



Integrated End-point assessment plan for Environmental Health Practitioner (Integrated Degree) apprenticeship standard

Standard reference number	Level of this EPA plan	Integrated
ST0714	6	Integrated degree apprenticeship

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period:	3
Order of assessment methods	3
Gateway	4
Assessment Methods	4
Weighting of assessment methods	10
Grading	11
Roles and responsibilities	14
Internal Quality Assurance (IQA)	15
External Quality Assurance (EQA)	16
Re-sits and retakes	16
Affordability	17
Professional body recognition	17
Reasonable adjustments	17
Mapping of KSBs	18

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Environmental Health Practitioner (Integrated Degree) 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 Environmental Health Practitioner (Integrated Degree) apprentices, their employers and training providers.

Full time apprentices will typically spend 48 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will 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 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 that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Environmental Health Practitioner (Integrated Degree) standard.

These are:

- Achievement of 340 credits of the integrated BSc (Hons) degree in Environmental Health/BSc (Hons) degree in Environmental Science from the on-programme apprenticeship formally confirmed prior to the gateway progression. (The final 20 credits of the degree will be attributed to end-point assessment)
- English and mathematics at Level 2.

The EPA must be completed within an EPA period typically lasting 6 month(s), beginning when the apprentice has entered the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment Method 1 – Written Exam - graded pass/fail **Assessment Method 2 – Professional Discussion - graded merit/pass/fail**

Performance in the EPA will determine the overall apprenticeship grades of merit/pass/fail.

EPA summary table

On-programme (typically, 48 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End Point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 • Apprentices must complete the following approved qualification mandated in the standard: Achievement of 340 credits of the integrated BSc (Hons) degree in Environmental Health/BSc (Hons) degree in Environmental Science from the on-programme apprenticeship formally confirmed prior to the gateway progression. (The final 20 credits of the degree will be attributed to end-point assessment).
End Point Assessment (which would typically take 6 months)	<p>Assessment Method 1: Written Exam</p> <p>Assessment Method 2: Professional Discussion</p>
Professional recognition	<p>Aligns with recognition by:</p> <ul style="list-style-type: none"> • The Chartered Institute of Environmental Health (Member)

Length of end-point assessment period

The EPA must be completed within an EPA period typically lasting a 3 months, beginning when the apprentice has passed the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

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

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

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

Apprentices must complete the following approved qualifications as mandated in the standard:

- Achievement of 340 credits of the integrated BSc (Hons) degree in Environmental Health/BSc (Hons) degree in Environmental Science from the on-programme apprenticeship formally confirmed prior to the gateway progression. (The final 20 credits of the degree will be attributed to end-point assessment).

Assessment Methods

Assessment Method 1: Written Exam

Overview

The rationale for this assessment method:

Apprentices must undertake a written exam to assess the knowledge and skills assigned to this assessment method. The examination allows accurate assessment of those knowledge and skills that are not likely to be evidenced in the professional discussion. The examination will enable the apprentice to draw on their knowledge and experiences in order to demonstrate occupational competence through the case studies and ensure consistency and validity of assessment. This assessment method will align to Professional Body requirements for membership, this is also a well- tested method of assessment for this sector.

Test Format

The test will be paper based. It will consist of five open text essay questions to be set by the EPAO.

These questions will consist of questions based on a case study.

Test administration

Apprentices must have a maximum of 180 minutes to complete the test.

The exam is open book which means that the apprentice can refer to reference books or materials. The apprentice is allowed to have their annotated case study with them in the exam.

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

This assessment method will be carried out as follows:

The exam will be case study based and the apprentice will receive the case study two weeks prior to the date of the written exam. The case study will be no more than 1500 words and should have no more than five pages of appendices of supporting data evidence which can include for example, tables, graphs, photographs or other data. The case study should be themed around two of the five core areas of environmental health:

- food safety
- health and safety
- housing
- public health
- environmental protection.

The case study exam should be developed to allow for subjectivity in order for apprentices to draw on their knowledge and experiences. EPAOs therefore need to ensure that comparable assessments are developed. There will be five questions in the exam requiring open text essay answers. Each question will be allocated 20 marks and will be equally weighted. Partial marks may be awarded for partially correct answers.

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

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO.

- The exam must be invigilated and marked in line with the EPAO invigilation and marking policy
- Electronic marking is also permissible.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. Questions should also be developed to allow for subjectivity in order for apprentices to draw on their knowledge and experiences. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The EPAO will develop a 'bank of case studies' and a 'bank of test questions' which will reduce the predictability of questions. In the event of re-sits or re-takes the apprentice will be presented with a different scenario.

Required supporting material

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

- bank of case studies
- bank of test questions
- a test specification

EPAOs must ensure the examination is available for apprentices within the set EPA period, allowing for both assessments and marking to take place

EPAOs must ensure that apprentices have different questions and case studies in the case of re-sits or re-takes.

The EPAO is responsible for setting and marking the exam and constructing an answer marking guide. Prior to administering the exam, the paper and answer guide must be reviewed by an external examiner appointed by the EPAO to assure external benchmarking and consistency.

The exam will be marked by the independent assessor who will grade a pass or fail.

Assessment Method 2: Professional Discussion

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 an analysis of given scenarios and coverage of prior learning or activity through discussion.

The professional discussion must last for 105 minutes. The independent assessor has the discretion to increase the time of the professional discussion by 10% to allow an apprentice to finish the answer they are giving. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustments Policy.

The professional discussion will be conducted as set out below:

At the beginning of the professional discussion the apprentice will be given three scenarios from three different areas of environmental health. It is important that the scenarios are not given a pre-determined priority order (ranking) by the independent assessor. Examples of typical areas include:

- food safety
- health and safety
- housing
- public health
- environmental protection.

The scenarios should be between 500 and 600 each. The scenarios should be previously unseen by the apprentice.

Apprentices will have 20 minutes to read all three scenarios and prioritise these in order of environmental/public health risk. During this time the apprentice is permitted to make notes on each of

the scenarios. After the 20 minutes, the apprentice will have 10 minutes to verbally justify their prioritisation order, focusing on their understanding of environmental/public health risk. The order that the scenarios are ranked in may be subjective, it is therefore the explanation of the justification that the independent assessor will assess. The independent assessor will ask a minimum of 2 questions taken from an EPAO question bank. All questions must be asked and answered within the same 10 minutes given to the apprentice to verbally justify their prioritisation.

After the prioritisation task, the apprentice will select one of the three scenarios they wish to discuss in more detail for the 75-minute discussion. The chosen scenario will present the apprentice with a situation that allows them to discuss with the independent assessor what they have read and to give examples from their own experiences of how they have acted in similar situations. The independent assessor will have prepared several discussion areas using the 'bank of questions and discussion points' provided by the EPAO that will enable the apprentice to evidence the required skills, knowledge and behaviours mapped to the professional discussion assessment. The independent assessor will ask a minimum of 9 questions during the professional discussion taken from the bank of questions. The independent assessor may generate follow-up questions themselves, covering any gaps in the discussion using the discussion points outlined by the EPAO.

The EPAO will devise a 'bank of scenarios' and a 'bank of questions and discussion points' for use during the professional discussion. The EPAO will ensure that scenarios are of comparable demand. In the event of re-sits or re-takes the apprentice will be presented with three different scenarios.

The rationale for this assessment method is:

A professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to use standardised scenarios as a starting point to explore their own practice and experiences with the independent assessor. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the sector.

Observation in a live setting was not selected as an assessment method as it would not cover the breadth and depth of interventions that an Environmental Health Practitioner may carry out over a longer period of time and often in situations where there is potential for conflict. Environmental Health Practitioner's may often be involved in confrontational legal situations, and therefore it would be difficult for them to gain consent from third parties for observational assessment to take place.

As the interventions an Environmental Health Practitioner carries out may be actioned over a long period of time (monitoring compliance of businesses with legislation, food standards etc), observation is not a practical method given the number of times an Environmental Health Practitioner may have to visit a business as part of the same intervention. This is better demonstrated through professional discussion as the whole end to end process can be explored with the apprentice.

Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion will allow the apprentice to demonstrate the depth and breadth of their environmental health knowledge, skills and behaviours required to practice both safely and effectively. As a structured, in-depth two-way conversation between the independent assessor and apprentice, the professional discussion will provide an effective holistic assessment of complex understanding and

knowledge. The professional discussion format is a method to cover the range of knowledge, skills and behaviours required.

The Professional Discussion will assess the KSBs mapped to the following discussion themes:

- Professional behaviours and actions
- Legislation, standards, codes of practice, policies and procedures
- Hazards and risks
- Interventions and available action
- Working with stakeholders
- Commitment to continuing professional development

The apprentice must evidence how they have demonstrated the KSBs assigned to the professional discussion assessment. See the grading section for the mapped KSBs.

The independent assessor will be responsible for the grading decision for this method of assessment.

There should be a controlled environment for the apprentice to read and make notes on the scenarios for the 30-minute prioritisation of risk task. The environment should be free of any distractions and there should be no opportunity for apprentices to discuss the scenarios with anyone prior to the professional discussion.

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

Venue

The professional discussion should take place in a quiet room, free from distractions. The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises).

Other relevant information

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

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

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

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

- a structured discussion point template for the independent assessor to use during the professional discussion
- a bank of scenarios of between 500 and 600 words each
- a bank of questions and discussion points
- documentation for the independent assessor to use for the prioritisation of scenarios and professional discussion to ensure consistency
- documentation for marking, for use by the independent assessor to ensure consistency and allow for moderation

Scenarios

The apprentice will choose one of the three scenarios to discuss. Gaps in KSBs that are not assessed during the discussion will be addressed by the independent assessor by using their own questions or drawing on the questions from the structured discussion template to ensure that all the KSBs are covered. Below are some examples of the types of scenario that may be used. These examples are illustrative, and the responsibility of the EPAO to develop a suitable bank of scenarios of this type to be used during the professional discussion. In the event of re-sits or re-takes the apprentice will be presented with different scenarios.

Example Scenario A

You receive a phone call from a Mrs Jones. She states that two of her sons attended a birthday party for one of their friends at the Laughing Lion Play Centre yesterday. The birthday party was for 20 children, although the play centre was open to the public as well. Whilst climbing on a climbing frame one of her sons fell off, due to part of the frame coming away from the wall. The child did not appear badly hurt at the time and Mrs Jones told the staff what had happened. The staff did not appear interested and pushed the frame back in place and allowed it to be used by other children. Later that night the child was taken to the local A&E department, where he was found to have a severely bruised elbow.

Example Scenario B

You receive a complaint about the Rose and Thorn garden centre from a local resident. He claims that the garden centre has started to burn its waste, rather than having it taken away. He claims that there are bonfires about three times per week and that they last for several hours at a time. As a result of the bonfire, smoke is blow across into the houses of nearby residents, forcing them to close their windows and bring their washing in. The complainant also claims that if the wind is blowing in the other direction, then the smoke is blows across a main road, limiting driver's visibility.

Example Scenario C

You receive a call from Mrs Woolly, a social worker, regarding one of her clients – a Miss Smith. Miss Smith lives in a flat above the Super Pie Bakery (the bakery and flat are owned by Mr Phillip). On a visit to the flat Miss Woolly claims that she saw several mice in the flat as well as evidence of an infestation. Miss Smith claims that the infestation has been going on for several weeks and that Mr Phillip told her she is imagining things.

Example Scenario D

You are an EHP inspecting a Public House which serves a selection of bar meals including homemade chilli, burgers, lasagne and sandwiches. The premises were inspected 12 months ago, and the landlord was given a Safer Food Better Business Pack to complete and two hours free coaching to help him implement the system in the premises. You arrive to discover that there has been no attempt to complete or implement Safer Food Better Business or any other food safety management system.

The work surface in kitchen is badly worn and knife scored with ingrained dirt in the areas of wear. The floor in the kitchen is dirty with a build-up of dirt and grease at the junction of the wall and floor. The wash hand basin is dirty and there is not soap or towels.

On entering the beer cellar, you notice a large gap underneath the rear exit door. The cellar is used to store beer in barrels, cans and bottles of drinks, bags of crisps, confectionery and the ice machine. There are also a number of items of old furniture including soft furnishing from the pub, litter and old cardboard boxes. As you enter you can smell a strong ammonia type smell and on closer inspection you notice a large number of mouse droppings. The droppings look fresh, as you look closer you see a mouse run in-between the crisp boxes. You decide to inspect the food and notice that the boxes have been nibbled and several chocolate bars have been gnawed.

Weighting of assessment methods

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

Grading

Assessment Method 1: Written Exam

The following grade boundaries apply to the exam:

Grade	Minimum score (%)	Maximum score (%)
Pass	70	100
Fail	0	69

The following grade descriptors apply to the exam comprised of constructed (open) response questions:

Grade	Pass Descriptor
Pass K2 K4 K5 K6 K7 K9 K11 K12 K13 K15 K16 K17 K18 K19 K21 K23 K24 K25 S9 S10 S11	<ol style="list-style-type: none"> 1. Applies theoretical and technical knowledge of science, environmental health and the human world to make risk-based assessments using a sound evidence base to make statutory and nonstatutory interventions or actions (K4, K5, K6, K11, K12, K13, K15, K16, K17, K18) 2. Explain the legislative framework and how they apply to environmental issues and what processes and procedures to take to enforce action (K2, K7) 3. Critically evaluate and analyse evidence and information to make informed interventions and decisions based on evidence (S9, S10, S11) 4. Make judgements and decisions based on the evidence available (K9, K19, K21) 5. Evaluate the principles of collecting evidence for monitoring, investigations and enforcements (K24) 6. Compare and contrast techniques to investigate and resolve complaints (K25) 7. Explain the principles of safeguarding self and others in the workplace (K23)
Fail	The apprentice has not met the knowledge and skills for the assessment method.

Assessment Method 2: Professional Discussion

KSBs	Name of grade	Grade descriptor
K3 K8 K20 K22 S1 S3 S6 S8 S12 S13 S16 S20 B1 B2 B4	Merit	<p>To achieve merit in the professional discussion the apprentice will achieve all of the pass criteria listed plus:</p> <ol style="list-style-type: none"> 1. Critically evaluate how they evidence commitment to continuing professional development (CPD) and leadership by adapting their practice as a result of continually reflecting on their practice eg. change their approach to dealing with customers or change how they educate others (K20, K22, S20, B4) 2. Explain how they evidence that they can independently find innovative solutions to problems and how they share this to improve services or educate others (K22, S1, S8, S16, B1, B2) 3. Describe how they have analysed the reasons for selecting the most appropriate intervention and how these implementations have benefited the service and improved intervention support for customers and outcomes e.g. positive feedback from customers (S3, S8, S12, S13, S16) 4. Critically evaluates the data sources used to lead a risk assessment and give examples of how they have improved the extraction and evaluation of data and the impact this has on their service or mitigating the risk (S8, S16, K3) 5. Explains how to deal with businesses or individuals that are unwilling to take specialist advice, and provide examples of how they would address this (S1, S6, K8)
K1 K3 K4 K8 K10 K14 K20 K22	Pass	<ol style="list-style-type: none"> 1. Explains how they consistently display the professional behaviours and actions expected of an Environmental Health Practitioner including the management and prioritisation of their

<p>S1 S2 S3 S4 S5 S6 S7 S8 S12 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22 S23</p> <p>B1 B2 B3 B4 B5 B6 B7 B8 B9</p>		<p>workload (B1, B2, B3, B4, B5, B6, B7, B8, B9, S23)</p> <ol style="list-style-type: none"> 2. Explains using an example, when planning an intervention, they explored and evaluated a range of solutions and options. Can evaluate the impact of the intervention on the wider context (K1, K4, K10) 3. Give examples of participation in health promotion activities (S15) 4. Critically analyse how they have worked in line with legislation, standards, codes of practice, national and local policies and procedures relevant to their role as an Environmental Health Practitioner (K1, K3, S6, S7) 5. Explains how they have led audits and inspections to accurately identify, monitor and evaluate risks and hazards and determine the overall risk to public health, including carrying out sampling and the collection of evidence. Communicate environmental risks and risk management solutions to stakeholders (K4, K10, K14, S2, S5, S21, S22) 6. Explain the process for assessing applications and granting licences \ permits and explains how they plan and record intervention support in line with relevant legislation (S3, S12, S13, S16) 7. Justify why they have used a range of research, analytical and problem-solving techniques by explaining how they have resolved environmental health issues and by giving examples of how they have used IT packages to support their decision making (S8, S12, S18) 8. Give examples of when they have worked with a wide range of stakeholders and managed confrontations (K8, S1, S4, S14, S17, S19) 9. Give examples of how they demonstrate their commitment to continuing professional development and leadership in their role as an Environmental Health Practitioner (K20, K22, S20)
--	--	--

	Fail	The apprentice has not met the knowledge, skills and behaviours for the assessment method.
--	------	--

Overall EPA grading

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

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

Assessment Method 1 Written Exam	Assessment Method 2 Professional Discussion	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Pass	Pass	Pass
Pass	Merit	Merit
Fail	Merit	Fail

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> complete the on-programme element of the apprenticeship prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> identify when the apprentice is ready to pass the gateway and undertake their EPA notify the EPAO that the apprentice has passed the gateway

EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • have processes in place to conduct internal quality assurance and do this on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan
	<ul style="list-style-type: none"> • have, and operate, an appeals process • provide the materials and resources stipulated in each assessment method
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • hold or be working towards an independent assessor qualification e.g. the Training, Assessment and Quality Assurance qualification, and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must appoint independent assessors who have knowledge of the following areas:

- Independent assessors should have core knowledge, skills and occupational competence of environmental health
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years, or significant experience of the occupation/sector
- The independent assessor will have the following minimum skills, knowledge and occupational competence:
 - a qualified Environmental Health Practitioner with an Environmental Health Officers Registration Board (EHRB) certificate or equivalent
- 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. Independent assessors must attend standardisation at least once per year.

EPAOs must also appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity.

External Quality Assurance (EQA)

The external quality assurance provider for this assessment plan is named on the Institute for Apprenticeships and Technical Education's website.

Re-sits and retakes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

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

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

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.

Affordability

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

- assessing multiple apprentices simultaneously during the written exam
- using an employer's premises for professional discussion assessment and/or the written exam
- using EPAO premises for professional discussion assessment and/or the written exam
- use of videoconferencing for professional discussion assessment

Professional body recognition

This apprenticeship is designed to prepare successful apprentices to meet the requirements for registration as a Member with The Chartered Institute of Environmental Health.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making Reasonable Adjustments for this 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.

Mapping of KSBs

Assessment Method 1: Written Exam

Knowledge
K2 The legislative framework and technical application of relevant Acts, regulations, guidance and codes of practice eg. the Environment Act, Environmental Protection Act, the Health and Safety at Work Act, Public Health Acts, Building Act, Food Hygiene Regulations, Housing Acts, Police and Criminal Evidence Act, data protection legislation, anti-social behaviour legislation etc
K4 The procedures and practices involved with carrying out evidence and risk-based inspections, audits and investigations
K5 The full range of statutory and non-statutory interventions to control, mitigate and reduce risk
K6 The procedures and practices involved in taking a range of enforcement actions
K7 The procedures and practices involved with granting permits, licences and authorisations
K9 The relevance and interpretation of complex/scientific reports, technical guidance, analytical data, research and other forms of evidence
K11 Concepts relating to the natural world, its key biological and ecological systems and how this may affect and be affected by humans; sustainability of resources and their impact on climate and health
K12 The human world and communities; human made structures, industry and services
K13 How social, cultural, emotional and psychological factors influence environmental health and the health of the public
K15 Environmental stressors and how they impact on different environments and communities
K16 The impact of lifestyle choices on the health of individuals and communities
K17 The principles of environmental microbiology
K18 Theories of epidemiology of a range of communicable and non-communicable diseases and their practical application in environmental health
K19 Anatomy and physiology and how human function can be affected by biological, toxicological and mechanical effects
K21 A range of quantitative and qualitative data gathering methods and how to appraise and select the optimum method
K23 Principles of safeguarding and how to apply them to self and others
K24 The principles of collecting evidence for monitoring, investigations and enforcement purposes including seizure and detention powers, formal sampling procedures and exhibit referencing

K25 Techniques to investigate and resolve complaints

Skills

S9 Critically evaluate and analyse evidence and information
--

S10 Formulate judgements and decisions based on the evidence available and applied knowledge eg. on acceptable levels of pollution emissions, water data, acceptable levels of noise etc

S11 Manage objective measurement and analysis of scientific information to determine the appropriate course of action eg. noise measurement, air emissions etc

Assessment Method 2: Professional Discussion

Knowledge

K1 The complex political and corporate environment in which the organisation operates and own role in this

K3 The role of the environmental health service in leading on and contributing to the wider public health agenda and the health, safety and wellbeing of local communities

K4 The procedures and practices involved with carrying out evidence and risk-based inspections, audits and investigations
--

K8 How to liaise and communicate appropriately with a variety of sources including clients, partner agencies, the public and the media

K10 The concepts of hazard analysis and risk assessment and their practical application in environmental health
--

K14 Concepts of health and disease and how these are measured and assessed

K20 The concepts and principles of leadership and application to own practice
--

K22 The limits of own scope of practice and when to seek advice from others
--

Skills

S1 Provide specialist, professional and technical environmental health advice and guidance to a range of stakeholders such as residents, businesses, property owners, government agencies and partners

S2 Plan, undertake and lead inspections, audits and other forms of investigations across the breadth of environmental health matters

S3 Evaluate applications and grant relevant licences and permits eg. environmental permits, HMOs, caravan sites, skin piercing, tattooists etc

S4 Negotiate with and influence a range of stakeholders in relation to a range of environmental health matters
S5 Identify, evaluate and communicate environmental health risks and risk management solutions to a range of stakeholders
S6 Ensure all activities are undertaken in accordance with relevant legislation, guidance and codes of practice
S7 Infer and apply a range of legislation related to environmental health, eg. the Environment Act, Environmental Protection Act, the Health and Safety at Work Act, Food Safety Act, Housing Act, Public Health Act, Police and Criminal Evidence Act, data protection legislation, anti-social behaviour legislation etc
S8 Employ a range of research, analytical and problem-solving techniques to resolve environmental health issues through creative and critical thinking, devising practical solutions and applying problem solving strategies
S12 Appraise, implement and communicate relevant interventions eg. enforcement actions
S13 Produce accurate records and reports and where appropriate, recommend interventions, including the collection and handling of evidence with a view towards legal proceedings
S14 Assess and deal effectively with difficult and confrontational situations
S15 Participate in health promotional activities in high priority environmental health areas eg. shisha, smoking, obesity, food safety etc
S16 Implement effective decision making, exercising discretion, initiative and independence within the scope of own role
S17 Communicate and influence effectively with a diverse range of stakeholders including spoken and written communication skills, presentation skills, giving advice and guidance / mediating / negotiating and persuading, handling private and sensitive information (eg. data protection)
S18 Use a range of standard IT packages to undertake for example, word processing activities, produce reports and input / analyse data
S19 Work as part of a multi-disciplinary and/or multi-organisational team and collaborate to achieve successful outcomes
S20 Lead activities relating to environmental health matters
S21 Carry out sampling and collect evidence for monitoring, investigations and/or enforcement purposes in accordance with legislation and current guidance
S22 Examine and assess compliance with conditions
S23 Plan, organise and prioritise workload to meet deadlines

Behaviours

B1 Be positive, creative and innovative within complex environments in professional practice

B2 Be adaptive to a changing operational and political environment
B3 Be collaborative with a diverse range of stakeholders
B4 Be self-motivated and committed to leading own professional development
B5 Be assertive in appropriate situations to communicate and influence effectively
B6 Show discretion in professional practice
B7 Be resilient and self-aware
B8 Operate with dignity and respect, maintaining impartiality/fairness/equality
B9 Champion own organisation's values and goals