

End-point assessment plan for Level 3 Safety Health and Environment Technician apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0550	3	No

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Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the safety, health and environment technician apprentices. End-point assessment organisations (EPAOs) must follow this when designing and delivering their EPA.

Safety, health and environment technician apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 24 months on-programme (this means in training before the gateway) working towards competence as a safety, health and environment technician. All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.

This EPA has 3 assessment methods.

The grades available for each EPA method are:

Assessment method 1: Knowledge test

- fail
- pass
- distinction

Assessment method 2: Project report and presentation with questioning

- fail
- pass
- distinction

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

- fail
- pass
- distinction

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

- fail
- pass
- distinction

EPA summary table

<p>On-programme (typically 24 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if not already achieved.</p> <p>Compiling a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a safety, health and environment technician • has the evidence required to pass the gateway and is ready to take the EPA <p>Apprentices must have achieved English and mathematics at Level 2¹.</p> <p>An apprentice must submit all gateway evidence to the EPAO. The EPAO must review the evidence. When the EPAO confirms the gateway requirements have been met, the EPA period starts and typically takes 4 months to complete. The expectation is that the EPAO will confirm the gateway requirements have been met as quickly as possible.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> • a portfolio of evidence • the subject, title and scope of the project agreed between the employer and EPAO.
<p>End-point assessment (typically 4 months)</p>	<p>End-point assessment method 1: Knowledge test, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction

	<p>End-point assessment method 2: Project report and presentation with questioning, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 3: Professional discussion underpinned by portfolio of evidence, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA/apprenticeship graded</p> <ul style="list-style-type: none"> • fail • pass • distinction
Professional recognition	<p>Aligns with recognition by:</p> <p>Institution of Occupational Safety and Health (IOSH) for TechIOSH status (with 2 years' experience).</p>
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 2 months • Re-take timeframe: typically 4 months

¹For 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.

Length of EPA period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically for 4 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

EPA 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.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

The employer must be content that the apprentice is working at or above the level of the occupational standard.

The apprentice's employer must confirm that they think the apprentice:

- is working at or above the occupational standard as a safety, health and environment technician
- has the evidence required to pass the gateway and is ready to take the EPA

An apprentice must submit all gateway evidence to the EPAO. The EPAO must review the evidence. When the EPAO confirms the gateway requirements have been met, the EPA period starts and typically takes 4 months to complete.

Apprentices must meet the following gateway requirements before starting their EPA.

These are:

- achieved English and mathematics at Level 2¹
- for the professional discussion apprentices must 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 24 discrete pieces of evidence. Typically two pieces of evidence will be provided for each of the 13 professional discussion KSBs from the standard
- evidence must be mapped against the KSBs assessed in professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:

- workplace documentation/records, for example workplace policies/procedures, records
- witness statements
- annotated photographs
- video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

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

End-point assessment methods

The assessment methods can be delivered in any order.

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

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

End-point assessment method 1: Knowledge test

Overview

This assessment method has 1 component, multiple choice questions.

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

The rationale for this assessment method is:

- it allows for the efficient testing of knowledge
- it allows for flexibility in terms of when, where and how it is taken
- there are knowledge areas in the occupation which a SHE technician needs to be able to recall from memory

Delivery

Test format

The test can be:

- computer based
- paper based

It will consist of 40 questions. These questions will be closed response questions (multiple-choice questions). The multiple-choice questions will have four options of which one will be correct. The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs.

Test administration

Apprentices must have a maximum of 60 minutes to complete the test.

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

Assessment

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

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero mark.

Grading boundaries

Fail	Pass	Distinction
68% and below (0-27)	70% (28-33)	85% (34-40)

Assessment location

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

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

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

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

Question and resource development

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

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

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

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

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

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

End-point assessment method 2: Project report and presentation with questioning

Overview

This assessment method has 2 components: project report and presentation with questioning

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken 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 assessed for the EPA. 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 assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The rationale for this assessment method is:

- a key element of the SHE role is about communicating clearly so this should be tested during assessment
- on a daily basis the SHE Technician will assist to develop, review and check on the implementation of safe systems of work, deliver training (e.g., toolbox talks & inductions), investigate incidents, analyse data and present findings to the management team. This assessment method will assess skills required to effectively deliver these tasks

The evidence from the project report and presentation with questions will be assessed holistically.

Component 1: Project report

Apprentices will conduct a project in the form of paper based or electronic means.

Apprentices will conduct a project which may be based on any of the following:

- a specific problem or recurring issue related to a product, or a research or development project, for example a continuous improvement project or product system update
- a new project such as the design of a product (depending on size this may only cover a certain aspect of the project)
- a feasibility study such as investigating a new piece of equipment or technology

The project starts after the apprentice has gone through the gateway. The duration of the project is 12 weeks. This will enable planning, delivery and measurement of the project's impact.

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

Delivery

In the project report, the apprentice will present evidence from their real work that illustrates their application of knowledge, skills and behaviours.

The project outcome should be in the form of a written report.

As a minimum, the project report should contain the following:

- an introduction
- the scope of the project (including key performance indicators)
- background to the project and project aims
- review of relevant literature
- project methodology, analysis and outcomes
- conclusions and recommendations
- reflections on the implications of the project for their own practice
- appendices

The report has a maximum word limit of 3,000. A tolerance of plus or minus 10% is allowed at the apprentice's discretion. Appendices, references, diagrams etc will not be included in this total. The report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice will conduct their project, write their report and submit it to the EPAO 12 weeks from the gateway.

The apprentice should complete their project report unaided. When the report is submitted, the apprentice and their employer must verify that the submitted report is the apprentice's own work.

The independent assessor will review and assess the project report holistically together with the other components of this assessment method. The independent assessor will review and assess the project report in advance of the presentation with questioning and will grade the project report holistically alongside the presentation with questioning.

The independent assessor will make all grading decisions. Grading decisions will be made based on both components in the project report and presentation with questioning in line with the grading descriptors set out in the grading section.

Component 2: Presentation with questioning

Overview

A 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:

- the presentation component provides a simulation of a real work-related situation where the apprentice would be required to present the results of project work to colleagues and/or managers or other stakeholders as part of their job role
- it provides an opportunity for the apprentice to demonstrate that they are able to clearly communicate relevant issues and project outcomes and recommendations to internal and external audiences

Delivery

The presentation will be based on the project report and will cover:

- a summary of the context and key aspects of the project which include the scope of the project, background to the project and aims, project outcomes, conclusions and recommendations
- outcomes from the project
- recommendations, actions and next steps

The presentation must be submitted with the project report 12 weeks after sign-off of the project's subject, title and scope by the EPAO (which will happen at gateway). The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing.

The presentation content must be submitted 2 weeks before the presentation to allow the independent assessor sufficient time to review it and prepare appropriate questions. The

presentation and questioning will last 40 minutes, typically including a 20-minute presentation followed by 20 minutes of questioning. If video and/or audio evidence is used in the presentation this should not exceed 10% of the presentation time. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point or respond to a question.

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

The independent assessor must ask a minimum of 5 questions at the end of the presentation.

The purpose of the questioning is: -

- to seek clarification on the project report and or presentation
- to assess the depth and breadth of knowledge, skills and behaviours
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate during the project, although these should be kept to a minimum

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation and project report. They will use them to confirm their understanding of the presentation and project report and how they demonstrate the relevant KSBs. They may ask follow-up questions where clarification is required.

Those KSBs that the apprentice did not have the opportunity to demonstrate during the project report can instead be covered by questioning, although these should be kept to a minimum.

The evidence from the project report and presentation with questions will be assessed holistically.

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

- presentation software
- videos
- interactive demonstrations
- notes
- computer
- work products

The presentation and questioning 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 project report and presentation with questioning.

KSBs met and answers to questions, must be recorded by the independent assessor. 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)
- video conferencing

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

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

Only the independent assessor will observe the presentation. A representative from the EPAO may be present when necessary for moderation purposes.

Other relevant information

Independent assessors must be developed and trained by the EPAO in the conduct of questioning 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 contents, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. Independent assessors must use the question bank as a source for questions and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for asking suitable questions in line with the EPAO's training and standardisation process.

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

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

- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation
- guidance document for employers and apprentices on the process / timescales for the assessment as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 3: Professional discussion underpinned by portfolio of evidence

Overview

This assessment method has 1 component.

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

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis, would take too long to observe or do not lend themselves to direct observation
- it enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge
- it allows for testing of responses where there are several potential answers that could not be tested through the knowledge test
- it assesses an apprentice's depth of knowledge
- it is cost effective, as it makes use of the employer's premises, or can be conducted remotely, and does not require additional resources

Delivery

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on the KSBs detailed for the professional discussion. The purpose of the questions will be:

- to seek clarification on the project report or presentation
- to assess the depth and breadth of knowledge, skills and behaviours

The independent assessors will conduct and assess the professional discussion.

The independent assessor must ask a minimum of 10 questions.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. The professional discussion should be recorded (video/audio) for quality assurance purposes.

During this method, the independent assessor must cover the following topics:

- ethics

- professional judgment
- CPD
- driving innovation
- reporting
- inspections
- stakeholder engagement
- research, investigations and signposting to experts

The professional discussion will be conducted as follows:

- 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
- KSBs met and answers to questions must be recorded by the independent assessor
- the independent assessor will make all grading decisions

Assessment location

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

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.

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

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

Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

- a question bank
- structured specification

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Overall EPA grading

The EPA methods contribute equally to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade each assessment method, according to the requirements set out in this EPA plan.

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

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

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

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

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

Knowledge test	Project report and presentation with questioning	Professional discussion underpinned by portfolio of evidence	Overall grading
fail	any grade	any grade	fail
any grade	fail	any grade	fail
any grade	any grade	fail	fail
pass	pass	pass	pass
pass	pass	distinction	pass
pass	distinction	pass	pass
distinction	pass	pass	pass

distinction	distinction	pass	pass
distinction	pass	distinction	pass
pass	distinction	distinction	pass
distinction	distinction	distinction	distinction

Any grade = fail, pass, 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 a 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 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

Apprentices will not need to complete a different project where a re-sit/re-take is required but will need to re-work their project report and/or presentation. Apprentices must be asked different questions in the case of a re-sit or re-take.

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.

Any appeals in relation to the outcome of the End Point Assessment will be initially managed by the end-point assessment organisation and escalated to the external quality assurance provider as appropriate.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • 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	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • 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

	<p>supervision during this time (as stated within this EPA plan) is in place</p> <ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • 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

	<p>in place for providing assessment decisions and feedback to all relevant stakeholders</p> <ul style="list-style-type: none"> • 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	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • 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
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EPA Additional Roles	
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> • attend induction training • 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) • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by 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) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time and independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience and significant experience of the occupation or sector
 - in the case of specialist industries this may include a pre-visit or briefing with the apprentice's line manager to understand the working environment and specialist equipment or terminology
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

Value for money

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

- the option to assess the presentation and the professional discussion on the same day, minimising time and travel
- in the case of resits/retakes of the project presentation, the same work project report can be used to retake this part of the end-point assessment
- use of technology – for example video conferencing where applicable
- location – for example use of employer premises

- making maximum use of each typical working day

Professional body recognition

This apprenticeship standard is designed to prepare successful apprentices to meet the requirements for registration as a Technical member with the Institution of Occupational Safety and Health (TechIOSH).

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge test

Knowledge
K2: The statutory health, safety and environmental legislation and sources of associated guidance and information applicable to their working environment. E.g., Health and Safety at Work etc. Act 1974, Management at Work Regulations 1999, Environmental Protection Act 1990, Environment Act 1995.
K3: How a SHE Management system works, the range of standards which a typical HSE professional would be involved with e.g., OHSAS 18001, ISO 45001, ISO 14001 and how these are applied in their working environment.
K4: Appropriate methods for identifying, evaluating and controlling hazards relevant to their workplace. E.g. 5 steps to Risk Assessment and involving people who are experienced in the activity.
K5: The range of work activities in a given situation and identify how to prioritise and scope out the hazards with the potential to cause harm and/or loss.
K6: The difference between occupational hygiene, health surveillance and health and wellbeing campaigns and methods for implementing these in the workplace.
K7: How to plan and have systems in place to manage change during an activity relevant to the working environment.
K8: How people think and why they make decisions which can lead to risk, how behaviours can be used, the components of a behavioural program and potential blockers to the successful implementation of a behavioural programme.
K9: How to plan for Safety, Health or Environmental emergencies – e.g., accidents, exposure to hazardous substances, fire, pollution.
K10: Theories for incident causation and prevention such as James Reason's Swiss Cheese model, Heinrich and Hertzberg theories (Domino, Competency Matrix) including behavioural considerations and implications on business risk (fines, reputation, lost work etc).

Assessment method 2: Project Report and presentation with questioning

Knowledge
K11: How to write and present a business justification e.g., cost/benefit analysis to influence managers.
Skills
S1: Presents and holds an audience's attention, for example when delivering SHE training, toolbox talks, inductions or presenting data or investigation findings to the workforce or management team. Shows they can sell the SHE message, have personal impact, deal with challenge, reflect on personal performance, use appropriate language for the audience.
S2: Assists the management team in the development, management, implementation and monitoring of the safety, health and environmental management system by updating systems in line with changes in legislation or best practice, delivering training, coaching operational teams and undertaking workplace inspections.
S3: Advises on the practical implementation of the company's SHE policies and processes by applying generic industry guidance into the context of the workplace.
S4: Identifies the hazards and evaluates: <ol style="list-style-type: none"> 1. workplace instructions that are relevant to the individual's job 2. working practices in the individual's job that may harm themselves or others 3. aspects of the individual's job that could harm themselves or others 4. which of the potentially harmful working practices and aspects of the individual's work present the highest risks to themselves or others 5. how to deal with hazards in accordance with workplace instructions and legal requirements
S12: Recognises where decisions have a financial cost and contributes to develop a budget.
Behaviours
B1: Communicates in both spoken and written styles, adapting to the audience to present information or training in an assertive, engaging way.
B2: Works with others (colleagues, suppliers, clients and the public) and leads by example in a collaborative and non-confrontational way, and adjusts to change in relation to the requirements of the organisation
B3: Challenges behaviour that is inconsistent with a positive SHE culture and respects the culture and values of others in contributing a positive SHE culture. Positively influences behaviour in others to achieve desired outcomes and resolve conflicts.
B7: Applies attributes of equality and diversity to meet the requirements of fairness at work.

Assessment method 3: Professional discussion underpinned by portfolio of evidence

Knowledge
K1: The moral reasons for good safety, health and environmental working practices, ensuring no harm to people or the environment.
Skills
S5: Supports the practical application of the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.
S6: Supports and assists in the implementation of SHE inspections and monitoring systems demonstrating the balance between enforcement and internal support.
S7: Undertakes and/or assists with the monitoring, analysis and reporting of SHE performance.
S8: Prepares and maintains records relating to safety, health or environmental matters that comply with legal and workplace requirements and are accessible to those who are authorised to use them. E.g., records associated with Provision and Use of Work Equipment Regulations, Lifting Operation and Lifting Equipment Regulations, Noise at Work Regulations, Hand Arm Vibration Regulations or Environmental Permitting Regulations.
S9: Assists the management team in establishing, managing or maintaining relationships with external stakeholders such as local authorities, Health and Safety Executive, Environment Agency, Occupational Health, Occupational Hygienists and others as required and directed.
S10: Researches safety, health and environmental issues and best practices and reviews updates of health and safety regulations e.g., changes to Construction, Design and Management Regulations or updates to the Control of Substances Hazardous to Health along with workplace instructions, making sure that information is from reliable sources.
S11: Assists and/or manages the investigation of accidents, incidents, dangerous occurrences, near misses and other incidents as directed.
S13: Recognises situations where the activity will benefit from contributions and expertise of other internal departments such as HR, Finance, IT or Occupational Health.
Behaviours
B4: Drive Innovation: Be able to identify areas for improvement and suggest sustainable innovative solutions.
B5: Use their professional judgement to work within own level of competence, and knows when to seek advice from others.
B6: Applies the code of ethics to work within rules and regulations of professional competence and code of conduct as defined by a professional institution. Able to resist pressures to allow others to utilise unsafe working practices.

B8: Identifies own professional development needs and take action to meet those needs.
Uses own knowledge and expertise to help others when requested.

Grading descriptors

End-point assessment method 1: Knowledge test

KSBs and themes	Fail	Pass	Distinction
K2 K3 K4 K5 K6 K7 K8 K9 K10	68% and below (0-27)	70% (28-33)	85% (34-40)

End-point assessment method 2: Project report and presentation with questioning

KSBs and themes	Pass (will be awarded when all the pass criteria are met)	Distinction (will be awarded when all of the pass and distinction criteria are met)
Company Health & Safety and Environmental Policies including culture S2 S3 B2 B3 B7	<p>Describes how they support the development, management and implementation of a company's SHE Management Systems as well as how they have delivered training and coaching to relevant staff whilst embedding an ethos of teamwork (S2,)</p> <p>Provides advice on the practical implementation of the company's SHE policies and processes, working collaboratively in a team to apply generic industry guidance whilst ensuring that they positively adapt to change and positively influence behaviour in others to achieve desired outcomes, to resolve conflicts and commit to a policy of equality and diversity. (S3, B2, B3, B7)</p>	<p>Justifies the need for new aspects of a management system to be implemented. (S2, S3)</p>

Hazards S4	Identifies hazards and describes how to deal with them in accordance with workplace instructions and legal requirements; evaluates workplace instructions, working practices, aspects that could cause harm, and the highest elements of risk hazards relevant to own workplace. (S4)	Evaluates the prioritisation of hazard control measures implemented to reduce risk to the workforce. (S4)
Presentation and Communication S1, K11, B1	Describes how they use appropriate language to present a SHE message that is impactful and engages the audience's attention, ensuring they can deal with any challenges and reflect on their own performance. (S1, B1) Outlines how to write and present a business justification e.g., cost/benefit analysis to influence managers. (K11)	Evaluates alternative presentation techniques for different audiences whilst ensuring the SHE message maintains its impact. (S1)
Financial Implication S12	Identifies where decisions have a financial cost and describes where they have assisted to develop a budget. (S12)	
Fail: apprentices will fail where they do not meet all the pass criteria		

End-point assessment method 3: Professional discussion underpinned by portfolio of evidence

KSBs and themes	Pass (will be awarded when all the pass criteria are met)	Distinction (will be awarded when all of the pass and distinction criteria are met)
Research and Best Practice S10 B4 B8	Explains how they use research relating to safety, health and environmental issues from trusted sources to drive forward innovation and how they apply their own ongoing professional development to improve systems or processes. (S10, B4, B8)	Justifies research and selection criteria for application in the workplace to improve systems or processes. (S10)
Inspections and investigations S5 S6 S7 S8 S11	Describes how they can assist in an incident investigation and implement SHE inspection and monitoring systems. (S6, S11) Explains how they ensure manufacturer's instructions for the safe use of products is cascaded to colleagues. (S5) Describes how they would monitor and analyse SHE performance, whilst ensuring all records are prepared and maintained in accordance with legislation and accessible to all authorised parties. (S7, S8)	Explains how they would lead an incident investigation and their justification for embedding the lessons learnt. (S11) Explains the need for different types of SHE inspections and monitoring systems. (S6)

<p>Stakeholder Engagement and signposting</p> <p>S9 S13 B5</p>	<p>Explains how they assist the management team in establishing, managing or maintaining relationships with external stakeholders, internal departments and use their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments and signpost to a more relevant third party internally. (S9, S13, B5)</p>	<p>Justifies their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments. (S13)</p>
<p>Ethics</p> <p>K1 B6</p>	<p>Describes the moral reasons for implementing SHE practices and explains how they apply the code of ethics to ensure they uphold safe working practices at all times. (K1, B6)</p>	
<p>Fail: apprentices will fail where they do not meet all the pass criteria</p>		