ST0637/V1.1

Draft end-point assessment plan for the Packaging professional (integrated degree) apprenticeship

Apprenticeship reference number	Level of this end-point assessment (EPA)	Integration
ST0637	6	Degree-apprenticeship

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Introduction and overview

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This document explains the requirements for end-point assessment (EPA) for the packaging professional (integrated degree) degree-apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Packaging professional (integrated degree) apprentices, their employers and training provider should read this document.

A degree-apprenticeship awards a degree with the achievement of the apprenticeship. The degree learning outcomes must be aligned with the knowledge, skills and behaviours (KSBs) in the apprenticeship. The degree must be completed, passed and awarded alongside the packaging professional (integrated degree) degree-apprenticeship.

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

A degree-apprenticeship must be delivered by a Higher Education Provider (HEP) that is on the apprenticeship providers and assessment register (APAR). The selected HEP must be the training provider and the EPAO. The apprentice's employer must select a HEP from this register.

If the HEP is using a credit framework, the EPA must contribute to the total credit value, and must be delivered in line with this EPA plan. However, the number of credits devoted to EPA may vary across HEP's. The recommended EPA contribution is 50% of the total credit value.

A full-time packaging professional (integrated degree) apprentice typically spends 48 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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

Occupational competence is outlined by the EPA grade descriptors and determined, when assessed in line with this EPA plan, by an independent assessor who is an occupational expert and confirms the overall EPA grade.

This EPA has 2 assessment methods.

Assessment method 1 - project with presentation and questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

EPA summary table

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On-programme - typically 48 months	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this degree-apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence • work towards all required elements of the packaging professional (integrated degree) degree-apprenticeship except undertaking the EPA. This requires 300 credits to be completed. The qualification required is: BSc (Hons) Packaging Professional
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • have completed and passed all required elements of the packaging professional (integrated degree) degree-apprenticeship except the EPA For the project with presentation and questions, the apprentice must submit a project title and scope. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. A brief project summary must be submitted to the EPAO. It should be no more than 500 words. This needs to show that the project will provide the opportunity for the apprentice to cover the KSBs mapped to this assessment method. It is not assessed.

	For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 6 months	**The grades available for each assessment method are below** Project with presentation and questions: • fail • pass • distinction Professional discussion underpinned by a portfolio of evidence: • fail • pass • distinction **Overall EPA and degree-apprenticeship can be graded:** ○ fail ○ pass ○ merit ○ distinction
Professional recognition	This degree-apprenticeship aligns with: • Institute of Materials, Minerals and Mining for Accredited Packaging Professional [TBC]
Re-sits and re-takes	• re-take and re-sit grade cap: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 4 months

Duration of end-point assessment period

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The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 6 months.

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

EPA gateway

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

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have completed and passed all required elements of the BSc (Hons) Packaging Professional degree-apprenticeship except the EPA
- submit a project title and scope for the project with presentation and questions

For the project with presentation and questions, the apprentice must submit a project title and scope. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable.

- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 13 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

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

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

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the

apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

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

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

Order of assessment methods

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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.

Project with presentation and questions

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Overview

The project assessment method involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. This process may include for example, research, analysis and the completion of tasks or activities to achieve the outcome. The assessment method will have an output at the end of the defined piece of work. The work completed for the project assessment method must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- completion of the defined piece of work for the project with a project output
- completion of the defined piece of work for the presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it allows for the assessment of KSBs that take place over a long period of time
- it allows for a broad set of KSBs to be evidenced during the post-gateway period
- it assesses KSBs holistically
- it can produce something that is of genuine business benefit to the apprentice's employer
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it allows for the presentation of evidence and testing of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery

The apprentice must complete a project based on any of the following:

- delivering a packaging project that requires:
    - research and development
    - health, safety, and environmental compliance
    - quality assurance
    - use of digital tools
    - communication with technical and non-technical colleagues and stakeholders
    - project management
    - producing documentation

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of a report and presentation.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component 1: Project report

The report must include at least:

- an executive summary (or abstract)
- an introduction
- the scope of the project (including key performance indicators, aims and objectives)
- a project plan
- research outcomes
- data analysis outcomes
- project outcomes
- discussion of findings
- recommendations and conclusions

- references
- appendix containing mapping of KSBs to the report.

The project report must have a word count of 7000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method.

The apprentice must complete and submit the report and any presentation materials to the EPAO by the end of week 20 of the EPA period.

Component 2: Presentation with questions

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

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, report and presentation.

The presentation should cover:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

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

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the EPAO at the same time as the report - by the end of week 20 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

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

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 2 weeks' notice of the presentation with questions.

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

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

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

- the KSBs demonstrated in the report and presentation with questions
- the apprentice's answers to questions
- the grade achieved

Assessment location

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

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

Question and resource development

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

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

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

EPAO must produce the following materials to support the project:

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

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

Professional discussion underpinned by a portfolio of evidence

Edit professional discussion underpinned by a portfolio of evidence form

Overview

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

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

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

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

An independent assessor must conduct and assess the professional discussion.

The purpose of the professional discussion is to assess the apprentice's competence against the following themes:

- fundamentals of packaging
- innovation and continuous improvement
- continuing professional development (CPD)
- sustainable packaging
- communication
- supply chain and the circular economy

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

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

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

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

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 6 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

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

The independent assessor must make the grading decision.

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

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

Assessment location

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

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

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

Question and resource development

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

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

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

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

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

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

Grading

Edit add grade descriptor formEdit mapping of ksbs to grade themes formEdit available grades form

Project with presentation and questions

Fail - does not meet pass criteria

Theme **KSBs**	**Pass** **Apprentices must demonstrate all of the pass descriptors**	**Distinction** **Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors**
Fundamentals of packaging K1 K2 S1 S2	Generates packaging concepts and ideas based on packaging	Not applicable.

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	purposes and requirements, using technical data and creative thinking techniques to inform decision making. (K1, K2, S1, S2)	
Materials K3 K4 K5 S3	Explains the different types of materials and their properties used in packaging. Selects and test materials in line with requirements when developing packaging solutions. (K3, K4, K5, S3)	Develops innovative testing processes as part of the overall packaging solution. (K4, K5, S3)
Functions of packaging K6 K7	Explains the significance of customer and consumer requirements throughout a package's lifecycle, describing the role testing plays to ensure satisfaction is achieved. (K6, K7)	Not applicable.
Processes and manufacturing K8 K9 K10 K11	Describes how machines, processes, materials and products interact to convert raw material to end packaging, explaining the impact in terms of application at scale that new	Not applicable.

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	and emerging technologies can have on this. (K8, K9, K10, K11)	
Project management K12 K13 K14 S4 S5 S6 S7	Applies project management techniques to meet project requirements in line with draft budget and costs identified and delivery milestones. (K12, K13, K14, S4, S5, S6, S7)	Leads within projects and processes applying project management techniques. (K12, K13, K14, S4, S5, S6, S7)
Legislation and Regulation K15 K16 K17 S8 S9 S10 S11 B1	Complies with all relevant legislation and regulations relevant to work. (K15, K16, K17, S8, S9, S10, S11, B1)	Anticipates potential compliance issues and develops solutions or strategies to ensure compliance with current and future packaging legislation and regulations. (K15, K16, K17, S8, S9, S10, S11, B1)
Research and development K18 K19 S12 S13 S14	Undertakes research to identify opportunities within their organisation, resulting in the development of a process or product within their organisation.	Implements process or product improvements and measures their impact. (K18, K19, S12, S13, S14)

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	(K18, K19, S12, S13, S14)	
Communication K20 K21 S15 S16 S17	Communicates data and information using both written and verbal communication techniques suitable for the context, adapting style and use of terminology to suit the audience. (K20, K21, S15, S16, S17)	Not applicable.
Digital systems K22 K23 K24 S18	Uses packaging industry specific and non-specific technology, complying with GDPR and cyber security regulations and policies, and in line with company procedures. (K22, K23, K24, S18)	Not applicable.

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

Theme **KSBs**	**Pass** **Apprentices must demonstrate all of the pass descriptors**	**Distinction** **Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors**
Fundamentals of packaging K25 K26 K27 K28 B2	Describes the fundamentals of packaging including the difference between packaging categories, principles of packaging design and the impact of graphics, colour and decorative technologies. (K25, K26, K27, K28, B2)	Not applicable.
Sustainable practice K29 K30 K31 K32 K33 K34 K35 S19 S20 S21 B3 B4	Demonstrates that they have considered sustainability and environmental factors and their impact, including how impact can be measured when designing packaging solutions, ensuring compliance where required. K29, K30, K31, K32, K33, K34, S19, S20, S20, B3) Describes how they follow and contribute to equity, diversity and inclusion principles and	Develops organisational processes that measure the impact of sustainability and environmental factors that have been applied during the designing of packaging solutions. (K29, K30, S18, B2) Justifies how their commitment to equity, diversity and inclusion extends to and impacts wider teams or stakeholders. (K35, S21, B4)

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
	legislative guidelines in their team. (K35, S21, B4)	
Innovation and continuous improvement K36 K37 K38 K39 S22 S23 S24 B5	Solves problems using fault finding and problem solving techniques, identifying and implementing solutions that are innovative and an improvement on the current state. (K36, K37, K38, K39, S22, S23, S24, B5)	Adopts a proactive approach to continuous improvement within their organisation, not identifying and implementing improvements that are only drive from issues arising. (K37, S23)
Communication K40 K41 K42 S25 S26 S27 S28 S29 S30 B6	Applies team working principles, collaborating within teams and with stakeholders to ensure organisational objectives are achieved and difficult situations are addressed. (K40, K41, K42, S25, S26, S27, S28, S29, S30, B6)	Not applicable.

Theme KSBs	Pass Apprentices must demonstrate all of the pass descriptors	Distinction Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors
Continuing professional development (CPD) K43 S31 B7 B8	Demonstrates commitment to maintaining and enhancing competence by carrying out and recording CPD activities for self in line with company policy and expectations. (K43, S31, B7, B8)	Explains how their commitment to maintaining and enhancing competence for self has benefitted their work and organisation. (K43, S31, B7)
Supply chain and the circular economy K44 K45 K46 K47	Describes the requirements of the wider supply chain and the impact that this has on line design in terms of production efficiency and the part that his plays in the concept of the circular economy. (K44, K45, K46, K47)	Evaluates the concept of the circular economy and its impact on the product, market and customer. (K44, K45, K46, K47)

Overall EPA grading

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Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the project with presentation and questions and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

An independent assessor must individually grade the

- Project with presentation and questions An independent assessor must individually grade the
    - Professional discussion underpinned by a portfolio of evidence

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall distinction, the apprentice must achieve a distinction in the project with presentation and questions and a distinction in the professional discussion underpinned by a portfolio of evidence.

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

Aggregation of the degree-apprenticeship

The outcome of the EPA must be aggregated with the degree to enable the degree-apprenticeship to be awarded. Once the overall EPA grade has been determined in accordance with this EPA plan, aggregation can be achieved in a variety of ways. This will be determined during the creation of the degree-apprenticeship. Examples of how this aggregation can work include:

- each assessment method grade, and therefore the overall EPA grade, can be converted to marks or percentages however these must be an absolute figure and not a range
- alternatively, the overall EPA grade can be used directly

HEPs can explore other ways of aggregating the EPA with the degree outcomes in-line with the latest IfATE degree-apprenticeship policy.

Project with presentation and questions	Professional discussion underpinned by a portfolio of evidence	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail

Project with presentation and questions	Professional discussion underpinned by a portfolio of evidence	Overall Grading
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Merit
Distinction	Distinction	Distinction

EPA degree apprenticeship aggregation

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The outcome of the EPA must be aggregated with the degree to enable the degree-apprenticeship to be awarded.

Once the overall EPA grade has been determined, aggregation can be achieved in a variety of ways. This will be determined during the creation of the degree-apprenticeship. Examples of how this aggregation can work include:

- each assessment method grade, and therefore the overall EPA grade, can be converted to marks or percentages however these must be an absolute figure and not a range
- alternatively, the overall EPA grade can be used directly

HEPs can explore other ways of aggregating the EPA with the degree outcomes in line with the latest IfATE degree-apprenticeship policy

Re-sits and re-takes

Edit re-sits and re-takes form

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 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.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 4 weeks to rework and submit the amended report.

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

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

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

Roles and responsibilities

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Roles	Responsibilities
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan
Employer	As a minimum, the apprentice's employer must: • select the EPAO (and therefore 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 off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner • provide 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 allows appropriate opportunity for the apprentice to meet the KSBs.

Roles	Responsibilities
	• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt from the EPAO

EPAO - HEP	As a minimum, the EPAO (HEP) must:
	• conform to the requirements of the apprenticeship provider and assessment register
	• conform to the requirements of this EPA plan and deliver its requirements in a timely manner
	• conform to the requirements of the external quality assurance provider (EQAP)
	• understand the degree-apprenticeship, including the apprenticeship standard, EPA plan and funding
	• 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)
	• maintain and apply a policy for the declaration and management of conflict of interests and independence which ensures, as a minimum, no personal benefit or detriment is received by those delivering the EPA or from the result of an assessment and covers:
	  ○ apprentices
	  ○ employers
	  ○ assessors
	  ○ the HEP's role as a training provider
	  ○ any other roles involved in delivery or grading of the EPA

Roles	Responsibilities

	• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of IQA activity for external quality assurance (EQA) purposes
	• appoint independent, competent and suitably qualified assessors in line with the requirements of this EPA plan
	• where required to facilitate the EPA, appoint administrators, invigilators and any other roles
	• deliver induction, initial and on-going training for all assessors, and if used administrators and invigilators and any other roles involved in delivery or grading of the EPA specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
	• standardise all assessors, before allowing them to deliver EPAs and:
	  ○ when the EPA is updated
	  ○ at least once a year
	  ○ moderate their decisions once EPAs have begun
	• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)
	• maintain and apply a policy for the declaration and management of conflict of interests and independence which ensures, as a minimum, no personal benefit or detriment is received by those delivering the EPA or from the result of an assessment and covers:
	• monitor the performance of all assessors and provide re-training where necessary
	• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
	• use language in the development and delivery of the EPA that is appropriate to the level of the degree-apprenticeship
	• arrange for the EPA to take place in a timely manner, in consultation with the employer

Roles	Responsibilities
	• provide information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met • host and facilitate the EPA or make suitable alternative arrangements • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation, security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall EPA grade • arrange the certification of the degree-apprenticeship • conduct appeals where required, according to the EPAO's appeals procedure
Training provider - HEP	As a minimum, the training provider (HEP) must: • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • 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 outlined in the apprenticeship standard • deliver training to apprentices as outlined in their learner agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan

Roles	Responsibilities
Independent assessor	As a minimum, an independent assessor must: • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • not be employed by the same organisation as the apprentice or drawn from an organisation on IfATE's directory of professional and employer-led bodies that supports external quality assurance. • be current and active in the occupation, for example be sourced from the industry or a professional body • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have authority to represent the professional body where the EPA is acting as the professional body's assessment process (if necessary and permitted in the EPA plan) • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the degree-apprenticeship (occupational standard and EPA plan) • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the degree-apprenticeship • work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in accordance with the EPA plan • make all final grading decisions on an apprentice's occupational competence in accordance with grading descriptors in this EPA plan • if an assessor panel is used, the independent assessor must chair and make final grading decisions • record and report all assessment outcome decisions for each apprentice

Roles	Responsibilities
	• comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
External examiner	As a minimum, the external examiner must: • confirm the EPA has been delivered in accordance with the EPA plan • accept, and therefore not change, the EPA grading decisions made by the independent assessor • comply with the requirements of the EPA plan and IfATE policies • comply with the requirements, policies, and procedures of the EQA provider • be independent of the apprentice, and the employing organisation who are involved in delivering the degree-apprenticeship • be independent of the delivery and awarding of the EPA • not have been involved in the teaching or on-programme assessment of the apprentice

Reasonable adjustments

Edit reasonable adjustments form

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

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

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

Internal quality assurance

Edit internal quality assurance form

Internal quality assurance refers to the strategies, policies and procedures that 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 table and:

- appoint independent assessors who also:
    - have relevant experience of the occupation to at least occupational level 6 gained in the last 3 years or significant experience of the occupation or sector

Value for money

Edit value for money form

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

Edit professional recognition form

This degree-apprenticeship aligns with:

- Institute of Materials, Minerals and Mining for Accredited Packaging Professional [TBC]

Mapping of KSBs to assessment methods

Edit mapping of ksbs to assessment methods form

Knowledge	Assessment methods
K1 Purpose of packaging: inform the consumer, contain, protect, promote, and preserve the product.	Project with presentation and questions
K2 Requirements of packaging: environmental, social, and economical sustainability.	Project with presentation and questions
K3 Packaging materials: wood, fibreboard, glass, plastics, polymer, metals, composite, and composite materials; their properties and application.	Project with presentation and questions
K4 Material performance testing requirements and methods.	Project with presentation and questions

Knowledge	Assessment methods
K5 Finished pack performance testing requirements and methods.	Project with presentation and questions
K6 Customer and consumer requirements throughout the package's lifecycle.	Project with presentation and questions
K7 Consumer testing requirements and methods.	Project with presentation and questions
K8 The interactions between machine, process, materials, and product.	Project with presentation and questions
K9 New and emerging materials and their potential applications at scale.	Project with presentation and questions
K10 Conversion technologies - the process of raw material to end packaging: moulding, forming, printing, cutting, laminating, folding, and gluing.	Project with presentation and questions
K11 Filling, packing and labelling processes and systems: form, fill, seal, and collate.	Project with presentation and questions
K12 Project management tools and techniques.	Project with presentation and questions
K13 Financial considerations: budgeting, costing, profit and loss.	Project with presentation and questions
K14 Supplier management: specifications, contractual agreements, procurement, standards for approving suppliers (ethical, quality and compliance certifications), methods of ensuring operational compliance (key performance indicators, scorecards).	Project with presentation and questions
K15	Project with presentation and questions

Knowledge	Assessment methods
The role of quality assurance and control in packaging; the types of quality checks undertaken throughout the lifecycle.	
K16 Packaging legislation and standards: security and anti-tampering, packaging essential requirements, dangerous goods, packaging waste, good manufacturing practice, and logistic standards. Impact of product specific legislation. Labelling requirements.	Project with presentation and questions
K17 Health and safety considerations. Health and safety regulations: Health and safety management and Health and safety at work. Risk assessment and safe systems of work.	Project with presentation and questions
K18 Research and enquiry techniques: primary and secondary research, quantitative and qualitative, validity and bias.	Project with presentation and questions
K19 Principles of marketing as it relates to packaging: 4 P's: place, price, product, and promotion.	Project with presentation and questions
K20 Written communication styles and techniques.	Project with presentation and questions
K21 Verbal communication styles and techniques.	Project with presentation and questions
K22 Digital systems, software, and tools used by packaging professionals.	Project with presentation and questions
K23 Packaging documentation: specifications, technical drawings, protocols, and reports.	Project with presentation and questions
K24 Digital connectivity and smart packaging. Impact of artificial intelligence (AI) on packaging.	Project with presentation and questions

Knowledge	Assessment methods
K25 Packaging categories: primary, secondary, and tertiary.	Professional discussion underpinned by a portfolio of evidence
K26 The principles of packaging design: functional and inclusive design.	Professional discussion underpinned by a portfolio of evidence
K27 Graphics in packaging: artwork creation and reprographics, and colour management.	Professional discussion underpinned by a portfolio of evidence
K28 Printing and decorative technologies and their applications.	Professional discussion underpinned by a portfolio of evidence
K29 Ethical principles and the UN sustainability development goals: environmental, social, and governance (ESG).	Professional discussion underpinned by a portfolio of evidence
K30 The potential impact of packaging on sustainable development and strategies to reduce its impact: reduce, reuse, recycle, recover, resource consumption, and carbon emissions.	Professional discussion underpinned by a portfolio of evidence
K31 Environmental impact measurement techniques.	Professional discussion underpinned by a portfolio of evidence
K32 Design for sustainability; design for recycle and recovery, cradle to grave principles.	Professional discussion underpinned by a portfolio of evidence
K33 Levers for influencing packaging sustainability; life cycle assessment, customer strategies, and impact of non-government and industry organisations.	Professional discussion underpinned by a portfolio of evidence
K34	Professional discussion underpinned by a portfolio of evidence

Knowledge	Assessment methods
Packaging environmental compliance requirements, trends, and impact on practice.	
K35 Principles of equity, diversity and inclusion.	Professional discussion underpinned by a portfolio of evidence
K36 Packing development and emerging technologies.	Professional discussion underpinned by a portfolio of evidence
K37 Value chain analysis and the principles of continuous improvement.	Professional discussion underpinned by a portfolio of evidence
K38 Fault finding and problem-solving techniques.	Professional discussion underpinned by a portfolio of evidence
K39 The innovation process. Innovation development techniques. Innovation funding and incentives. Legal implications.	Professional discussion underpinned by a portfolio of evidence
K40 Characteristics of effective teams. Coaching and mentoring techniques.	Professional discussion underpinned by a portfolio of evidence
K41 The principles of interpersonal skills: influencing, negotiation and dealing with difficult situations.	Professional discussion underpinned by a portfolio of evidence
K42 The principles of knowledge sharing, coaching and mentoring.	Professional discussion underpinned by a portfolio of evidence
K43 Planned and unplanned CPD and recording methods.	Professional discussion underpinned by a portfolio of evidence
K44 Supply chain requirements: logistics, storage, transportation, and conditions required for packaging components and finished goods.	Professional discussion underpinned by a portfolio of evidence

Knowledge	Assessment methods
K45 Line design and the concept of production efficiency.	Professional discussion underpinned by a portfolio of evidence
K46 Material waste management though the product and supply chain life cycle.	Professional discussion underpinned by a portfolio of evidence
K47 The circular economy and application of circular economy models.	Professional discussion underpinned by a portfolio of evidence
Skill	**Assessment methods**
S1 Apply creative thinking techniques to generate ideas.	Project with presentation and questions
S2 Collect, analyse, interpret, evaluate, and apply technical data.	Project with presentation and questions
S3 Conduct physical measurement and testing of materials and packs.	Project with presentation and questions
S4 Identify, review, and select techniques, procedures, and methods for tasks. For example, line trials and change management.	Project with presentation and questions
S5 Apply project management tools and techniques.	Project with presentation and questions
S6 Plan and manage own time.	Project with presentation and questions
S7 Identify costs and create a draft budget for sign-off.	Project with presentation and questions
S8 Identify and apply quality and performance standards. For example, internal, product quality, transit safety, and food safety.	Project with presentation and questions

Knowledge	Assessment methods
S9 Apply safe systems of work.	Project with presentation and questions
S10 Carry out risk identification, assessment, and management.	Project with presentation and questions
S11 Identify factors affecting project implementation.	Project with presentation and questions
S12 Use techniques and tools for prototyping, for example process or product development.	Project with presentation and questions
S13 Evaluate and select ideas.	Project with presentation and questions
S14 Apply research techniques. For example, market research, consumer testing, desktop research, academic and literature research.	Project with presentation and questions
S15 Produce written content and prepare technical information. For example, draft and final specifications, purchase agreements, contracts, and technical reports.	Project with presentation and questions
S16 Apply communication techniques to inform technical and non-technical colleagues and stakeholders.	Project with presentation and questions
S17 Prepare and deliver presentations.	Project with presentation and questions
S18 Use digital tools. For example, project management, computer aided engineering, business management systems, and palletisation software.	Project with presentation and questions

Knowledge	Assessment methods
S19 Assess environmental, social, and economical sustainability factors. For example, life-cycle analysis.	Professional discussion underpinned by a portfolio of evidence
S20 Identify and apply environmental sustainability regulations, standards, and guidance.	Professional discussion underpinned by a portfolio of evidence
S21 Apply and promote policies and practices to support equity, diversity, and inclusion.	Professional discussion underpinned by a portfolio of evidence
S22 Apply critical thinking and problem-solving techniques.	Professional discussion underpinned by a portfolio of evidence
S23 Apply continuous improvement techniques.	Professional discussion underpinned by a portfolio of evidence
S24 Monitor and evaluate individual and team performance.	Professional discussion underpinned by a portfolio of evidence
S25 Provide advice and guidance to others.	Professional discussion underpinned by a portfolio of evidence
S26 Identify and agree objectives with individuals and teams.	Professional discussion underpinned by a portfolio of evidence
S27 Apply knowledge sharing, coaching and mentoring techniques.	Professional discussion underpinned by a portfolio of evidence
S28 Build and maintain collaborative working relationships.	Professional discussion underpinned by a portfolio of evidence

Knowledge	Assessment methods
S29 Use negotiation and influencing techniques with colleagues or stakeholders.	Professional discussion underpinned by a portfolio of evidence
S30 Share and evaluate feedback on individual and team performance.	Professional discussion underpinned by a portfolio of evidence
S31 Develop and extend professional knowledge.	Professional discussion underpinned by a portfolio of evidence
Behaviour	**Assessment methods**
B1 Take responsibility for own and others health, safety, and wellbeing.	Project with presentation and questions
B2 Positive role model for the packaging profession.	Professional discussion underpinned by a portfolio of evidence
B3 Prioritise and promote environmental, social, and economically sustainable practices.	Professional discussion underpinned by a portfolio of evidence
B4 Contributes to equity, diversity, and inclusivity in the workplace.	Professional discussion underpinned by a portfolio of evidence
B5 Adaptable, flexible, and resilient in challenging or changing environments.	Professional discussion underpinned by a portfolio of evidence
B6 Collaborate with others for example, within teams, across disciplines, and external stakeholders, promoting inclusion.	Professional discussion underpinned by a portfolio of evidence
B7 Take responsibility for the quality of work and enable others to work to high standards. For example, proactive, decisive, self-reliant, and motivated.	Professional discussion underpinned by a portfolio of evidence

Behaviour	Assessment methods
B8 Committed to self-development, decisive, self-reliant, and motivated.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Edit add grade themes formEdit mapping of ksbs to grade themes form

Project with presentation and questions

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
Fundamentals of packaging K1 K2 S1 S2	Purpose of packaging: inform the consumer, contain, protect, promote, and preserve the product. (K1) Requirements of packaging: environmental, social, and economical sustainability. (K2)	Apply creative thinking techniques to generate ideas. (S1) Collect, analyse, interpret, evaluate, and apply technical data. (S2)	None
Materials K3 K4 K5 S3	Packaging materials: wood, fibreboard, glass, plastics, polymer, metals, composite, and composite materials; their properties and application. (K3) Material performance testing requirements and methods. (K4) Finished pack performance testing requirements and methods. (K5)	Conduct physical measurement and testing of materials and packs. (S3)	None
Functions of packaging K6 K7	Customer and consumer requirements throughout the package's lifecycle. (K6) Consumer testing requirements and methods. (K7)	None	None
Processes and manufacturing K8 K9 K10 K11	The interactions between machine, process, materials, and product. (K8)	None	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	New and emerging materials and their potential applications at scale. (K9) Conversion technologies - the process of raw material to end packaging: moulding, forming, printing, cutting, laminating, folding, and gluing. (K10) Filling, packing and labelling processes and systems: form, fill, seal, and collate. (K11)		
Project management K12 K13 K14 S4 S5 S6 S7	Project management tools and techniques. (K12) Financial considerations: budgeting, costing, profit and loss. (K13) Supplier management: specifications, contractual agreements, procurement, standards for approving suppliers (ethical, quality and compliance certifications), methods of ensuring operational compliance (key performance indicators, scorecards). (K14)	Identify, review, and select techniques, procedures, and methods for tasks. For example, line trials and change management. (S4) Apply project management tools and techniques. (S5) Plan and manage own time. (S6) Identify costs and create a draft budget for sign-off. (S7)	None
Legislation and Regulation K15 K16 K17 S8 S9 S10 S11 B1	The role of quality assurance and control in packaging; the types of quality checks undertaken throughout the lifecycle. (K15) Packaging legislation and standards: security and anti-tampering, packaging essential requirements, dangerous goods, packaging waste, good manufacturing practice, and logistic standards. Impact of product specific legislation. Labelling requirements. (K16)	Identify and apply quality and performance standards. For example, internal, product quality, transit safety, and food safety. (S8) Apply safe systems of work. (S9) Carry out risk identification, assessment, and management. (S10)	Take responsibility for own and others health, safety, and wellbeing. (B1)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	Health and safety considerations. Health and safety regulations: Health and safety management and Health and safety at work. Risk assessment and safe systems of work. (K17)	Identify factors affecting project implementation. (S11)	
Research and development K18 K19 S12 S13 S14	Research and enquiry techniques: primary and secondary research, quantitative and qualitative, validity and bias. (K18) Principles of marketing as it relates to packaging: 4 P's: place, price, product, and promotion. (K19)	Use techniques and tools for prototyping, for example process or product development. (S12) Evaluate and select ideas. (S13) Apply research techniques. For example, market research, consumer testing, desktop research, academic and literature research. (S14)	None
Communication K20 K21 S15 S16 S17	Written communication styles and techniques. (K20) Verbal communication styles and techniques. (K21)	Produce written content and prepare technical information. For example, draft and final specifications, purchase agreements, contracts, and technical reports. (S15) Apply communication techniques to inform technical and non-technical colleagues and stakeholders. (S16) Prepare and deliver presentations. (S17)	None
Digital systems K22 K23 K24 S18	Digital systems, software, and tools used by packaging professionals. (K22) Packaging documentation: specifications, technical	Use digital tools. For example, project management, computer aided engineering, business management	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	drawings, protocols, and reports. (K23) Digital connectivity and smart packaging. Impact of artificial intelligence (AI) on packaging. (K24)	systems, and palletisation software. (S18)	

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
Fundamentals of packaging K25 K26 K27 K28 B2	Packaging categories: primary, secondary, and tertiary. (K25) The principles of packaging design: functional and inclusive design. (K26) Graphics in packaging: artwork creation and reprographics, and colour management. (K27) Printing and decorative technologies and their applications. (K28)	None	Positive role model for the packaging profession. (B2)
Sustainable practice K29 K30 K31 K32 K33 K34 K35 S19 S20 S21 B3 B4	Ethical principles and the UN sustainability development goals: environmental, social, and governance (ESG). (K29) The potential impact of packaging on sustainable development and strategies to reduce its impact: reduce, reuse, recycle, recover, resource consumption, and carbon emissions. (K30) Environmental impact measurement techniques. (K31)	Assess environmental, social, and economical sustainability factors. For example, life-cycle analysis. (S19) Identify and apply environmental sustainability regulations, standards, and guidance. (S20) Apply and promote policies and practices to support equity,	Prioritise and promote environmental, social, and economically sustainable practices. (B3) Contributes to equity, diversity, and inclusivity in the workplace. (B4)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	Design for sustainability; design for recycle and recovery, cradle to grave principles. (K32) Levers for influencing packaging sustainability; life cycle assessment, customer strategies, and impact of non-government and industry organisations. (K33) Packaging environmental compliance requirements, trends, and impact on practice. (K34) Principles of equity, diversity and inclusion. (K35)	diversity, and inclusion. (S21)	
Innovation and continuous improvement K36 K37 K38 K39 S22 S23 S24 B5	Packing development and emerging technologies. (K36) Value chain analysis and the principles of continuous improvement. (K37) Fault finding and problem-solving techniques. (K38) The innovation process. Innovation development techniques. Innovation funding and incentives. Legal implications. (K39)	Apply critical thinking and problem-solving techniques. (S22) Apply continuous improvement techniques. (S23) Monitor and evaluate individual and team performance. (S24)	Adaptable, flexible, and resilient in challenging or changing environments. (B5)
Communication K40 K41 K42 S25 S26 S27 S28 S29 S30 B6	Characteristics of effective teams. Coaching and mentoring techniques. (K40) The principles of interpersonal skills: influencing, negotiation and dealing with difficult situations. (K41)	Provide advice and guidance to others. (S25) Identify and agree objectives with individuals and teams. (S26) Apply knowledge sharing, coaching and	Collaborate with others for example, within teams, across disciplines, and external stakeholders, promoting inclusion. (B6)

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	The principles of knowledge sharing, coaching and mentoring. (K42)	mentoring techniques. (S27) Build and maintain collaborative working relationships. (S28) Use negotiation and influencing techniques with colleagues or stakeholders. (S29) Share and evaluate feedback on individual and team performance. (S30)	
Continuing professional development (CPD) K43 S31 B7 B8	Planned and unplanned CPD and recording methods. (K43)	Develop and extend professional knowledge. (S31)	Take responsibility for the quality of work and enable others to work to high standards. For example, proactive, decisive, self-reliant, and motivated. (B7) Committed to self-development, decisive, self-reliant, and motivated. (B8)
Supply chain and the circular economy K44 K45 K46 K47	Supply chain requirements: logistics, storage, transportation, and conditions required for packaging components and finished goods. (K44) Line design and the concept of production efficiency. (K45) Material waste management though the product and supply chain life cycle. (K46)	None	None

KSBS GROUPED BY THEME	Knowledge	Skills	Behaviour
	The circular economy and application of circular economy models. (K47)		

Supporting information

External quality assurance

Edit external quality assurance - eqa form

Option selected: Office for Students (OfS)

Involved employers

EPA menu