IfATE
Shaping skills training

EPA Draft Preview

DRAFT END-POINT ASSESSMENT PLAN FOR ST1427/ THE FORESTRY WORKS MANAGER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST1427	4	None

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Introduction and overview

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

Forestry Works Manager apprentices, their employers and training providers should read this document.

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

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

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

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

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - professional discussion underpinned by a portfolio of evidence:

- fail

- pass

- distinction

Assessment method 2 - presentation and questions:

- fail

- pass

- distinction

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

- fail

- pass

- merit

- distinction

EPA summary table

On-programme - typically **12 months**	The apprentice must: • complete training to develop the apprenticeship standard's knowledge, skills and behaviours (aligned to the standards of proficiency for forestry works manager). • complete training towards English and mathematics qualifications in line with the apprenticeship finding rules.
End-point assessment gateway	The apprentice's employer must be content that the apprentice is occupationally competent. The apprentice must: • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically **3 months**	**The grades available for each assessment method are below** Professional discussion underpinned by a portfolio of evidence: • fail • pass • distinction Presentation and questions: • fail • pass • distinction

	Overall EPA and apprenticeship can be graded: • fail • pass • merit • distinction
Professional recognition	This apprenticeship aligns with: • The Institute of Chartered Foresters (ICF) for Technical membership
Re-sits and re-takes	The details for re-sits and re-takes are below: • re-take and re-sit grade cap for the overall EPA: merit • re-take and re-sit grade cap for the individual assessment methods: pass • re-sit timeframe: typically 2 months • re-take timeframe: typically 3 months

Duration of end-point assessment period

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

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

EPA gateway

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

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

They must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures

- witness statements

- annotated photographs

- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

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

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

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

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

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

Professional discussion underpinned by a portfolio of evidence

Overview

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

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively

- it allows for the assessment of KSBs that do not occur on a predictable or regular basis

- it allows for assessment of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery

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

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- plan forestry works

- contractors

- health, safety, welfare and environment

- forestry operations

- ancillary operations

- manage self

The EPAO must give an apprentice 14 days' notice of the professional discussion.

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

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

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

The professional discussion must last for 75 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 12 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

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

The independent assessor must make the grading decision.

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

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

Assessment location

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

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

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

Question and resource development

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

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

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

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

- independent assessor assessment materials which include:

  - training materials

- administration materials

- moderation and standardisation materials

- guidance materials

- grading guidance

- question bank

- EPA guidance for the apprentice and the employer

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

Presentation and questions

Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on the evaluation of a piece of work completed in the 6 months immediately preceding gateway. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject it assesses knowledge and skills that cannot be directly observed in practice

- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation

- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role

- it allows for the presentation of evidence and testing of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

- it is occupationally relevant as forest works managers are required to present to others

Delivery

The presentation and questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover:

- planning forestry works

  consideration of site access

- health, safety, welfare and environment

- forestry operations

- relationships

- information and data

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

The apprentice must submit any presentation materials to the EPAO by the end of week 3 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment

- flip chart and writing and drawing materials

- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 14 days' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required

- to assess the level of competence against the grading descriptors

The presentation and questions must last 60 minutes. This will typically include a presentation of 30 minutes and questioning lasting 30 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 6 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

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

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

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

- the KSBs demonstrated

- the apprentice's answers to questions

- the KSBs demonstrated in answers to questions

- the grade achieved

Assessment location

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

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

Question and resource development

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

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

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

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

- independent assessor EPA materials which include:

  - training materials

  - administration materials

  - moderation and standardisation materials

  - guidance materials

  - grading guidance

  - question bank

- EPA guidance for the apprentice and the employer

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

Grading

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

Grading

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Plan forestry works K3 K4 S2 S3 B1	Explains how they plan forestry works, considering how methods for pricing and resourcing impact safety, environmental accountability and value for money. (K3, S3) Describes the process for communicating with duty holders before work starts and how they manage meetings and inductions, challenging any difficulties that may arise in a constructive manner. (K4, S2, B1)	Analyses their pricing and resourcing for forestry works, explaining how they ensure high standards of delivery are effectively balanced against safety, environmental accountability and value for money. (K3, S3)
Contractors K5 K6 S5 S6	Explains how they commission and manage competent contractors, sub-contractors, staff or workers for forestry sites taking account of health and safety, welfare, equality, insurances, experience, workforce skill and certification, environmental understanding, resources, monitoring and reporting, quality and delivery to plan. (K5, S5, S6) Describes the format and content of contracts, tenders and techniques for monitoring compliance in relation to the use of contractors on forestry sites. (K6)	None
Health, safety, welfare and	Outlines how the legal system, health, safety, welfare, environmental, equality	Evaluates their approach to leadership when creating a positive health, safety and

environment K8 K10 K12 K14 S8 S10	legislation and codes of practice apply to forestry sites and the regulatory implications of working across national boundaries. (K8) Explains the types of incidents that can occur in a forestry location and how they plan and manage incident response including prevention by reporting, contingency planning, emergency and post incident response, response for teams, remote and lone workers and investigation by internal and external organisations. (K12, S10) Explains how they lead by example when promoting a positive health, safety and wellbeing culture for forestry operations on site including conducting risk assessments, site operations, work methods, outputs from site, integration into decision making, site management, communication structures and reporting and reviewing performance. (K10, S8) Describes the factors to consider when planning the safe and efficient use of machinery and equipment including legislation, new technology types, maintenance requirements, sources of advice and suitability for task. (K14)	wellbeing culture within the context of their own role and the impact that this has had on forestry operations on site. (K10, S8)
Forestry operations K15 K16 K17 K19 S12 S14 S15	Explains how tree health threats and controls are managed within the context of forestry works and the implications on selection of operational methods showing due consideration for different types	Evaluates the impact of tree health threats within the context of forestry works, explaining the risks of ignoring any health threats and how the selection of operational method is impacted by the situation and

	of biosecurity measures. (K19, S15) Describes the competencies required to act as a forestry works manager in different contexts, explaining the limits of their competence and responsibility for self and others and where specialist expertise is required. (K15, S12) Explains how they monitor and manage forestry operations in line with plans and specifications and how they are impacted by legislation, policies, strategies, regulations, technical standards and certification schemes for sustainable forestry management in line with UK Forestry Standard. (K16, K17, S14)	the health of the tree and wider forest. (K19, S15)
Ancillary operations K20 K29 S16	Explains the principles, risks and impacts involved with overseeing an ancillary operation in a forestry context and the role and responsibilities of specialists including Construction Design Management. (K20, S16)	Evaluates the risks and impacts involved with overseeing an ancillary operation in a forestry context, explaining the potential consequences if these are not thoroughly explored. (K20, S16)
Manage self K27 K28 S20 S21 B5 B6	Explains the value of updating their knowledge, skills and behaviours to stay up to date with all sector requirements including technical, technological and soft skills and how they identify development needs and plan, undertake and	None

record Continued Professional Development. (K27, K28, S20, B5) Describes the techniques they use to plan, manage and communicate their own workload in a professional manner. (K29, S21, B6)	

Presentation and questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Plan forestry operations K1 K2 K30 S1 S4 S22	Explains the techniques used for developing and agreeing operational plans for forestry works including the interpretation of specifications, maps and plans, safe systems of work and selection and assessment of operational methods with due consideration for health and safety, the environment, site pricing and productivity. (K1, K2, S1, S4) Evaluates and reviews an operational plan and the impact of lessons learnt to provide recommendations for improvements on future operational delivery. (K30, S22)	Critically evaluates and reviews an operational plan, using lessons learnt to justify any recommendations made for improvements on operational delivery. (K30, S22)
Site access K7 S7	Explains the potential points, timings and reasons of authorised and unauthorised access to a forestry site and the importance of managing access, explaining how they manage and mitigate risk including liaison with duty holders and stakeholders and responses to unauthorised access. (K7, S7)	None
Health, safety, welfare and environment K9 K11 K13 S9 S11 B2 B3	Defines the roles and responsibilities of duty holders on a forestry site including the landowner including agents, forestry works manger,	Appraises the effectiveness of the protections put in place for forestry sites within the context of environmental, historic and cultural sensitivities, justifying any mitigations used and

	contractor, sub-contractor and worker. (K9)

Explains how they manage and monitor the environmental, historic and cultural protection of forestry sites considering any applicable constraints, designations, mitigations, licences, consents, permits and communicating protection measures as required. (K13, S11)

Describes how they identify and evaluate hazards on forestry sites and allocate resources to mitigate them considering the ongoing performance monitoring and review of health, safety, wellbeing, welfare and environmental standards, challenging unsafe or poor practice as it occurs. (K11, S9, B2)

Explains how they embed, and champion sustainable working practices including biosecurity and keep up to date on new sustainability developments and innovations. (B3) | explaining the impact of not applying protections where needed. (K13, S11)

Describes how they identify and evaluate hazards on forestry sites and allocate resources to mitigate them considering the ongoing performance monitoring and review of health, safety, wellbeing, welfare and environmental standards, challenging unsafe or poor practice as it occurs. (K11, S9, B2) |
| Forestry operations K18 | | Articulates how forestry works interact with the surrounding land, habitats, utilities, |

S13	Explains the types of forest maps and plans used during forestry operations and how they plan and manage the interactions between forestry works and the surrounding land, habitats, utilities, designations, roadside works and infrastructure and the implications they have on forestry operations. (K18, S13)	designations, roadside works and infrastructure, giving examples of both positive and negative interactions and the role of the forestry works manager in managing these. (K18, S13)
Relationships K21 K22 S17 B4	Explains how they manage relationships with duty holders and the importance of positive relationships and engagement with all stakeholders including influencing, negotiation and dispute resolution as required, giving due consideration to the impact of forestry works on local communities, statutory requirements and managing information about forestry works in public domain. (K21, K22, S17, B4)	None

Information and data K23 K24 K25 K26 S18 S19	Explains the techniques used to interpret and evaluate data and report and communicate forestry information in a timely manner using methods suitable to audience and purpose including spatial information, adjusting their communication to influence outcomes as required. (K24, K25, S19) Describes the sources and types of forestry information and records, sources of local advice and methods of communication, and how these are managed and maintained in a forestry context in line with legislation, compliance, personal and commercial sensitivities. (K23, K26, S18)	None

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail

- pass

- merit

- distinction

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

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

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

PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	PRESENTATION AND QUESTIONS	OVERALL GRADING
Any grade	Fail	Fail
Fail	Any grade	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

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

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

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

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	As a minimum, the apprentice should: • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	As a minimum, the apprentice's employer must: • select the training provider • work with the training provider to select the EPAO • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments remain independent from the delivery of the EPA

	• pass the certificate to the apprentice upon receipt

EPAO	As a minimum, the EPAO must:
	
	 • conform to the requirements of this EPA plan and deliver its requirements in a timely manner
	
	 • conform to the requirements of the apprenticeship provider and assessment register
	
	 • conform to the requirements of the external quality assurance provider (EQAP)
	
	 • understand the apprenticeship including the occupational standard and EPA plan
	
	 • make all necessary contractual arrangements including agreeing the price of the EPA
	
	 • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material
	
	 • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover:
	
	      • apprentices
	
	      • employers
	
	      • independent assessors
	
	      • any other roles involved in delivery or grading of the EPA
	
	 • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
	
	 • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan
	
	 • appoint administrators, invigilators and any other roles where required to facilitate the EPA
	
	 • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
	
	 • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when

	the EPA is updated, and at least once a year
	• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors
	• monitor the performance of all their independent assessors and provide additional training where necessary
	• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
	• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
	• arrange for the EPA to take place in a timely manner, in consultation with the employer
	• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
	• confirm the gateway requirements have been met before they start the EPA for an apprentice
	• arrange a suitable venue for the EPA
	• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
	• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
	• confirm the overall grade awarded
	• maintain and apply a policy for conducting appeals
Independent assessor	As a minimum, an independent assessor must: • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan

	• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year
	• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship
	• work with other personnel, where used, in the preparation and delivery of assessment methods
	• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan
	• make final grading decisions in line with this EPA plan
	• record and report assessment outcome decisions
	• comply with the IQA requirements of the EPAO
	• comply with external quality assurance (EQA) requirements
Training provider	As a minimum, the training provider must:
	• conform to the requirements of the apprenticeship provider and assessment register
	• ensure procedures are in place to mitigate against any conflict of interest
	• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard
	• deliver training to the apprentice as outlined in their apprenticeship agreement
	• monitor the apprentice's progress during any training provider led on-programme learning
	• ensure the apprentice is prepared for the EPA
	• work with the employer to select the EPAO
	• advise the employer, upon request, on the apprentice's readiness for EPA
	• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan
	• remain independent from the delivery of the EPA

Reasonable adjustments

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment

- what reasonable adjustments may be made

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

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration

- what special considerations will be given

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

Internal quality assurance

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

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

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 3 years or significant experience of the occupation or sector

- meet the following minimum requirements:

  - hold or be working towards a recognised assessment qualification

Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods

- using the employer's premises

- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- The Institute of Chartered Foresters (ICF) for Technical membership

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1 Techniques for developing operational plans for forestry works.	Presentation and questions
K2 Operational methods for undertaking forestry works, implications for health, safety, environment, site, pricing, and productivity.	Presentation and questions
K3 Methods for pricing and resourcing forestry works and implications for delivery.	Professional discussion underpinned by a portfolio of evidence
K4 Techniques for managing meetings and the role of pre-commencement meetings and induction.	Professional discussion underpinned by a portfolio of evidence
K5 Qualities of competent contractors, sub contractors or workers to include paid and non-paid for forestry operations and evidencing competence for individuals and organisations.	Professional discussion underpinned by a portfolio of evidence
K6 Format and content requirements of contracts, tenders and techniques for monitoring compliance.	Professional discussion underpinned by a portfolio of evidence
K7 The importance of managing access to forestry sites, who might access a site, third parties, reasons for access, techniques for mitigating risk and responses to unauthorised access; policies, processes and timings to be considered.	Presentation and questions
K8 Overview of the legal system, health, safety, welfare, environmental and equality legislation and codes of practice applicable to forestry sites and regulatory implications of working across national boundaries.	Professional discussion underpinned by a portfolio of evidence
K9 Roles and responsibilities of duty holders on a forestry site: land owner including agents, forestry works manger, contractor, sub contractor and worker.	Presentation and questions

K10 Principles of establishing a positive health, safety and wellbeing culture, the importance of providing leadership, role modelling, embedding health and safety into decision making, creating effective management and communication structures, monitoring, reporting and reviewing performance.	Professional discussion underpinned by a portfolio of evidence
K11 Hazards on forestry sites, how to identify and evaluate them, allocate resources, mitigate risk and monitor.	Presentation and questions
K12 Types of forestry incidents, actions that should be taken when an incident occurs and information captured, severity and stages of response including prevention by reporting, sharing and learning, planning, management and investigation by internal and external organisations.	Professional discussion underpinned by a portfolio of evidence
K13 Environmental, historic and cultural sensitivities, constraints, designations, mitigations, licences, consents and permits, and sources of information including when use of specialist experts are required.	Presentation and questions
K14 Factors to consider when planning the safe and efficient use of machinery and equipment including legislation, new technology types, maintenance requirements, sources of advice and suitability for task.	Professional discussion underpinned by a portfolio of evidence
K15 Specialisms in the UK forestry sector and competencies required to act as Forestry Works Manager in different contexts.	Professional discussion underpinned by a portfolio of evidence
K16 Legislation, policies, strategies and regulations in relation to UK Forestry.	Professional discussion underpinned by a portfolio of evidence
K17 Technical standards including assurance and certification schemes for sustainable forestry management in line with UK Forestry Standard.	Professional discussion underpinned by a portfolio of evidence

K18 Sources and types of forest maps, plans and their components including implications of utilities for forestry operations.	Presentation and questions
K19 Tree health threats and controls, types of biosecurity measures and implications of tree health and condition on selection of operational methods.	Professional discussion underpinned by a portfolio of evidence
K20 Principles, risks and impacts of ancillary operations in a forestry context, role and responsibilities of specialists including Construction Design Management, when it should be applied and how to work with it.	Professional discussion underpinned by a portfolio of evidence
K21 Relationship management including influencing, negotiation and dispute resolution.	Presentation and questions
K22 Importance of stakeholder engagement including impact of forestry works on local communities, statutory requirements and managing information about forestry works in public domain.	Presentation and questions
K23 Principles of data handling, types and role of records on forestry sites including legislative compliance and digital.	Presentation and questions
K24 Techniques for interpreting and evaluating data, writing and compiling reports.	Presentation and questions
K25 Communication methods, audience requirements and adjusting communication to influence outcomes and achieve purpose.	Presentation and questions
K26 Sources and types of forestry information, sources of local advice, methods of communication, legislative requirements and importance of communicating sensitively.	Presentation and questions

K27 Methods of identifying, planning and recording Continued Professional Development.	Professional discussion underpinned by a portfolio of evidence
K28 Value of updating knowledge skills and behaviours to stay current with legal, organisational and personal requirements including technical, technological and soft skills.	Professional discussion underpinned by a portfolio of evidence
K29 Techniques for planning, managing and communicating workload.	Professional discussion underpinned by a portfolio of evidence
K30 Principles for evaluating project success, including how lessons learned are captured and can impact future operational delivery.	Presentation and questions

SKILL	ASSESSMENT METHODS
S1 Develop and agree operational plans for forestry works including safe systems of work and selection and assessment of operational methods.	Presentation and questions
S2 Communicate with duty holders before work starts.	Professional discussion underpinned by a portfolio of evidence
S3 Price and resource forestry jobs to ensure safety, environmental accountability and value for money.	Professional discussion underpinned by a portfolio of evidence
S4 Interpret specifications, maps and plans for forestry operations.	Presentation and questions
S5 Commission competent contractors or staff for forestry sites taking account of health, safety, wellbeing, welfare, insurances, experience, workforce skill and certification, and environmental understanding and resources.	Professional discussion underpinned by a portfolio of evidence
S6 Manage contractors or staff on a forestry site including competence, worker engagement, equality, monitoring and reporting, quality and delivery to plan.	Professional discussion underpinned by a portfolio of evidence
S7 Identify potential points and timings of authorised and unauthorised access to a forestry site, manage and mitigate risk including liaison with duty holders and stakeholders.	Presentation and questions
S8 Lead health, safety and welfare for forestry operations on site including establishing a health, safety and wellbeing culture, leading by example, risk assessment, site operations, work methods, outputs from site, integration into decision making, site management and communication structures.	Professional discussion underpinned by a portfolio of evidence
SKILL	**ASSESSMENT METHODS**

S9 Review and monitor performance of health, safety, wellbeing, welfare and environmental standards on a forestry site.	Presentation and questions
S10 Plan and manage incident response including contingency planning, emergency and post incident response, response for teams, remote and lone workers.	Professional discussion underpinned by a portfolio of evidence
S11 Manage and monitor environmental, historic and cultural protection of forestry sites including obtaining and interpreting information and communicating protection measures.	Presentation and questions
S12 Identifies limits of competence and responsibility for self and others, and where specialist expertise is required.	Professional discussion underpinned by a portfolio of evidence
S13 Plan and manage interactions between forestry works, surrounding land and infrastructure including roadside works, habitats and designations.	Presentation and questions
S14 Monitor and manage forestry operations in line with plans and specifications.	Professional discussion underpinned by a portfolio of evidence
S15 Manage implications of tree health for forestry works including biosecurity.	Professional discussion underpinned by a portfolio of evidence
S16 Oversee an ancillary operation in a forestry context for example arboriculture, civil engineering, infrastructure, vegetation clearance, habitat management and forestry support services.	Professional discussion underpinned by a portfolio of evidence
S17 Manage relationships with duty holders and engage with stakeholders.	Presentation and questions

S18 Compile, manage and maintain records and spatial information in a forestry context in line with legislation, compliance, personal and commercial sensitivities.	Presentation and questions
S19 Interpret, report and communicate forestry information in a timely manner using methods suitable to audience and purpose including spatial information.	Presentation and questions
S20 Identify development needs, plan, undertake and record Continued Professional Development.	Professional discussion underpinned by a portfolio of evidence
S21 Plan, manage and communicate own workload.	Professional discussion underpinned by a portfolio of evidence
S22 Review and evaluate an operational plan to provide recommendations on areas for improvement.	Presentation and questions

BEHAVIOUR	ASSESSMENT METHODS
B1 Challenges approaches to work in a constructive manner.	Professional discussion underpinned by a portfolio of evidence
B2 Champions health, safety, welfare, wellbeing and environmental good practice, challenging unsafe and poor practice.	Presentation and questions
B3 Embeds and champions sustainable working practices including biosecurity and keeps up to date on new sustainability developments and innovations.	Presentation and questions
B4 Acts and communicates in a way that builds and maintains positive relationships with stakeholders, colleagues, customers and suppliers.	Presentation and questions
B5 Committed to continuous professional development.	Professional discussion underpinned by a portfolio of evidence
B6 Acts in a professional and ethical manner.	Professional discussion underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Plan forestry works K3 K4 S2 S3 B1	Methods for pricing and resourcing forestry works and implications for delivery. (K3)

Techniques for managing meetings and the role of pre-commencement meetings and induction. (K4) | Communicate with duty holders before work starts. (S2)

Price and resource forestry jobs to ensure safety, environmental accountability and value for money. (S3) | Challenges approaches to work in a constructive manner. (B1) |
| Contractors K5 K6 S5 S6 | Qualities of competent contractors, sub contractors or workers to include paid and non-paid for forestry operations and evidencing competence for individuals and organisations. (K5)

Format and content requirements of contracts, tenders and techniques for monitoring compliance. (K6) | Commission competent contractors or staff for forestry sites taking account of health, safety, wellbeing, welfare, insurances, experience, workforce skill and certification, and environmental understanding and resources. (S5)

Manage contractors or staff on a forestry site including competence, worker engagement, equality, monitoring and reporting, quality and delivery to plan. (S6) | None |
| Health, safety, welfare and environment K8 K10 K12 K14 S8 S10 | Overview of the legal system, health, safety, welfare, environmental and equality legislation | Lead health, safety and welfare for forestry operations on site including establishing a health, safety and | None |

and codes of practice applicable to forestry sites and regulatory implications of working across national boundaries. (K8) Principles of establishing a positive health, safety and wellbeing culture, the importance of providing leadership, role modelling, embedding health and safety into decision making, creating effective management and communication structures, monitoring, reporting and reviewing performance. (K10) Types of forestry incidents, actions that should be taken when an incident occurs and information captured, severity and stages of response including prevention by reporting, sharing and learning, planning, management and investigation by internal and external organisations. (K12)	wellbeing culture, leading by example, risk assessment, site operations, work methods, outputs from site, integration into decision making, site management and communication structures. (S8) Plan and manage incident response including contingency planning, emergency and post incident response, response for teams, remote and lone workers. (S10)	

	Factors to consider when planning the safe and efficient use of machinery and equipment including legislation, new technology types, maintenance requirements, sources of advice and suitability for task. (K14)		
Forestry operations K15 K16 K17 K19 S12 S14 S15	Specialisms in the UK forestry sector and competencies required to act as Forestry Works Manager in different contexts. (K15) Legislation, policies, strategies and regulations in relation to UK Forestry. (K16) Technical standards including assurance and certification schemes for sustainable forestry management in line with UK Forestry Standard. (K17) Tree health threats and controls, types of biosecurity measures and implications of tree health and condition on selection of operational methods. (K19)	Identifies limits of competence and responsibility for self and others, and where specialist expertise is required. (S12) Monitor and manage forestry operations in line with plans and specifications. (S14) Manage implications of tree health for forestry works including biosecurity. (S15)	None

Ancillary operations K20 K29 S16	Principles, risks and impacts of ancillary operations in a forestry context, role and responsibilities of specialists including Construction Design Management, when it should be applied and how to work with it. (K20) Techniques for planning, managing and communicating workload. (K29)	Oversee an ancillary operation in a forestry context for example arboriculture, civil engineering, infrastructure, vegetation clearance, habitat management and forestry support services. (S16)	None
Manage self K27 K28 S20 S21 B5 B6	Methods of identifying, planning and recording Continued Professional Development. (K27) Value of updating knowledge skills and behaviours to stay current with legal, organisational and personal requirements including technical, technological and soft skills. (K28)	Identify development needs, plan, undertake and record Continued Professional Development. (S20) Plan, manage and communicate own workload. (S21)	Committed to continuous professional development. (B5) Acts in a professional and ethical manner. (B6)

Presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Plan forestry operations K1 K2 K30 S1 S4 S22	Techniques for developing operational plans for forestry works. (K1) Operational methods for undertaking forestry works, implications for health, safety, environment, site, pricing, and productivity. (K2) Principles for evaluating project success, including how lessons learned are captured and can impact future operational delivery. (K30)	Develop and agree operational plans for forestry works including safe systems of work and selection and assessment of operational methods. (S1) Interpret specifications, maps and plans for forestry operations. (S4) Review and evaluate an operational plan to provide recommendations on areas for improvement. (S22)	None
Site access K7 S7	The importance of managing access to forestry sites, who might access a site, third parties, reasons for access, techniques for mitigating risk and responses to unauthorised access; policies, processes and timings to be considered. (K7)	Identify potential points and timings of authorised and unauthorised access to a forestry site, manage and mitigate risk including liaison with duty holders and stakeholders. (S7)	None
Health, safety, welfare and environment K9 K11 K13	Roles and responsibilities of duty holders on a forestry site: land owner including agents, forestry	Review and monitor performance of health, safety, wellbeing, welfare and environmental	Champions health, safety, welfare, wellbeing and environmental good practice, challenging unsafe

S9 S11 B2 B3	works manger, contractor, sub contractor and worker. (K9) Hazards on forestry sites, how to identify and evaluate them, allocate resources, mitigate risk and monitor. (K11) Environmental, historic and cultural sensitivities, constraints, designations, mitigations, licences, consents and permits, and sources of information including when use of specialist experts are required. (K13)	standards on a forestry site. (S9) Manage and monitor environmental, historic and cultural protection of forestry sites including obtaining and interpreting information and communicating protection measures. (S11)	and poor practice. (B2) Embeds and champions sustainable working practices including biosecurity and keeps up to date on new sustainability developments and innovations. (B3)
Forestry operations K18 S13	Sources and types of forest maps, plans and their components including implications of utilities for forestry operations. (K18)	Plan and manage interactions between forestry works, surrounding land and infrastructure including roadside works, habitats and designations. (S13)	None
Relationships K21 K22 S17 B4	Relationship management including influencing, negotiation and dispute resolution. (K21) Importance of stakeholder engagement including impact of forestry works on	Manage relationships with duty holders and engage with stakeholders. (S17)	Acts and communicates in a way that builds and maintains positive relationships with stakeholders, colleagues, customers and suppliers. (B4)

	local communities, statutory requirements and managing information about forestry works in public domain. (K22)		
Information and data K23 K24 K25 K26 S18 S19	Principles of data handling, types and role of records on forestry sites including legislative compliance and digital. (K23) Techniques for interpreting and evaluating data, writing and compiling reports. (K24) Communication methods, audience requirements and adjusting communication to influence outcomes and achieve purpose. (K25) Sources and types of forestry information, sources of local advice, methods of communication, legislative requirements and importance of communicating sensitively. (K26)	Compile, manage and maintain records and spatial information in a forestry context in line with legislation, compliance, personal and commercial sensitivities. (S18) Interpret, report and communicate forestry information in a timely manner using methods suitable to audience and purpose including spatial information. (S19)	None