

DRAFT END-POINT ASSESSMENT PLAN FOR THE JUNIOR ANIMATOR APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST0488	4	None

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Introduction and overview

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

Junior animator apprentices, their employers and training providers should read this document.

A full-time junior animator apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

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

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - presentation with questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by portfolio :

- fail
- pass
- distinction

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

- fail
- pass
- merit

- distinction

EPA summary table

<p>On-programme - typically 18 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship’s standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the professional discussion underpinned by portfolio , the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Presentation with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional discussion underpinned by portfolio :</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass ○ merit ○ distinction
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 3 months • re-take timeframe: typically 4 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3months.

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

EPA gateway

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

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a [portfolio of evidence](#) for the [professional discussion underpinned by portfolio](#)

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- show reels, mood boards, storyboards, script notes, live action references, designs of characters/objects/creatures, thumbnails, designs of sequences
- preparatory or pre-production notes and narratives relating to the development process followed.
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

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

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

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

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

Order of assessment methods

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.

Presentation with questions

Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a selected animation project they have worked on in the 6 months leading to gateway. The selected project must be reviewed and agreed by the EPAO, apprentice and employer at gateway. The selected project must give the apprentice the opportunity to demonstrate the KSBs assigned to this method.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject it assesses knowledge and skills that cannot be directly observed in practice
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role
- it allows for the presentation of evidence and testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. An independent assessor must conduct and assess the presentation with questions.

The presentation must cover:

- An overview of the junior animator role for the selected animation project.
- Determining requirements for the selected animation project
- Interpreting personality and/or traits of character/object/creature
- Animating assets to meet department and production demands
- Working within the animation pipeline
- Use of software
- Conclusions and recommendations

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.....

The apprentice must submit any presentation materials to the EPAO by the end of week 8 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

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

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

The presentation and questions must last 50 minutes. This will typically include a presentation of 20 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

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

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

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

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

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

Assessment location

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

Question and resource development

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

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions

are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

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

The EPAO must produce the following materials to support the presentation with questions:

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

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

Professional discussion underpinned by portfolio

Overview

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

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

Rationale

This will allow some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of KSBs. The method replicates the interview process used in industry of presenting and discussing show reels and animations produced. .

Delivery

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

An independent assessor must conduct and assess the professional discussion.

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 excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

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

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

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

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

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 8 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

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

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

Assessment location

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

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

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

Question and resource development

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

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

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

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

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

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

Grading

Presentation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Determining requirements for animated creations K12 S1 S2	Explains how they determine technical and production parameters through research and analysis of relevant documentation (K12, S1, S2).	N/A
Interpreting personality and/or traits of character/object/creature K1 K15 K17 K23 S17	Explains how they interpret the personality or traits of the character/object/creature to convey the necessary performance within a scene, with reference to the principles of anatomy, physics and animation- (K1, K15, K17, K23, S17).	Analyses the principles of anatomy used in the animation with reference to the personality or traits of the character/object/creature (K17, S17).
Animating assets to meet department and production demands K4 K18 K19 K27 S4 S10 S13 S16 S18	Demonstrates how they created animation to meet creative and production requirements, with reference to shot breakdown and continuity demands, and how they ensured output was correct for the next stage of the process (K4, K19, S4, S18).	Critically evaluates the effectiveness of their animation in meeting the creative and production requirements and ensuring output is correct for the next stage of the process (K4, K19, S4, S18).

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	Demonstrates the use of camera angles, shots and techniques to animate primary and secondary characters/objects/creatures and elements to meet the creative, narrative and technical demands of the production (K18, K27, S10, S13, S16).	
Working within the animation pipeline K11 K20 S6 S9 B1	Explains the importance of adhering to standards and how they work in line with defined workflows within the animation production pipeline (K20, S9, B1). Explains how they monitor the current priorities, constraints and opportunities of the client's budget and production requirements within the production pipeline and their own department (K11, S6).	N/A
Use of software K24 S19	Explains how they select and use the necessary industry standard software to create animation in line with and adapting to various production demands	Critically evaluates the effectiveness of their use of industry standard software to create animation (K24, S19).

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	according to the software's possibilities and constraints (K24, S19).	

Professional discussion underpinned by portfolio

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Preparation K2 K3 K5 K6 S12	<p>Outlines methods and strategies for sourcing inspiration with reference to the evolution of traditional and digital animation methods and techniques (K2, K3, K6).</p> <p>Explains the purpose of breaking down briefs, specifications, scripts, technical and production requirements when contributing ideas to aid the</p>	N/A

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	production. (K5, S12).	
<p>Working collaboratively and the animation pipeline K10 K13 K14 K16 K26 S8 S14 S15 S20 B2</p>	<p>Describes how they work in a professional and ethical manner, both individually and as part of a wider team, on character/object/creature development (K10, K16, S8, B2). Explains how they plan and communicate key ideas and present work in progress to colleagues or clients, with reference to brand, audience, market position and financial processes on animation productions (K13, K14, S14, S15).</p> <p>Describes how they prepared and stored files in line with production requirements for future stages of the animation production pipeline (K26, S20).</p>	<p>Critically evaluates the effectiveness of their work as part of a wider team, on character/object/creature development (K10, K16, S8).</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Refining output K21 K22 K28 S11 S21	<p>Explains how they review output, seek and respond to feedback, and offer suggestions to others, making refinements to their work as requested by clients or supervisors (K21, S11, S21).</p> <p>Outlines the performance guidelines for the character/object/creature they are working on (K22).</p> <p>Outlines the techniques to achieve creative blurring and transforms and how they give the appearance of motion (K28).</p>	<p>Critically evaluates the effectiveness of how they review output, seek and respond to feedback and offer suggestions to others, and the refinements made to their work as requested by clients or supervisors (K21, S11, S21).</p>
Best practice K7 K8 K9 K25 K29 S3 S5 S7 S2 2 B3 B4	<p>Explains how they keep their animation skills up to date, taking responsibility for their own development whilst working with and learning from peers (K8, S3, B3).</p>	<p>Evaluates how they operate within and adhere to relevant legislation, regulations, codes of practice, standards, policies and procedures (K25, S7).</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>Explains how they comply with legislation, regulations, codes of practice, standards and guidelines governing animation and how these affect junior animators (K7, S5). Explains the methods and approaches for identifying and reporting potential health and safety risks and hazards in the working environment (K9). Explains how they adhere to relevant legislation, regulations and organisational policies whilst consistently maintaining commercial confidentiality and professional practice at all times (K25, S7, B4). Explains how they follow sustainable practices that are in line with departmental processes and industry standard recommendations</p>	

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	when working on a production (K29, S22).	

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

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

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. If a learner passes one assessment method but receives a distinction in the other, an overall grade of Merit can be awarded.

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

PRESENTATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY PORTFOLIO	OVERALL GRADING
Pass	Pass	Pass
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-

take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

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

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

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

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA <ul style="list-style-type: none"> • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must:

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

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

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

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 2 years or significant experience of the occupation or sector

Value for money

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

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the assessment method permits this
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 The twelve fundamental principles of animation (including squash and stretch, staging and timing).	Presentation with questions
K2 Methods and strategies for sourcing inspiration, including researching visual, written, empirical and physical references	Professional discussion underpinned by portfolio
K3 Traditional and digital methods and techniques for producing animated sequences, for example hand-drawn, stop-motion or computer-generated animation	Professional discussion underpinned by portfolio
K4 The creative style, overall concept and detail of animation required for the production	Presentation with questions
K5 The purpose of breaking down briefs, specifications, scripts and technical and production requirements.	Professional discussion underpinned by portfolio

KNOWLEDGE	ASSESSMENT METHODS
<p>K6 The evolution of the animation industry from cell animation through to computer generated animation, with reference to genre for example family, adult, experimental or information content.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K7 The legislation, regulations, codes of practice, standards and guidelines governing animation.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K8 Current and future trends in animation and how they affect junior animators.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K9 Methods and approaches for identifying and reporting potential health and safety risks and hazards in the working environment.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K10 Approaches to working individually and as part of a team</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K11 The complete animation production pipeline and how their own department and role interacts with this.</p>	<p>Presentation with questions</p>
<p>K12 Technical and production parameters and client requirements including schedules, timelines, budgets, animation mediums, frame counts, field sizes, aspect ratios and formats.</p>	<p>Presentation with questions</p>
<p>K13 Communication tools and methods for timely and targeted communication including presenting reference material and using storyboards.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K14 The impact of brand, audience, market position and financial processes on animation productions.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>K15 The ways that live action reference can influence the ability to animate characters, objects and creatures.</p>	<p>Presentation with questions</p>
<p>K16</p>	<p>Professional discussion underpinned by portfolio</p>

KNOWLEDGE	ASSESSMENT METHODS
Processes and approaches to character, object and creature development and junior animators' role in that development.	
K17 The principles of anatomy and how these affect movement.	Presentation with questions
K18 The principles of shot composition and framing.	Presentation with questions
K19 The principles of shot breakdown and continuity.	Presentation with questions
K20 The importance of adhering to standards, workflow and pipeline procedures.	Presentation with questions
K21 The importance of evaluating progress and seeking feedback on your work in animation.	Professional discussion underpinned by portfolio
K22 Performance guidelines for the character/object/creature they are working on, for example how they may react or behave in different situations.	Professional discussion underpinned by portfolio
K23 The logic of physics, motion, resistance, weight, balance, texture and form.	Presentation with questions
K24 Methods and strategies for using industry-standard animation software for an animation production according to the applications' possibilities and constraints and requirements of the production.	Presentation with questions
K25 Legal, regulatory and organisational requirements for maintaining data security, maintaining record systems of drawings, file structures for storage, copyright and intellectual property.	Professional discussion underpinned by portfolio
K26 Production requirements and expectations of other team members who will use the animations you create, such as pre roll,	Professional discussion underpinned by portfolio

KNOWLEDGE	ASSESSMENT METHODS
file preparation and storage, intended format and required degree of quality of final image.	
K27 Techniques to simulate perspective and distance.	Presentation with questions
K28 Creative blurring and transforms, techniques to achieve them and how they give the appearance of motion.	Professional discussion underpinned by portfolio
K29 The importance of environmental sustainability and departmental processes for working on a production.	Professional discussion underpinned by portfolio
SKILL	ASSESSMENT METHODS
S1 Analyse documentation to determine requirements, for example briefs, specifications, visual references, scripts, animatics, x-sheets or dope-sheets, character/object/creature -, colour- and model references, soundtracks and technical and production parameters.	Presentation with questions
S2 Undertake research to inform animation.	Presentation with questions
S3 Update own animation skills for example by using new tools, recent software or data.	Professional discussion underpinned by portfolio
S4 Adapt to the requirements of the animation style specified for the production.	Presentation with questions
S5 Comply with the laws, regulations, codes of practice, standards and guidelines governing animation and how they affect junior animators.	Professional discussion underpinned by portfolio
S6 Monitor the current priorities, constraints and opportunities of the client's budget, production requirements and your work as a junior animator.	Presentation with questions

KNOWLEDGE	ASSESSMENT METHODS
<p>S7 Adhere to legislation, regulations and organisational policies such as health and safety, confidentiality and security.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S8 Work both individually and as part of a wider animation team.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S9 Work in line with defined workflows within the animation production pipeline.</p>	<p>Presentation with questions</p>
<p>S10 Move a character/object/creature in whatever style is required to meet the creative, narrative and technical demands of the production.</p>	<p>Presentation with questions</p>
<p>S11 Respond to feedback about the animated material in a positive way, making refinements as requested by clients or supervisors.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S12 Contribute ideas to aid the production.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S13 Use given camera angles or make adjustments to camera animations according to the production demands and schedule.</p>	<p>Presentation with questions</p>
<p>S14 Use tools to plan and communicate key ideas with colleagues or clients, for example pre vis and storyboards.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S15 Present work in progress or completed animations to colleagues or clients.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S16 Animate primary and secondary characters/objects/creatures and elements.</p>	<p>Presentation with questions</p>
<p>S17 Interpret the personality or traits of a character/object/creature and convey the necessary performance within a scene.</p>	<p>Presentation with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S18 Create animation in line with production demands, for example continuity or soundtrack requirements, and ensure the output is correct for the next stage of the process.</p>	<p>Presentation with questions</p>
<p>S19 Adapt to the various techniques, procedures and software required by the animation production, selecting and using the necessary industry standard software packages.</p>	<p>Presentation with questions</p>
<p>S20 Prepare and store files in line with production requirements, to enable the next stage of animation production to run efficiently.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S21 Review output with relevant people and offer suggestions to assist others with the production.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>S22 Follow sustainable practices in line with industry standard recommendations.</p>	<p>Professional discussion underpinned by portfolio</p>
BEHAVIOUR	ASSESSMENT METHODS
<p>B1 Works on own initiative, be proactive and inquisitive; if mistakes are made take personal responsibility to address them.</p>	<p>Presentation with questions</p>
<p>B2 Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>B3 Takes the initiative and responsibility for own learning and development, working with and learning from peers.</p>	<p>Professional discussion underpinned by portfolio</p>
<p>B4 Maintains commercial confidentiality and professional practice at all times, and in all settings.</p>	<p>Professional discussion underpinned by portfolio</p>

Mapping of KSBs to grade themes

Presentation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Determining requirements for animated creations K12 S1 S2</p>	<p>Technical and production parameters and client requirements including schedules, timelines, budgets, animation mediums, frame counts, field sizes, aspect ratios and formats. (K12)</p>	<p>Analyse documentation to determine requirements, for example briefs, specifications, visual references, scripts, animatics, x-sheets or dope-sheets, character/object/creature -, colour- and model references, soundtracks and technical and production parameters. (S1)</p> <p>Undertake research to inform animation. (S2)</p>	<p>None</p>
<p>Interpreting personality and/or traits of character/object/creature K1 K15 K17 K23 S17</p>	<p>The twelve fundamental principles of animation (including squash and stretch, staging and timing). (K1)</p> <p>The ways that live action reference can influence the ability to animate characters, objects and creatures. (K15)</p> <p>The principles of anatomy and how these affect movement. (K17)</p> <p>The logic of physics, motion,</p>	<p>Interpret the personality or traits of a character/object/creature and convey the necessary performance within a scene. (S17)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	resistance, weight, balance, texture and form. (K23)		
<p>Animating assets to meet department and production demands K4 K18 K19 K27 S4 S10 S13 S16 S18</p>	<p>The creative style, overall concept and detail of animation required for the production (K4)</p> <p>The principles of shot composition and framing. (K18)</p> <p>The principles of shot breakdown and continuity. (K19)</p> <p>Techniques to simulate perspective and distance. (K27)</p>	<p>Adapt to the requirements of the animation style specified for the production. (S4)</p> <p>Move a character/object/creature in whatever style is required to meet the creative, narrative and technical demands of the production. (S10)</p> <p>Use given camera angles or make adjustments to camera animations according to the production demands and schedule. (S13)</p> <p>Animate primary and secondary characters/objects/creatures and elements. (S16)</p> <p>Create animation in line with production demands, for example continuity or soundtrack requirements, and ensure the output is correct for the next stage of the process. (S18)</p>	None
<p>Working within the animation pipeline K11 K20 S6 S9 B1</p>	<p>The complete animation production pipeline and how their own department and role interacts with this. (K11)</p> <p>The importance of</p>	<p>Monitor the current priorities, constraints and opportunities of the client's budget, production requirements and your work as a junior animator. (S6)</p> <p>Work in line with defined workflows within the animation production pipeline. (S9)</p>	<p>Works on own initiative, be proactive and inquisitive; if mistakes are made take personal responsibility to address them. (B1)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	adhering to standards, workflow and pipeline procedures. (K20)		
Use of software K24 S19	Methods and strategies for using industry-standard animation software for an animation production according to the applications' possibilities and constraints and requirements of the production. (K24)	Adapt to the various techniques, procedures and software required by the animation production, selecting and using the necessary industry standard software packages. (S19)	None

Professional discussion underpinned by portfolio

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Preparation K2 K3 K5 K6 S12	<p>Methods and strategies for sourcing inspiration, including researching visual, written, empirical and physical references (K2)</p> <p>Traditional and digital methods and techniques for producing animated sequences, for example hand-drawn, stop-motion or computer-generated animation (K3)</p> <p>The purpose of breaking down briefs, specifications, scripts</p>	Contribute ideas to aid the production. (S12)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>and technical and production requirements. (K5)</p> <p>The evolution of the animation industry from cell animation through to computer generated animation, with reference to genre for example family, adult, experimental or information content. (K6)</p>		
<p>Working collaboratively and the animation pipeline K10 K13 K14 K16 K26 S8 S14 S15 S20 B2</p>	<p>Approaches to working individually and as part of a team (K10)</p> <p>Communication tools and methods for timely and targeted communication including presenting reference material and using storyboards. (K13)</p> <p>The impact of brand, audience, market position and financial processes on animation productions. (K14)</p> <p>Processes and approaches to character, object and creature development and junior animators' role in that development. (K16)</p> <p>Production requirements and expectations of other team members who will use the animations you create, such as pre roll, file preparation and storage, intended format and required degree of quality of final image. (K26)</p>	<p>Work both individually and as part of a wider animation team. (S8)</p> <p>Use tools to plan and communicate key ideas with colleagues or clients, for example pre vis and storyboards. (S14)</p> <p>Present work in progress or completed animations to colleagues or clients. (S15)</p> <p>Prepare and store files in line with production requirements, to enable the next stage of animation production to run efficiently. (S20)</p>	<p>Acts in a professional and ethical manner, embracing equality, diversity and inclusion in the workplace. (B2)</p>
<p>Refining output K21 K22 K28 S11 S21</p>	<p>The importance of evaluating progress and seeking feedback on your work in animation. (K21)</p>	<p>Respond to feedback about the animated material in a positive way, making refinements as</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>Performance guidelines for the character/object/creature they are working on, for example how they may react or behave in different situations. (K22)</p> <p>Creative blurring and transforms, techniques to achieve them and how they give the appearance of motion. (K28)</p>	<p>requested by clients or supervisors. (S11)</p> <p>Review output with relevant people and offer suggestions to assist others with the production. (S21)</p>	
<p>Best practice K7 K8 K9 K25 K29 S3 S5 S7 S22 B3 B4</p>	<p>The legislation, regulations, codes of practice, standards and guidelines governing animation. (K7)</p> <p>Current and future trends in animation and how they affect junior animators. (K8)</p> <p>Methods and approaches for identifying and reporting potential health and safety risks and hazards in the working environment. (K9)</p> <p>Legal, regulatory and organisational requirements for maintaining data security, maintaining record systems of drawings, file structures for storage, copyright and intellectual property. (K25)</p> <p>The importance of environmental sustainability and departmental processes for working on a production. (K29)</p>	<p>Update own animation skills for example by using new tools, recent software or data. (S3)</p> <p>Comply with the laws, regulations, codes of practice, standards and guidelines governing animation and how they affect junior animators. (S5)</p> <p>Adhere to legislation, regulations and organisational policies such as health and safety, confidentiality and security. (S7)</p> <p>Follow sustainable practices in line with industry standard recommendations. (S22)</p>	<p>Takes the initiative and responsibility for own learning and development, working with and learning from peers. (B3)</p> <p>Maintains commercial confidentiality and professional practice at all times, and in all settings. (B4)</p>

Supporting information

External quality assurance

Option selected: Ofqual

Involved employers

A&O Studios Ltd, Aardman Animations Ltd, Animation Associates, Blue-Zoo Productions Ltd, Cartoon Network, CBBC, Collingwood & Co., Creative Skillset, Director of British Animation Awards, Framestore, Hit Entertainment, Lupus Films, Mackinnon and Saunders, Passion Pictures, Studio Liddell, Tiger Aspect, Wildseed Studios

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