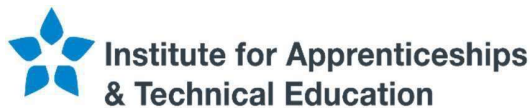




As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

ST0937/V1.2



# End-point assessment plan for general farm worker apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0937	2	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the general farm worker apprenticeship standard. It explains how EPA for this apprenticeship must operate.

General farm worker is a core and options standard. Apprentices must be assessed against the core and one of the following:

- Option 1: Livestock worker
- Option 2: Crop worker

General farm worker enables apprentices to complete their on-programme training in either crop or livestock specific roles. All apprentices must complete the core assessments and select the one option most appropriate to their role: livestock worker or crop worker.

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 and a minimum of 20% of on-programme time undertaking off-the-job training.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the general farm worker occupational standard. The qualifications required are:
  - 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.
  - City & Guilds Principles of Safe Handling and Application of Pesticides Guidance or Lantra Safe use of Pesticides'
  - apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2<sup>1</sup>
- apprentices must submit a portfolio of evidence

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

The 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.

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: Practical assessment 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

<p><b>On-programme</b> (typically 18 months)</p>	<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 Levels 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<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 General farm worker occupational standard. The qualifications required, are:</p> <ul style="list-style-type: none"> <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>• City &amp; Guilds Principles of Safe Handling and Application of Pesticides Guidance or Lantra Safe use of Pesticides</li> <li>• Apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2.</li> </ul> <p>Apprentices must submit a portfolio of evidence.</p>

<p><b>End-point assessment</b> (typically 3 months)</p>	<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: Practical assessment 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>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul>
<p><b>Professional recognition</b></p>	<p>There is no professional recognition for this standard.</p>

## 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:
  - 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.
  - City & Guilds Principles of Safe Handling and Application of Pesticides Guidance or Lantra Safe use of Pesticides
  - Achieved English and mathematics Level 1 and taken the tests for 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 practical assessment with questions, the apprentice will be required to submit:

- No specific requirements

For the professional discussion (underpinned by a portfolio of evidence), 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
- it must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and, therefore, should not be marked by the EPAO. Independent assessors 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 and cost-effective way to test the apprentice's underpinning knowledge that may not naturally occur in other assessment methods.

#### Delivery

##### Test format

The test can be:

- computer-based
- paper-based

It will consist of 30 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 45 minutes to complete the test.

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

The following equipment is permitted during the test:

- pen
- paper

##### 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	19
Pass	20	26
Distinction	27	30

## 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, 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 resits/retakes.

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

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

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

### Overview

This assessment method has 1 component.

The apprentice will carry out three core tasks and one task related to their chosen option.

A practical assessment with questions involves an independent assessor observing an apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

The independent assessor will ask questions in relation to KSBs that have not been observed, although these should be kept to a minimum.

The rationale for this assessment method is:

- this occupation involves practical tasks best assessed through observation, but the opportunity to demonstrate all the knowledge, skills and behaviours required may be limited in a real work context due to the variation of farm types employing apprentices within the industry, for example, an apprentice may be working on an arable farm with no access to livestock. Using the practical assessment method gives equal opportunity for all apprentices to complete their EPA
- questioning allows for the testing of related underpinning knowledge and behaviours
- it is a holistic assessment method

### Delivery

The practical assessment with questions must take 6 hours.

The practical assessment with questions may be split into discrete sections held over a maximum of 1 working day. A working day is typically considered to be 7.5 hours long. The reason for this split is to allow the apprentice to move from one location to another, as required. Where breaks occur, they will not count towards the total assessment time.

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

The independent assessor has the discretion to increase the time of the practical assessment with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

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

Apprentices must be provided with information on the format of the practical assessment with questions, including the timescales they will be working to before the start of the practical assessment with questions. The time to give this information is exclusive of the assessment time.

The following activities must be observed during the practical assessment as a practical assessment without these activities would seriously hamper the opportunity for the apprentice to demonstrate occupational competence against the KSBs assigned to this assessment method:

Each apprentice will complete a total of 4 tasks.

Each practical assessment task with questions will typically take 1.5 hours.

The EPAO is responsible for ensuring all tasks can be completed within 6 hours.

The apprentice will carry out three core tasks and one task related either to the crop or livestock worker option.

### Core tasks

- Operate a vehicle and attachment relevant to the business and in line with the apprentice's level of certification. The following activities should be observed:
  - complete a dynamic risk assessment of operating a vehicle and attachment relevant to the business, and undertaking a business-related activity
  - pre-use checks of the vehicle such as tractor or all-terrain vehicle (ATV)
  - connecting an attachment to the vehicle using either a 3-point hitch, draw bar or ball hitch such as a feed/bail/grain/livestock trailer or topper
  - manoeuvring the vehicle and attachment for at least a 30-minute duration undertaking a business-related activity
  - disconnecting the attachment from the vehicle
  - parking and shutdown of the vehicle
  
- Complete a farm walk and carry out work to maintain farm infrastructure. The following activities should be observed:
  - assess the welfare, hygiene and biosecurity status of the site, livestock, and crops, mitigating risks to maintain high standards
  - carry out work to maintain one of the following - housing for livestock, boundaries, electric and nonelectric fences, machinery, and equipment
  - identify and demonstrate good environmental practices in the workplace
  
- Assist others with the movement and care of a group of livestock: cattle (beef and dairy), pigs, sheep or goats. The following activities should be observed:
  - checking the status of the animal's health and the suitability of their environment
  - moving and handling of a group of at least 4 animals
  - restraining sufficiently at least 4 animals to enable individual health checks
  - 'bedding up' livestock accommodation unassisted

### Crop worker option task

- Complete a crop walk to assess the health and development of 2 different types of growing crops or plants, including taking 4 soil substrate samples in one field

### Livestock worker option task

- Assess and monitor a group (minimum of 4) of livestock (cattle (beef and dairy), pigs, sheep or goats) to determine their current health and welfare status against relevant legislation and provide food and water to ensure their health and welfare are maintained

The practical assessment should be conducted in the following way to take account of the occupational context:

Where a practical assessment task requires the apprentice to work with additional people, the employer is responsible for arranging suitable individuals both in number and capability, all of whom must be agreed with the EPAO in advance of the assessment. The additional people must be briefed by the independent assessor and cannot influence the assessment outcome. All of the tasks must be attributable to the apprentice and any additional people should provide a written statement to confirm this.

The independent assessor must be unobtrusive while conducting the practical assessment.

Questions must be asked, the purpose of which is to ensure that any KSBs mapped to this method are fully assessed against the grading descriptors.

The independent assessor must ask a minimum of 12 questions (3 questions per task). They may ask follow-up questions where clarification is required. These will be asked at the end of each individual task.

As this is a practical assessment, the EPAO should ensure within the tasks that all KSBs can be assessed. The evidence observed and responses to questions will be assessed holistically. The time for questions asked during the practical assessment is included in the overall assessment time (where safe to do so). The independent assessor has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question. The independent assessor must use the full time available for questioning, to allow the apprentice the opportunity to evidence occupational competence at the highest level available.

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

The independent assessor will make all grading decisions.

### **Assessment location**

Practical assessments take place in a simulated environment under controlled conditions and must be conducted in one of the following locations:

- the apprentice's workplace
- a relevant venue agreed by the EPAO (e.g. college premises)

## Question and resource development

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

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 regularly (at least once a year) to ensure the questions therein 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 resit/retake.

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

- independent assessor training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation

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

### 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:

- as the occupation involves extensive practical activity, a professional discussion will allow the KSBs, which may not naturally occur in the practical assessment or may take too long to observe, to be assessed
- the assessment of a disparate set of KSBs

### 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 assessor 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 last 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 8 questions should be asked.

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

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

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

## 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 its content is 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 resits/retakes.

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/timescale 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 two assessment methods and a pass in the third method.

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

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

Multiple-choice test	Practical assessment with questions	Professional discussion (underpinned by a portfolio of evidence)	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Merit
Distinction	Pass	Distinction	Merit
Pass	Distinction	Distinction	Merit
Distinction	Distinction	Distinction	Distinction

Any grade= fail, pass or distinction

## Resits and retakes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action.

A resit does not require further learning, whereas a retake does.

Apprentices should have a supportive action plan to prepare for a resit or a retake.

The timescales for a resit/retake are agreed between the employer and EPAO. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake 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 resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a resit or retake.

## 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 the training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example, farm 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> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• have in place policies and procedures for internal quality assurance (IQA), and maintain records of regular and</li> </ul>

	<p>robust IQA activity and moderation for external quality assurance (EQA) purposes</p> <ul style="list-style-type: none"> <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> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> </ul>

	<ul style="list-style-type: none"> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately, according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training, covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan)</li> <li>• monitor the apprentice's progress during any training provider-led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI), there must be procedures in place to mitigate against any conflict of interest</li> </ul>
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> </ul>

	<ul style="list-style-type: none"> <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>• not 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 of 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 in place 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:
  - correct and up to date CPD record relevant to the role being assessed
- 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

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

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

### Assessment method 1: Multiple-choice test

<b>Knowledge (all core)</b>
K1: (Core) How to prepare risk assessments including identifying risks and hazards on the farm, and where to get advice and guidance.
K2: (Core) The importance of biosecurity and how it is managed.
K3.2: (Core) The zoonotic, non-zoonotic and notifiable diseases (for example, SSE) and their impact on human health.
K4: (Core) The responsibilities relating to movement of livestock, under health and safety and animal welfare legislation, regulation and local policy. This should include suitable methods of restraint and handling for stock of different ages.
K7: (Core) The significance of producing crops to specifications and how this can be achieved.
KB: (Core) The most commonly used technology or automation options. For example, Robotic milking, EID tagging, GPS tracking and why maintenance is needed.
K9: (Core) The importance of reducing waste, waste legislation and how this can be implemented in the workplace.
K17: (Core) The manual and electronic records that need to be completed and the importance of doing them.
K19: (Core) Different customer requirements for product quality.
K20: (Core) The five welfare needs of animals: a. its need for a suitable environment (cleanliness and manure management) b. its need for a suitable diet (and water) c. Its need to exhibit normal behaviour patterns d. any need to be housed with, or apart from, other animals in appropriate social groupings e. its need to be protected from fear, pain, suffering, injury and disease injury and disease including legal and appropriate, to livestock's species and age, euthanasia.

### Assessment method 2: Practical assessment with questions

#### Core tasks

Operate a vehicle and attachment relevant to the business and in line with the apprentice's level of certification.

<b>Knowledge</b>
K5: (Core) How to prepare and operate agricultural vehicles in accordance with relevant legislation. For example, tractor, quad bike, All Terrain Vehicle (ATV), Forklift
<b>Skills</b>
S5: (Core) Legally operate a farm vehicle and each attachment according to health and safety requirements. For example, tractors and ATVs, along with other vehicles integral to the business.

Complete a farm walk and carry out work to maintain farm infrastructure.

<b>Knowledge</b>
K18: (Core) The principles and importance of maintaining farm buildings, field boundaries and fences (electrified and non-electrified). This includes the legal and safety ramifications if maintenance is ineffective.
<b>Skills</b>
S2: (Core) Maintain the correct hygiene and biosecurity procedures for the site, in accordance with relevant legal requirements.
S6 (Core): Demonstrate good environmental practice in the workplace, in accordance with environmental assessment plans and associated legal requirements.
S8: (Core) Carry out maintenance of farm infrastructure (including housing for livestock, boundaries and electric or non-electric fences), machinery and equipment, as instructed.
<b>Behaviours</b>
B1: (Core) Acts responsibly to provide a high standard of welfare and biosecurity to livestock and crops under their care.
B8: (Core) Ability to use own initiative and know when to seek help.

Assist others with the movement and care of a group of livestock (cattle (beef and dairy), pigs, sheep or goats).

<b>Knowledge</b>
K3.1: (Core) How animal welfare requirements are met and signs of health/ill health in livestock (cattle: beef and dairy, pigs, sheep and goats)
<b>Skills</b>
S3: (Core) Check that animal welfare needs related to their environment and housing are maintained, including manure management, ensuring the suitability of indoor and outdoor environment and bedding up of animals.
S4: (Core) Assist with safe restraint, moving and handling of livestock.
<b>Behaviours</b>
B2: (Core) Have a team-based approach to work.

### Crop option task

Complete a crop walk to assess health and development of 2 different types of growing crops or plants, including taking 4 soil substrate samples in one field.

<b>Knowledge</b>
K13: (Crop) The reasons for monitoring growth of crops including the impact of weather and, or ground conditions, pests, diseases, weeds.
K14: (Crop) The process of taking soil samples to identify different soil types and their impact on crops, seed rate and method of establishment.

<b>Skills</b>
S13: (Crop) Assist with the preparation of ground, including identification of soil condition through soil sampling and preparing crop ready for planting.
S15: (Crop) Monitor the growth and development of crops in line with customer specification, as instructed.

### Livestock Option task

Assess and monitor a group (minimum of 4) of livestock (cattle (beef and dairy), pigs, sheep or goats) to determine their current health and welfare status against relevant legislation and provide food and water to ensure their health and welfare are maintained.

<b>Knowledge</b>
K11: (Livestock) Feed, nutritional and water requirements of livestock at different stages of production.
<b>Skills</b>
S9.1: (Livestock) Monitor and maintain health and welfare of livestock.
S11: (Livestock) Provide feed and water to livestock as instructed and report any issues to appropriate person.

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

### Core tasks

<b>Knowledge</b>
K6: (Core) Concepts of good environmental, social and economic practice, including regulations, subsidies and basic understanding of how to contribute to government-led sustainability and zero carbon targets.
<b>Skills</b>
S1: (Core) Identify hazards and risks in the workplace, prepare risk assessments and demonstrate high level of health and safety awareness at all times.
S7: (Core) Assist with post-harvest activities to meet crop and forage specifications, in a safe and environmentally acceptable way.
S16: (Core) Complete manual and electronic records in accordance with legislation and the business processes.
S17: (Core) Produce products for sale from the business (e.g. milking, shearing, lambing, harvesting).
<b>Behaviours</b>
B3: Is customer-focused.
B4: (Core) Proactively undertakes continuous professional development.
B5: (Core) Able to adapt to change in conditions, technologies, situations and working environments.
B6: (Core) A clear and effective communicator.
B7: (Core) Able to give and receive information timely and accurately.
B9: (Core) Work proactively with internal and external people to achieve positive outcomes.

Crop Option

<b>Knowledge</b>
K15: (Crop) Correct labelling of resources for transport, assessment of the most appropriate method of transport, safe and correct loading, securing, protection of the load during transportation within the parameters of the farm business.
K16: (Crop) The basic principles of sustainable agriculture and Integrated Crop Management (ICM).
<b>Skills</b>
S14: (Crop) Load, unload and complete paperwork for transportation of resources manually and using loading equipment, according to instruction.

Livestock Option

<b>Knowledge</b>
K10: (Livestock) How to identify the quantity and quality of grass for grazing and crops for forage production, for livestock at different stages of production.
K12: (Livestock) Basics of reproductive system of male and female livestock. Methods of service to aid conception (for example, artificial insemination, natural conception), pregnancy, parturition and problems that could occur during the reproductive cycle.
<b>Skills</b>
S9.2: (Livestock) Monitor and maintain health and welfare of livestock, and assist with treatments when appropriate.
S10: (Livestock) Monitor the quantity and quality of grass and forage crops, and report findings to appropriate person.
S12: (Livestock) Assist with caring for livestock during the reproductive cycle, from service to weaning. For example, identify signs of heat.

## Grading descriptors

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

KSBs	Pass	Distinction
K1, K2, K3.2, K4, K?, K8, K9, K17, K19, K20	20-26 marks	27-30 marks
A fail will be awarded with a mark score of 19 or less.		

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

#### Core tasks

Operate a vehicle and attachment relevant to the business and in line with the apprentice's level of certification.

KSBs	Pass	Distinction
	<b>In order to achieve a pass, apprentices must demonstrate all of the pass descriptors</b>	<b>In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors</b>
<b>Vehicle safety</b> K5, S5	<p>Prepares the agricultural vehicle, connects attachment securely and completes pre-use checks including dynamic risk assessment, describing the kinds of issues that should be reported and how they would do this (S5, K5)</p> <p>Operates the vehicle and attachment in accordance with health and safety, and legal requirements, and undertakes a business-related activity for at least 30 mins (S5)</p> <p>Demonstrates effective and safe stopping and shutting down procedures and disconnection of the attachment (S5)</p>	<p>Outlines relevant legislation they have complied with when operating an agricultural vehicle and explains why this is important when operating an agricultural vehicle (K5)</p>
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		

Complete a farm walk and carry out work to maintain farm infrastructure.

KSBs	Pass	Distinction
<b>Environment</b> K18	<p>Outlines how they act responsibly to provide and maintain high standards of welfare, hygiene and biosecurity procedures for the site, livestock</p>	<p>Explains how maintaining high environmental standards impacts on, and are important to, the business (S6)</p>

S2, S6, S8 81, 88	<p>and crops in accordance with legal requirements (S2, 81)</p> <p>Identifies and demonstrates good environmental practices in the workplace in accordance with environmental assessment plans and associated legal requirements (S6)</p> <p>Demonstrates how they use their own initiative, or ask for further help, to successfully carry out maintenance <b>of one of</b> the following:</p> <ul style="list-style-type: none"> <li>• buildings including housing for livestock</li> <li>• electric and non-electric fencing</li> <li>• boundaries</li> <li>• machinery and equipment (K18, S8, 88)</li> </ul>	Explains why maintenance of infrastructure is important and identifies the risks if not completed (S8)
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		

Assist others with the movement and care of a group of livestock (cattle (beef and dairy), pigs, sheep or goats).

KSBs	Pass	Distinction
<b>Livestock welfare</b>  K3.1 S3,S4 <b>82</b>	<p>Assess whether the 5 animal welfare needs are being met when checking a group of livestock, explaining their conclusions and how they recognise signs of good and poor health (K3.1, S3)</p> <p>Completes bedding up of animals unassisted in line with animal welfare needs, and assesses the suitability of the livestock environment including the management of manure, identifying 4 essential requirements/considerations (S3)</p> <p>Demonstrates a team-based approach to work in the safe restraint, moving and handling of livestock (S4, 82)</p>	
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		

### Crop Option task

Complete a crop walk to assess the health and development of 2 different types of growing crops or plants, including taking 4 soil substrate samples in one field.

KSBs	Pass	Distinction
<b>Crop and soil health check</b>  K13, K14	<p>Takes and inspects 4 soil samples effectively to assist with preparing the ground and crop ready for planting, and accurately records on a soil monitoring template:</p>	Explains the importance of monitoring growth, for customers and the business (S15)

S13, S15	<ul style="list-style-type: none"> <li>• soil type</li> <li>• impact on seed rate and method of establishment</li> <li>• damage or unexpected changes</li> <li>• health of soil, including any pests, weeds and diseases, and appropriate control measures (K14, S13)</li> </ul> <p>Identifies crops correctly and explains the key growth stages and reasons for monitoring in line with customer specification (K13, S15)</p> <p>Accurately records on a crop monitoring template in line with customer specification:</p> <ul style="list-style-type: none"> <li>• growth and development</li> <li>• impact of weather</li> <li>• ground conditions</li> <li>• damage or unexpected changes</li> <li>• health of the crop, including any pests, weeds and diseases, and appropriate control measures (K13, S15)</li> </ul>	
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Fail: apprentices will fail if they do not demonstrate all the pass descriptors

### Livestock option task

Assess and monitor a group (minimum of 4) of livestock (cattle (beef and dairy), pigs, sheep or goats) to determine their current health and welfare status against relevant legislation and provide food and water to ensure their health and welfare are maintained.

KSBs	Pass	Distinction
<b>Livestock nutrition</b> K11 S9.1, S11	<p>Provides the correct type and amount of feed and water to a group of livestock as instructed, explaining how feed, nutrition and water requirements may differ at different stages of production and how they would report any issues (K11, S11)</p> <p>Monitors the health and welfare of the group of animals and explains how their ongoing health is maintained (S9.1)</p>	<p>Explains why it is important to feed livestock according to their stage of production and how this relates to maintaining their health and welfare (S9.1, K11)</p>

Fail: apprentices will fail if they do not demonstrate all the pass descriptors



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

KSBs	Pass	Distinction
<b>Health and safety (core)</b> K6 S1 86	<p>Explains how they have identified hazards and risks in the workplace and communicated these clearly and effectively to others (S1, 86)</p> <p>Describes how they have prepared risk assessments, demonstrating a high level of health and safety awareness at all times (S1)</p> <p>Explains the concepts of good environmental, social and economic practice including regulations, subsidies and how to contribute to government-led sustainability and zero carbon targets in the workplace (K6)</p>	
<b>Post-harvest activities (core)</b> S7 85	<p>Describes when they have assisted others to store crops or forage post-harvest, and how they have adapted to changes in conditions, technologies, situations and working environments to meet health, safety and environmental policies (S7, 85)</p>	<p>Explains why a focus on and the ability to adapt are important when undertaking post-harvest activities (S7)</p>
<b>Record keeping (core)</b> S16 87	<p>Describes how they give and receive information accurately, to complete the relevant manual and electronic business records in accordance with legislation (S16, 87)</p>	<p>Explains the consequences of not completing legally required business records accurately (S16)</p>
<b>Product production</b> S17 83, 89	<p>Describes how they have produced valued products to explain how they focused on the customer's needs throughout the process and worked with internal and external people, to achieve positive outcomes (S17, 83, 89)</p>	
84	<p>Describes how they are proactively developing their professional knowledge and skills (84)</p>	
<p><b>Fail: apprentices will fail if they do not demonstrate all the pass descriptors</b></p>		

### Crop option

KSBs	Pass	Distinction
<b>Transport</b> K15	<p>Explains how they decide on the most appropriate method of transport, correctly label resources and</p>	

S14	ensure they are loaded safely and correctly secured for effective and safe transportation (K15)  Describes how they have safely loaded, and unloaded, resources manually and used equipment according to instruction, outlining the relevant paperwork they completed and how they ensured it was accurate (S14)	
K16	Explains the basic principles of sustainable agriculture and Integrated Crop Management (ICM) (K16)	Describes how ICM has been implemented within the farm business and the impact on crop performance (K16)
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		

### Livestock option

KSBs	Pass	Distinction
<b>Livestock anatomy</b> K12 S12	Accurately demonstrates, using professional terminology, a basic knowledge of the male and female reproductive systems, methods of service to aid conception, pregnancy, and parturition, and problems that could occur during the reproductive cycle of the livestock they are working with (K12)  Describes how they have assisted in successfully caring for livestock from service through to weaning, explaining when and how they have identified and reported normal behaviour during the reproductive cycle, signs of heat and problems occurring (S12)	Explains the impact on the business if signs of heat and abnormal behaviours during pregnancy are not identified and reported (S12)
<b>Animal welfare</b> S9.2	Describes how they have assisted safely with giving livestock appropriate treatments to maintain their health and welfare and explains how they monitored the outcomes (S9.2)	
<b>Forage assessment</b> K10 S10	Explains how and when they have correctly identified and monitored the quantity and quality of grass and forage crops for livestock at different stages of production and accurately reported their findings to the appropriate person (S10, K10)	
Fail: apprentices will fail if they do not demonstrate all the pass descriptors		