INSTITUTE FOR APPRENTICESHIPS

End-point assessment plan for Environmental Practitioner (Degree) apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0778	6	Integrated

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Environmental Practitioner (Degree) apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Environmental Practitioner (Degree) apprentices, their employers and training providers.

The degree(s) incorporates on-programme learning and assessment with an EPA to test the occupational standard's knowledge, skills and behaviours (KSBs). The value of credits allocated to each module available within a given degree programme may vary across institutions; however, the EPA **must** be allocated a value of 30 credits towards the final year of the degree programme. The apprentice must complete and pass all credit bearing modules of the degree prior to the EPA Gateway, with the final 30 credit module forming the EPA.

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).

Full time apprentices will typically spend 53 months on-programme (this means in training before the gateway) working towards the occupational standard. All apprentices will spend a minimum of 12 months on-programme. All apprentices must complete the required amount of off the job training specified by the apprenticeship funding rules.

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

All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Environmental Practitioner (Degree) standard.

These are:

- Professionally approved or accredited BSc or BA (Hons) Environmental Sciences degree (or equivalent degree title): 330 credits of which must be successfully completed prior to EPA Gateway

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

The EPA must be completed within an EPA period lasting a maximum of 7 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1 (AM1): Work-based Project (WP) Report and Presentation with Questioning

· Fail
· Pass
· Distinction

Assessment method 2 (AM2): Structured Interview (SI) underpinned by Portfolio

· Fail
· Pass
· Distinction

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

· Fail
· Pass
· Distinction

EPA summary table

On-programme (typically 53 months)	The apprentice must complete training to develop the occupation standard's knowledge, skills and behaviours.
	The apprentice must complete training towards English and mathematics qualifications as specified in the apprenticeship funding rules, if required.
	The apprentice must complete training towards any qualifications listed in the occupational standard.
	The qualification(s) required are: • Professionally approved or accredited BSc (Hons) or BA (Hons) Environmental Sciences degree (or equivalent degree title)
	The apprentice must compile a portfolio of evidence
	Work towards all required elements of the apprenticeship except undertaking the EPA.
End-point Assessment Gateway	The employer imust be content that the apprentice is consistently working at, or above, the level of the occupational standard.
	The apprentice's employer must confirm they they think the apprentice: • Is working at or above the occupational standard as an environmental practitioner (integrated degree) • Has the evidence required to pass the gateway and is ready to take the EPAThe apprentice must have achieved 330

credits on a professionally approved or accredited BSc (Hons) or BA (Hons) Environmental Sciences degree (or equivalent degree title)

The apprentice must have achieve English and mathematics at Level 2

Achievement of 330 credits of the BSc (Hons) integrated degree in Environmental Science from the on-programme learning, formally confirmed prior to the gateway progression; the final 30 credits of the BSc (Hons) Environmental Science (or equivalent degree title) degree will be attributed to the end-point assessment.

An apprentice must submit all gateway eidence to the EPAO. The EPAO must review the evidence. When the EPAO confirms gateway requirements have been met, the EPA period starts and typically takes 7 months to complete. The expectation is that the EPAO will conform the gateway requirements have been met as quickly as possible.
For Assessment Method 1: Work-based Project (WP) Report and Presentation with Questioning.

- A Project Title;
- A brief summary of what the project will cover in a Terms of Reference (ToR); and
- An initial project plan.

The EPAO should sign-off the project's title and scope at gateway to confirm it is suitable.

For Assessment Method 2: Structured Interview (SI) underpinned by a Portfolio.
- The format and structure of the Portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or online). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method two (AM2) but evidence presented must not be reflective or self-assessments.
- Portfolios must link directly to the five topics stated in AM2, which cover a number of knowledge, skills, and behaviours. There should be at least two pieces of evidence relating to each of the topics mapped in AM2, with this combination covering all the KSBs in AM2. It is expected that there will be no more than 12 pieces of evidence.
- The portfolio will likely contain:
  - Record of Continuing Professional Development (CPD);

	○ Plan for future (next 12 months) professional development; ○ Range of documented evidence of activities competed and referenced against the knowledge, skills and behaviours, such as fieldwork inspections, community and stakeholder engagement documents, photographic evidence, work instructions, safety documentation, company policies and procedures as appropriate to the activities. ○ Progress review documentation, witness testimonies, and feedback from colleagues and/or clients. - The apprentice's Manager/Mentor will typically support the development of the portfolio, although the end point assessment organisation will provide further guidance on the content required. - The evidence presented must not be reflective or self-assessments.
End Point Assessment (which would typically take a maximum of 7 months)	Assessment Method 1: Work-based Project (WP) Report and Presentation with Questioning With the following grades: - Fail - Pass - Distinction Assessment Method 2: Structured Interview (SI) underpinned by Portfolio With the following grades: - Fail - Pass - Distinction Overall EPA and apprenticeship can be graded: - Fail - Pass - Distinction
Professional recognition	This apprenticeship aligns with: - Chartered Institute of Ecology and Environmental Management (CIEEM): Associate Member - Chartered Institution of Water and Environmental Management (CIWEM): Non-Chartered Member (MCIWEM) - Institute of Environmental Management and Assessment (IEMA): Practitioner (P.IEMA) - Institution of Environmental Sciences (IES): Associate Member

	- Royal Institution of Chartered Surveyors (RICS): Chartered Environmental Surveyor (MRICS) - Society for the Environment (SocEnv): Registered Environmental Practitioner (REnvP). This standard meets the requirements of Registered Environmental Practitioner – REnvP Upon receipt of the apprenticeship certificate, individuals are eligible to apply for REnvP through a shortened application route. To be awarded this status individuals also need to be a member of a professional body that is licensed by the Society for the Environment. Further information is on the SocEnv website. - Science Council: Registered Scientist (RSci) The experience gained and responsibility held by the apprentice on completion of the apprenticeship will either wholly or partially satisfy the requirements for registration at this level.
Re-sits and re-takes **Test /examination**	- Re-take and re-sit grade cap: pass - Re-sit timeframe: typically 3 months - Re-take timeframe: typically 5 months

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting a maximum of 7 month(s), beginning when the apprentice has passed the EPA gateway.

The Work-Based Project Report required for Assessment method 1 within the EPA should be submitted no later than 5 months after the start of the EPA period.

The Portfolio required to underpin assessment method two will be submitted to the EPAO at gateway.

If an EPA assessment method is failed, it should be resat or retaken within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

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

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

- English and mathematics at level 2

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

Apprentices must complete the following approved qualifications as mandated in the standard prior to Gateway:

- Achievement of 330 credits of the Professionally approved or accredited BSc (Hons) or BA (Hons) Environmental Sciences degree (or equivalent degree title)

For Work-based Project (WP) Report and Presentation with Questioning:

- A Project Title;
- A brief summary of what the project will cover in a Terms of Reference (ToR); and
- An initial project plan agreed by the employer.

The ToR and initial project plan are not assessed components of the Work-based Project but the EPAO will be required to review these to ensure suitability at Gateway, and to aid the EPAO in assigning a suitable independent assessor and technical advisor (where necessary).

The apprentice's Manager/Mentor will typically support the Apprentice in their choice of Work-based Project (WP). The Apprentice will be expected to carry out initial background research to inform the Work-based Project (WP) title, the Terms of Reference (ToR) and their initial project plan. This is expected to take no more than 8 working days.

For Structured Interview (SI), the apprentice will be required to submit a Portfolio:

- The format and structure of the Portfolio needs to be agreed between the employer, the apprentice and the EPAO (e.g. hard copy or on-line). However, the content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method two (AM2) but evidence presented must not be reflective or self-assessments.
- Portfolios must link directly to the five topics stated in AM2, which cover a number of knowledge, skills, and behaviours. There should be at least two pieces of evidence relating to each of the topics mapped in AM2, with this combination covering all the KSBs in AM2. It is expected that there will be no more than 12 pieces of evidence.
- The portfolio will likely contain:
    - Record of Continuing Professional Development (CPD);
    - Plan for future (for next 12 months) professional development;
    - Range of documented evidence of activities competed and referenced against the knowledge, skills and behaviours, such as fieldwork inspections, community and stakeholder engagement documents, photographic evidence, work instructions, safety documentation, company policies and procedures as appropriate to the activities.
    - Progress review documentation, witness testimonies, and feedback from colleagues and/or clients.
- The apprentice's Manager/Mentor will typically support the development of the portfolio, although the end point assessment organisation will provide further guidance on the content.
- The evidence presented must not be reflective or self-assessments.

Assessment methods

Assessment Method 1: Work-based Project (WP) Report and Presentation with Questioning

(This Method has 2 components.)

Method 1 Component 1: Work-based Project (WP) Report

Overview

The Work-Based Project (WP) 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 for assessment method one to be demonstrated for the EPA.

The Work-Based Project's title, Terms of Reference (ToR) and initial project plan will be agreed by the EPAO at Gateway before the apprentice can start the WP.

The Work-based Project (WP) Report and Presentation with Questioning is carried out and compiled after the apprentice has gone through the Gateway process.

The outcomes of the Work-based Project (WP) will be the delivery of a Report followed by a formal Presentation with Questioning.

The rationale for this assessment method is:

This occupation involves the day-to-day practical delivery of Environmental projects from which Environmental Practitioners will draw on a range of complex knowledge, skills, and behaviours to deliver Environmental solutions for a range of business reasons.

The work-based project will offer flexibility to the Apprentice to demonstrate the KSBs (as listed in assessment method one) that would naturally occur in their organisation, where they will be working on challenging Environmental projects that could, for example, bring forward an Environmental proposal to bid or procurement stage, deliver a bespoke Environmental design for a client, manage and monitor a change in behaviours through an environmental intervention, or deliver an innovation in the workplace.

The work-based project will deliver a Report followed by a Presentation in a professional manner, which Environmental Practitioners regularly demonstrate in their role, where they present complex information in a variety of formats, and to a range of audiences, where they will need to justify their rationale and methods chosen through open questioning.

The Work-based Project (WP) Report and Presentation with Questioning will combine the assessment of a range of KSBs in a way that replicates the daily working environment in a valid way, provides a timely way to approach and test their competence, is practicable and cost effective.

An independent assessor will carry out assessment and grading of assessment methods, but the independent assessor will be able to draw on in-depth subject related technical advice from an EPAO

trained advisor, known as a Technical Advisor. The EPAO should make every effort to assign an Independent Assessor with the required technical and assessment knowledge (and who meets the other requirements as set out in this EPA plan) so that a Technical Advisor will not be needed. A Technical Advisor will be used only where this is not achievable and will be subject to the requirements for ensuring the independence of the Independent Assessor.

Prior to the Presentation with questioning, the independent assessor must have reviewed the apprentice's report, and prepared self-generated questions for the presentation with questioning component. However, the questions may be modified to take into account the content of the oral presentation and advice provided by the technical advisor.

Prior to the presentation with questioning, the technical advisor will support the independent assessor on reviewing the report and the details provided in the presentation with questioning, in areas that require more expertise. The Technical Advisor should not question the apprentice during the EPA. Their role is solely to provide their expertise directly to the Independent Assessor when asked to do so.

The EPAO will have advance notification of subject matter for Assessment Method One through the Gateway process and should assign a suitable independent assessor and Technical Advisor (where necessary) based on the initial project plan, title and ToR.

Delivery

The EPAO will provide guidance to the employer and apprentice, prior to Gateway, regarding what constitutes a suitable Work-Based Project (WP) for this Assessment Method. For example, this guidance will set out that the Work-Based Project (WP) should be based upon a topic that is directly related to the apprentice's role within the business.

The Work-based Project (WP) Report and Presentation with Questioning may be based on any of the following:
· a specific problem
· an idea/opportunity
· a recurring issue

This Work-based Project (WP) should be challenging, by which we mean projects that will require the Apprentice to recall advanced knowledge and understanding, to apply advanced environmental concepts and theories creatively, whilst simultaneously dealing with a sizeable number of interacting factors which will require critical analysis and evaluation.

However, every Work-based Project (WP) Report and Presentation with Questioning must cover:

- The development of an Environmental Project in accordance with appropriate quality assurance, strategies, policies, legal and regulatory requirements and industry standards;
- The collection, analysis, interpretation and evaluation of appropriate information and data (using desktop and digital techniques) appropriately within the Environmental Project;
- Assurance that the Environmental Project is appropriately risk assessed, quality assured, safe and sustainable; and

- Recommends how the solution to the Environmental Project might be implemented through appropriate use of resources (including people and financial controls) and how improvements could be made.

The apprentice, with support and approval from their employer, will consider what a suitable Work-based Project (WP) will cover against this guidance and criteria, and submit a title, Terms of Reference (ToR) and initial plan at Gateway.

The EPAO will confirm the suitability of the Work-based Project (WP) within two weeks of Gateway; during this period, EPAOs will review the Project Title, the Terms of Reference (ToR) and the initial project plan and discuss any revisions required with the apprentice. The EPAO will confirm the Work-based Project (WP) and report meets the requirements of the EPA (including suitable coverage of the KSBs assigned to assessment method one) prior to the project commencing and the 5 month period starting.

If the EPAO does not agree, the documents will be discussed by all parties. The apprentice will then revise the documents which are then signed off within a further 2 week period. This will mitigate against the potential of an apprentice being disadvantaged by having significantly less time to undertake their Project in comparison to others.

The Work-based Project (WP) and Report will be conducted as set out here:

Apprentices will conduct the Work-based Project (WP) and Report after the apprentice has gone through the Gateway process.

The apprentice will conduct their Work-based Project (WP) and Report over a maximum period of 5 months from the EPAO project approval date. As a minimum, every Work-based Project (WP) and Report a must include:

- The application of the knowledge, skills and behaviours to meet the outcomes in the mapped KSBs stated in assessment method one.
- The approach to planning and completion of the project, with evidence of the project scope and context, supportive background research, results and analysis, conclusions and recommendations.
- Evidence of learning and of clear outcomes for the apprentice and their organisation.

All evidence provided must be attributable to the apprentice.

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

The Apprentice should have a Work-Based Mentor, who will ensure the Apprentice has appropriate access to the resources required to complete the Project and prepare the Report within the given timescales.

During this period, the Apprentice will typically spend 17-20 working days on the project and writing the Report. The employer is responsible for ensuring this time is made available for the apprentice.

Input at this stage from the employer and EPAO should be limited to guidance in terms of the project topic, scope, and recommended reading.

Once the Work-Based Project (WP) is completed, the Apprentice will electronically submit to the EPAO a Report within the 5 months period designated.

For those learners with a special learning need such as dyslexia the EPAO will ensure that reasonable adjustments are in place where necessary.

The Work-Based Project (WP) Report will have a maximum word limit of 5,000, with a tolerance of 10%. Appendices, diagrams etc. will not be included in this total, but these must not exceed 2,500 words. References and the mapping annex will be outside this word count.

A typical structure for the Work-Based Project (WP) Report should include:
- Introduction
- Background
- Aims and Objectives
- Literature Review
- Research
- Methodology
- Results
- Outcomes
- Conclusions
- Discussion
- Recommendations

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their environmental knowledge and understanding, limitations of the project and data analysis, and the application of their thinking and problem-solving skills. The Work-based Project (WP) and Report must map, in a Report annex, how it evidences the relevant KSBs for this assessment method (this being outside the word count).

When the Work-Based Project (WP) Report is submitted, the employer and the apprentice should verify to the EPAO that the submitted work is that of the apprentice.

Following submission, the EPAO will inform the candidate of the date for the formal Presentation with questions and answers. This will be carried out within 6 months from the EPA start date. The EPAO will give an apprentice a minimum of two weeks' notice of the time, date and venue of the follow-on Presentation with questioning to allow effective preparation.

Marking

An independent assessor and technical advisor (where necessary) will review the Work-Based Project (WP) Report in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. The EPAO will designate a suitable independent assessor and technical advisor (as

necessary) based on the project title, initial project plan and ToR provided to and agreed by the EPAO through the Gateway process.

Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

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

- Examples of projects
- Outline of the assessment method's requirements
- Marking materials

Method 1 Component 2: Presentation with Questioning

Overview
Apprentices will prepare and deliver a Presentation (followed by questions and answers) based on the Work-Based Project (WP), covering a summary of, and an evaluation of, their Work-Based Project (WP) and report. This should include factors such as, key outcomes, any specific recommendations, what went well, and lessons learned for future project activity. It should also show how the apprentice has appropriately covered the KSBs assigned to this method of assessment.

The EPAO will inform the candidate of the date for the Presentation with questioning . This will be carried out within a maximum of 6 months from the EPA start date, but not before they submit their Work-Based Project (WP) Report (which is at a maximum of 5 months from the EPA start). The EPAO will give an apprentice a minimum of two weeks' notice of the time, date and venue of the follow-on Presentation with questioning to allow effective preparation.

The Apprentice will present to an independent assessor and technical advisor (where necessary) either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The presentation must cover the following elements of the Work-based Project (WP) and report: a summary of, and an evaluation of, their Work-Based Project (WP). This should include factors such as, key outcomes, any specific recommendations, what went well, and lessons learned for future project activity.

The Presentation will be followed by questioning to enable discussion of the Work-Based Project (WP) in greater detail, and to further draw out the Apprentices' ability to demonstrate how they have met the KSBs and grading criteria for assessment method one.

The rationale for this assessment method is:

The occupation involves the day-to-day practical delivery of Environmental presentations based on the projects that Environmental Practitioners engage with.

The Presentation will assess the Apprentice's ability to succinctly deliver and reinforce key messages and outcomes from their Work-Based Project through both visual and oral communication techniques, thereby testing further KSBs (assigned to assessment method one) in the professional environment that they will be working in and provide an economical solution to EPA.

Questioning, following the Presentation, must seek to assess KSBs (assigned to assessment method one) not evidenced through the presentation and work-based project report and/or depth of understanding to assess performance against the distinction criteria.

Delivery

The EPAO must schedule the Presentation followed by questions and answers within a maximum of 6 months of the EPA start date, but not before the Apprentice has submitted their Work-Based Project (WP) Report (which is submitted at 5 months from the EPA start). The EPAO will give an apprentice a minimum of two weeks' notice of the time, date and venue.

The presentation will be conducted as follows:

A Presentation followed by questions and answers will take place between the independent assessor, technical advisor (where necessary) and the apprentice.

The Presentation must take 20 minutes and be followed by a period of 40 minutes for questions and answers in order to provide scope for an apprentice to demonstrate their full abilities based on both the submitted Report and the Presentation given. The independent assessor has the discretion to increase the time of the Presentation and the subsequent questioning session by up to 10% to allow the apprentice to complete their last point.

The independent assessor is responsible for asking questions and for all grading decisions. However, the independent assessor may ask the technical advisor for support and clarification. The Technical Advisor should not question the apprentice during the EPA. Their role is solely to provide their expertise directly to the Independent Assessor when asked to do so.

To deliver the Presentation, the apprentice will have access to:
· PowerPoint
· flip chart
· videos
· computer
· notes

Candidates should be free to use whatever medium they wish, such as a poster, slides, or handouts. The presentation will be given in an interview-like environment, free from distractions (i.e. just presenting to the assessor). Ordinarily, the independent assessor will remain silent throughout the presentation to enable the candidate to provide a synopsis of their work.

Following the Presentation, the independent assessor must use the remaining 40 minutes allocated to ask a minimum of ten open self-generated questions to confirm the independent assessor's understanding of the Project Report and the Presentation and how it demonstrates the relevant knowledge, skills and behaviours; follow up questions are allowed to seek clarification.

During this time, apprentices may refer to their Work-Based Project, evidence contained within the Project Report, annexes or appendices, Presentation or presentation aides when answering the questions.

The independent assessor should also use their judgement, to probe the candidate on any aspect that was not clear from the Report or Presentation or to assess KSBs not evidenced through the Presentation and Work-Based Project Report and/or depth of understanding to assess performance against the distinction criteria.

Venue

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

· employer's premises
· other suitable venue selected by the EPAO (e.g. a professional institution or training provider)

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

Other relevant information

The independent assessor alone makes the grading decision for this assessment method when testing the knowledge, skill and behaviours (KSBs) and the associated grading criteria. The technical advisor is not involved in the grading of the assessment method. The EPAO will finalise the grade made by the independent assessor.

Support material

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

- Outline of the assessment method's requirements
- Marking materials
- Example questions and guidance documents to facilitate independent assessors to prepare for and carry out their questions.

EPAOs must ensure any reasonable presentation requirements are in place e.g. power-point facilities.

It is recommended that EPAOs develop assessment tools in consultation with representative employers; where they do this, they must put measures in place to ensure question security.

Independent assessors must be developed and trained in the conduct of questioning and reaching consistent judgement by their EPAO. Independent assessors must use the assessment tools and procedures that are set by the EPAO to record the Presentation and questioning.

The technical advisor must also be trained by the EPAO in the advisory capacity, and be on a list of qualified technical advisors - created and maintained by the EPAO.

Assessment Method 2: Structured Interview (SI) underpinned by Portfolio (This Method has 1 component.)

Method 2 Component 1: Structured Interview (SI) underpinned by Portfolio

Overview

This assessment will take the form of a Structured Interview (SI) underpinned by Portfolio, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity, problem-solving and evidence presented in the Portfolio which was submitted at Gateway.

The Structured Interview (SI) underpinned by Portfolio can take place in any of the following:

· employer's premises
· a suitable venue selected by the EPAO (e.g. a professional institution or training provider)

The Structured Interview (SI) underpinned by Portfolio will have a minimum of 10 open questions, including two questions per topic (detailed below), from a set generated by the independent assessor. The independent assessor may ask follow-up questions to probe further or seek clarification.

The EPAO will give an apprentice a minimum of two weeks' notice of the time, date and venue of the Structured Interview to allow effective preparation.

An independent assessor will carry out assessment and grading of this method.

The rationale for this assessment method is:

A Structured Interview (SI) underpinned by Portfolio will allow the KSBs (assigned to assessment method two) which may not naturally occur in every workplace or within a project to be assessed.

The independent assessor will be provided with a Portfolio to review in advance of the Structured Interview (SI), allowing questions to be formed and tailored to the evidence presented, thereby providing a two-way professional discussion to bring out the level of detail required within the KSBs (assigned to assessment method two), and for the Apprentice to discuss their own work, and to draw out the best of the apprentice's competence and excellence.

Independent assessors will be required to be Chartered and professionally active and must have a broad range of technical expertise and be competent to assess and grade the subject matter discussed in the professional discussion. Note that the Portfolio will not be directly assessed as part of this method.

The independent assessor may be supported by a technical advisor (where necessary), who will provide a further independent audience for the apprentice and to support the independent assessor in areas where greater in-depth technical expertise or where contextualisation is needed. The Technical Advisor should not question the apprentice during the EPA. Their role is solely to provide their expertise directly to the Independent Assessor when asked to do so.

Delivery

The independent assessor will conduct and assess the Structured Interview (SI) underpinned by Portfolio.

The Structured Interview (SI) must last for 50 minutes. The independent assessor has the discretion to increase the time of the Structured Interview (SI) by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

Prior to the Structured Interview (SI) the independent assessor must have reviewed the apprentice's Portfolio, and prepared self-generated questions for the Structured Interview (SI). However, the questions may be modified prior to the Structured Interview (SI) to take into account advice provided by the technical advisor (where necessary), where applicable.

The EPAO will give an apprentice a minimum of two weeks' notice of the time, date and venue of the Structured Interview to allow effective preparation after Gateway.

The Structured Interview (SI) underpinned by Portfolio will be conducted as set out here:

The Structured Interview (SI) is a structured discussion between the apprentice, an independent assessor and a technical advisor (where necessary), covering the KSBs stated in assessment method two, and be appropriately structured to draw out the best of the apprentice's competence and excellence.

The Structured Interview (SI) must be conducted in a 'controlled environment' i.e. a quiet room, free from distraction and influence, away from the apprentice's work station e.g. onsite office or offsite location.

The independent assessor must ask a minimum of 10 open questions (based upon the evidence presented in the Portfolio submitted at Gateway) from those generated by themselves, but must cover the following topics (two questions per topic):

- Field work inspections and their application to environmental projects and solutions
- Providing technical environmental advice and guidance to others
- Stakeholder engagement
- Personal and interpersonal skills
- Professional development

Questions must be open, holistic and competency based in design. The independent assessor may ask follow-up questions to probe further or seek clarification. Questions and responses must be recorded by the independent assessor.

The independent assessor will be able to draw on in-depth subject related technical advice from an EPAO trained advisor.

The pre-submitted Portfolio supports the Structured Interview (SI) and will not be assessed or graded during the end-point assessment.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the Structured Interview (SI) underpinned by Portfolio.

The independent assessor will make all grading decisions.

Venue
The Structured Interview (SI) underpinned by Portfolio should take place in a quiet room, free from distractions and influence.

Other relevant information

EPAOs will provide guidance to the independent assessors on how to generate questions against a specification for the Structured Interview (SI). EPAOs and independent assessors must ensure that questions are of sufficient breadth and depth to prevent predictability and review questions regularly (and at least once a year) to ensure that the content of Structured Interviews are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

The independent assessor must review the Portfolio in advance of the Structured Interview (SI) and prepare questions of their own to assess the KSBs (assigned to assessment method two) in greater depth or not sufficiently evidenced through the Portfolio. The independent assessor, during the Structured Interview (SI) can ask further questions to determine the depth of understanding and to assess performance against the distinction criteria. The independent assessor will also be able to draw upon a technical advisor to clarify any details and accuracy of responses. The Technical Advisor should not question the apprentice during the EPA. Their role is solely to provide their expertise directly to the Independent Assessor when asked to do so.

The independent assessor will make their grading decision by considering the apprentice's coverage of the KSBs attached to the method. The technical advisor is not involved in the grading for this assessment method and should not ask the apprentice any questions during the structured interview. The EPAO will finalise the grade assigned by the independent assessor.

Independent assessors must be developed and trained by the EPAO in the conduct of Structured Interview (SI) underpinned by Portfolio and reaching consistent judgement and must use the assessment tools and procedures that are set by the EPAO to record the Structured Interview (SI) underpinned by Portfolio.

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

- Outline of the assessment method's requirements
- Marking materials
- A template to record the Structured Interview (SI) must be developed by EPAOs.
- Guidance on the type of questions used within the Structured Interview (SI) to ensure appropriate breadth and depth to mitigate predictability and review them annually to ensure they, and the questions they contain, are fit for purpose.

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

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

Grading
Assessment method 1: Work-based Project (WP) Report and Presentation with Questioning

Themes (KSBs)	Fail	Pass	Distinction
1 Creation through to delivery of environmental projects (K1, S1, B1)	**1** Does not meet the pass criteria	**1** In the Report and Presentation, the Apprentice demonstrates an advanced understanding and application of environmental scientific principles, theories and methods, and the interconnects with the protection of the built and natural environment, in relation to their Work-Based Project. In the Presentation, the Apprentice shows clear ownership of their own project work and how they adapted to challenges met.	**1** The Apprentice will also be able to present and describe, with examples, a range of complex environmental principles and their inter-relationships, including up-to-date research and trends, and how these can be refined or adapted to improve their project work. In the Presentation and through questioning, the Apprentice demonstrates how they took on board the advice of others to ensure the validity of, or improvements to, their project to protect or enhance the built or natural environment.
2 Data collection, analysis and evaluation (K2, K3, K6, S5)	**2** Does not meet the pass criteria	**2** In the Report, the Apprentice can: • demonstrate, describe and detail the advanced analytical methods used to collect, analyse and evaluate information and data; • demonstrate the limitations to their data analysis; and • detail how their interpretation of the data links to the practical delivery of the solution posed in their Environmental Project, and to global megatrends and the	**2** In the Report, Presentation and through questioning, the Apprentice demonstrates a clear understanding of the range of environmental specialisms, and the impact of these complex interlinkages on deriving effective environmental solutions. The Apprentice will also be able to self-evaluate and judge their own performance in the delivery of a practical workplace project, showing critical analysis of outcomes, and awareness of "grey areas" which could potentially lead to different outcomes or environmental

		implications for their organisation and society.	solutions (i.e. understanding how qualitative and quantitative data interact). The Apprentice will also be able to draw clear linkages between the context and findings of specific workplace project at the local level and one or more relevant global megatrends. The Apprentice will also be able to describe how innovation in data collection, handling and evaluation could be applied to the workplace project, and the resulting benefits or disadvantages.
3 Designing and developing safe and sustainable environmental solutions (K7, S2)	**3** Does not meet the pass criteria	**3** In the Report, the Apprentice can: • propose an appropriate environmental solution their Work-based project based on sound analysis and judgement using advanced numerical and digital techniques; • demonstrate how they have considered and complied with relevant industry codes and practices; and • adapt and refine their environmental solution to take into account relevant industry practice to mitigate adverse environmental effects to the built or natural environment.	**3** The Apprentice can further demonstrate within the Report, Presentation and through questioning: • the application of more than one complex technique in solving environmental problems or mitigating adverse environmental effects; • the ability to rationalise and justify the choices of the use, outcome, benefits and limitations of different techniques; and, • a clear understanding and judgement of the practical consequences or implications of using certain techniques over others, in the development of environmental solutions.

4	4	4	4
Providing information in line with requirements (K4, S4)	Does not meet the pass criteria	In the Report, the Apprentice can unambiguously demonstrate how their proposed Environmental Solution to their Work-Based Project complies with quality assurance processes, and to environmental, health and safety, and other regulatory and policy requirements.	The Apprentice can further demonstrate through their Report, Presentation or through questioning, how positive contributions to environmental protection can be made through influencing others within the organisation, and proactively identify areas of positive change.
5	**5**	**5**	**5**
Working within policy and regulatory framework (K10, S8)	Does not meet the pass criteria	In the Report, the Apprentice presents quality assured accurate information, complete with supporting evidence and justification, to demonstrate the Work-Based Project background, rationale, and outcomes are compliant with current industry practice, regulation and policy.	The Apprentice is further able to demonstrate how specific recommendations made within workplace project sit within the wider context of sustainable environmental solutions, including the impact on global megatrends and society. The Apprentice is also able to demonstrate that the recommendations made within the workplace project, or otherwise, influenced a decision-makers future approaches and position.
6	**6**	**6**	**6**
Communication skills (S10)	Does not meet the pass criteria	In the Report, Presentation and in questioning, the Apprentice communicates concisely but willingly through appropriate means, and effectively responds to questions posed by the independent assessor	In the Report, Presentation and in questioning, the Apprentice can succinctly and successfully communicate complex technical and innovative ideas from the workplace project in an engaging manner. The Apprentice is also able to discuss a specific complex technical topic effectively and can detail how this could be refined and then communicated to a range of different stakeholders.

7	7	7	7
Quality assurance of project outputs (K8, K9, S7)	Does not meet the pass criteria	The Apprentice has submitted their Report and Presentation to the EPAO in a timely manner, and in questioning, can detail how they carried out the Project, how they worked with others, and addressed any challenges faced. The Report must also contain effective consideration of the resources (for example, finances, human resources, materials) and safety requirements that might be required to deliver the Environmental Solution proposed in their Work-Based Project.	The Apprentice will also be able to detail the importance of interrelationships between two or more elements within this area (e.g. the impact of resource availability on budget considerations, or the effect of resources in relation to health and safety requirements). The Apprentice will also demonstrate, a proactive rather than reactive approach within the context of the workplace project, including for example engaging with experts to seek advice, anticipating key project changes and mitigating them, or proactively communicating with senior members of staff on key topics and be able to describe this during questioning. The Apprentice will also show innovation commensurate with level and experience to deliver tangible improvements on the next relevant project/task within the workplace.

Assessment method 2: Structured Interview (SI) underpinned by Portfolio

Themes (KSBs)	Fail	Pass	Distinction
1 Field work inspections and their application to environmental projects and solutions (K5, S6)	**1** Does not meet the pass criteria	**1** Apprentice provides in the Portfolio, examples of fieldwork safely carried out demonstrating how they carried out the appropriate and relevant collection, in safe conditions, and subsequent analysis, of the environmental data gained using a relevant technique. The examples provided must also show the Apprentice can appreciate the suitability and validity of the data and methods chosen, and how they have ensured high quality and accuracy has been achieved. In the Structured Interview (SI), the Apprentice demonstrates their knowledge and safe application of the advanced methods used during field work; they will also be able to communicate how software and digital solutions were used in the examples provided, and how these examples supported the delivery of environmental solutions in the built or natural environment.	**1** The Apprentice provides examples of fieldwork which includes the plan they created and in-depth analysis using two or more relevant techniques, and can explain the strengths, weaknesses, and limitations to each method used. In the Structured Interview (SI), the Apprentice demonstrates how they ensured their field work and analysis utilises and builds on industry best practice and aids continuous improvement. The Apprentice will also be able to demonstrate and communicate how they have innovatively used the data, beyond what was its original intention, in a workplace project.
2 Stakeholder engagement (K11, S3)	**2** Does not meet the pass criteria	**2** Apprentice provides in the Portfolio, examples of their professional guidance or consultation work with the community, stakeholders and/or the client/public in the	**2** Apprentice, in the Structured Interview (SI), can further demonstrate how they led meetings, and implemented plans to mitigate or resolve conflicting drivers to a satisfactory conclusion.

		development or delivery of environmental solutions. The Apprentice must demonstrate how they listened to, engaged and responded to, and acted critically upon the feedback gained, and how this improved their approach to environmental projects.	The Apprentice can demonstrate how they made concessions or improvements to their environmental work based on feedback through critical analysis and implementing adaptations to design, development or management, and how they ensured both social and financial constraints were addressed.
3 Providing technical environmental advice and guidance to others (S9, B3, B4)	**3** Does not meet the pass criteria	**3** Apprentice provides in the Portfolio, examples of work they have carried out as part of a team. The example(s) must demonstrate the Apprentices' own ability to achieve the team's, and their own, objectives concurrently, and how they have guided and supported other team members. In the Structured Interview (SI), the Apprentice can explain how their own ways of working have improved through reflection, aided consistency in decision making. Apprentices must also be able to demonstrate how they have reflected and acted on their own organisations' policies and practices (including ethical standards) and that of the profession.	**3** Apprentice can further demonstrate in the Portfolio examples or Structured Interview (SI), that they have taken on independently the sharing of learning with others or have proactively acted to support or mentor others either within or beyond the workplace, **or** have spoken out to ensure environmental, health, safety, and welfare, equality and diversity, organisational, professional and ethical standards are maintained.
4 Personal and interpersonal skills (S11, B2, B5, B6)	**4** Does not meet the pass criteria	**4** Apprentice provides in the Portfolio, examples of how they have proactively engaged with others and acted upon the feedback and advice provided in delivering environmental projects. In the Structured Interview (SI), the Apprentice discusses how they have actively reflected on their own competence and sought	**4** Apprentice can further demonstrate in the Portfolio examples or Structured Interview (SI) how they have sought advice and guidance from those outside their own areas of expertise or work environment to validate their own work, share and apply learning with others and support continuous improvement.

		to learn from others whilst respecting the benefits that others can bring to delivering environmental projects.	
5 Professional development (K12, S12, B7)	**5** Does not meet the pass criteria	**5** Apprentice can discuss their submitted CPD record and plans for further development in the Structured Interview (SI) and is aware of the importance of their own personal committed to professional development through appropriate means.	**5** Apprentice can further demonstrate, in the Structured Interview (SI), how they have led and shared learning with others through various methods and have been recognised by others for their own personal commitment to ongoing professional development.

Overall EPA grading

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

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. EPAOs must grade the EPA according to the requirements set out in this plan.

Restrictions on grading normally apply where apprentices re-sit/re-take an assessment method.

The independent assessor must individually grade the two assessment methods as fail, pass or distinction.

To achieve a pass grade, the apprentice must achieve a minimum of a pass in each assessment method.

To achieve a distinction grade, the apprentice must achieve a distinction in each assessment method.

To achieve a distinction grade:

- fully meets four (4) of the seven (7) themed distinction criteria clusters in Assessment Method One (the Work-Based Project) and
- fully meets three (3) of the five (5) themed distinction criteria clusters in Assessment Method Two (the Structured Interview).

Assessment Method	Fail	Pass	Distinction
One:	Did not fully meet all 7 themed Pass criteria clusters	Fully met all 7 themed Pass criteria clusters	Fully met all 7 themed Pass criteria

Work-based Project (WP) Report and Presentation with Questioning			PLUS Fully met four (4) of the seven (7) themed distinction criteria clusters
Two: Structured Interview (SI) underpinned by Portfolio	Did not fully meet all 5 themed Pass criteria clusters	Fully met all 5 themed Pass criteria clusters	Fully met all 5 themed Pass criteria PLUS Fully met three (3) of the five (5) themed distinction criteria clusters

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

Assessment method 1: Work-based Project (WP) Report and Presentation with Questioning	Assessment method 2: Structured Interview (SI) underpinned by Portfolio	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	• complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	• identify when the apprentice is ready to pass the gateway and undertake their EPA • engage with the Training Provider throughout the duration of the Apprenticeship • engage with the EPAO to agree a suitable work-based project • ensure the provision of both appropriate time, resources and mentoring of the Apprentice throughout the Apprenticeship training and End Point Assessment • ensure access to resources within the Company to support the end point assessment • ensure independent assessors have access to relevant company systems / processes / documents to support the end point assessment
EPAO	As a minimum EPAOs should: • appoint independent assessors to undertake and grade the EPA • appoint administrators to administer the EPA • provide training to the independent assessors they employ to undertake the EPA • appoint technical advisors, and keep a managed list of these advisors, to aid in the assessment process • provide training to the technical advisors they use to support independent assessors during the EPA • Assign an Independent Assessor to each EPA method with the required technical and assessment knowledge so that a Technical Advisor will not be needed. A Technical Advisor will be used only where this is not achievable and will be subject to the requirements for ensuring the independence of the Independent Assessor. • ensure that neither independent assessors nor technical advisors have direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process

	• ensure External Quality Assurance body can access documentation relevant to Quality Assurance of the end point assessment
Independent assessors	As a minimum an independent assessor should: • 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 a Chartered Member of a relevant environmental professional body • 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 had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • attend induction and standardisation events before they conduct an EPA for the first time and a minimum of annually on this degree-apprenticeship • conducts the EPA to assess the apprentice against the KSBs and in accordance with the EPA plan • have the capability to assess the apprentice at this level • 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 • confirms the overall EPA grade • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements for the degree-apprenticeship
Technical Advisor	As a minimum a technical advisor should: • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • be assessed, trained and listed as a technical advisor by the EPAO • be professionally active • have the capability to review the work carried out by the apprentice at this level and advise the independent assessor of their findings. • should not take part in asking apprentices questions during the oral components of both methods i.e. the presentation with questioning and the structured interview • should not be involved in grading decisions

	attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section
Training provider	As a minimum the training provider should: • provide supervision and support to the Apprentice throughout their training and end point assessment • where requested, advise the employer on the apprentice's readiness for EPA prior to the gateway • engage with the Employer throughout the duration of the Apprenticeship to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period plays no part in the EPA

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas: Environmental Sciences, Technology and/or Engineering, and/or Environmental Management

- appoint independent assessors who are members of relevant environmental professional bodies
- appoint independent assessors who are competent to deliver the end-point assessment, by which we mean independent assessors will be required to:
    - be a Chartered Member of a relevant environmental professional body
    - be professionally active (for example, they may be currently employed within a relevant occupation), and
    - have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading

- appoint technical advisors who are competent to support the independent assessor to deliver the end-point assessment, by which we mean:
    - be professionally active and recognised professionals in the area of work that the apprentice is employed within, and
    - have had training from their EPAO in terms of supporting independent assessors to carry out the end point assessment.

- provide training for independent assessors and technical advisors in terms of good assessment practice, operating the assessment tools and grading, and the provision of technical advice within the EPA.
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors and technical advisors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time.
- ensure all independent assessors and technical advisors attend regular standardisation events and that as a minimum this attendance is at least once a year.

Re-sits and re-takes

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

If a resit or retake is needed for the Work-based Project (WP) Report and Presentation with Questioning, the end-point assessment organisation will determine if the apprentice will re-work their existing Work-based Project (WP) Report and Presentation with Questioning or complete a new one. EPAOs must ensure that whichever decision is taken, any further EPA attempts remain in line with the assessment conditions already laid out in this plan. In making their decision, EPAOs may also consider the degree awarding rules and whether new learning is necessary.

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

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

Re-sits should be taken within 3 months of the fail notification, and re-takes should be completed within 5 months of the fail notification, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

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

- EPAOs using an employer's, professional institution's or training provider's premises to conduct the work-based project presentation and questioning components and structured interview.
- The work-based project presentation and questioning components and structured interview can be conducted remotely saving travel time and costs.
- EAPOs could carry out the Presentation with Questioning and the Structured Interview (SI) on the same day.

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet (either wholly or partially) the requirements for professional registration as:

- Associate member with Chartered Institute of Ecology and Environmental Management (CIEEM)
- Associate member with Institution of Environmental Sciences (IES)
- Practitioner Member (P.IEMA) with Institute of Environmental Management and Assessment (IEMA)
- Chartered Environmental Surveyor (MRICS) with Royal Institution of Chartered Surveyors

(RICS)
- Non-Chartered Member (MCIWEM) with Chartered Institution of Water and Environmental Management (CIWEM)
- Registered Environmental Practitioner (REnvP) with Society for the Environment (SocEnv)
- Registered Scientist (RSci) with the Science Council (SciC)

Reasonable adjustments

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

Mapping of knowledge, skills and behaviours (KSBs)

Assessment Method	Assessment Title	KEY
AM1	Work-based Project and Report and a Presentation with Questioning	WP
AM2	Structured Interview underpinned by Portfolio	SI

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	advanced technical principles of environmental science, including natural sciences and the impact of human influence, and their relationships with the built and natural environment.	WP
K2	environmental methods, tools, techniques and practices used for the interpretation, monitoring, and mitigation of environmental harm, including health and safety, risk assessment and environmental management.	WP
K3	inter-relationship between global 'megatrends' (such as climate change and population change) and the implications for organisations, society, and the economy.	WP
K4	policies, processes and legislation relating to environmental governance, the key factors that affect them and their implications for projects and organisations.	WP
K5	principles of collecting, handling and storing environmental data using best practice, for example, survey data. Sources of secondary data, such as digital data sets from public or private organisations, including any regulatory, formal and advisory requirements relating to their use.	SI
K6	main methods of data assessment and analysis used in deriving environmental solutions. This will include the evaluation of the quality, quantity, relevance and limitations of the data available.	WP
K7	principles, relevance, limitations and interpretation, of environmental modelling and forecasting (using widely used software packages and proven digital technologies).	WP
K8	key principles and techniques of project initiation, management and evaluation, including risk, programme, resource, health and safety, change control, and financial management.	WP

K9	role of management systems, quality assurance, continuous improvement, and innovation in providing sustainable solutions.	WP
K10	preparation, production and presentation of high-quality accurate information in well-structured technical and non-technical documentation and communications for different interested parties including public and stakeholders, and clear recommendations in accordance with relevant strategy, policy, legal requirements, codes of practice and funding requirements.	WP
K11	roles of community involvement, stakeholder engagement, and public consultation, in the development and delivery of environmental solutions.	SI
K12	importance of professional and ethical conduct relating to their role including the values and standards by which they maintain up to date technical knowledge and skills through CPD and knowledge of all relevant laws and guidance so as not to discriminate or breach the requirements of your organisation.	SI
Skills		
S1	apply complex environmental principles and methods to projects that integrate with the built or natural environment.	WP
S2	design, develop or manage safe and sustainable environmental solutions, be able to identify challenges these solutions pose, and assess the opportunities to deliver practical solutions that integrate with the built or natural environment.	WP
S3	balance views of potentially conflicting drivers related to environmental, social and financial constraints, and demonstrate critical analysis in the design, development or management of environmental projects.	SI
S4	apply and comply with policies and regulations, including those relating to the environment, health and safety, legal, planning and equality and diversity, and with their organisation's formal procedures and practices.	WP
S5	determine and manage the collection, analysis, and evaluation of data used in the development or delivery of environmental solutions drawing appropriate conclusions and making practical recommendations.	WP
S6	apply, analyse and evaluate a broad range of environmental methods (utilising appropriate software and digital solutions), to inform and enable decision making within the development or delivery of environmental solutions. This includes assessing data suitability, validity, quality, and accuracy relative to its intended application.	SI
S7	effectively and safely manage tasks or projects, within environmental, legal, contractual and statutory requirements, to agreed time and resource budgets, and to agreed quality standards, through the application of appropriate project management tools and techniques.	WP
S8	deliver high quality accurate, well-structured documents and recommendations for the work for which they are responsible and are appropriate to those for whom they are intended.	WP

S9	develop and maintain productive working relationships with stakeholders and colleagues and support and guide team members to enable them to achieve the team's objectives as well as their own. Actively seek and provide feedback, support decision making processes, and manage any conflicts that may arise in their work with integrity, fairness and consistency in decision making.	SI
S10	communicate effectively orally and in writing in both formal and informal contexts, and with a variety of stakeholders. Listen actively to ensure the views of others are considered appropriately.	WP
S11	manage their own work independently within the limits of their ability, authority and responsibility, making use of support and specialist expertise when appropriate. Seek feedback on their performance, looking for ways to improve it.	SI
S12	develop their own professional competence, regularly updating and reviewing their CPD records and develop an extended network to support their professional development and maintain the required standard of, ethical behaviours and codes of conduct, associated with the environmental profession.	SI
Behaviours		
B1	demonstrate a professional commitment to protect and enhance the built or natural environment.	WP
B2	demonstrate self-awareness of knowledge and skills, and only undertake work which they are competent to do.	SI
B3	demonstrate integrity and a personal commitment to environmental, health, safety, and welfare, equality and diversity, organisational, professional and ethical standards (including data protection, client confidentiality, anti-bribery and corruption) recognising obligations to society and the profession.	SI
B4	work effectively and independently, through time-management, prioritisation, organisation, and delegation whilst being aware of the needs of others.	SI
B5	have an open-minded and critical approach to work and achieving outcomes.	SI
B6	have an active and positive attitude to collaborative working, engaging others and understanding the benefit that diversity can bring, demonstrating confidence and flexibility in dealing with new and changing situations.	SI
B7	demonstrate personal effectiveness by taking responsibility for professional development, for example, by demonstrating a commitment to learning and development, identifying appropriate continuing professional development necessary to maintain and enhance knowledge and competence as an environmental professional.	SI