

End-point assessment plan for drinks dispense technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0752	3	No

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Introduction and overview

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

Full time apprentices will typically spend 18-months on-programme working towards the occupational standard, with a minimum of 20% off-the-job training. As a minimum, apprentices must require and spend 12-months on-programme.

The EPA should only start once the pre-requisite gateway requirements for EPA have been met and they can be evidenced to an EPAO. The employer must be satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. The apprentice must have compiled a portfolio of evidence, which will underpin the interview. In addition, apprentices without English and mathematics at level 2 must achieve this level prior to taking their EPA.¹

The EPA will typically be completed within a 12-week period, after the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of three distinct assessment methods:

- knowledge test
- workplace observation and questioning
- interview, underpinned by portfolio of evidence

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

The individual assessment methods will have the following grades.

Assessment method 1 – knowledge test:

- fail
- pass
- distinction

¹ For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.

Assessment method 2 – workplace observation and questioning:

- fail
- pass
- distinction

Assessment method 3 - interview, underpinned by portfolio of evidence

- fail
- pass
- distinction

EPA summary table

On-programme (typically 18-months)	<p>Training to develop the drinks dispense occupation standard's knowledge, skills and behaviours.</p> <p>Working towards English and maths level 2 (if required).</p> <p>Compilation of portfolio of evidence.</p>
End-point assessment gateway	<p>Employer satisfied apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>Compiled portfolio of evidence.</p> <p>Apprentice achieved English and mathematics level 2, as a minimum. 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.</p>
End-point assessment (typically completed within 12-week period)	<p>Assessment method 1: knowledge test, graded fail, pass or distinction</p> <p>Assessment method 2: workplace observation and questioning, graded fail, pass or distinction</p> <p>Assessment method 3: interview, underpinned by portfolio of evidence, graded fail, pass or distinction</p> <p>End-point assessment graded: fail, pass or distinction</p>

Length of end-point assessment period

All EPA assessment methods will typically be completed within 12-weeks of the first part of the end-point assessment method commencing.

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 taking another.

Gateway

The EPA must 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 means 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 following gateway requirements must be met prior to the apprentice starting the EPA:

- achieved English and mathematics at level 2, as a minimum. For those with an education, health and care plan or a legacy statement the 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
- Complied portfolio of evidence – see requirements below

Portfolio of evidence requirements

The portfolio of evidence will underpin the interview.

It must include at least one piece of evidence that demonstrates each of the KSBs assessed by the interview as shown in Annex A. Evidence must be mapped against the KSBs. It is expected that each piece of evidence will be mapped against multiple KSBs. Evidence must relate to work completed in full by the apprentice. Evidence must relate to real work activity; simulated evidence is not allowed. It will typically contain 10-12 pieces of evidence, with a focus on quality evidence, not quantity. Each piece of video evidence must not be longer than 10-minutes; a maximum of two video pieces of evidence are allowable (20-minutes maximum in total). The portfolio of evidence may be paper-based or electronic. The apprentice's employer must provide a statement confirming that the evidence is attributable to the apprentice.

Examples of evidence include:

- site survey
- risk assessment
- job planning
- completed worksheets

- training records
- annotated photographs of completed installation
- narrated video of completed installation

This list is not definitive and other evidence sources are permissible. Note self-reflective accounts are not valid evidence sources. Any employer contributions should focus on direct observation of evidence (for example witness statements) rather than opinions.

The portfolio of evidence must be submitted to the EPAO as a gateway requirement.

Assessment methods

Apprentices must complete:

- **Assessment method 1 – knowledge test**
- **Assessment method 2 – workplace observation and questioning**
- **Assessment method 3 – interview, underpinned by portfolio of evidence**

The KSBs assessed by each assessment method are shown in the mapping of KSBs by assessment method.

Requirements for each assessment method are below.

Assessment method 1: knowledge test

Rationale for using this assessment method:

- allows for the efficient testing of knowledge where there is a right or wrong answer
- does not require independent assessor time, reducing cost; it can be administered, invigilated and marked by independent person

Apprentices must complete a knowledge test during the EPA period.

The knowledge test must consist of 50 multiple-choice questions.

Each multiple-choice question must present the apprentice with four options, from which the apprentice must select one correct option. Each question answered correctly must be assigned one mark; any incorrect or missing answers must be assigned zero marks.

Apprentices must have a maximum of 90-minutes to complete the knowledge test.

Knowledge test questions must be set so that a pass will represent competence in the knowledge.

Knowledge test questions may include the requirement to calculate pressure. EPAOs must provide a 'slide rule' for this purpose.

There must be five safety critical questions, relating to: pressure x 1, risk assessment x 1, confined spaces x 1 and general health and safety x 2, apprentices must correctly answer four-out-of-five in order to pass.

The knowledge test must be closed book, which means the apprentice cannot refer to reference books or materials.

Knowledge tests can be either electronic or a paper-based and may be taken on-line.

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Apprentices must take the knowledge test under controlled conditions - free from distraction and influence, in the presence of an EPAO administrator/invigilator. The maximum administrator/invigilator to apprentice ratio must be one-to-10 if in person; or one-to-five if remote. EPAOs must ensure appropriate methods to prevent misrepresentation are in place.

EPAO markers must mark knowledge tests following a marking guide produced by the EPAO; electronic marking is permissible.

EPAOs should ensure the knowledge test is available for apprentices within the typical 12-week EPA time period.

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

EPAOs will produce the following material to support this method:

- a knowledge test question bank, of sufficient size to prevent predictability and review the questions regularly (and at least once a year) to ensure they are fit for purpose. It is recommended that EPAOs develop questions, in consultation with representative employers; where they do so they must ensure measures are in place to maintain question security
- marking guides
- guidance for apprentices and employers

Assessment method 2: workplace observation and questioning

This assessment method has two components: observation and questioning.

The rationale for using this assessment method is:

- this is a practical role, best demonstrated through observation
- observation allows the assessment of work duties in the apprentice's normal place of work, using tools and equipment with which they are familiar, which is likely to enable the apprentice to perform at their best
- observation is a cost effective assessment method, as it makes use of the client's premises and resources
- the duties chosen reflect something that would be completed by drinks dispense technicians on a regular basis; duties not necessarily completed in all workplaces are assessed via the interview underpinned by portfolio of evidence
- the questioning component enables the checking of underpinning knowledge

Apprentices must be observed in the workplace by an independent assessor on a one-to-one basis under normal working conditions. Where this is not feasible, alternative premises that must not disadvantage the apprentice can be used, for example an appropriate centre replicating a realistic work environment; such situations and environments must be approved in advance of the EPA by the EPAO. The apprentice must use equipment with which they are familiar.

The observation and questioning must last four-hours, +10% at the independent assessor's discretion to allow the apprentice to complete an activity. Breaks may be taken during the observation, for example to move to a different part of the workplace and comfort breaks; such time will not

contribute to the observation and questioning duration. The observation and questioning may be undertaken over one or two day days (two days maximum).

The observation must require apprentices to undertake the following duties:

- install additional equipment to dispense a product on an existing system; for example, an extra product line or a brand product change
- remove and decommission redundant equipment, enabling asset management and re-use, refurbishment or disposal, as necessary; for example remove a lager dispense system
- conduct maintenance, servicing and repairs to drinks equipment ensuring continuity and quality of dispense, in line with brand owners' specifications; for example replace a base pump in a remote cooler
- provide information and guidance to key stakeholders and end-users of the system
- offer customer service to stakeholders; for example, Licensee, brewers, brand owner
- plan daily tasks/schedule; for example, route planning; equipment and stock required, and carrying out of vehicle checks
- maintain product lines - removing foreign bodies and ensuring the quality of the product

The independent assessor must agree with the employer the observation specification, taking into account workplace schedules.

EPAOs must provide both written and verbal instructions to apprentices, detailing the activities they must complete during the workplace observation and questioning, and time permitted to do so.

Independent assessors must ask a minimum of 15 open questions to assess underpinning knowledge and understanding; follow up questions are allowed for clarification purposes. All questions must be asked during the workplace observation and questioning time-period. Questions may be asked during and/or after activity completion. Independent assessors should ensure questioning does not interrupt the apprentice's flow of work or cause a distraction that could impact on the apprentice's work. Independent assessors will devise the questions based on what has been observed however, EPAOs must supply sample questions. Independent assessors should consider the level of English that the apprentice is working at and pitch questions using appropriate language to ensure inclusivity.

The workplace observation and questioning will be graded fail, pass or distinction. Independent assessors must assess and grade the workplace observation and questioning using the grading criteria below.

Independent assessors must document the workplace observation and questioning, using their EPAO's documentation.

EPAOs will produce the following material to support this method:

- observation and questioning specifications, of sufficient size to prevent predictability and review the sample questions they contain regularly (and at least once a year) to ensure they are fit for purpose
- assessment recording documentation
- guidance for apprentices and employers

Assessment method 3: interview, underpinned by portfolio of evidence

The rationale for using this assessment method is:

- it allows the apprentice to be assessed against KSBs that may not occur naturally in every workplace or on a regular basis, or would take too long to observe
- the interview is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate application of skill and behaviours as well as knowledge
- allows for testing of responses where there are a number of potential answers that couldn't be tested through the multiple-choice knowledge test
- it is a cost effective, as it makes use of the employer's premises and does not require additional resources

The interview must be carried out on a one-to-one basis between the apprentice and their independent assessor.

The interview must last 60-minutes, + 10% at the independent assessor's discretion to allow the apprentice to complete an answer to a question asked.

To ensure efficient use of resources and time, it is envisaged that the interview will take place after the knowledge test or workplace observation and questioning but this is not a requirement.

The interview must be conducted under controlled conditions, in a quiet space free from distraction and influence. It is anticipated that the employer's premises will be used to reduce cost however, other venues may be sourced if necessary.

It is envisaged the interview will be carried out face-to-face however, an online platform for example video-conference may also be used where necessary, if the apprentice, the employer and the independent assessor all agree this is appropriate, and robust technology is in place to ensure the apprentice is not disadvantaged. 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 ask a minimum of 12 open questions; follow up questions are allowed to seek clarification. All questions must be asked in the total time allowed.

Questions must cover the following themes:

- stock and resource management
- team leadership
- documentation and information technology
- service level agreements
- industry insight
- diagnosing dispense, product and equipment faults
- isolating and documenting unsaleable products for return
- collecting and recording data

- reliability
- adaptability
- team working
- continued professional development

Independent assessors will use questions devised by the EPAO, which should be tailored to the apprentice by the independent assessor following a review of the apprentice's portfolio of evidence. The independent assessor should consider the level of English that the apprentice is working at and pitch questions using appropriate language to ensure inclusivity.

Apprentices must refer to evidence within their portfolio of evidence when answering the questions.

The interview will be graded fail, pass or distinction. Independent assessors must assess and grade the interview using the grading criteria below.

The independent assessor must document the interview, using their EPAO's documentation.

EPAOs will produce the following material to support this method:

- Question bank, of sufficient size to prevent predictability and review the questions they contain regularly (and at least once a year) to ensure they are fit for purpose. It is recommended sample questions are developed in consultation with representative employers; where EPAOs do so, they must put measures in place to ensure question security.
- assessment recording documentation
- guidance for apprentices and employers

Grading of assessment methods

Assessment method 1 – knowledge test

Grading boundaries	Fail	Pass	Distinction
Marks	0-39	40-45 (including four-out-of-five safety critical questions)	46-50 (including four-out-of-five safety critical questions)

Assessment method 2 – workplace observation and questioning

The apprentice will be deemed to have failed if they do not meet the criteria outlined in the pass descriptor.

	KSBs	Pass	Distinction, apprentices must demonstrate 8 of the following:
Work instructions K1 K2 S1 S4 S7 S8 S9 S10 S12 S14 S18 B4 B5		<p>Extracts the correct information and uses it to inform work</p> <p>Work completed in line with the Service Level Agreements, legal requirements, Codes of Practice, employer's specifications and customer needs</p> <p>Ensures product is dispensing as per the specification, as part of completing the job</p> <p>Demonstrates understanding of potential implications of not meeting job/standard requirements</p>	<p>Explains reasons behind Codes of Practice and brand specification</p> <p>Explains why issues occur</p>
Parts K8 S13		<p>Undertakes process to assess condition of components, correctly identifies broken/worn parts, providing reasoned justification for resulting action</p> <p>Correctly names parts and identifies their use</p>	<p>Explains why parts may become worn or broken and possible preventative measures.</p>
Operation of tools K10 S11		<p>Explains process for proper tool maintenance</p> <p>Uses tools for the correct purpose and in a safe manner, in line with manufacturers guidelines</p>	
The perfect pour K12		<p>Explains routine issues affecting the perfect pour and how to resolve them, for example fobbing, dirty glass washer, fabric conditioner</p>	<p>Explain non-routine issues affecting the perfect pour and how to resolve them, for example undesired aromas, faults with dispense systems, such as cooler not working</p>
Planning and time management K17 S2		<p>Tasks completed within the allocated time</p> <p>Necessary materials, equipment and stock determined and arranged</p>	<p>Work completed in logical order, without need to back track</p>

	<p>Rationale given for planning approach taken demonstrating planning</p> <p>Demonstrates understanding of implications of not planning</p>	
<p>Communication</p> <p>K19</p> <p>S23</p> <p>S24</p>	<p>Demonstrates understanding of different learning styles/ techniques and their application</p> <p>Provides correct and relevant information in an easy to understand way</p> <p>Keeps stakeholder informed throughout process</p>	<p>Explains how they would adapt their style for a different audience type (as identified by the independent assessor)</p>
<p>Professionalism</p> <p>K22</p> <p>B6</p>	<p>Clean, smart and good personal hygiene</p> <p>Interacts with stakeholders in an approachable and professional manner: actively listens, shows empathy, polite and courteous</p> <p>Demonstrates understanding of what impacts on professional relationships</p>	
<p>Quality assurance</p> <p>S16</p>	<p>Test(s) and quality assurance correctly carried out; failings identified and adjustments made (where applicable)</p>	<p>Explains why issues occur</p>
<p>Cleaning</p> <p>S17</p>	<p>Cleans lines, vessels and other equipment using appropriate system and products in line with manufacturer guidelines; ensures removal of foreign bodies and integrity of the system.</p> <p>Explains the symptoms and potential impact of infected/contaminated lines</p>	<p>Explains the pros and cons of different cleaning systems</p>
<p>Packing</p> <p>S19</p>	<p>Components correctly labelled in accordance with collection/disposal guidelines and suitably packaged for refurbishment/returning to base, to reduce risk of damage during transit</p>	
<p>Health and safety</p> <p>S3</p> <p>S25</p> <p>B1</p>	<p>Site survey completed, all hazards identified and suitable control methods put in place</p> <p>Work conducted in a way that ensures safety of others and self</p>	

Assessment method 3 – interview, underpinned by portfolio

The apprentice will be deemed to have failed if they do not meet the criteria outlined in the pass descriptor.

	KSB	Pass	Distinction, apprentices must demonstrate 9 of the following:
Resources K9 S5 S6		Demonstrates correct identification and sourcing of resources and stock to meet job requirements Explains factors that affect stock management decisions in relation to at least three different items	Explains at least two ways in which costs are impacted by stock
Improvement techniques K18		Explains how to use different improvement techniques including the 5 S' (sort, set, shine, standardise and sustain), PDCA (Plan, Do, Check, Act)	Justifies use of one improvement technique over another
Teamworking K20		Describes at least one example of leading and contributing to the success of a team	Provides at least one example of overcoming issues within a team, explaining and evaluating the strategy used
Documentation K23 K24 S21		Demonstrates correct completion of documentation States purpose and requirements for correct documentation completion Demonstrates correct use of IT and explains factors important to its correct use	Identifies the potential implications of not completing documentation correctly Identifies benefits and potential pitfalls of using IT
Customer service K25		Identifies the key customer requirements of a service level agreement and how they impacted on their approach to work	Evaluates the pros and cons of different service level agreements from customer and supplier perspective
Industry insight K26		Outlines at least three factors taken into account when planning a job	Justifies planning decisions in terms of commercial gain
Faults S15		Demonstrates steps undertaken to diagnose at least two different faults and implement solutions Demonstrates how they would adapt approach in a scenario provided	Identifies underlying cause of faults

Returns S20	Demonstrates steps required to isolate a product for return, destruction or further investigation and the basis for the decision	
Data collection S22	Demonstrates data collection, recording and reporting process and checks undertaken to ensure accuracy	
Reliability B2	Provides evidence of reliable conduct	Identifies at least three possible implications of unreliable workforce for stakeholders
Adapability B3	Provides at least one example of how they responded to an unforeseen circumstance	Describes pre-empting issues and proactively adapting approach to an issue or circumstance
Team working B7	Provides at least one example of working effectively as part of a team	Explains at least two reasons why team working was more effective in stated instance
CPD B8	Identifies at least three types of CPD undertaken and explains how they applied the learning	Demonstrates how they shared learning to others

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA pass grade. The workplace observation and questioning has a greater significance in respect of the distinction grade, as a distinction must be achieved in this assessment method plus one of the other methods to gain an overall distinction grade.

Overall grading

Performance in the EPA will determine the overall apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit/re-take an assessment method – see the following re-sit/re-take section.

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

Apprentices who fail one or more assessment method will be awarded an overall fail.

To achieve an EPA pass, apprentices must achieve a pass or distinction in all three assessment methods.

To achieve an EPA distinction, apprentices must achieve a distinction in the workplace observation, plus one or both of the other assessment methods. See grading combinations table below.

Independent assessors' decisions will be subject to moderation by the EPAO – see internal quality assurance section below. EPA grading decisions must not be confirmed until after moderation.

Assessment method 1 – knowledge test	Assessment method 2 - workplace observation and questioning	Assessment method 3 – interview	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction

Re-sits/re-takes

Apprentices who fail one or more EPA component will be offered the opportunity to take a re-sit/retake. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to pass with excellence. A re-sit does not require further learning, whereas a re-take does.

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

A re-sit/re-take must be taken within 12-weeks of the original fail notification, otherwise the entire EPA must be re-sat/re-taken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

EPAOs must ensure that apprentices undertake a different knowledge test, workplace observation and questioning specification and interview questions when taking a re-sit/re-take.

Roles and responsibilities, ensuring independence

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship standard from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • complete the on-programme stage 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/assess the knowledge test • appoint independent assessors to assess and grade the workplace observation and questioning and interview • provide training and CPD to the independent assessors they employ to undertake the EPA

	<ul style="list-style-type: none"> • 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 • have, and operate, an appeals process
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. A1, TAQA (Training, Assessment and Quality Assurance) <p>and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</p> <ul style="list-style-type: none"> • be an experienced senior drinks dispense technician and worked in industry or drinks dispense training/assessment within last two years or able to demonstrate up-to-date knowledge and skills, for example through continuing professional development records • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Administrators/Invigilators and markers	As a minimum administrators/invigilators and markers must:

- | | |
|--|--|
| | <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 |
|--|--|

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 the following minimum knowledge, skills and occupational competence:
 - be an experienced senior drinks dispense technician (for example 5 years' experience) and worked in industry or drinks dispense training/assessment within last two years or able to demonstrate up-to-date knowledge and skills, for example through continuing professional development records
 - hold or working towards an assessor award for example A1, TAQA (Training, Assessment and Quality Assurance)
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO
- operate induction training and standardisation events for each independent assessor before they deliver an updated assessment method for the first time
- thereafter operate regular standardisation events for independent assessors at a frequency determined by risk, good practice and need and based on sufficient robust auditing activity.
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, based on any available minimum criteria from the EQA provider, good practice, need and based on sufficient robust auditing activity. EPAOs are therefore expected to have in place clear robust relevant policies and to manage the moderation of their independent assessors dynamically (i.e. increase moderation rates above a minimum as necessary as a matter of course).

Affordability

The following factors should ensure the EPA is affordable:

- the knowledge test and interview can be conducted remotely, reducing travel cost and down time
- employers premises should be used for EPA venues where possible
- the observation and questioning is conducted in the workplace, with the apprentice completing real work, adding value to the employer and does not incur additional resource costs
- where possible the observation and interview can take place on the same day

Implementation

It is anticipated that there will be 50 apprenticeship starts per year.

Mapping of knowledge, skills and behaviours by each assessment method

Key	
Knowledge test	T
Observation and questioning	O
Interview	I

	Knowledge	Assessment method
K1	Drinks Dispense System installation, commissioning and decommissioning requirements including site survey, system components, system limitations, testing.	O
K2	Drinks Dispense System maintenance requirements and techniques including fault-finding, troubleshooting, diagnostic techniques, repair, preventative maintenance, testing; common faults and causes.	O
K3	System Specifications for example, keg, cask, soft drinks, nitro coffee, frozen, carbonated, manufacturer specifications, temperature, gas type, flow speed, couplers, post-mix; what they are, the effects they have and how to use them.	T
K4	Product Specifications including pipework and plumbing, temperature, gas pressures, fluid mechanics/dynamics, management, composition, characteristics, brewing process, ingredients, cask ale conditioning, manufacturer's specification, stock rotation; what they are and how to use them.	T
K5	Electrical Systems including polarity testing, codes, Portable Appliance Testing (PAT), use of a multimeter; principles of electricity, voltage, types of current: Alternating Current/Direct Current (AC/DC).	T
K6	Refrigeration principles, types of refrigerant, integral and split systems, requirements relating to hydrochlorofluorocarbons (HCFCs), both gas and water cooled systems.	T
K7	Pipework and Plumbing including different materials, joints and routing; requirements including length and building restrictions.	T
K8	Asset Management, including identification of equipment/parts, value of stock and equipment, correct handling of parts, salvageability of parts to be removed, returns process, disposal.	O
K9	Stock Management for example stock requirements, lead times, stock management systems.	I
K10	Proper tool usage including hand tools, power tools, carbonation tester, refractometer, ratio cup, PAT tester, multimeter, gas monitors, hygrometer, pressure gauges, CO2 monitors, correct/appropriate tool selection.	O

K11	Cleaning (Line & Glass) including different systems, symptoms of infected/contaminated line, cleaning process, health and safety dangers, fault-finding, effect of bacteria in lines, the need for effective pest control around products and manufacturers guidelines.	T
K12	Perfect Pour for example how to create, problem solving, environment, cleaning of vessels/glassware, operation of glasswashers and icemakers.	O
K13	Codes of Practice (COP) and guidelines, including British Soft Drinks Association, British Beer and Pub Association, Brewing Food & Beverage Industry Trade Association, Brand Dispense Association, British Soft Drinks Association electrical guidelines, British Beer and Pub Association electrical guidelines, brand matrix, Brands Dispense Association Drinks Installation Manual.	T
K14	Legal requirements and compliance including authority to work, trading standards, transport regulations (for example. RBUS (Return Beer Unfit for Sale)/ullage, overloading, gas canisters), General Data Protection Regulations, electric compliance, pressure systems compliance	T
K15	Health and & Safety including Control Of Substances Hazardous to Health (COSHH), Risk Assessment, Method Statements, Manual Handling, Personal Protective Equipment, Asbestos, Confined Spaces, Working at Height, Construction Skills Certification Scheme Compliance, food hygiene, vehicle safety.	T
K16	Environmental Considerations including Waste Electrical and Electronic Equipment Directive (WEEE), recycling, fluorinated greenhouse gas (F Gas)	T
K17	Planning techniques including time management skills, work flow (e.g. job acquisition point)	O
K18	Improvement techniques including the 5 S' (sort, set, shine, standardise and sustain), PDCA (Plan, Do, Check, Act)	I
K19	Training, mentoring and coaching techniques: how to pass on knowledge, and provide guidance to customer/stakeholder, in a clear, concise and easy to understand manner.	O
K20	Team leadership and management techniques.	I
K21	Equality and diversity in the workplace considerations.	T
K22	Professional Relationships including Etiquette; expectations, responsibilities.	O
K23	Documentation requirements, for example job sheets, bar records, Written Scheme of Examination, vehicle safety checklist, cleaning logs.	I
K24	Information Technology, for example processing software, email systems, handheld devices, job management systems, asset tracking systems.	I
K25	Service Level Agreements for example employer/employee responsibilities, limitations, expectations, response times.	I
K26	Industry Insight, for example appropriate timing, peak business hours, local geography, parking restrictions, access, dispense system ownership (Must Buy Must Sell system), position in supply chain, identity of stakeholders and motivations.	I

	Skills	Assessment method
S1	Interpreting, following and adhering to Service Level Agreements, legal requirements, COPs, specifications and customer needs.	O
S2	Planning, organising and scheduling own/others' work for example task delegation, work-flow, route planning, time management.	O
S3	Conducting site survey, including risk assessments.	O
S4	Interpreting job requirements for example job specification, technical drawings, instruction booklets, identifying trends.	O
S5	Determining and sourcing resources for example materials, time and equipment.	I
S6	Managing stock levels.	I
S7	Plumbing of pipework for drinks dispense equipment or components.	O
S8	Conducting electrical installation or maintenance of drinks dispense equipment or components.	O
S9	Installing or maintaining refrigeration components for drinks dispense equipment.	O
S10	Installing or maintaining gas dispense pressure system.	O
S11	Operating tools and instruments for example drills, power tools, spirit levels, specialist tools/instruments.	O
S12	Commissioning and connecting specified equipment and/or components in adherence to Service Level Agreements, legal requirements, COPs, specifications and customer needs.	O
S13	Assessing condition of components and equipment and identifying action.	O
S14	Decommissioning and disconnecting specified equipment or components in adherence to Service Level Agreements, legal requirements, COPs, specifications and customer needs.	O
S15	Diagnosing dispense, product or equipment faults and identifying solutions.	I
S16	Testing equipment and quality assuring product dispensed for example sampling final product.	O
S17	Cleaning of lines, vessels and other equipment.	O
S18	Categorising decommissioned equipment for reuse, disposal or recycling.	O
S19	Packing decommissioned equipment to prevent further deterioration/damage.	O
S20	Isolating and documenting unsaleable product for return, destruction or further investigation.	I
S21	Completing documentation for example asset management records, work sheets, waste environmental records.	I

S22	Collecting, recording and providing data, for example pressure readings, stock usage.	I
S23	Communicating with stakeholders, internal or external for example customers, colleagues, managers, general public.	O
S24	Providing information, guidance or training to colleagues and/or stakeholders.	O
S25	Conducting all duties in adherence with health and safety directives and environmental policy and procedures.	O
	Behaviours	Assessment methods
B1	Health & Safety first attitude.	O
B2	Reliable, for example, acts with integrity, punctual, meticulous, trustworthy, honest, determined, perseveres.	I
B3	Adaptable, for example, responds to unforeseen circumstances, improvises in environment or time challenged conditions, resilient under pressure.	I
B4	Takes responsibility for job, for example, a desire to see a job through from start to finish and verify that it has been completed to a high standard.	O
B5	Quality focus for example attention to detail, accuracy, customer orientated, 'right fix first time,' implements quality and lasting repairs.	O
B6	Professional, for example, represents themselves/employer well, presentable, passion for product, ambassadorial nature, instils confidence.	O
B7	Team player, for example works with others toward a common goal, with an obvious willingness and positive attitude, has regard for equality and diversity considerations.	I
B8	Maintains a commitment to continuous professional development in order to ensure growth in ability and standards of work.	I