

# End-point assessment plan for the Landscape Technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0741	3	n/a

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# Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Landscape Technician 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 Landscape Technician 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.

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

- Distinction
- Pass
- Fail

## Assessment method 2:

Professional Discussion underpinned by portfolio

- Pass
- Fail

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

- Distinction
- Pass
- Fail

## EPA summary table

<b>On-programme</b> (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
<b>End-point assessment gateway</b>	<p>Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>English and mathematics Level 2</p> <p>Apprentices must complete a portfolio of evidence</p> <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 Gateway.</p>
<b>End-point assessment</b> (which will typically take 8 months)	<p>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"> <li>• Distinction</li> <li>• Pass</li> <li>• Fail</li> </ul> <p>Assessment method 2: Professional Discussion underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Fail</li> </ul>
<b>Professional recognition</b>	Aligns with recognition by the Landscape Institute / Technician

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically 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 may 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.

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 Gateway.

For the Professional Discussion underpinned by portfolio, the apprentice will be required to submit a portfolio of evidence. This should include evidence from projects, training and development activities that the apprentice has undertaken during the apprenticeship period.

The portfolio should demonstrate how each work project and training activity helps to achieve the Knowledge, Skills and Behaviours (KSBs) assigned to the professional discussion and include individual pieces of evidence to demonstrate competence against one or more KSBs.

Evidence may include:

- drawings
- plans
- reports
- correspondence
- other naturally occurring evidence

Evidence may be supported by:

- client feedback
- witness testimonies
- employer/trainer feedback
- training records
- training course completion

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 professional discussion.

# Assessment methods

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

This method has two components

### Component 1: Work Based Project and Report

#### Overview

The project is compiled after the apprentice has gone through the Gateway process.

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 should be agreed between the employer and the EPAO. Typically projects will be of one employment project but where it is not possible for one large project to cover the relevant KSBs up to three smaller projects may be used. The employer will ensure that the project has real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The EPAO must sign off a project proposal to confirm its suitability at the Gateway. The project proposal should include:

- Project title
- 300 word synopsis of the project including details of the apprentice's role and relevance to the KSB's.
- The timeline for the project
- The date of the proposed submission

The rationale for this assessment method is that:

The occupation of Landscape Technician 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 employment based project undertaken after the gateway. Typically these will take place over a period of 3 months. The apprentice will prepare their project report 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 assignments and prepare the project report.

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

The project report 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 landscape design

- A landscape management issue
- A landscape planning issue
- The preparation of drawings and specifications
- The implementation or aftercare of a landscape project

As a minimum all project reports must include:

- an introduction
- the scope of the assignment(s) and the required outcomes
- research and findings
- assignment outcomes
- recommendations and conclusions

The final project report has a word limit of 2,500. A tolerance of plus or minus 10% is allowed.

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

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

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

### **Required supporting material**

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

- Outline of the assessment method's requirements
- Marking materials
- A guidance document for employers and apprentices on selecting an appropriate project and how the assessment will take place including timescales

## **Component 2: Presentation of Work Based Project followed by Questioning**

### **Overview**

Apprentices will prepare and deliver a presentation and will respond to questions that will cover the KSBs assigned to this method of assessment.

The presentation will be based on the project report. It will be submitted with the project report and will cover the following:

- A summary of the project report
- An explanation of how and why the techniques used were selected
- How the outcomes were achieved

The presentation can be conducted 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 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 presentation.

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

## Delivery

The presentation followed by questioning will last for 25 minutes typically including a presentation of 10 minutes and questioning for 15 minutes. The independent assessors have the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessors will combine 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 in accordance with good diversity and inclusion practice. This ensures fairness by minimising the possibility of unconscious bias, improving assessment accuracy and ensuring an evidence based assessment. This approach is supported by CIPD research and best practice guidance for interviewing.

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 should be asked using a minimum of 3 questions from the question bank (to be asked by the non Chair assessor) and a minimum of 3 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 assessment. This should be a minimum of 10 working days notice of the time, date and venue.
- 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 put 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 for the final decision if at any point the two independent assessors cannot agree on an assessment decision
- send documentation to the EPAO within the agreed timescales

## Venue

The EPAO 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 (e.g. a training provider)

The venue should be a quiet room, free from distraction and external influence. The EPAO is responsible for ensuring that the venue can facilitate the EPA.

## 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 anyone making assessment judgements. Outcomes from this process will inform future standardisation activity.

## Support material

The EPAO will produce the following material to support this assessment method:

- 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

## Assessment method 2: 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. It will involve questions that will focus on coverage of prior learning and activity.

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

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 45 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.

The professional discussion 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 in accordance with typical diversion and inclusion policies and to ensure fairness by minimising the possibility of unconscious bias, improving assessment accuracy and ensuring 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 12 questions should be asked. A minimum of 6 questions will be from the question bank (by the non-Chair assessor) and a minimum of 6 questions will be generated by the Chair and will relate to the experience shown in the portfolio and answers to the question bank questions. The total number of questions asked should be balanced between the two assessors.

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

## Requirements:

- The EPAO will give the apprentice a minimum of 10 working days notice of the date, time and venue for the professional discussion.
- The professional discussion should be on the same date and at the same venue as the presentation and questioning.
- EPAOs must structure a series of topic areas for discussion based on the areas of the standard to be tested as detailed in the KSB mapping section of this document.
- The professional discussion must seek to assess the depth of knowledge to determine performance against the grading criteria.
- 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 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 professional discussion must be captured.
- Independent assessors must assess the professional discussion 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 professional discussion 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 put 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 assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. 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 anyone making assessment judgements. The outcomes from this process will inform future standardisation activity.

## Venue

The professional discussion can 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 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 professional discussion 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 (as set out above)

## 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 Apprentice must achieve all the Pass criteria	Distinction Apprentices must achieve the Pass plus the following
<b>K1 K3 K4 K7</b>  <b>S3 S4 S7 S9</b>  <b>B3 B4 B5</b>	Does not meet the pass criteria	<p>The apprentice demonstrates that they can:</p> <p>Explain the principles of landscape design and management and the importance of promoting biodiversity, health and wellbeing, accessibility and sense of place for the project (K1)</p> <p>Explain the barriers to access and identify potential solutions and best practice standards for the project (K1)</p> <p>Explain their choice and the impact of technologies and relevant software used for the project and how they interface with one another (K3 and S4)</p> <p>Describe information exchange processes and the reasons for systems used for the project (K3 and S4)</p> <p>Explain the methods and approaches that can be used to convey ideas to clients, other stakeholders and the public and the effectiveness of the approach they used to contribute to conveying ideas and information relating to the project (K4 and S3)</p>	<p>Evaluate the importance of promoting biodiversity, health and wellbeing, accessibility and sense of place for the project. (K1)</p> <p>Evaluate the choice and impact of technologies and software, information exchange processes and the systems used for the project (K3 and S4).</p> <p>Lead when conveying ideas and information relating to the project to others typically, but not exclusively, including team members, other professionals, clients, other stakeholders and the public (K4, S3, S9, B3, B4 and B5)</p> <p>Describe how the project exceeded any legal and regulatory requirements including promoting health and safety procedures (K7 and S7)</p>

		<p>Describe the various legal and regulatory requirements including health and safety and those of the Landscape Institute when working as a landscape technician and explain how the project complies with these requirements (K7 and S7)</p> <p>Communicate clearly in writing and verbally (S9)</p> <p>Manage work and time, work independently, as part of a team and interact with other built environment professionals (S9)</p> <p>Act with integrity, respect confidentiality, pay attention to detail and be adaptable during the project (B3, B4 and B5)</p>	
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## Assessment method 2: Professional Discussion underpinned by portfolio

KSBs	Fail	Pass – apprentice must achieve all
<b>K2 K5</b> <b>K6 K8</b> <b>K9 K10</b>  <b>S1 S2</b> <b>S5 S6</b> <b>S7(part)</b> <b>S8</b>  <b>B1 B2</b>	Does not meet the pass criteria	<p>Explain the principles of site investigation, analysis and appraisal and the constraints and opportunities associated with sites and projects and how they undertake site surveys and inspections and record findings appropriately (K2 and S1)</p> <p>Describe the various hard landscape materials and construction methods used for specific projects (K5)</p> <p>Identify common plants and explain their maintenance requirements, growth habits and lifespan (K6)</p> <p>Identify soil types and explain the effect of climate and topography (K6)</p> <p>Explain how and why sustainability seeks to balance economic, environmental and social objectives and how they prepare or assist with the preparation of basic landscape designs taking on board physical and social context and applying the principles of sustainability (K8 and S2)</p> <p>Identify the different types of organisation providing landscape services and explain their role in working towards business objectives and how they deliver high standards of client and customer care (K9)</p>

		<p>Describe the principles of data collection, management and confidentiality and related legal requirements and how these are applied to specific projects (K10)</p> <p>Explain how they contribute to the preparation of drawings and specifications for landscape schemes(S5)</p> <p>Undertake desk and site based landscape research (S6)</p> <p>Explain how they follow health and safety procedures both at work and on site (S7)</p> <p>Contribute to the implementation or aftercare of landscape projects and ensure compliance with contract terms (S8)</p> <p>Adopt the Landscape Institute's standards of conduct and practice when working on projects (B1)</p> <p>Describes how they commit to continuing professional development (B2)</p>
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## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. An apprentice must attain at least a pass in each of the two assessment methods in order to pass overall. A distinction in the Work Based Project including a Project report and a presentation with questioning, is the only way that a distinction is awarded overall. A fail in any one of the 2 assessment methods leads to an overall fail.

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: Work Based Project including a Project report and a presentation with questioning	Assessment Method 2: Professional Discussion underpinned by portfolio	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	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 the whole EPA.

Any assessment method re-sit or re-take must be taken during the 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, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.



## Roles and responsibilities

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

Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan including the additional responsibilities, if designated the role of Chair, as outlined in the relevant delivery section.</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• play no part in the EPA itself</li> </ul>

## 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:

- Require assessors to be experienced in preparing drawings, documents, graphics and visualisations for landscape schemes, contributing to planning applications and other regulatory procedures, using CAD and other software and preparing detailed specifications for hard and soft landscape materials. They should also have experience in preparing and presenting maps and plans using CAD and GIS and working with other landscape professionals. Assessors should also have experience in undertaking simple site investigations, analysis and appraisals, preparing maintenance and management information, undertaking research, co-ordinating analogue and digital information.
- 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

## Affordability

Affordability of the EPA will be aided by the potential use of video conferencing where possible to reduce venue 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

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Landscape Technician with the Landscape Institute

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Work Based Project including a Project report and a presentation with questioning

Knowledge
<b>K1</b> Landscape design and management - Principles of landscape design and management and their role in shaping the landscape. The importance of promoting biodiversity, health and wellbeing, accessibility, and sense of place. Understanding barriers to access and potential solutions. Best practice standards including the Green Flag Award.
<b>K3</b> Technology - Appropriate technologies typically including computer-aided design, Building Information Modelling, Geographic Information Systems, 3D modelling and visualisation, graphics and other relevant software and how they interface with one another. Information exchange processes and systems.
<b>K4</b> Conveying ideas and information - The methods and approaches that can be used to convey ideas to clients, stakeholders and the public typically including graphic design, reports, visualization, photography and graphics software, landscape strategies, maintenance and management plans.
<b>K7</b> Legal and regulatory compliance - Landscape, planning and environmental related legislation, requirements, policies and procedures including but not limited to, planning applications, Environmental Impact Assessment legislation, statutory and non statutory designations associated with landscape. Building Regulations particularly Parts K and M. Health and safety at work and on site including the Construction, Design and Management Regulations. Equality law. Law of contract and law of tort. The role of the Landscape Institute including the Code of Conduct.
Skills
<b>S3</b> Convey ideas - Contribute to conveying ideas to clients, stakeholders, volunteers and the public typically using reports, photography, visualisation, presentations and graphics software.
<b>S4</b> Use technology - Use technology typically including computer-aided design, Building Information Modelling, Geographic Information Systems and Excel.
<b>S7</b> Legal and regulatory compliance - Comply with relevant landscape, parks, planning, building and environmental related legislation, requirements, policies and procedures. Follow health and safety procedures at work and on site.
<b>S9</b> Personal effectiveness - Communicate clearly in writing and verbally. Manage work and time. Work independently and as part of a team. Interact with other built environment professionals.
Behaviours
<b>B3</b> Be reliable, act with integrity and have respect for confidentiality on work related and personal matters, including appropriate use of social media and information systems
<b>B4</b> Pay attention to detail

<b>B5</b> Be adaptable
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## Assessment method 2: Professional Discussion underpinned by portfolio

Knowledge
<b>K2</b> Site analysis - Principles of site investigation, analysis and appraisal. Understanding constraints and opportunities associated with sites, such as trees and other landscape elements.
<b>K5</b> Materials - Hard landscape materials and construction methods. Paths and other circulation routes, drainage (including Sustainable Urban Drainage Systems), ornamental features and furniture.
<b>K6</b> Plant science - Plant identification and maintenance. Growth habits, lifespan and horticultural requirements. Types of planting typically including native habitats, urban trees and ornamental. Soil types, climate and topography.
<b>K8</b> Sustainability - How and why sustainability seeks to balance economic, environmental and social objectives.
<b>K9</b> Organisations - The different types of organisation providing landscape services and the role of the landscape technician in working towards business objectives. How to deliver high standards of client and customer care.
<b>K10</b> Data collection and management - Key principles of data collection, data management and confidentiality. Law and regulation of data including General Data Protection Regulations and Freedom of Information.

Skills
<b>S1</b> Undertake site surveys and inspections - Undertake site surveys and inspections and record findings in an appropriate format. Take account of natural processes, habitats and biodiversity and the topographical and physical environment including nearby structures, water courses, services.
<b>S2</b> Prepare basic landscape designs - Assist with the preparation of landscape designs accounting for the physical and social context. Consider the potential to improve health and wellbeing, sensory design and ensure schemes are accessible and inclusive for all. Apply the principles of sustainability.
<b>S5</b> Contribute to the preparation of drawings and specifications for landscape schemes.
<b>S6</b> Research - Undertake desk and site based landscape research.
<b>S7 (assess part in bold only)</b> Legal and Regulatory compliance – Comply with relevant landscape, parks, planning, building and environmental related legislation, requirements, policies and procedures. <b>Follow health and safety procedures at work and on site</b>
<b>S8</b> Contract process - Contribute to the implementation or aftercare of landscape projects and comply with or ensure compliance with contract terms

Behaviours
<b>B1</b> Adopt the Landscape Institute's standards of conduct and practice
<b>B2</b> Commitment to continuing professional development