

End-point assessment plan for Hygiene Specialist apprenticeship standard

| Apprenticeship standard reference number | Apprenticeship standard level | Integrated end-point assessment |
|--|-------------------------------|---------------------------------|
| ST0873 | 4 | n/a |

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Hygiene Specialist 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 Hygiene Specialist apprentices, their employers and training providers.

Full time apprentices will typically spend 24 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.

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

The EPA must be completed within an EPA period lasting typically 5 months, after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Knowledge Test

- Fail
- Pass

Assessment method 2: Project with Presentation and Questioning

- Fail
- Pass

Assessment method 3: Professional Discussion underpinned by portfolio

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

| | |
|---|--|
| On-programme (typically 24 months) | Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence. |
| 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 • Apprentices must submit a portfolio of evidence. The portfolio will not be directly assessed but will underpin the professional discussion conducted as Assessment Method 3. • Submission of a project outline for the project with presentation and questioning |
| End-point assessment (which will typically take 5 months) | Assessment method 1: Knowledge Test With the following grades: <ul style="list-style-type: none"> • Fail • Pass Assessment method 2: Project with Presentation and Questioning With the following grades: <ul style="list-style-type: none"> • Fail • Pass Assessment method 3: Professional Discussion underpinned by portfolio With the following grades: <ul style="list-style-type: none"> • Fail • Pass • Distinction |

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 5 month(s), after the EPA 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.

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

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

- Achieved English and mathematics at level 2, as a minimum. For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.

For Knowledge Test:

- no specific requirements

For Project with Presentation and Questioning:

- for the project the apprentice will be required to submit a project outline at the gateway point. This project will be required to meet a business need of the employer and the EPAO will confirm it meets the requirements of the KSBs. The project outline will contain the following information:
 - the project title
 - scope
 - key activities/milestones
 - expected outputs/measures of success

For Professional Discussion underpinned by portfolio, the apprentice will be required to submit:

- a portfolio of evidence of evidence compiled during the on-programme period of the apprenticeships with the following requirements;
- It must contain sufficient evidence to demonstrate the KSBs that will be assessed by the professional discussion underpinned by portfolio
- It should contain typically no more than 10 discrete pieces 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 recommended
- Evidence sources may include (but is not a definitive list):
 - workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records
 - annotated specifications, for example drawings, work instructions
 - annotated photographs

- video clips (maximum duration in total typically 10-minutes)
- it should not include any methods of reflection or self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this.

The portfolio of evidence must be submitted to the EPAO at the gateway. It will not be directly assessed but will underpin the professional discussion conducted as Assessment Method 3. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Assessment methods

Assessment method 1: Knowledge Test (This assessment method has 1 component.)

Overview

The rationale for this assessment method is:

The occupation requires the ability to recall from memory the underpinning knowledge in relation to health and safety, legislation and procedures. The test will cover the required knowledge statements listed on page 21.

Test Format

The test can be:

- paper based
- computer based

It will consist of 50 multiple choice questions. All questions will consist of a stem question, 1 correct answer and 3 distractors.

Test administration

Apprentices must have 75 minutes to complete the test.

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

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

The EPAO must verify the suitability of the venue for taking the test.

Marking

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

Any incorrect or missing answers must be assigned 0 marks. Correct answers are assigned 1 mark.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

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

Assessment method 2: Project with Presentation and Questioning

(This assessment method has 2 components.)

Assessment method 2 component 1: Project

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 outline 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 should sign-off the project title to confirm its suitability, normally within 2 weeks.

The rationale for this assessment method is:

The occupation of Hygiene Specialist involves dealing with investigation projects as part of the day to day role. The use of a project for assessment is, therefore, considered an appropriate assessment method as it reflects the occupation and shows the use of KSBs in practice.

Delivery

Apprentices will conduct a project in the form of a report.

The project is compiled after the apprentice has gone through the gateway process. The apprentice will conduct their project and submit it to the EPAO after 12 weeks 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 a paper based or electronic report.

The project may be based on any of the following:

- Process Improvement;
- Efficiency Improvement;
- Cost reduction;
- New Products; New Processes;
- Waste reduction.

As a minimum all projects must include:

- an introduction
- the scope of the project (including key performance indicators)
- how the outcomes were achieved
- a project plan
- research and findings
- project outcomes
- recommendations and conclusions

The project report has a word limit of 4,500.

A tolerance of plus or minus 10% is allowed (at the discretion of the apprentice).

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.

Marking

The independent assessor will review and mark the project, presentation and questions holistically, in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

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

Assessment method 2 component 2: Presentation and 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 content of the project and will cover:

- a summary of the project report;
- explanation of how and why specific techniques and criteria have been selected;
- improvements moving forward;
- recommendations;
- critical evaluation of the project.

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 apprentice will have 10 working days to prepare, complete and submit the presentation, following the submission of the project.

Delivery

The presentation will last for 40 minutes typically including a presentation of 10 minutes and questioning for 30 minutes. The independent assessor has the discretion to increase the time by up to 10%. The discretionary additional 10% time can be allocated in any proportion across the presentation and questioning.

Questioning should be used to assess knowledge, skills and behaviours mapped to this method and not covered by the presentation. A minimum of 6 questions must be asked.

The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to confirm their understanding of the presentation and how it demonstrates the relevant KSBs. They may ask follow-up questions where clarification is required. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

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
- Powerpoint
- Flip chart
- Computer

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including 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, how to design their own questions and reaching consistent judgement by their EPAO.

The independent assessor will make all grading decisions following a holistic assessment of the project, presentation and questions.

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)

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
- A feedback sheet for apprentices who fail this assessment method giving enough detail to allow the apprentice to understand the rework required.

Assessment method 3: Professional Discussion underpinned by portfolio (This assessment method has 1 component.)

Overview

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 rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis;
- the professional discussion is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge;
- allows for testing of responses where there are a number of potential answers that couldn't be tested through the multiple-choice test

Delivery

The independent assessors will conduct and assess the professional discussion.

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

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method

The professional discussion will be undertaken by an independent assessor. 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 KSBs in different circumstances. Apprentices will be expected to refer to examples in their portfolio to support their answers. A minimum of 15 questions must be asked.

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

The purpose of the professional discussion 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.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

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

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

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

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 reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including 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 professional discussion, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

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

- a question bank
- assessment recording documentation

- guidance for apprentices and employers

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: Knowledge Test

| KSBs | Fail | Pass |
|--|------------|-------------|
| K1 K3 K4 K6 K9 K12 K13 K15 K16 K17 K18 K20 | 0-39 marks | 40-50 marks |

Assessment method 2: Project with Presentation and Questioning

| KSBs | Fail | Pass: must achieve all of the following statements |
|--|---------------------------------|---|
| K2 K5 K8 K10 K21 S1 S2 S4 S6 S8 S10 S13 S14, S16 B5 | Does not meet the pass criteria | <p>Plan</p> <p>Considers all relevant factors affecting the hygiene methodology and plans accordingly to produce a solution which delivers the process improvement or project outcome. (K2, K5, K8, S6)</p> <p>Identifies potential hazards and makes recommendations to mitigate the risk. (S4)</p> <p>Do</p> <p>Leads a continuous improvement project and utilises appropriate project and budget management tools to assess the viability of the project objectives. (K21, S13, S14)</p> <p>Selects and applies the most appropriate, safe and effective hygiene and sampling methodology which complies with all relevant legislation, permits and codes of practice. (S1, S2, S10)</p> <p>Communicates effectively, adapting style of writing and presentation to suit the audience and situation, providing recommendations which can influence and persuade key stakeholders. (B5)</p> <p>Review</p> <p>Manages hygiene suppliers/contractors and collates relevant data against set criteria such as financial and service level performance, compares to historical data, analyses and evaluates it and presents and reports in order to make informed decisions. (K10, S8, S16)</p> |

Assessment method 3: Professional Discussion underpinned by portfolio

| KSBs | Fail | Pass : must achieve all of the following statements | Distinction : must achieve all of the pass statements and six of the following seven statements |
|--|---------------------------------|---|--|
| K7 K11 K14 K19 S3 S5 S7 S9 S11 S12 S15 S17 S18 B1 B2 B3 B4 B6 B7 B8 | Does not meet the pass criteria | <p>Plan</p> <p>Explains how they managed change by working part of a cross functional team to plan and deliver the design of new premises and equipment which improved business performance and proactively planned the implementation of the change within their own area to achieve the desired results whilst overcoming all obstacles. (S3, B1, B2, B3, B6)</p> <p>Explain with examples how they have selected, led, managed and coached within a successful team and give examples of where individuals have developed within current roles. (K11)</p> <p>Do</p> <p>Demonstrates how they analysed data contained within management information systems to identify hygiene trends and used this data to influence decision makers to develop new ways of working to drive change forward and deliver improved business performance. (K19, B7)</p> <p>Describes how they have contributed to the creation, maintenance and monitoring of a company wide hygiene management system and describes the key features of it,</p> | Evaluates the benefit of the new design and modification in terms of the customer and the organisation. (S3) |

| | | | |
|--|--|---|--|
| | | <p>how they maintain and monitor it and how they act as an ambassador for it both internally and externally. (K7, S5, S11, B8)</p> <p>Describes the management of an integrated pest management system and explains the key features of it. (S7)</p> <p>Explains occasions of when they dealt with incidents and accidents and describes the recommendations provided to prevent reoccurrence. (K14, S12)</p> <p>Contributes to the establishment of an audit schedule and explains the key steps taken in its implementation. Explains how internal and external audits are conducted and how they have sought feedback from an auditor and acted upon it to improve business performance and establish best practice. (S15)</p> <p>Describes the management of waste streams and explains how they have identified ways to reduce waste. (S17)</p> <p>Explains how they have agreed and managed hygiene budgets and monitor forecasts vs costs within their area of responsibility. (S18)</p> <p>Explains occasions when they have led by example, acted with integrity and built trust with others. (B4)</p> | <p>Explains how they have delivered financial benefits by improving the hygiene management skills of the organisation. (S18)</p> <p>Describes how they have provided a tangible benefit to the organisation as a result of their leadership or coaching. (S9)</p> <p>Explains how they have pre-empted a potential incident or accident and took proactive action for prevention. (S12)</p> <p>Explains how they have followed up on functional non-conformances within the operational area and inspires and encourages others to implement change to prevent reoccurrence. (S15, B2)</p> <p>Describes the tangible longer-term benefits of waste reduction to the organisation and environment and how this impacts on brand reputation and reduction of costs. (S17)</p> <p>Justifies a budget decision taken and the impact on the organisation. (S18)</p> |
|--|--|---|--|

Overall EPA grading

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

Apprentices must gain a pass in all assessment methods to gain a pass overall. Apprentices must gain a distinction in the professional discussion to gain a distinction overall.

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

| Assessment method 1 Knowledge Test | Assessment method 2 Project and Presentation with Questioning | Assessment method 3 Professional Discussion underpinned by Portfolio | Overall grading |
|---------------------------------------|--|--|-----------------|
| Fail | Any grade | Any grade | Fail |
| Any grade | Fail | Any grade | Fail |
| Any grade | Any grade | Fail | Fail |
| Pass | Pass | Pass | Pass |
| Pass | Pass | Distinction | Distinction |

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. 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 be required to re-sit or re-take any failed assessment methods only.

The timescale for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period of each other otherwise the entire EPA will need to be resat/retaken. Should the project be failed, the apprentice is required to re-work the original project within 2 months.

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

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

Roles and responsibilities

| Role | Responsibility |
|------------|---|
| Apprentice | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the occupational standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA |
| Employer | <p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability • determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO • 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 • appoint administrators/invigilators and markers to administer/invigate and mark the EPA • 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 |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> • 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 EPA 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 occupational standard and end-point assessment plan • 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 |
| Marker | <p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in |

| | |
|-------------|--|
| | <p>all instances including when the EPAO is the training provider (i.e. HEI)</p> <ul style="list-style-type: none"> mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures |
| Invigilator | <p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> attend induction training as directed by the EPAO have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures |

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas:
 - experienced in hygiene operations of which 2 years has been in a functional management role in the sector in which the apprentice is operating.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector.
- 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 for this standard.

Affordability

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

- online assessment
- using an employer's premises

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge Test

| Knowledge |
|---|
| K1 Relevant national and international industry legislation and codes of practice, including Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH), employment, product, chemical and environmental legislation |
| K3 Chemical hygiene practices: the science of chemicals and the impact of the selection of chemicals |
| K4 Alternative hygiene practices e.g. the use of ozone, steam, carbon dioxide |
| K6 Hazard control associated with the hygiene process, e.g. allergens, microbiological, chemical, physical and speciation |
| K9 Pest control – knowledge of types of pests, controls, prevention and pest control documentation |
| K12 Types and application of environmental sampling e.g. adenosine triphosphate (ATP), swabs, air sampling |
| K13 Validation, verification and monitoring techniques of hygiene processes |
| K15 Effluent treatment, drainage and discharge – volume, concentration, chemical composition |
| K16 The principles of project management |
| K17 The principles and tools of continuous improvement, including LEAN, 8 Wastes, Kaizen, 5S, Six Sigma, root cause analysis |
| K18 The principles of auditing practice |
| K20 How to sustainably manage and reduce waste |

Assessment method 2: Project with Presentation and Questioning

| Knowledge |
|---|
| K2 Hygiene methodology considering materials of construction (premises and equipment), types of contamination, environment and water chemistry |
| K5 Hygienic design principles of premises and equipment |
| K8 How to plan and organise resources, e.g. people, timescales, equipment, materials, costs |
| K10 Contract management – management of costs, overview of contracts, specifications, service level agreements |
| K21 Budget management tools and techniques |

| Skills | |
|------------|--|
| S1 | Comply with relevant industry legislation, permits, codes of practice and safe working practices |
| S2 | Select and apply the most appropriate and effective hygiene methodology |
| S4 | Contribute to the identification and implementation of controls to minimise the risk of hazards |
| S6 | Plan, organise, prioritise time and resources effectively to maintain organisational hygiene standards |
| S8 | Review and manage contracts, costs, specifications, service level agreements and appropriate supplier controls; assess supplier, contractor and vendor performance |
| S10 | Select and carry out the most appropriate sampling methodology |
| S13 | Use project management tools to deliver projects to time, cost, specification and quality |
| S14 | Contribute and lead hygiene continuous improvement activities. |
| S16 | Analyse and evaluate information and data to make informed decisions and present solutions; create and formulate spreadsheets and graphs, electronic filing systems, presentations, reports; utilising electronic communications |

| Behaviours | |
|------------|--|
| B5 | Communicates effectively: Adapts style to suit audience and situation, influences and persuades key stakeholders |

Assessment method 3: Professional Discussion

| Knowledge | |
|------------|---|
| K7 | Design of effective hygiene management systems, including method statements, risk assessments, safe systems of work |
| K11 | People management – selecting, leading, managing, coaching, developing |
| K14 | How to deal appropriately with incidents and accidents including disaster recovery and critical incidents |
| K19 | Management information systems, the systems utilised by the organisation – how to analyse data and identify trends |

| Skills | |
|-----------|--|
| S3 | Contribute to the design of new, and the modification of, existing premises and equipment |
| S5 | Create and maintain a hygiene management system including hygiene related documentation, method statements, risk assessments, safe systems of work |
| S7 | Manage an integrated pest management system |

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| S9 Lead, manage and develop individuals and cross-functional teams |
| S11 Implement validation, verification and monitoring activities to evaluate the effectiveness of organisational hygiene standards |
| S12 Deal appropriately with incidents and accidents and suggest recommendations to prevent reoccurrence |
| S15 Establish and implement the audit schedule in relation to hygiene activities to ensure compliance with legal, industry and customer standards; conduct internal and external audits across functions |
| S17 Manage the waste streams and identify methods of waste reduction |
| S18 Agree and manage hygiene budgets; monitor forecasts versus actual costs |

| Behaviours |
|---|
| B1 Positive attitude: Accepts responsibility, is proactive and plans work, tenacious in approach, committed to equality and diversity, and demonstrates a safety mind-set |
| B2 Drive for results: Proactively seeks and acts on feedback. Continuous drive for change and encourages others to deliver results across functional areas capturing and standardising best practice |
| B3 Team-working: Awareness of own and others' working styles and collaborates with others to achieve results |
| B4 Inspirational: Leads by example, acts with integrity, builds trust and demonstrates respect for others |
| B6 Managing Change: Resilient and adaptable when dealing with challenge and change, maintaining focus and self-control, flexible to changing work environment and demands |
| B7 Innovation: Challenges the status quo to foster new ways of thinking and working and resolve problems; seeks out opportunities to drive forward change and improvements for the business |
| B8 Company/industry perspective: Knowledge of company and industry, acts as an ambassador both internally and externally |