

End-point assessment plan for Chartered Landscape Professional apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0742	7	No

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Introduction and overview

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

The standard is mapped against the Landscape Institute competencies. Successful completion of the EPA demonstrates that the apprentice satisfies the occupational and professional requirements for Chartered membership of the Landscape Institute and has the knowledge, skills and behaviours to work competently as a Chartered Landscape Professional.

Full time apprentices will typically spend 60 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

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

Apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 8 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Work Based Project including a Project Report and a Presentation with Questioning

- Pass
- Fail

Assessment method 2: Interview underpinned by portfolio

- Pass
- Fail

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

- Pass
- Fail

EPA summary table

On-programme (typically 60 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 <p>The apprentice must submit:</p> <ul style="list-style-type: none"> • A portfolio of evidence <p>For the work based project including a project report and a presentation with questioning, the EPAO must sign off a project proposal to confirm its suitability at the EPA gateway.</p>
End-point assessment (which will typically take 8 months)	<p>Assessment method 1: Work based project including a project report and a presentation with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Pass • Fail <p>Assessment method 2: Interview underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Pass • Fail <p>Performance in the EPA will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> • Pass • Fail
Professional recognition	On completion of the apprenticeship successful apprentices will become Chartered Members of the Landscape Institute (CMLI) and use the title Chartered Landscape Professional.

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 8 months, after the EPA gateway. Any supporting material which underpins an EPA assessment method should be submitted at the gateway.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

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

As a gateway requirement:

- apprentices must achieve English and mathematics at Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.
- the apprentice must have completed a portfolio of evidence

For the work based project including a project report and a presentation with questioning, the EPAO must sign off a project proposal to confirm its suitability at the EPA gateway.

For the interview underpinned by portfolio, the apprentice will be required to submit a portfolio of evidence of work experience at or above the level required in the apprenticeship standard in a format agreed by the EPAO

This should include evidence from projects and development activities that the apprentice has undertaken during the apprenticeship period.

The portfolio should demonstrate how each work project and development activity helps to achieve the knowledge, skills and behaviours (KSBs) assigned to the interview and include individual pieces of evidence to demonstrate competence against one or more KSBs.

The portfolio evidence may include:

- drawings
- plans
- reports
- correspondence

- other naturally occurring evidence

The portfolio evidence may be supported by:

- client feedback
- witness testimonies
- employer/trainer feedback

These lists are not definitive, other evidence sources are permissible but these should not be reflective accounts. The portfolio of evidence must contain at least one piece of evidence mapped clearly to each of the knowledge, skills and behaviours (KSBs) relating to this assessment method. Each piece of evidence may map to more than one KSB. The employer must sign off the portfolio of evidence, thereby authenticating it. The portfolio of evidence itself is not assessed, it is used to inform the questioning for the interview.

Assessment methods

Assessment method 1: Work based project including a project report and a presentation with questioning (This assessment method has 2 components.)

Assessment method 1 component 1: Work based project and report

Overview

The project is compiled after the apprentice has gone through the gateway.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method). The EPAO must sign-off the project's subject, title and scope to confirm its suitability at the Gateway.

The rationale for this assessment method is that:

The occupation of Chartered Landscape Professional involves dealing with landscape projects as part of the day to day role. The use of a project for assessment is, therefore, considered to be the best method of assessment and shows the use of KSBs in practice.

Delivery

Apprentices will conduct a project in the form of a report of typically one substantial but could also be up to three smaller employment-based projects or parts of projects (assignments) undertaken after the gateway. This is to ensure accessibility to apprentices of employers of all sizes. The EPAO must ensure that overall each apprentice undertakes work of comparable complexity. Typically, these will take place over a period of 3 months. The apprentice will conduct their project and submit it to the EPAO after a maximum of 6 months of the EPA start date.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

The project should be in the form of an electronic submission.

The project must be based on real work-based assignments carried out in the employer's workplace as part of the apprentice's day to day activities. The employer must sign off the report, thereby authenticating it. Typical subjects could be:

- a complex landscape design
- a strategic landscape management issue
- a strategic landscape planning issue
- the leadership of a landscape project
- the management of a landscape-based contract

This list is not exhaustive and other subjects can be considered providing they align with the occupation summary and will provide adequate coverage of the mapped KSBs. The EPAO must ensure comparability across different project subjects.

As a minimum all projects must include:

- an introduction
- the scope of the assignment
- the aims and objectives
- a timeline
- a critical analysis of the outcomes
- strategic advice, recommendations and conclusions

The project report has a word count of 5,000. A tolerance of plus or minus 10% is allowed.

Appendices, references, diagrams etc. will not be included in this total.

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

Supporting material

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

- outline of the assessment method's requirements
- marking materials
- examples of projects
- a guidance document for employers and apprentices on selecting an appropriate project and how the assessment will take place including timescales

Assessment method 1 component 2: Presentation of work based project followed by questioning

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the project report and will cover the following:

- a summary of the project report
- a critical analysis and evaluation of the techniques that were used
- a strategic assessment of the project in terms of meeting its objectives

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The assessors must holistically assess the project report, presentation and questioning against the KSBs as set out in this plan, using the grading criteria.

The rationale for this assessment method is:

A key part of the role of the Chartered Landscape Professional is to convey creative ideas relating to landscape and to present such ideas. The use of a presentation is, therefore, considered the best method of assessment and shows the use of KSBs in practice.

Delivery

The presentation followed by questioning will last for 45 minutes typically including a presentation of 15 minutes and questioning for 30 minutes. The independent assessors have the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessors will ask a minimum of 10 questions at the end of the presentation and these will be a combination of questions from the EPAO's question bank and those generated by themselves.

The presentation and questioning will be undertaken by a panel of two independent assessors one of whom will take the role of Chair. The Chair's role will be to manage the session, open and close the session and to ask assessor generated questions. Two assessors are used to minimise the possibility of unconscious bias, improve assessment accuracy and ensure an evidence-based assessment.

Questioning should be used to assess knowledge, skills and behaviours mapped to this method and not evidenced by the presentation. A minimum of 10 questions should be asked using a minimum of 5 questions from the question bank (to be asked by the non-Chair assessor) and a minimum of 5 generated by the Chair. The total number of questions asked should be balanced between the two assessors. The independent assessors must use the assessment tools and procedures that are set by the EPAO to record the interview.

Video conferencing can be used to conduct presentation and questioning, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way. The apprentice may deliver the presentation in a format of their choice and the EPAO must ensure that they have access to the following:

- AV presentation equipment
- flip chart
- computer

The independent assessors must use the assessment tools and procedures that are set by the EPAO to record the presentation and questioning.

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

Independent assessors must be developed and trained by the EPAO in the conduct of questioning and reaching consistent judgement.

Requirements

- apprentices must receive appropriate notice of their presentation and questioning time. They should receive a minimum of 10 working days' notice of the time, date and venue of the assessment.
- video conferencing can be used to conduct the presentation and questioning but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera to allow the assessor to look around the room during the session.
- an audio and video record of the presentation and questioning must be captured.

The independent assessor who acts as Chair must:

- plan the assessment prior to it taking place
- review the project report and presentation prior to the presentation and prepare appropriate questions
- ensure that the location for the assessment is appropriate
- ensure the presentation and questioning takes place in a room free from distractions with no other people present except the other independent assessor and those for QA purposes with prior approval from the EPAO
- ensure any special needs of the apprentice are taken into consideration in-line with the EPAO's Reasonable Adjustments Policy
- ensure that the apprentice understands the assessment process, the possible outcomes and how it is graded
- ensure that the apprentice is at ease
- ensure that the grading criteria and relevant documentation are to hand before commencing
- document the outcomes using the EPAO's standard documentation
- ensure the apprentice is not informed of the outcome of the assessment at this stage
- confirm the specification has been fully covered and the rules have been followed
- arrange for the submission of all assessment evidence to the EPAO if at any point the two independent assessors cannot agree on an assessment decision
- send documentation to the EPAO within the agreed time.

Venue

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

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)
- online video conferencing

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

Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- outline of the assessment method's requirements
- standard documentation for recording of assessment results.
- examples of projects
- marking materials
- a question bank (as set out above)
- a feedback sheet for apprentices who fail this assessment method giving enough detail to allow the employer and the EPAO to decide whether a new project needs to be undertaken

Marking

If at any point the two independent assessors cannot agree on an assessment decision, then all assessment evidence must be submitted to the EPAO for a final decision. This process must adhere to all the parameters defined within the Roles/Responsibilities and IQA section of this assessment plan, particularly with regard to the independence and occupational competence requirements of anybody making assessment judgements. Outcomes from this process will inform future standardisation activity.

Assessment method 2: Interview underpinned by portfolio

Overview

This assessment will take the form of an interview 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 should use their portfolio to support their responses.

The rationale for this assessment method is:

This will allow the assessment of KSBs that will take too long to be observed and is best suited to the KSBs for this method.

Delivery

Two independent assessors will conduct and assess the interview.

The interview must last for 60 minutes. The independent assessor (Chair) has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their answer.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The interview will be undertaken by a panel of two independent assessors one of whom will take the role of Chair. The Chair's role will be to manage the session, open and close the session and to ask assessor generated questions. Two assessors are used to ensure fairness by minimising the possibility of unconscious bias, improve assessment accuracy and ensure an evidence-based assessment. The method is underpinned by the portfolio submitted as a gateway requirement. Questioning should be used to assess KSBs mapped to this method and to explore the apprentice's ability to deal with the mapped KSBs in different circumstances. Apprentices will be expected to refer to examples in their portfolio to support their answers. A minimum of 14 questions should be asked. A minimum of 7 questions will be

from the question bank (by the non-Chair Assessor) and a minimum of 7 questions will be generated by the Chair and will relate to the experience shown in the portfolio. The total number of questions asked should be balanced between the two assessors.

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

The purpose of the interview is to:

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

Requirements

- the EPAO will give the apprentice a minimum of 10 working days' notice of the date, time and venue for the interview.
- the interview should be on the same date and at the same venue as the presentation and questioning.
- the interview must seek to assess the depth of knowledge to determine performance against the grading criteria.
- video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera to allow the assessor to look around the room during the session.
- an audio record of the interview must be captured.
- independent assessors must assess the interview using the grading criteria in this document.

The independent assessor who acts as Chair must:

- plan the assessment prior to it taking place
- ensure that the location for the assessment is appropriate
- ensure the interview takes place in a room free from distractions with no other people present except the second assessor and those for QA purposes with prior approval from the EPAO
- ensure any special needs of the apprentice are taken into consideration in-line with the EPAO's Reasonable Adjustments Policy
- ensure that the apprentice understands the assessment process, the possible outcomes and how it is graded
- ensure that the apprentice is at ease
- ensure that the grading criteria and relevant documentation are to hand before commencing
- document the outcomes using the EPAO's standard documentation
- ensure the apprentice is not informed of the outcome of the assessment at this stage
- confirm the specification has been fully covered and the rules have been followed
- arrange for the submission of all assessment evidence to the EPAO if at any point the two independent assessors cannot agree on an assessment decision
- send documentation to the EPAO within the agreed time.

The independent assessors must use the assessment tools and procedures that are set by the EPAO to record the interview. If at any point the two independent assessors cannot agree on an assessment decision then all assessment evidence must be submitted to the EPAO for a final decision. This process must adhere to all the parameters defined within the Roles/Responsibilities and IQA section of this assessment plan, particularly with regard to the independence and occupational competence requirements of anybody making assessment judgements. The outcomes from this process will inform future standardisation activity.

Venue

The interview should take place in a suitable venue selected by the EPAO (for example, a training provider's premises) and should be in a quiet room, free from distractions and influence.

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must be reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

Independent assessors must be developed and trained by the EPAO in the conduct of interview and reaching consistent judgement.

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

- outline of the assessment method's requirements
- marking materials
- a question bank

Reasonable adjustments

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

Weighting of assessment methods

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

Grading

Assessment method 1: Work based project including a project report and a presentation with questioning

KSBs	Fail	Pass
K7 K9 S3, S6 S7 B3 B4 B5 B6 B7 B8 And either: <u>a) Landscape Design</u> K10, K11, S8 and S9 Or <u>b) Landscape and Parks Management</u> K12, K13, S10 and S11 Or <u>c) Landscape Planning</u> K14, K15, S12 and S13	Does not meet the pass criteria	<p>The apprentice can:</p> <p>Select and apply appropriate processes, methodologies, tools and techniques and agree project briefs and clear aims and objectives (K7 and S3)</p> <p>Describe the methods that are used to avoid and resolve conflict (K7)</p> <p>Lead, manage and deliver landscape projects to time and budget and in compliance with health and safety legislation and regulations, manage risk and evaluate projects (K7 and S3)</p> <p>Explain how the key principles of the landscape specialisms can be applied to the project (K9)</p> <p>Describe the quality interventions that were used in the project to integrate with both the function and identity of a landscape, how other professionals were engaged in so doing and the town and country planning decision making process (K9)</p> <p>Critically analyse, interpret and evaluate information (S6)</p> <p>Evaluate and appraise options, negotiate, make evidence-based decisions and provide professional advice and recommendations (S6)</p> <p>Show leadership, collaborate and engage with other professionals, show strategic thinking, persuade, motivate, influence and negotiate to reach agreement and resolve conflicts (S7)</p> <p>Communicate clearly in writing and verbally and work independently and as part of a team (S7)</p> <p>Adopt a professional attitude applying professional and ethical values (B3)</p>

		<p>Show reliability, integrity and respect for confidentiality (B4)</p> <p>Demonstrate a passion for landscape, the environment and creating great places for people (B5)</p> <p>Pay attention to detail in all aspects of their work (B6)</p> <p>Be versatile (B7)</p> <p>Show creative vision (B8)</p> <p>And either:</p> <p>a) <u>Landscape Design</u></p> <p>Create designs that benefit society, place and nature, promote health and wellbeing, sensory design, biodiversity and inclusive access. Explain the design of hydroponic systems. (K10 and S8)</p> <p>Describe how to select materials and plant types for a specific scheme accounting for environmental requirements and the interaction between landscape design and the built environment (K10)</p> <p>Lead the preparation of creative and innovative designs that respond to site and user requirements, legal requirements and meet an agreed brief (S8)</p> <p>Lead, organise and manage tender processes and contractual arrangements (S9)</p> <p>Administer landscape contracts and manage insurances, contract instructions, variations, practical completion and defects (K11 and S9)</p> <p>b) <u>Landscape and Parks Management</u></p> <p>Explain how to meet the needs of owners, managers and users, promote and foster landscape ecology, habitats and horticulture and protect, maintain and manage landscapes/parks/heritage assets to best practice standards (K12 and S10)</p> <p>Lead and manage the agreement, administration and implementation of contracts and undertake business planning, management, fundraising and contract management to meet strategic objectives (K12 and S10)</p> <p>Manage landscapes to meet legal requirements and promote health and safety and ensure that landscapes and places are accessible and inclusive (K13 and S11)</p>
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		<p>Identify the requirements for management plans and strategies relating to landscapes and/or parks and explain how these are implemented (K13)</p> <p>Provide leadership and take responsibility in caring for land in ways that ensure landscapes can fulfil needs and aspirations in an effective and sustainable manner, respond to the needs of people, place and nature, can be effectively and cost effectively managed and maintained over time and create a positive user experience and maximise the local benefits that people can bring (S10 and S11)</p> <p>Lead, organize and manage the work of others including staff and volunteers and develop and manage relationships with stakeholders (K13 and S11)</p> <p>c) <u>Landscape planning</u></p> <p>Explain relevant planning legislation and policy and master planning (K14)</p> <p>Describe how landscape ecology and habitats are accounted for (K14)</p> <p>Lead on the contribution to or use of the findings of formal landscape assessment (K15 and S13)</p> <p>Provide integrated solutions for area-based schemes (K14 and S12)</p> <p>Critically analyse and assess environmental, economic and social opportunities and constraints and account for these when addressing a landscape's potential and capacity to accommodate change (S12)</p> <p>Lead on the preparation and/or determination of an application for planning consent (S12)</p>
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Assessment method 2: Interview underpinned by portfolio

KSBs	Fail	Pass
K1 K2 K3 K4 K5 K6 K8 S1 S2 S4 S5 B1 B2	Does not meet the pass criteria	<p>The apprentice can:</p> <p>Critically analyse, assess and evaluate landscapes, places and sites including the significance, physical and social context, character and defining qualities (K1, K3 and S1)</p> <p>Explain how to survey landscapes, places and sites, how to undertake landscape and visual assessment and analysis and how to analyse the distinctive, characteristic and functional qualities of landscape, places and sites (K1 and K3)</p> <p>Proactively promote health and wellbeing, biodiversity and sustainability (S1)</p> <p>Describe relevant planning, landscape and environmental related legislation, requirements, policies and procedures. (K2)</p> <p>Use appropriate advanced technology (K4 and S4)</p> <p>Hold, use and share information and data adopting appropriate security measures and ensuring compliance with legal and ethical requirements and standards and organizational data management procedures (K4 and S4)</p> <p>Describe how to meet the legal liabilities, duties and obligations on businesses and individuals including health and safety and management of risk (K5)</p> <p>Explain the principles of managing a landscape practice or organisation including economic and financial management (K5)</p> <p>Explain how to embed sustainability (social, economic and environmental) into landscape projects and provide input to assess the environmental impact of projects and build resilience (K6)</p> <p>Explain how they adapt and mitigate the consequences of climate change in landscape projects (K6)</p> <p>Maintain and develop their own professional competence and that of others (B2)</p> <p>Proactively promote equality and diversity and meet related legislative requirements (K8)</p>

		Apply the required standards of conduct, practice and ethics for Chartered Members of the Landscape Institute (K8 and B1)
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Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. Apprentices must gain a pass in all methods to pass the apprenticeship. There are no further grades.

Re-sits and re-takes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will only be required to re-sit or re-take the failed assessment method. If the apprentice fails the work based project including a project report and a presentation with questioning they will be required to amend the report and presentation in line with the independent assessor's feedback. If the apprentice fails the interview underpinned by portfolio, they will need to submit an updated portfolio covering any additional period of work experience since the failed assessment.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass.

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA • should not be involved in the delivery of the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan

	<ul style="list-style-type: none"> • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • plays no part in the EPA itself

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of either landscape design or landscape management or parks management or landscape planning
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last two years or significant experience of the occupation/sector.
- appoint independent assessors who are members of relevant professional bodies.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Value for money

Value for money of the EPA will be aided by the potential use of video conferencing where possible to reduce venue costs and travel expenses for assessors. The project presentation and questioning will also typically take place on the same day as the professional discussion to save venue, travel and assessor costs.

Professional body recognition

On completion of the apprenticeship successful apprentices will become Chartered Members of the Landscape Institute (CMLI) and use the title Chartered Landscape Professional.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Work based project including a project report and a presentation with questioning

Knowledge
All options
K7 Leadership and project management: Appropriate processes, methodologies, tools and techniques to lead and to manage projects effectively to time and budget and evaluate effectiveness. Methods of conflict avoidance and resolution.
K9 Landscape specialisms: The key principles of landscape design, landscape management, park management and planning. Quality interventions that integrate with both the function and identity of a landscape putting land, water, drainage, energy, community, economic, infrastructure and other such resources to the best possible use. Engaging with other professionals. Town and country planning decision making.
And either:
a) Landscape Design (K10 and K11)
K10 Landscape design: How to create landscape and concept designs that benefit society, place and nature. The importance of promoting health and wellbeing, sensory design, biodiversity and inclusive access. Types of materials to suit the intended use. Plant types and environmental requirements such as climate conditions, microclimates, soil, sun, moisture and wind. The design of hydroponic systems. The interaction between landscape design and the built environment.
K11 Contract administration: Tender processes and contractual arrangements for work with contractors. Effective and fair administration of contracts, insurances, contract instructions, variations, practical completion and defects.
Or:
b) Landscape and Parks Management (K12 and K13)
K12 Landscape and parks management: The ways by which landscapes can meet the needs of owners, managers and users. Maintenance, management and administration of contracts. Landscape ecology, habitats and horticulture. The protection, maintenance and management of landscapes/parks and of heritage asset to best practice standards. Business planning and fundraising.
K13 People and places: How to manage the demands of people and places and ensure landscapes are places that are accessible and inclusive, being able to be used easily, safely and with dignity by all avoiding unnecessary effort, separation or segregation. User/visitor management plans. Landscape/parks management plans and strategies. How to lead and manage others, including the recruitment, selection and appraisal of staff and volunteers. Legislation and legal requirements relating to health and safety and accessibility.
Or:
c) Landscape Planning (K14 and K15)

K14 Landscape planning: Detailed planning legislation and policy. Landscape ecology and habitats. Master planning.

K15 Landscape assessment: Formal methods of landscape assessment such as (but not limited to) Landscape and Visual Impact Assessments and Landscape Sensitivity Assessments.

Skills

All options

S3 Lead, manage and deliver landscape projects: Agree project briefs and agree clear aims and objectives. Lead, manage and deliver landscape projects to time and budget. Manage risk and evaluate projects. Ensure compliance with health and safety legislation and regulations.

S6 Critical analysis and decision making: Critically analyse, interpret and evaluate information, appraise options, negotiate, make clear, evidenced based decisions and provide professional advice and recommendations.

S7 Leadership and communication: Show leadership to others. Collaborate and engage constructively with other professionals. Think strategically and influence others and negotiate to reach agreement and resolve conflicts. Communicate clearly in writing and verbally including report writing and presentations. Use interpersonal skills, communication and assertiveness to persuade, motivate and influence. Work independently and as part of a team.

And either:

a) Landscape Design (S8 and S9)

S8 Landscape design: Lead the preparation of creative and innovative designs responding to site and end user requirements, physical, social and legislative contexts and to an agreed brief. Promote factors such as health and wellbeing, biodiversity and inclusive access.

S9 Contract administration: Lead, organise and manage tender processes and contractual arrangements for work. Effectively and fairly administer landscape contracts. Manage insurances, contract instructions, variations, practical completion and defects.

Or:

b) Landscape and Parks Management

S10 Landscape and parks management: Provide leadership in caring for land in ways that ensure landscapes can fulfil needs and aspirations in an effective and sustainable manner for present and future communities of users. Ensure landscapes can be effectively and cost effectively managed and maintained over time. Promote and foster landscape ecology and habitats. Undertake business planning, management and fundraising to meet strategic objectives. Lead and manage the agreement and implementation of contracts.

S11 People and places: Take responsibility for responding to the needs of people, place and nature. Create a positive user experience and maximise the local benefits that people can bring to the environment, economy and community. Ensure that landscapes and places are accessible, being able to be used easily, safely and with dignity by all avoiding unnecessary effort, segregation or separation. Develop and manage relationships with friends groups, the public, local communities, volunteers and staff. Lead, organise and manage the work of others.

Or:
c) Landscape Planning
S12 Landscape planning: Critically analyse, assess and seek to resolve environmental, economic and social opportunities and constraints and account for these when addressing a landscape's potential and capacity to accommodate change. Lead on the preparation and/or determining of applications for planning consents. Provide integrated solutions for area based schemes including masterplanning.
S13 Landscape assessment: Lead on the contribution to or use of the findings of formal landscape assessments such as (but not limited to) Landscape and Visual Impact Assessments and Landscape Sensitivity Assessments.

Behaviours
B3 A professional attitude.
B4 Reliability, integrity and respect for confidentiality on work related and personal matters, including appropriate use of social media and information systems
B5 A passion for landscape, the environment and creating great places for people
B6 Attention to detail
B7 Versatility
B8 Creative vision

Assessment method 2: Interview underpinned by portfolio

Knowledge
K1 Landscape assessment and analysis: How to survey, assess and evaluate landscapes, places and sites. Landscape and visual assessment and analysis.
K2 Planning, landscape and environmental related legislation: Planning, landscape and environmental related legislation, requirements, policies and procedures. Including the statutory process for making planning applications, Environmental Impact Assessment legislation, Building Regulations (Parts M and K), statutory and non-statutory designations associated with landscape, trees and woodlands, ecology, heritage and wildlife
K3 Landscape context: How to analyse, assess and evaluate the distinctive, characteristic and functional qualities of landscape, places and sites including cultural context, history, character and place.
K4 Technology and data: Advanced technology including but not limited to, CAD, BIM, GIS, relevant graphic software, 3D modelling and visualisations. Legal requirements regarding data management, ethical standards and organizational data management procedures.

K5 Business management: Management of a landscape practice or organisation including legal liabilities, duties and obligations on businesses and individuals. Health and Safety liabilities, duties and obligations including CDM and management of risk. Economic and financial management.
K6 Environment and sustainability: How to embed the principles of social, economic and environmental sustainability and provide input to assess the environmental impact of projects and build resilience. How to adapt and mitigate the consequences of climate change.
K8 Professional ethics and ethical framework: The characteristics of a landscape professional, the importance of upholding the highest standards of ethical behaviour and commitment to maintaining and developing professional competence. Equality and diversity including relevant legislation. The required standards of practice and ethics for Chartered Members of the Landscape Institute and the core ethical principles.

Skills
S1 Landscape and/or site analysis and research: Critically analyse, assess and evaluate the significance, context, character and defining qualities of landscape or sites. Promote health and wellbeing, biodiversity and sustainability. Evaluate and account for the physical and social context of landscapes.
S2 Convey creative ideas relating to landscape: Communicate and present creative and innovative ideas relating to landscape through appropriate media. Typically this could include graphic designs, sketches, reports, visualisations, concept/master/detailed plans, presentations and photography
S4 Use technology: Use appropriate advanced technology including, but not limited to, CAD, 3D modelling, GIS, relevant graphic software. Hold use and share information and data adopting appropriate security measures and ensuring compliance with legal and ethical requirements and standards.
S5 Stakeholder engagement and leadership: Engage with, lead and manage a wide range of stakeholders including the public and local communities. Communicate, negotiate, advocate and mediate effectively and respond appropriately to resolve conflict. Take responsibility for engaging people in landscapes and promoting access for all.

Behaviours
B1 The Landscape Institute standards of conduct and practice.
B2 Commitment to own continuing professional development and reflective practice and that of others