

# End-point assessment plan for livestock unit technician standard

| Apprenticeship standard number | Apprenticeship standard level | Integrated end-point assessment |
|--------------------------------|-------------------------------|---------------------------------|
| ST0938                         | 3                             | No                              |

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the livestock unit technician apprenticeship standard. It explains how EPA for this apprenticeship must operate.

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

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

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have compiled and submitted a portfolio of evidence to underpin the interview
- apprentices must have achieved all qualifications mandated in the occupational standard. The qualifications required are:
  - City & Guilds Level 2 Principles of Safe Handling and Application of Pesticides Guidance or Lantra Level 2 Safe use of Pesticides
  - Level 3 award or training and assessment in emergency first aid at work minimum 1 day course (face-to-face), carried out by either an awarding organisation, a UKAS accredited trade body or voluntary aid society recognised by government as specified in HSE document GEIS 3.
  - Level 2 in Safe Use of Veterinary Medicines
  - English and mathematics at Level 2<sup>1</sup>

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

This EPA should then be completed within an EPA period lasting typically for 3 months.

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<sup>1</sup>For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL)

qualifications are an alternative to English qualifications for those who have BSL as their primary language.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Multiple-choice test

- fail
- pass
- distinction

Assessment method 2: Observation with questions

- fail
- pass
- distinction

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

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- merit
- distinction

## EPA summary table

|  |  |
|--|--|
| <b>On-programme</b><br>(typically 18 months) | <p>Training to develop the knowledge, skills, and behaviours (KSBs) of the occupational standard.</p> <p>Training towards mandated qualifications.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>   |
| <b>End-point assessment gateway</b>          | <p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved all qualifications mandated in the livestock unit technician occupational standard. The qualifications required, are:</p> <ul style="list-style-type: none"> <li>• City &amp; Guilds Level 2 Principles of Safe Handling and Application of Pesticides Guidance or Lantra Level 2 Safe use of Pesticides</li> <li>• Level 3 award or training and assessment in emergency first aid at work minimum 1 day course (face-to-face), carried out by either an awarding organisation, a UKAS accredited trade body or voluntary aid society recognised by government as specified in HSE document GEIS 3.</li> <li>• Level 2 in Safe Use of Veterinary Medicines</li> <li>• English and mathematics at Level 2<br/>         (For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).</li> </ul> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• a portfolio of evidence</li> </ul> |

|   |   |
|---|---|
| <b>End-point assessment</b><br>(typically 3 months) | <p>End-point assessment method 1: Multiple-choice test, graded:</p> <ul style="list-style-type: none"><li>• fail</li><li>• pass</li><li>• distinction</li></ul> <p>End-point assessment method 2: Observation with questions, graded:</p> <ul style="list-style-type: none"><li>• fail</li><li>• pass</li><li>• distinction</li></ul> <p>End-point assessment method 3: Professional discussion underpinned by a portfolio, graded:</p> <ul style="list-style-type: none"><li>• fail</li><li>• pass</li><li>• distinction</li></ul> <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"><li>• fail</li><li>• pass</li><li>• merit</li><li>• distinction</li></ul> |
|---|---|

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

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

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

- achieved the following qualifications:
  - City & Guilds Level 2 Principles of Safe Handling and Application of Pesticides Guidance or Lantra Level 2 Safe use of Pesticides
  - Level 3 award or training and assessment in emergency first aid at work minimum 1 day course (face-to-face), carried out by either an awarding organisation, a UKAS accredited trade body or voluntary aid society recognised by government as specified in HSE document GEIS 3.
  - Level 2 in Safe Use of Veterinary Medicines
  - Achieved English and mathematics at Level 2  
(For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).

For the multiple-choice test, the apprentice will be required to submit:

- no specific requirements

For the observation with questions, the apprentice will be required to submit:

- no specific requirements

For the professional discussion underpinned by a portfolio, the apprentice will be required to submit:

- a portfolio of evidence

**Portfolio of evidence requirements:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- it will typically contain 15 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example, workplace policies/procedures, records
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

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

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



## End-point assessment methods

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

### End-point assessment method 1: Multiple-choice test

#### Overview

This assessment method has 1 component.

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

The rationale for this assessment method is:

- the multiple-choice test is an accurate way to test the apprentice's underpinning knowledge that may not naturally occur in other assessment methods
- it allows for the efficient testing of knowledge and skills where there is a right or wrong answer
- it does not require independent assessor time; reducing cost, it allows for flexibility in terms of when, where and how it is taken

#### Delivery

##### Test format

The test can be:

- computer-based
- paper-based

It will consist of 20 questions.

These will consist of multiple-choice questions. The multiple-choice questions will have four options, of which one will be correct. The questions must be varied to avoid the test becoming too predictable, while allowing assessment of the relevant KSBs.

##### Test administration

Apprentices must have 30 minutes to complete the test.

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

The following equipment is permitted during the test:

- pen
- paper

This assessment method will be carried out as follows: computer or paper-based with an invigilator (or secure remote system)

## Assessment

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

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

## Grading boundaries

The following grade boundaries apply to the multiple-choice test:

| Grade       | Minimum mark | Maximum mark |
|-------------|--------------|--------------|
| Fail        | 0            | 13           |
| Pass        | 14           | 17           |
| Distinction | 18           | 20           |

## Assessment location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO. There must be no more than 20 apprentices to a single invigilator.

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

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

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

## Question and resource development

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

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

The test questions must be varied, while assessing the relevant KSBs.

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

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

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

## End-point assessment method 2: Observation with questions

### Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work, and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to underpinning knowledge or to assess KSBs where an opportunity to observe them has not naturally occurred, although these should be kept to a minimum.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the testing of related underpinning knowledge and behaviours
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

### Delivery

The observation with questions will typically take 5 hours.

The observation with questions may be split into discrete sections held on the same working day. A typical working day is 7.5 hours long.

Time may be allocated in between each section, for example, to allow for travel in between locations if one activity is in a different part of the farm from another. The time in between sections is exclusive of the 5 hours assessment time.

The EPAO is responsible for ensuring all tasks can be completed within the 5 hours.

EPAOs must manage invigilation of apprentices during breaks to maintain security of the assessment in line with their malpractice policy.

The independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

The following activities must be observed during the observation:

- task one: Assess feed supply regarding its quality and quantity for purpose
- task two: Select livestock to meet a business purpose specification, prepare documentation and allocate resources  
For example, for internal transfer, external sale or readiness for joining the breeding or milking herd/flock
- task three: Safely and effectively process a group of 5 livestock animals working with others to move, handle and restrain them sufficiently to conduct health checks and prepare them for treatments

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to at least 30 minutes prior to start of the first task.

Task one will typically take 1 hour and tasks two and three will typically take 2 hours.

The independent assessor has the discretion to increase the duration of the whole observation with questions, by up to 10% to allow the apprentice to complete a task or respond to a question.

Where a practical task(s) requires the apprentice to work with additional people, the employer, in agreement with the EPAO, is responsible for arranging suitable individuals both in number and capability and in-line with the requirements set out in the roles and responsibilities table (Pg18-22). All additional people must be briefed by the independent assessor prior to the start of the task, and provide a written statement confirming all the task is attributable to the apprentice.

The independent assessor must be unobtrusive while conducting the observation.

Questions must be asked, the purpose of which is to assess underpinning knowledge. As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The independent assessor must ask a minimum of 12 questions (4 questions per task). They may ask follow-up questions where clarification is required.

KSBs observed and responses to questions will be assessed holistically.

The time for questions asked during the observation is included in the overall assessment time. Questions may be asked by the independent assessor during natural pauses in the task or at the end of each task.

The independent assessor must record KSBs observed, and answers to questions.

The independent assessor will make all grading decisions.

### Assessment location

The observation with questions should take place in:

- the apprentice's workplace

### Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately.

Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied, while allowing assessment of the relevant KSBs.

EPAOs must ensure that an apprentice has an alternative set of questions if they re-sit/re-take.

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

- independent assessor training materials
- grading guidance
- a question bank
- assessment recording documentation
- guidance document for employers and apprentices on the process/timescales for the observation with questions as well as a description of the purpose

## End-point assessment method 3: Professional discussion (underpinned by a portfolio)

### Overview

This assessment method has 1 component.

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

The rationale for this assessment method is:

- to allow for the assessment of KSBs that do not occur on a predictable or regular basis

## Delivery

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

- assess the KSBs mapped to this method against the grading descriptors
- explore aspects of work, including how it was carried out, in more detail
- require the apprentice to draw on their portfolio of evidence to demonstrate the KSBs

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their final answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Apprentices will be expected to refer to examples in their portfolio to support their answers. A minimum of 12 questions should be asked.

The independent assessor should ask sufficient questions to provide the apprentice with the opportunity to cover the full range of KSBs mapped to this method.

The professional discussion will be conducted as follows:

- EPAOs must arrange the professional discussion in conjunction with the apprentice's employer
- apprentices must be given at least two weeks' notice of the date and time of the professional discussion
- questions should be open and competence-based
- additional follow-up questions are allowed, to seek clarification and to make a judgement against the grading descriptors
- independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately  
Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process
- apprentices must have access to their portfolio of evidence during the professional discussion
- apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, but the portfolio evidence is not directly assessed
- apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation
- evidence from the professional discussion must be assessed holistically using the grading descriptors for this assessment method

The independent assessor must record KSBs met and answers to questions.

The independent assessor will make all grading decisions.

## Assessment location

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

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

- employer premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

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

## Question and resource development

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

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

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

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

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA 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 EPA plan.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction. Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

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

To gain an overall EPA 'pass', apprentices must achieve at least a pass in all the assessment methods.

To achieve an overall EPA 'merit', apprentices must achieve a distinction in 2 methods and a pass in the remaining method.

To achieve an overall EPA 'distinction', apprentices must achieve a distinction in all 3 methods.

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

| Test        | Observation with questions | Professional discussion underpinned by a portfolio | Overall grading |
|-------------|----------------------------|--|-----------------|
| Fail        | Any grade                  | Any grade  | Fail            |
| Any grade   | Fail                       | Any grade  | Fail            |
| Any grade   | Any grade                  | Fail   | Fail            |
| Pass        | Pass                       | Pass   | Pass            |
| Pass        | Pass                       | Distinction  | Pass            |
| Pass        | Distinction                | Pass   | Pass            |
| Distinction | Pass                       | Pass   | Pass            |
| Distinction | Distinction                | Pass   | Merit           |
| Distinction | Pass                       | Distinction  | Merit           |
| Pass        | Distinction                | Distinction  | Merit           |
| Distinction | Distinction                | Distinction  | Distinction     |

Any grade = fail, pass or distinction



## 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 at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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

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

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much retraining is required and is typically taken within 3 months of the EPA outcome notification.

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

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

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

## Roles and responsibilities

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

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|      | <ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>   |
| EPAO | <p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example, mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators, where required) to administer the EPA, as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this, if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest</li> </ul> |

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|                      | <ul style="list-style-type: none"> <li>• have in place policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated, and periodically, as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have in place and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul> |
| Independent assessor | <p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor, as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have in place, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider, in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> </ul>  |

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

|   |  |
|---|--|
| Invigilator                                   | <p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider, in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>   |
| Additional person(s) for practical assessment | <p>As a minimum, the competent person will:</p> <ul style="list-style-type: none"> <li>• be occupationally competent and at the same level as the apprenticeship standard or higher</li> <li>• follow a brief provided by the independent assessor, which confirms what is required</li> <li>• arrive at the assessment venue and be in situ prior to the assessment</li> <li>• be briefed prior to assessment by the independent assessor</li> <li>• adhere to confidentiality about all aspects of the assessment and the brief provided</li> <li>• act as a colleague/customer for only those elements of the practical assessment where it is normal practice to do so</li> <li>• not direct any activity and must take instruction from the apprentice</li> <li>• not ask questions that indicate how to complete the practical assessment successfully</li> <li>• not provide guidance or influence the assessment outcome in any way</li> <li>• provide a written statement to confirm that all the task is attributable to the apprentice</li> </ul> |

## Internal Quality Assurance (IQA)

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

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have knowledge of the following areas:
  - current, work-based, occupational experience across the role
  - a recognised qualification and proven competence in assessment
  - correct and up to date CPD record relevant to the role being assessed
- independent assessors must have recent relevant experience of the occupation/sector gained in the last two years or significant experience of the occupation/sector. This should be at least one level above the standard
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically, as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals, where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## Value for money

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

- use of technology - for example, video conferencing, where applicable
- location - for example, use of employer premises
- making maximum use of each typical 7.5 hour working day
- observation of naturally occurring evidence in the workplace

## Mapping of knowledge, skills and behaviours (KSBs)

### Assessment method 1: Multiple-choice test

| Knowledge   |
|---|
| K3: The legal and operational aspects of livestock record keeping and the importance of maintaining and reporting on such systems (both written and digitally)  |
| K4: Breeding and production cycles for commonly farmed livestock and how to correctly manage livestock pre-, during and post-parturition, to meet animal welfare and operational requirements   |
| K5: The different types of technology and systems used in livestock production, their benefits and how to prepare, maintain (e.g. cleaning, repairing minor faults) and use them. For example, robotic milking, EID tagging, GPS tracking |
| K6: The legislation applicable to working with farm equipment. This must include provision and Use of Work Equipment Regulations 1998 (PUWER) legislation   |
| K11: Welfare requirements of livestock in accommodation at different stages of production cycle and how they can be achieved, including management of manure  |

### Assessment method 2: Observation with questions

Task One: Assess feed supply regarding its quality and quantity for purpose

| Knowledge  |
|--|
| K2: The digestive process of livestock (cattle (beef and dairy), pigs, sheep and goats) and how this can be managed by nutritional support                         |
| K9: The different types of grasses, forage crops and bought-in feed used to support livestock nutrition, and how to assess and manage them for optimum performance |
| Skills   |
| S2: Manage, monitor and evaluate the financial viability of delivered diets, using relevant resources  |
| S9: Ensure that grass and forage crops are of the appropriate quality and quantity in accordance with farm KPIs  |

Task Two: Select livestock to meet a business purpose specification, prepare documentation and allocate resources. For example: internal transfer, external sale or readiness for joining the breeding or milking herd/flock

| Knowledge  |
|--|
| K14: The importance and practice of selecting and preparing livestock for sale or transfer   |
| Skills   |
| S1 (in part): Plan, implement, monitor and review health and safety of self, others and livestock, including risk assessments and biosecurity policy |



|   |
|---|
| S10: Plan, implement, monitor and review movement of livestock at different stages of production cycle, including preparation of movement documents and allocating resource |
| S14: Select and prepare livestock for sale or transfer in accordance with health and safety requirements  |
| B3: Is customer-focused   |

**Task Three:** Safely handle, move, restrain and process a minimum of 5 livestock animals through health checks, working with others

|  |
|--|
| <b>Knowledge</b>   |
| K1: Health and safety processes and practices relevant to livestock management. This includes development and implementation of health and safety plans and risk assessments; health and safety for self and visitors; biosecurity and infrastructure requirements |
| KB: How to establish current health status of stock, to prepare health and welfare plan  |
| K10: The importance and methods of ensuring that the movement of livestock is planned and communicated clearly to all relevant parties   |
| <b>Skills</b>  |
| S1(in part): Plan, implement, monitor and review health and safety of self, others and livestock, including risk assessments and biosecurity policy  |
| SB: Implement, monitor, manage and review livestock health and welfare plan  |
| S10: Plan, implement, monitor and review movement of livestock at different stages of production cycle   |
| <b>Behaviour</b>   |
| B1: Acts responsibly to provide a high standard of welfare and biosecurity to livestock, self and others under their care  |
| B2: Have a team-based work ethic   |
| B6: A clear and effective communicator   |

## Assessment method 3: Professional discussion underpinned by a portfolio

| <b>Knowledge</b> |  |
|------------------|--|
| K7:              | How to prepare and implement health and welfare plans and schedules, identifying priorities, resources required and critical activities to achieve desired KPIs, including identification of Zoonotic, non-zoonotic and notifiable diseases (for example, BSE) and their impact on human health  |
| K12:             | The market factors such as price, supply chain requirements, new legislation and relevant industry welfare codes, and the impact these have on the business  |
| K13:             | Range of stakeholders relevant to farm business and their potential impact on business success   |
| K15:             | Operating instructions and legal requirements for operating commonly used farm vehicles with a range of attachments. For example, tractor, ATV, quad bike  |
| K16:             | The 5 welfare needs of animals: <ol style="list-style-type: none"> <li>its need for a suitable environment</li> <li>its need for a suitable diet (and water)</li> <li>its need to exhibit normal behaviour patterns</li> <li>any need to be housed with, or apart from, other animals in appropriate social groupings</li> <li>its need to be protected from fear, pain, suffering, injury and disease (including the different methods of euthanasia depending on livestock species)</li> </ol> |
| K17:             | Impact of farm working practices on social, economic and environmental sustainability, including a basic understanding of how to contribute to government-led sustainability targets   |
| <b>Skills</b>    |  |
| S3:              | Maintain, analyse and utilise production records (both written and digital) to improve productivity and aid compliance   |
| S4:              | Implement breeding plan, monitor and manage the livestock's physical condition and check that selected stock are in the correct condition for breeding   |
| S5:              | Use the most appropriate technology or digital system (e.g. robotic milking, EID tagging, GPS tracking) to ensure that livestock performance is optimised, and its health and welfare are maintained   |
| S6:              | Prepare, maintain and operate a farm vehicle, and attachments, in different environmental and ground conditions  |
| S7:              | Carry out day-to-day management of unit conforming to current welfare legislation and current industry welfare codes, including planning for personnel, and undertake key activities, to meet KPIs   |
| S11:             | Plan and implement cleaning procedures across the livestock unit, including management of manure and manage livestock in accommodation   |
| S12:             | Implement changes to policy and working practice, based on market factors such as price, supply chain requirements and new legislation   |
| S13:             | Establish and maintain relationships with stakeholders to support business operation and development   |

|  |
|--|
| S15: Identify need for euthanasia, contact relevant professionals and complete necessary paperwork |
| <b>Behaviours</b>  |
| B4: Proactively undertakes continuous professional development                                     |
| B5: Able to adapt to change in conditions, technologies, situations and working environments       |
| B7: Able to give/receive information accurately, timely and accurately                             |
| B8: Ability to use initiative and know when to seek help   |
| B9: Works proactively with internal and external people to achieve positive outcomes               |

## Grading descriptors

### End-point assessment method 1: Multiple-choice test

| KSBs  | Pass        | Distinction |
|---|-------------|-------------|
| K3, K4<br>K5, K6<br>K11                           | 14-17 marks | 18-20 marks |
| A Fail will be awarded for a score of 13 or less. |             |             |

### End-point assessment method 2: Observation with questions

Task One: Assess feed supply regarding its quality and quantity for purpose

| KSBs                               | Pass - apprentices must demonstrate all the pass descriptors  | Distinction - apprentices must demonstrate all the pass descriptors and all the distinction descriptors           |
|------------------------------------|---|---|
| Nutrition Plan<br>K2, K9<br>S2, S9 | Identifies grasses, forage crops and bought-in feed correctly and describes how they ensure the quality and quantity provides sufficient nutritional support for the livestock species they are working with to optimise performance in accordance with KPIs (K2, K9, S9)<br><br>Demonstrates how they manage, monitor and evaluate the financial viability of different diets effectively for the livestock they are working with (S2) | Reviews current feed policy and identifies ways in which it can be improved to enhance livestock performance (S9) |

**Task Two:** Select livestock to meet a business purpose specification, prepare documentation and allocate resources. For example: internal transfer, external sale or readiness for joining the breeding or milking herd/flock

| <b>KSBS</b>  | <b>Pass - apprentices must demonstrate all the pass descriptors</b>  | <b>Distinction - apprentices must demonstrate all the pass descriptors and all the distinction descriptors</b>          |
|--|--|---|
| Livestock Assessment<br>K14<br>S1,S10,<br>S14,<br>B3 | Demonstrates customer focus and the accurate selection and preparation of livestock to meet the identified business purpose specification, in accordance with health and safety requirements (S14, K14, B3)<br><br>Plans the movement of livestock in line with the biosecurity policy and health and safety requirements including preparing accurate documentation and allocation of resources (S1, S10) | Evaluates the effectiveness of their risk assessment on completion of the tasks and suggests areas for improvement (S1) |

**Task Three:** Safely and effectively process a group of 5 animals through moving, handling and restraining them with others sufficiently to conduct health checks and prepare them for treatments

| <b>KSBS</b>   | <b>Pass - apprentices must demonstrate all the pass descriptors</b>  | <b>Distinction - apprentices must demonstrate all the pass descriptors and all the distinction descriptors</b> |
|---|--|--|
| Livestock handling<br>K1, K8,<br>K10<br>S1, S8<br>S10<br>B1, B2, B6 | Safely implements, monitors, and reviews the movement of livestock at different stages of production, acting responsibly to provide high standards of welfare and biosecurity throughout the process, and communicating clearly and effectively with others, demonstrating a team-based work ethic. (K1, K10, S1, S10, B1, B6, B2)<br><br>Accurately assesses the current health status of livestock and implements, manages, monitors, and reviews the health and welfare plan (K8, S8) | Reflects on how effectively they worked with others and suggests at least 2 areas for development (S10, B1)    |

**Fail: apprentices will fail where they do not meet all the pass criteria**

## End-point assessment method 3: Professional discussion underpinned by a portfolio

| KSBs   | Pass - apprentices must demonstrate all the pass descriptors   | Distinction - apprentices must demonstrate all the pass descriptors and all the distinction descriptors  |
|--|--|--|
| Unit management<br>K7<br>S3,S7   | <p>Describes how they maintain and utilise both written and electronic production records to aid compliance and how they have analysed them to improve productivity (S3)</p> <p>Explains how they plan the day-to-day management of their unit and undertake key activities to ensure KPIs are met, including identifying priorities and planning personnel resources effectively</p> <p>Describes how they ensure their unit complies with health and welfare codes and legislation including identification of zoonotic, non-zoonotic and notifiable diseases and explaining their impact on human health (K7, S7)</p> | <p>Explains the importance of planning day-to-day duties and communicating clearly with personnel resources, and the risks if this is not done effectively (S7)</p>  |
| Industry and stakeholder engagement<br><br>K12,K13<br>S12, S13<br><br>B7, B9 | <p>Describes how they have implemented effective changes to policy and working practices, giving and receiving information timely and accurately in response to market factors and legislation that are causing changes to the livestock industry (K12, S12, B7)</p> <p>Describes how they have worked proactively with internal and external people to establish and maintain professional relationships with relevant stakeholders, to support business operations and achieve positive developments (K13, S13, B9)</p>  | <p>Explains how and why changes to the market and legislation are creating short- and long-term changes to the industry (S12)</p> <p>Describes why stakeholder engagement is important for farm business development (S13)</p> |
| Vehicle safety   | <p>Describes how they have safely prepared, maintained, and operated farm vehicles and attachments, including</p>  | <p>Explains the correlation between the use and maintenance of farm vehicles and the efficiency and</p>  |

|   |  |   |
|---|--|---|
| K15<br>S6<br>B5   | adapting to changes in ground conditions, technologies, situations and working environments, to achieve a positive result (S6, K15, B5)  | profitability of the farm business and how they take these considerations into account when planning their day-to-day duties (S6) |
| Livestock management<br>S4, S5, S11   | <p>Describes how they have implemented an effective breeding plan to monitor and manage the physical condition of the livestock and ensure they are in correct condition for breeding (S4)</p> <p>Describes how they use the most appropriate technology or digital system to ensure that livestock health and welfare are maintained and performance optimised (S5)</p> <p>Describes how they manage livestock in accommodation including how they plan and implement cleaning procedures, including manure management, for optimal health and business performance (S11)</p> | Explains the impact on the business if breeding plans are not accurate or not implemented effectively (S4)                        |
| Euthanasia<br>K16<br>S15<br>B8  | Explains when the 5 welfare needs are not being met and how they identified the need for euthanasia in their workplace, describing when they have contacted relevant professionals and completed the necessary paperwork accurately, explaining how they used their own initiative and when they needed to seek help (K16, S15, B8)  |   |
| Professional development<br>K17<br>B4   | Describes how they are proactively and continuously developing their professional knowledge and skills including in relation to the impact farm working practices have on social, economic, and environmental sustainability, and how they can contribute to government-led sustainability targets (K17, B4)   |   |
| <b>Fail: apprentices will fail where they do not meet all the pass criteria</b> |  |   |