![Institute for Apprenticeships & Technical Education]

End-point assessment plan for Audiovisual Technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0940	5	No

Contents

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Audiovisual Technician apprenticeship standard. It explains how EPA for this apprenticeship must operate. 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 Audiovisual Technician apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start and the EPA be arranged once all of the pre-requisite gateway requirements for EPA have been met and they can be evidenced/available 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. Apprentices must have compiled a portfolio of evidence which underpins the professional discussion.

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

The EPA must be completed within an EPA period lasting typically 4 months, after the EPA gateway.

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 Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Scenario test with questioning

- Fail
- Pass
- Distinction

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Merit
- Distinction

EPA summary table

On-programme (typically 24 months)	The apprentice must: • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's occupational standard. • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules.
End-point assessment gateway	The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The apprentice must: • confirm they are ready to take the EPA. • have achieved English and mathematics qualifications in line with the apprenticeship funding rules' The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.
End-point assessment (which will typically take 4 months)	**The grades available for each assessment method are below:** Assessment method 1: Scenario Test with questioning With the following grades: · Fail · Pass · Distinction Assessment method 2: Professional discussion underpinned by a portfolio of evidence With the following grades: · Fail · Pass · Distinction Overall EPA and apprenticeship can be graded: · Fail · Pass · Merit · Distinction
Professional recognition	TBC

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Length of end-point assessment period

The EPA (including all assessment methods) will typically be completed within three months of the gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not have to be known before an apprentice starts the next one. Depending on business activity and the preferences of the employer/apprentice, the two assessment methods might be undertaken over one or two consecutive days, however, each method should be completed within the same day it was started.

EPA 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) however, the decision must ultimately be made solely by the employer. In addition, an apprentice must have completed the following gateway requirements prior to beginning EPA:

- For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA
- For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

For scenario test with questioning:

- no specific requirements

For professional discussion underpinned by a portfolio of evidence:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed via professional discussion
- The portfolio will have been completed by the apprentice during their on-programme learning and presented to the EPAO in either hard-copy or electronic format at the gateway. The portfolio will cover the knowledge, skills and behaviours as mapped to the professional discussion which it underpins. It should not include commentary of a self-reflective nature or any self-assessment

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- The portfolio of evidence itself is not assessed: it is used to underpin the questioning for the professional discussion. Training providers are free to devise their own version of the portfolio of evidence, however it is expected to include:

    o a number of discrete pieces of evidence relevant to the duties involved in the standard. The quantity of pieces of evidence is expected to be dependent upon the training programme and the apprentice's activites in role, but is expected to be within a reasonable threshold relative to the quantity of duties in the standard.

    o Evidence must be mapped against the KSBs
    o Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
    o Evidence sources may include:
        o project plans and outcomes
        o written investigations, analysis and reflections
        o video, including presentations and computer screen capture evidencing various operations
        o workplace documentation/records/policies/procedures
        o witness statements
        o annotated photographs

        o *The above is not a definitive list; other evidence sources are possible.*

    o Evidence of line manager observations carried out over the period of the apprenticeship which must be focused on direct factual observations rather than the employer's opinion of the apprentice, and an appraisal report completed by the employer towards the end of the on-programme period

    o Written summaries for each piece of evidence highlighting what the artefact is and which KSBs it represents.

- The portfolio produced must be the apprentice's work only; employer support should not extend to any direct contributions to the collation or production of the portfolio. The employer will verify that the work submitted is that of the apprentice only

- The portfolio must be submitted to the EPAO at the gateway.

End-Point Assessment methods
Assessment method 1: Scenario Test with Questioning

Overview

Apprentices will be presented with a written prompt and verbal overview outlining a specific problem to which they are required to reply with a written solution. The independent assessor will take on the role of the client and answer any questions the apprentice may have after the initial written and verbal overview has been provided. There are two scenarios within this method, the apprentice will be assessed on both. Each scenario will comprise of the prompt and response cycle during which apprentices will be able to ask questions for clarification. After the submission of the written response there will be separate time for questioning by independent assessor.

Each scenario will focus on a different subset of KSBs as specified in the mapping section of this document:

- Scenario 1: Online Events
- Scenario 2: AV Systems Integration.

Apprentice's written response will demonstrate the KSBs assigned to specific scenarios. Apprentices should ask questions at any point within the time allocated for their written response to clarify their understanding of the problem outlined in the prompt. After review of the written response assessor must ask open questions, which will be specific to the response given by the apprentice, to enable assessment of KSBs.

The rationale for this assessment method is:

The occupation involves prompt and response cycles in which clients approach audiovisual service/hardware suppliers with specific problems to solve. The act of reading, understanding, and responding to job specifications is important in the sector. In addition, asking the right questions of a client in order to inform the response, and responding with neatly presented and accurate written specifications, is a key part of the job role. Apprentices who struggle to comprehend the written word are supported in this method of assessment by questioning the assessor on the job specification/problem to be solved. This is not only permitted but encouraged as a vital part of communicating/understanding the project.

The scenario test is a cost-effective assessment method as it affords assessment of a wide range of KSBs in relatively small amount of time. Tasks not best suited to a written response are assessed via the professional discussion assessment method.

Delivery
- EPAOs must arrange for the scenario test to take place in consultation with the employer.
- Apprentices must be tested by an independent assessor.
- They will be assessed against the KSBs assigned to this assessment method as shown in the mapping of KSBs. Scenario 1 focuses on "Online Events" KSBs and Scenario 2 focuses on "AV Systems Integration" KSBs
- When introducing the scenario prompt, the assessor must give a verbal overview of the specified project to allow the apprentice to synthesise the verbal and written information.

- The apprentice will have an opportunity of questioning/discussing the scenario with the assessor during each scenario.
- This means that the apprentice can ask questions for clarification to the assessor throughout each scenario, whilst preparing their written response, in the same manner that they would carry out a business/client discussion.
- On receipt of apprentice's written response, independent assessor will review it within 15-20mins. This time will not be included in the total count of time allowed for each component.
- The scenario and questioning should take 4 hours in total (2 hours per scenario, which is broken down into 1.5 hours for the written response and 30 minutes for post-scenario questioning).
- This ensures that the apprentice obtains full understanding of the scenario and enables them to evidence that they are making the correct considerations
- Post-scenario questioning:
  - After the submission and review of each written response, the apprentice will be asked open questions by the independent assessor during the post-scenario questioning, where the assessor asks open questions to the apprentice to test their understanding of the KBSs mapped to this method.
  - The independent assessor must ask a minimum of 6 open questions per scenario within a 30 minutes time period. They may ask follow-up questions where clarification is required.
  - The purpose of the questioning is to assess underpinning knowledge, skills, and behaviours to determine whether the apprentice has reached pass or distinction criteria.
  - Independent assessors must use questions from the EPAO's question bank, combined with questions they have devised themselves based on the written response and the questions that the apprentice has asked. The questioning must take place in a quiet area free from distraction and influence.
- KSBs covered in the written response and questions asked by the apprentice during completion of their written response, together with apprentice's answers to the post-scenario questions must be documented by the independent assessor.
- A comfort break between scenarios is permitted. The apprentice must not communicate with anyone else during any breaks. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.
- It is possible to carry assessment over two days, however, each assessment component should be completed on the same day it was started.
- The independent assessor has the discretion to increase the time of the scenario test and questioning by up to 10% for each scenario, to allow the apprentice to complete a task at the end of this method of the EPA or finish answering a question.
- Apprentices must be provided with information on the format of the test, including the timescales they will be working to before the assessment begins.
- Independent assessor will make all grading decisions.
- The EPAO is responsible for producing the scenarios and documenting the discussion/ questioning by the apprentice during the scenario response.
- Apprentices should be given access to a computer and internet and they are allowed to look any necessary information up, as this is reflective of practice.
- This assessment will take place on one-to-one basis.
- Example scenarios are provided below.

Example Scenarios

SCENARIO 1: Online Events

You have been approached by a cultural museum to provide a virtual conference for approx. 200 attendees. They would like to have 6 guest panelists to present at the event and would like to enquire about audience participation, perhaps using polls as an icebreaker. They would also like to arrange for their guests to be ushered into breakout spaces near the end of the event for networking in smaller groups. They would be happy for these breakout rooms to be randomly allocated to their guests. One of the guest panelists is very high-profile causing concerns with the organiser about security and would like to be reassured that their guests would be able to attend without any disruption. Create an Event Plan in response to all these elements in order to create a seamless event.

Scenario 2: AV Systems Integration

A client has requested an upgrade to an existing presentation only space to integrate a video conferencing solution and TV distribution – their conferencing platform of choice is Microsoft Teams which they currently drive from their laptops and PCs and they have a TV headend in place. The room is 15 x 8 metres with a fibre tile ceiling and shelf top credenzas situated below the screens, it has a meeting room table that sits 13 people and is equipped with 2 x 60" LED displays and a Crestron control system, there are no conferencing solutions presently in place but there are 2 x laptop input positions offering DVI & VGA connections. The room will retain its existing furniture and displays and, in addition to conferencing via MS Teams, they would like to replace their existing laptop connections for HDMI and simplify operation as much as possible. Create a systems integration plan in response to all these elements.

Venue

The scenario test can take place in any of the following:

- o employer's premises (in a quiet room free from distractions)
- o a suitable venue selected by the EPAO (for example a training provider's premises)
- o video conferencing can also be used, however, the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.
- o all above should provide access to a computer and internet

Supporting material/Question Development

EPAOs will create and set the scenarios and supporting open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a scenario/question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the scenarios/questions they contain are fit for purpose. Independent assessors must use the scenario/question bank as a source for the assessment and are expected to use their professional judgment to tailor the questions appropriately. Independent assessors are responsible for generating

suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

Independent assessors must be developed and trained by the EPAO in the conduct of scenario tests and questioning and reaching consistent judgements.

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 assessment method:

- Outline of the assessment method's requirements
- Scenarios and question bank
- Marking materials
- Guidance for apprentices and employers
- Assessment recording documentation
- Independent assessor training materials
- Grading guidance

It is recommended that scenarios and questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their scenarios and questions when consulting employers.

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

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 their own context as a starting point to discuss their own practice and experiences, with supporting evidence from their portfolio. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the creative technology sector. The professional discussion will also allow some KSBs which may not regularly naturally occur in every workplace to be assessed as well as the assessment of a disparate set of KSBs.

Delivery
The professional discussion will be conducted as described below.

The portfolio will be reviewed prior to the professional discussion to allow the assessor to generate questions based on the portfolio. The independent assessor will have 2 weeks to review the portfolio prior to the professional discussion. The EPAO will typically give the apprentice at least one week's notice prior to conducting the professional discussion. The professional discussion is carried out on a 1 to 1 basis. It is envisaged this will typically be in-person, however, the professional discussion may take place using video conferencing (see venue section below for details). The apprentice must evidence

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how they have demonstrated the KSBs assigned to the professional discussion and must be given the opportunity to refer to their portfolio of evidence during the assessment.

The independent assessors will conduct and assess the professional discussion which must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. During the discussion the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The questioning and evidence provided for this assessment will enable the apprentice to demonstrate the depth of their knowledge, skills and behaviours and understanding of their role.

A minimum of 15 open questions will be asked by the assessor. The assessor can ask follow-up questions during the professional discussion to gain clarity on responses or evidence provided by the apprentice. The independent assessor is free to use the EPAO question bank as well as generate their own questions.

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

The independent assessor will make all grading decisions.

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

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

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing can also be used, however, the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Other relevant information
A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

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

- Outline of the assessment method's requirements
- Marking material
- Question bank
- Independent assessor training materials
- Grading guidance

- Guidance document for employers and apprentices on the process/timescales for the professional discussion underpinned by portfolio of evidence as well as a description of the purpose
- Guidance document for independent assessors on how to carry out the assessment

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

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

Grading Descriptors
Assessment method 1: Scenario Test with Questioning

To achieve a pass in this assessment method, all pass criteria must be attained by the apprentice.

To achieve a distinction in this assessment method, all pass and all distinction criteria must be attained by the apprentice.

Scenario 1: Online Events

KSBs	Pass - apprentice demonstrates all of the following:	Distinction – in addition to the pass descriptors, all of the distinction descriptors must be achieved for this method:
Videoconferencing K15 K16	Solution to problem demonstrates awareness of the strengths and limitations and the scope of videoconferencing and booking systems (K15, K16)	
Live streaming systems	Applies knowledge and understanding of hardware and/or software configurations to a live stream scenario (K18)	

K18		
Online events K17 K26 K27 B9	Specifies back-up systems and proposes mitigations for potential issues that may arise (K17, B9) Takes into consideration the requirements and key considerations of the specified online event to propose interactive solutions (K26, K27)	Articulates the scope of available online event platforms and interactive solutions for given requirements and the likely impact of different options on the available interactive solutions for the online event (K26, K27)
Accessibility & **data management** K28 K29	Takes into consideration accessibility issues and systems (K28) Specifies data safekeeping practice (K29)	Articulates the scope and affordances of available accessibility systems (K28)
Project **understanding and** **communication** S7	Collates, compares and synthesises information from various sources to provide a solution to a specific problem (S7)	
Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria		

Scenario 2: AV Systems Integration

KSBs	Pass - apprentice demonstrates all of the following:	Distinction – in addition to the pass descriptors, all of the distinction descriptors must be achieved for this method:
Audio Specification K1 K3 K14 S3	Accurately specifies connection of necessary audio system components, signal flow, conversion points, and AV over IP; accounts for factors impacting upon microphone placement and room acoustics (K1, K3, K14)	Evaluates limitations and risk of specified system components (K14)

	Applies knowledge of conferencing acoustics and applicable gain structures (S3)	
Lighting K7	Applies knowledge of lighting design, fixtures, and controller connections (K7)	
AV Systems Integration K10 K12 K21 S28	Applies knowledge of the required resources for a given brief and integrates them into a coherent project plan (K10, K12, K21, S11, S28)	Demonstrates awareness of complex issues such as system configuration, content deployment and end user control and permissions (K12, S28)
Project Management K11 S8 B3 B4	Details an organised/collaborative approach to managing a project incorporating change requests, budget, site restrictions, systems, and communication/update schedules (K11, S8, B4) Incorporates manufacturer guidance and works within budget (B3)	
Health & Safety K30 K31 S23 S24 S27	Identifies and documents risk and hazards associated with the project, specifying preventative measures including safe storage information and complies with all health and safety legislation (K30 K31, S23, S24, S27)	
Time Management & Effective Communication B2 B7	Produces a coherent plan within the time allotted; asks appropriate questions and gives answers concerning the project in a confident manner (B2, B7)	
Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria		

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

To achieve a pass in this assessment method, all pass criteria must be attained by the apprentice.

To achieve a distinction in this assessment method, all pass and all distinction criteria must be attained by the apprentice.

KSBs	Pass - apprentice demonstrates all of the following:	Distinction – in addition to the pass descriptors, all of the distinction descriptors must be achieved for this method:
Event Equipment Operation & Maintenance K2 K4 K6 S5 S25 S26	Explains how to configure a wireless microphone system, evidences awareness of common issues and problem solving methods; describes how to operate mixing desk including audio routing; evidences awareness of unmanaged audio mixing scenarios (K2, K4, K6) Describes how they operate and program lighting controller software and/or hardware using appropriate methods for the task (S5) Describes how to test equipment prior to use, address any issues and document action taken and any further necessary action (S25, S26)	Evaluates the features of the available equipment relative to the task (K4)
Audio Capture K5 S16	Explains how to perform fundamental DAW operations (K5) Explains the fundamentals of audio capture (S16)	
Audio Post-Production K20 K25 K24	Accurately interprets a given specification in order to deliver mastered audio content (K20, K25)	Masters an audio project in full fidelity without negative timbral, spatial or dynamic artefacts with reference to extant material; provides audio deliverables in a

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	Discusses specification and quality control workflows (K24)	range of formats, considering loudness standards (K20, K25)
Audiovisual Manipulation S12 S13	Describes how to edit audio and video content using appropriate methods for the task; explains how to prepare, maintain and manipulate audio and video assets through post-production (S12, S13)	
Visual Capture & Multi-Camera Setups K8 S1 S14	Explains how to integrate multiple camera feeds in a live production scenario (K8) Describes how to operate a video camera and vision mixer; and how to create digital assets for video projects (S1, S14)	Correctly synchronises multiple camera feeds with effective technical application; analyses and corrects signal flow problems (K8)
Principals of Cinematography K9 S15	Evidences awareness of appropriate methods for camera operating fundamentals: exposure, white balance, and focusing (K9, S15)	
Production Workflows K22 K23	Provides example of accurately interpreting a given specification in order to apply appropriate codecs for available post-production facilities and a final output (K22, K23)	
Projection S2 S4	Explains how to apply technological knowledge to a visual projection task (S2, S4)	Researches projection software methods to inform developed practice (S2)
Virtual Events S17 S18	Vision mixes multiple sources in a live stream scenario and advises event participants when necessary (S17, S18)	
Project Management & Documentation K13 S9 S22	Applies design block principles and creates schematic against user requirements (K13) Explains technical concepts with clarity in person and in writing to end users of all skill levels and seniorities (S9)	Produces clear split schematics against all system elements: rack elevations, video, audio, and control (K13)

	Uses appropriate digital tools to schedule and update project progress (S22)	
IT K19 S10	Understands computer operating systems general functionality, uses appropriate methods to install, configure and test personal computers (K19, S10)	
Learning and Training S19	Researches and develops training sessions for others in the use of specialist equipment/system (S19)	Evaluates the impact of own actions/methods, and attendee feedback, in order to further develop training skills (S19
Professional Development and Research S20 S21 B6 B8	Researches various sources to inform personal training and development plan and actions professional development activities (S20, S21) Researches new and emerging equipment and systems, connecting them with appropriate training; develops a professional network, using links with peer-professionals and organisations to prioritise training targets and activities (S20, S21, B8) Challenges common practice in a constructive manner (B6)	Discusses the likely impact of new and emerging equipment and systems on the organisation (B8)
Organisation, Independence, and Communication S6 B1 B5 B10	Takes initiative and uses judgement to independently solve problems as they arise (S6, B1, B10) Modifies personal approach based on the situation (B5)	
Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria		

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Overall EPA grading

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

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

Apprentices must gain at least a pass in all methods to gain a pass overall. A fail in any of the assessment methods will result in a fail 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 – Scenario Test with questioning	Assessment method 2 – Professional discussion underpinned by a portfolio of evidence	Overall grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. 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 apprentices employer will need to agree that either a re-sit or re-take is an appropriate course of action. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescale for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	As a minimum, apprentices should: • participate in development opportunities to develop/improve their knowledge skills and behaviours (KSBs) as outlined in the occupational standard • meet all gateway requirements • understand the purpose and importance of EPA and undertake EPA • undertake 20% off-the-job training as arranged by the employer and training provider • undertake the EPA including meeting all gateway requirements
Employer	As a minimum, employers should: • select the EPAO and training provider • 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 a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing 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 allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	As a minimum, EPAOs should: • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • 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) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest

	• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	As a minimum, independent assessors should: • have the competence to assess the apprentice at this level and hold any required qualifications and/or experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA

	- for the first time and a minimum of annually on this apprenticeship standard - assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily - assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily - make all grading decisions - record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner - use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	As a minimum, the training provider should: - work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard - conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). - monitor the apprentice's progress during any training provider led on-programme learning - advise the employer, upon request, on the apprentice's readiness for EPA - remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

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

• appoint independent assessors who hold or are working towards an independent assessor qualification, for example TAQA (Training and Quality Assessment)

• appoint independent assessors who are either currently employed in the audiovisual sector or have been employed in the sector within the previous 24 months. The assessors should have sufficient professional experience to have detailed knowledge of the KSB's in the apprenticeship standard and must be independent of the apprentice's employer and training provider

• appoint independent assessors who are competent to deliver the EPA

• 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 apprenticeship standard and before they deliver an updated assessment method for the first time

• ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

• conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Affordability

Affordability of the EPA will be ensured by using an employer's premises/online videoconferencing and resources for all assessment methods where possible

Professional body recognition

This occupational apprenticeship standard aligns with the industry-recognised, job task analysis developed by AVIXA, the leading trade association supporting the global AV industry, as part of their ANSI ISO/IEC 17024:2012 accredited Certified Technology Specialist (CTS) credential.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Scenario Tests with Questioning

Scenario 1: Online Events

Knowledge
K15: Awareness of the strengths, weaknesses, and limitations of videoconferencing systems and platforms
K16: Videoconferencing booking systems
K17: Redundancy and backup systems relevant to the project
K18: Hardware/software configurations for streaming online audiovisual content
K26: Different types of online events, their requirements and key considerations
K27: Interactive solutions for online events
K28: Audiovisual accessibility considerations and systems
K29: Personal data management in accordance with relevant data protection legislation
Skills
S7: Collate, compare, and synthesise information from various sources
Behaviours
B9: Well prepared, anticipates issues ahead of time

Scenario 2: AV Systems Integration

Knowledge
K1: Connection of audio system components, signal flow and conversion
K3: The impact of microphone placement and room acoustics on an audio signal
K7: Lighting design and fixtures/controller connections
K10: Appropriate audiovisual equipment and/or applications for a given brief
K11: Project management principles: planning, change, budgets, and documentation
K12: Integrated audiovisual solutions for specific requirements
K14: AV over IP concepts and operation: servers, digital signage, channel distribution, and access
K21: Designation of video resolutions, frame rates, and output options
K30: National, employer, and context specific health and safety regulations
K31: Potential hazards and preventative measures
Skills
S3: Audio mixing; loudness, timbre, spatialisation, and channel management
S8: Work collaboratively. Building and maintaining positive relationships with performers, public speakers, presenters, clients, event organisers
S11: Configure and manage remote participation systems
S23: Complete risk assessment documentation
S24: Accurately assesses level of risk to health and safety of themselves and others
S27: Safe storage of equipment

S28: Create a coherent planning document
Behaviours
B2: Work calmly and methodically in time-sensitive situations
B3: Reference user manuals and manufacturer guidance
B4: Awareness of the importance of regular contact, when appropriate, to offer updated information and documentation
B7: Confident & effective communicator

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Knowledge
K2: Knows how to configure and test wireless microphones and what are common issues and adequate problem solving techniques
K4: Audio mixing desk routing and operation
K5: Digital Audio Workstation fundamental operations
K6: Unmanaged audio mixing scenarios
K8: Synchronisation of video signals for multi-camera setups
K9: Principals of photography for moving image
K13: How to use CAD drawings when designing systems
K19: Installation/configuration of personal computers and common computer operating systems general functionality
K20: Project mastering
K22: Video compression and decompression through codec and bitrate workflows
K23: Required workflows for online and offline edits utilising a media server
K24: Designation of sampling rate, bit depth, and channel options
K25: Audio deliverables within the context of a specific project

Skills
S1: Operate a video camera and vision mixer
S2: Integrate a projector and/or display as part of an audiovisual presentation
S4: Apply and problem solve video signal flow for live production
S5: Operate and program lighting control software/hardware
S6: Root cause analysis & problem solving
S9: Communicate technical concepts with clarity in person and in writing to end users of all skill levels and seniority
S10: Install, test, and commission relevant hardware
S12: Edit audio and video content
S13: Prepare, maintain, and manipulate audio and video assets through post-production
S14: Create digital assets for video workflows
S15: Manual camera operating for a range of contemporary S35mm digital cameras
S16: Audio capture
S17: Deliver virtual event technical operations
S18: Clearly advise and guide event participants

S19: Devise a learning program intended to cover a particular device/system
S20: Identify personal training and professional development needs via research and investigation
S21: Organise appropriate personal professional development activities to develop and enhance own role and skills
S22: Use collaborative online environments to schedule and update projects and tasks
S25: Test and maintain audiovisual equipment, cables, and connectors: substitute items where necessary
S26: Document and record maintenance activities
Behaviours
B1: Think and act independently and safely whilst working within company guidelines
B5: Able to modify personal approach based on the situation
B6: Challenges approaches to work in a constructive manner
B8: Online researcher of new equipment and training opportunities, communicate with professionals and organisations to prioritise personal training goals and activities
B10: Take initiative e.g. seek the source of an issue of own accord and take necessary action