required to carry out projects and make set up recommendations on a regular basis. This therefore replicates usual working practices. The report will test a varied range of KSBs, including underpinning knowledge of audio engineering processes and the methodology and skills used to produce high quality recordings.

## Delivery

The project report is completed after the apprentice has gone through the gateway process. The apprentice will conduct their project and complete the report and submit it to the EPAO after a maximum of 7 weeks of the EPA start date. It is expected that the project report will take 49 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 either paper or electronic copy.

The project report should reflect the KSB requirements of the Assistant Recording Technician standard, which have been mapped to this assessment method. As a minimum, all project reports must include:

- An introduction - what is the project/activity about?
- Agreeing the audio sound brief.
- Evaluating potential solutions.
- Specifying hardware and software equipment and positioning to achieve the required outcomes.
- Developing a project plan showing resources required, responsibilities and timescales.
- Set up new hardware and software and document the set up.
- Calibrating and testing the system.
- Assisting with the recording and troubleshooting audio issues.
- Dismantling equipment and storage requirements.

The project report must contain 4,000 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. Appendices can also include:

- client specifications
- data reports
- fault reports
- commissioning reports
- minutes of project meetings
- pictures or links to video clips

This list is not exhaustive and other types of appendices are permissible.

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 independent assessor will make all grading decisions. 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
- 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

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. Following the presentation there will be questioning from the independent assessor.

The rationale for this assessment method is:

Assistant Recording Technicians 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 must be prepared by the apprentice and submitted within 2 weeks of submitting the project report. The presentation requires the apprentice to review the effectiveness of the solution and to summarise the lessons learnt. These are additional requirements to the project and will require additional time for the solution to be evaluated.

The apprentice will have a minimum of 10 days' notice of the presentation from the EPAO to prepare for the presentation and questioning.

The presentation 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 will be based on the project report carried out in assessment method 1 component 1 and it should include:

1. Description as to the scope of the project report – which audio engineering project/s or activities are being presented and considerations given the audio infrastructure.
2. Justify the solution adopted and methods used to deliver the project.
3. Review of the effectiveness of the solution.
4. Summary of achievements, challenges and lessons learnt.

The presentation and supplementary questioning will last for 60 minutes. This includes a presentation lasting typically 20 minutes and questioning lasting typically 40 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, including how it was carried out and assess the apprentice's depth of knowledge, skills and behaviours. The questions will be drawn from a question bank supplied by the EPAO to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs. The independent assessor may also generate their own follow up 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 10 questions at the end of the presentation. Follow-up questions are allowed and do not form part of the question number count.

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

- presentation software
- videos
- 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 questioning. The independent assessor will make all grading decisions.

### **Assessment Location**

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)
- online via video conferencing

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

### Question and resource development

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.

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

- Outline of the assessment method's requirements
- Marking materials
- Guidance document for both apprentices and employers as to how the assessment method will be administered, including timescales and deadlines.
- Question bank

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

### Assessment method 2 component 1: Professional discussion underpinned by a portfolio of evidence

#### 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 in-depth understanding of projects or engineering activities 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 assessors will conduct and assess the professional discussion.

The professional discussion must last for 50 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 point.

The professional discussion will be conducted as set out here:

The professional discussion will be a two-way discussion between the apprentice and independent assessor. It will cover the apprentice's achievements, the standard of their work and their approach, all in relation to the mapped KSBs for this assessment method. The portfolio of evidence will be used to inform questioning during the professional discussion and will allow the apprentice to use the portfolio to exemplify a point. The professional discussion will be used to assess the Assistant Recording Technician 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 5 self-generated questions and 5 question from an EPAO question bank 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.

### **Assessment Location**

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

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

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- online via video conferencing

### **Other relevant information**

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

### **Question and resource development**

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.

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

- Outline of the assessment method's requirements
- Marking materials
- Guidance document for both apprentices and employers as to how the assessment method will be administered, including timescales and deadlines.
- Question bank

## Reasonable adjustments

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

## Weighting of assessment methods

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

# Grading Descriptors

## Assessment method 1: Project report, 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, K2, K3, K4, K5, K6, K7, K8, K14, K15, K19	<p>S1, K19. Engages with the editor, producer and performer/client to establish recording requirements. Specifies hardware and software requirements to meet the sound specification.</p> <p>S6, B2, B5. Accepts responsibility for their own workload, schedules work methodically and systematically. Proactively considers workflow and other business priorities and risks and ensures other departments and stakeholders are kept informed of progress. Explains the resilience required and how motivation is maintained when facing challenges with competing priorities.</p>	<p>S1. Evaluates hardware and software options and justifies their choice based on a range of factors.</p> <p>S6, B5. Critically evaluates work scheduling and implementation, considers workflow and the minimisation of negative impact on other work.</p>
S1, S2, S3, S5, S6, S8, S11, S14	S2, K1, K5. Configures and sets up studio hardware and software to meet the audio specification. Positions microphones, sets up amps and adjusts sound levels. Explains how the setup considers the final application of the sound and how this might differ for other applications. Considers the acoustics of the studio to produce the best quality outputs tailored to the purpose.	
B2, B5	K3, K6. Justifies the selection of audio equipment and the microphone type used. Explains where other microphone types would be more suitable and how regulating volume levels impact on sound quality.	
	S5, K7, K8, K14. Sets up preamp, EQ, pan mute and fader inputs on the	

	<p>mixing console to meet the required sound brief. Mixes sound signals and sends them to the outputs (aux sends, subgroups and main mix). Assists with the operation of the mixing console and balances and adjusts sound sources using equalization and audio effects, mixing, reproduction, and reinforcement of sound.</p> <p>K2 K4. Explains how to use software to edit and mix sound and how to minimise unwanted sounds in the recording.</p> <p>S3 S11 K15. Labels channels in line with protocols. Reviews the effectiveness of the setup and makes adjustment to audio equipment to achieve the required quality. Documents the improvements along with details of the studio setup to ensure repeatability on future recordings.</p> <p>S8. Manages the security and format and storage of audio files. Explains the security considerations when storing different types of sound files.</p> <p>S14. Disassembles equipment in line with protocols. Handles, and stores equipment correctly to ensure that it is not damaged. Safely restores the work area.</p>	<p>S11. Evaluates the setup and is able to identify further improvements that would achieve better quality outcomes</p>
--	---	---



## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

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
	S4, K13, B3. Explains how they evaluate information to make set up recommendations, including recording software and hardware protocols, for different sound requirements and how they identify and integrate client's equipment. Describes how they keep up to date with and promote the use of new technologies to optimise performance. Describes how they support and maintain stakeholder relationships when preparing for and during the live recording.	S4, K13, B3. Explains how they implement new technologies and evaluates the effectiveness of these compared to the technologies that they replaced.
K9, K10, K11, K12, K13, K16, K17, K18, K20, K21, K22, K23	S13, K12, K20. Explains how the studio setup requirements are influenced by the media type and where the sound recording will be used. Explains how audio is synchronised with other mediums/ productions.	
S4, S7, S9, S10, S12, S13, S15, S16, S17, S18	S9, K9, K10. Explains the common solutions to audio equipment problems and how problem-solving techniques are used to resolve equipment faults/issues. Describes typical faults/issues that are outside their level of responsibility and the process they follow to escalate these, including when issues with equipment require referral to a technician for repair/maintenance.	S9, K9. Evaluates the approach taken to gathering data to inform decision making and problem-solving techniques.
B1, B3, B4, B6, B7	S10. Explains how artist requirements and cost are considered when implementing solutions to address audio equipment faults in a live environment. Explains how this enables recording sessions to continue.  S15. Explains how to monitor maintenance requirements of electrical equipment in line with company procedures and consider	S10. Explains how they evaluate the effectiveness of solutions to address live audio equipment faults and use lessons learnt to address future faults.

	<p>the frequency of checks required, the inspection requirements and testing needed.</p> <p>S7, S17, K11, B6, B7. Describes how they support stakeholders preparing for and during live recordings. Describes their responsibilities during recording and how they are sensitive to the needs of artists whilst balancing this with the priorities of the business. Explains how acting professionally and ethically, with a positive and respectful attitude enables effective and trusting working relationships to be developed with a range of internal and external stakeholders.</p> <p>K23. Describes the importance of meeting deadlines during recording sessions involving several external paid musicians. Explains the need to maintain the momentum of the recording session to minimise costs.</p> <p>S18, K16, K17. Explains how the security of sound files and physical assets on site can be protected. Describes the protocol used to label file names for mixes and recordings. Explains the requirements of a sound library to ensure easy retrieval and the backup procedures for digital sound files.</p> <p>S12, K18. Describes how credits are assigned and the implication of credits upon the recording. Describes how to log credits that are due to self or other individuals involved with the recording.</p> <p>S16, K21, K22, B1. Explains how they comply with, champion and promote compliance with statutory and organisational, environmental and health and safety regulations and policies. Explains how they assess health and safety risks in accordance with the Health and Safety at Work Act 1974 and how they mitigate electrical safety risks. Explains the sound advice guidance for the music and entertainment sector and how the Control of Noise at Work Regulations 2005 (CNWR) is considered. Explains when ear</p>	
--	---	--

	<p>protection should be used.</p> <p>B4. Explains how they take full responsibility for keeping up to date with new technological developments and own professional development. Evaluates how they seek opportunities to enhance knowledge, skills, and experience.</p>	
--	--	--

## 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 the other method to gain a pass  
Apprenticeship 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, presentation and questioning	Assessment method 2 Professional discussion underpinned by a portfolio of evidence	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 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 4-month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

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

## Roles and responsibilities

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

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

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



## Internal Quality Assurance (IQA)

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

- 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:
  - Demonstrate regular continuing professional development with at least 2 days per year relating to the Assistant Recording Technician processes, and a minimum of 1 day relating to assessment best practice
  - 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
- Video conferencing can be used to conduct the presentation and questioning

## 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, presentation, and questioning

Knowledge
K1. Audio equipment set up requirements to meet differing recording specifications and its final application.
K2. How to use software to edit and mix sound.
K3. How to regulate volume levels and the impact on sound quality.
K4. How to minimise unwanted sounds.
K5. Audio dynamics of the studio and how this impacts on the quality of the recording.
K6: What different items of audio equipment are for, their functions and ideal uses, and in what situations they should be deployed. Different types of microphones and the situations in which they could be used to best effect.
K7: How to set up inputs and outputs on the mixing console and its impact on the final sound. To include pre-amp, EQ, pan/mute and fader.
K8. How to mix input sound signals and send them to the outputs (aux sends, subgroups and main mix).
K14. Inputs and outputs assignment and how to set these up on equipment.
K15: The protocols for labelling and documenting channels.
K19. How to collaborate with producers and performers.

Skills
S1. Establish editor, producer and client requirements. Determines hardware and software needed to achieve the sound specification.
S2. Sets up the studio and equipment to meet sound brief. Takes into account acoustics to produce the best quality outputs tailored to the purpose. Positions microphones, sets up amps and sound levels.
S3. Reviews the effectiveness of the setup and adjusts equipment to achieve the required specification and quality.
S5. Sets up and assists with the operation of the mixing console. Balances and adjust sound sources using equalization and audio effects, mixing, reproduction, and reinforcement of sound.
S6. Plans work in a methodical way to ensure the efficiency of the recording session and takes into account competing priorities.
S8. Manage the security and format of different types of sound files.
S11. Produce records related to the set-up of the studio and particular equipment for future

reference/ continuous improvement and to ensure repeatability.
S14. Restore work area and store equipment maintaining equipment integrity and to ensure the condition of the equipment is not compromised.

### Behaviours

B2: Operates in a systematic, proactive and transparent way.

B5: Accepts responsibility for their workload with a responsible approach to risk. Demonstrates a high level of motivation and resilience when facing challenge.

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

### Knowledge

K9. Procedures to identify and diagnose problems with audio equipment and common solutions for their resolution.

K10. When to refer issues with equipment to a technician for repair/maintenance.

K11. Boundaries of responsibility in regard to recording sessions.

K12. How the set-up of the studio is impacted by the type of music/ sound being recorded and its final application.

K13. How to identify studio equipment and integrate with client's personal equipment. The set up and operation of recording software and hardware protocols.

K16. Back up procedures for digital sound files and sound library requirements.

K17. How the security of sound files and physical assets on site can be protected.

K18. How credits are assigned and the implications this has upon the recording.

K20. How the requirements of different media can vary according to where the sound recording will be used (e.g. tv/ film, computer games).

K21. The Health and Safety at Work Act 1974. Assessing the risks and potential health and safety issues that apply, particularly in relation to ear protection and electrical safety.

K22: The Control of Noise at Work Regulations 2005 (CNWR), and the relevant guidance for the music and entertainment sector.

K23. The importance of meeting deadlines during sessions that use several external paid musicians. The need to maintain the momentum of the recording session to minimise costs.

### Skills

S4 Evaluates information and makes recommendations, for different sound requirements. Supports stakeholders preparing for and during the live recording and maintains client relationships.

S7. Balance the differing needs required by clients and the priorities of the organisation/ studio.

S9 Uses problem solving techniques to diagnose equipment faults/issues. Escalates faults/issues when they are outside the levels of their own responsibility.
S10. Implements solutions to address equipment faults in a live environment to ensure the continuing running of the recording session. Considers cost and artist requirements when implementing the solution.
S12. Log when credits may be due to self or other individuals involved with the recording.
S13. Synchronises audio with other mediums/ productions.
S15. Monitor the maintenance requirements of electrical equipment in line with company procedures. Consider the frequency of checks required, the inspection requirements and testing needed.
S16. Complies with statutory and organisational health & safety regulations and policies.
S17. Supports stakeholders preparing for and during the live recording and maintains client relationships.
S18. Follow protocol to correctly label file names and archive the different mixes and multitrack recordings for easy retrieval.

### 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: Keeps abreast of developments in emerging technologies and actively promotes the use of new technologies to optimise performance.
B4: Takes full responsibility for own professional development, seeking opportunities to enhance knowledge, skills and experience.
B6: Sensitive to the needs of artists. Creates and maintains positive, professional, trusting and ethical working relationships with their team and the wider range of internal, external and connected stakeholders.
B7: Acts professionally with a positive and respectful attitude.