

End-point assessment plan for Camera Prep Technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0900	3	No

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Introduction and overview

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

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

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

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 3 month(s), after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Multiple choice test

- Fail
- Pass
- Distinction

Assessment method 2: Observation with questions

- Fail
- Pass
- Distinction

Assessment method 3: Professional Discussion underpinned by Work Log

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).
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 and mathematics Level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • a Work Log.
End-point assessment (which will typically take 3 months)	<p>Assessment method 1: Multiple choice test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 2: Observation with questions</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 3: Professional Discussion underpinned by Work Log</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 month(s), after the EPA gateway. Any supporting material which underpins an EPA assessment method should be submitted at the start of the EPA period.

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. British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

For Multiple choice test:

- no specific requirements

For Observation with questions:

- no specific requirements

For Professional Discussion underpinned by Work Log, the apprentice will be required to have produced:

- A Work Log which they should bring to their Professional Discussion. It is expected that the Work Log will typically contain 8 instances of kit that the apprentice has worked on. The work log will typically contain 16 example kit lists and/ or photographs. A qualitative as opposed to quantitative approach is suggested
- The Work Log will need to contain examples of the apprentice's own work and be directly attributable to them. This will need to be confirmed in writing by the employer.

- The Work Log may typically include copies of kit lists, supported by photographs of configured kit, including close ups where necessary. Reflective accounts and self-assessments should not be included. In addition, the examples should be cross referenced to the knowledge, skills and behaviours mapped to this method (this could be in the form of a grid). One example can be referenced against more than one knowledge, skill or behaviour.
- Apprentices must compile a Work Log of evidence during the on-programme period of the apprenticeship
- The format of the Work Log can be in hard copy or digital, as agreed between the employer, the apprentice and the EPAO. The content must be sufficient to enable the apprentice to recall examples during the Professional Discussion of how they meet the knowledge, skills and behaviours mapped to this method.
- The apprentice's Manager/ Mentor will typically support the development of the Work Log in accordance with company policy and procedures, although the assessment organisation will provide further guidance on the content.
- The Work Log will not be assessed or marked.

Assessment methods

Assessment method 1: Multiple choice test

(This assessment method has 1 components.)

Assessment method 1 component 1: Multiple choice test

Overview

The rationale for this assessment method is:

The Multiple Choice Test will focus on the knowledge mapped to this assessment method and will test recall and understanding of core knowledge. The Multiple Choice Test assessment method can be relatively easy to deliver and mark, providing the independent assessor with a quantitative score. This enables benchmarking for consistency across the standard and is an appropriate method to ensure that this knowledge is embedded.

Test Format

The test can be:

- computer based
- paper based

It will consist of 30 questions.

These questions will consist of:

Closed response questions (e.g. multiple-choice questions)

For each question there will be four responses to choose from and one correct answer per question. Each correct answer is worth one mark.

Test administration

Apprentices must have a maximum of 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

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 or specialised (proctor) software, if the test is taken on-line. 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.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

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. Alternatively, marking by computer is permissible where questions types allow this, to improve marking reliability.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

The results of the End Point Assessment should be notified to the Apprentice without any undue delay.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this is 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.

Required supporting material

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

- A test specification
- sample test and mark scheme
- live test and mark scheme
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.
- question banks

Assessment method 2: Observation with questions

(This assessment method has 1 component.)

Assessment method 2 component 1: Observation with questions

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

One independent assessor may observe up to a maximum of 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

The duties of a Camera Prep Technician are practical and hands on in nature and best assessed through observation. The observation will provide apprentices the opportunity to demonstrate that they can apply the knowledge, skills and behaviours safely and effectively in their work environment. It will enable the apprentice to demonstrate that they have the knowledge, skills and behaviours to perform the role. It would be difficult to replicate the working environment or have access to such expensive

equipment using any other method. Observation of the apprentice performing the role will also give employers confidence that the apprentice has achieved competence.

Delivery

The observation should take 3 hours. The observation consists of 2 discrete sections, building a kit and dismantling a kit, which should be held consecutively. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation:

- Preparation, configuration and testing of a kit against a given kit list through to dispatch.
- Returning a used kit to a suitable specification after use.

Available kit will differ according to each employer. The employer will provide a kit list specification for the assessment which has been agreed with the EPAO. The employer should advise the EPAO of the kit to be used in advance of the EPA in order that the assessor is aware of any unique/particular factors to be taken into consideration. The apprentice will need to demonstrate compliance with health and safety procedures and maintain the safety and security of kit throughout.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- Whilst it is expected that activities will be observed, where they are not observed by the independent assessor during the observation they can instead be covered by questioning. All questions must be asked and answered within the 3 hour total duration.
- Questions may be asked during the observation. The independent assessor will ask a minimum of 5 self-generated questions. They may ask additional follow up questions where clarification is required.
- KSBs observed, and answers to questions, must be documented by the independent assessor.
- The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

Required supporting material

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

- an outline of the assessment method's requirements
- marking materials
- a standard template upon which to record the assessment outcome

Venue

The observation should take place in:

- the employer's premises

Assessment method 3: Professional Discussion underpinned by Work Log

(This assessment method has 1 component.)

Assessment method 3 component 1: Professional Discussion underpinned by Work Log

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. The Professional Discussion should assess the KSBs assigned to this assessment method and the apprentice may use their Work Log as a prompt to provide examples. The Independent Assessor will ask open questions to enable the apprentice to demonstrate coverage of the KSBs. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their work log to support their responses.

The rationale for this assessment method is:

The professional discussion will allow assessment of the full range specified in the knowledge, skills and behaviours as mapped to this assessment method, which may not naturally occur during an observation. It will also enable assessment of the depth of understanding of the practical skills. The apprentice should refer to their Work Log to assist with examples to aid discussion. Some aspects of the apprenticeship can only be determined through this method.

Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion 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 this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The Independent Assessor must ask a minimum of 10 questions and may follow up with additional questions as they fall naturally from the flow of conversation.

The professional discussion will be conducted as set out here:

The Apprentice will be given 10 working days' notice of the Professional Discussion in order for them to prepare.

The professional discussion will be a structured discussion between the apprentice and independent assessor. It will cover the apprentice's achievements, the standard of their work and their approach.

The professional discussion will be used to assess the Camera Preparation Technician on the knowledge, skills and behaviours mapped to this assessment method, using the apprentice's Work Log to underpin the discussion and will be used by the apprentice to refer to or exemplify a point. The Work Log will not be assessed.

The independent assessor will use open competency-based questions when required. The Independent Assessor will use the EPAO question bank but will adapt these questions and ask follow-up questions to suit the Professional Discussion. These will be based on the knowledge, skills and behaviours mapped to this method. The base EPAO questions will be reviewed every year and moderated by the EPAO. The EPAO will also provide a template to record Apprentice responses.

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 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)

Other relevant information

A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. Independent assessors are responsible for asking suitable questions in line with the EPAO's training and standardisation process.

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

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

Required supporting material

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

- outline of the assessment method's requirements
- marking materials and template to record apprentices' responses
- agreed set of base questions

Reasonable adjustments

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

Weighting of assessment methods

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

Grading

Assessment method 1: Multiple choice test

KSBs	Fail	Pass	Distinction
K1 K4 K5 K6 K7 K8 K9 K16 K18 K20	Below 18 marks	18 – 23 marks	24 – 30 marks

Assessment method 2: Observation with questions

All pass criteria must be met in order to achieve a pass grade. All pass criteria and distinction criteria must be met to achieve a distinction.

KSBs	Fail	Pass	Distinction
K12 K15 S1 S2 S4 S8 S9 S13 S15 S16 B3 B4 B5	Does not meet the pass criteria	<p>S1, S2, S13, B5</p> <p>Plans and prioritises camera preparation activities to meet deadlines and quality requirements, analysing and interpreting kit lists, making logical substitutions to solve technical difficulties or improve on the specification and recording returns, changes and substitutions in line with company procedures.</p> <p>S4, S9, S15 Builds and dismantles cameras, accessories, lenses and other peripherals to the required specification, logging any damage or imperfections and so they take account of the requirements of grip, sound or lighting equipment, so that they are:</p> <ul style="list-style-type: none"> • Shoot ready • Ready for storage after use <p>K12, S8 Tests equipment to ensure</p>	<p>S1, S13 Considers the wider impact of equipment on the quality of the shoot and justifies the selection of changes and substitutions.</p> <p>S1, S13, B5 Evaluates the effectiveness of substitutions and the impact on wider resources.</p> <p>S4, S9, S15 Justifies the planning and prioritisation of camera preparation activities, balancing cost, deadlines, quality requirements and efficiency.</p>

		<p>it works in the configuration specified:</p> <ul style="list-style-type: none"> • at an appropriate time • in appropriate facilities and conditions • and using testing methods that are appropriate for the type and configuration of equipment • in line with the remit and boundaries of own role in supporting camera crew with camera tests <p>B3, K15 Demonstrates an appreciation of the value of the camera equipment by handling and packaging it safely and securely to protect it from damage</p> <p>B4, S16 Works in line with company policies and practices at all times to ensure the security and protection of equipment and a safe and environmentally-friendly working environment, identifying and mitigating risks or reporting appropriately those which are outside their control.</p>	
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Assessment method 3: Professional Discussion underpinned by Work Log

All pass criteria must be met in order to achieve a pass grade. All pass criteria and distinction criteria must be met to achieve a distinction.

KSBs	Fail	Pass	Distinction
K2 K3 K10 K11 K13 K14 K17 K19 S3 S5 S6 S7 S10 S11 S12 S14 B1 B2 B6	Does not meet the pass criteria	<p>K2 Describes the roles and responsibilities of everyone involved in the workflow for camera preparation, the dependencies between each role and the impact of own punctuality and attendance on the organisation and productivity of self and others.</p> <p>B2, K17, S6 Describes when they have:</p> <ul style="list-style-type: none"> • sought clarification on a specification or instruction, in line with company protocols; • alerted appropriate people about issues encountered; • offered suggestions of alternative solutions in line with company protocols; • communicated progress to managers, colleagues and clients; and • offered and requested support from colleagues <p>and the impact that each instance has had on work quality and deadlines.</p> <p>S3, K10, B1 Gives examples of three different instances of when and how they have selected and technically compiled different compatible cameras and lens types and appropriate accessories and peripherals which have met kit list quality specifications and deadlines. Explains in each case how they assessed whether any replacements or substitutions were</p>	<p>K17 Describes an example of devising a well-reasoned solution to an issue that took full account of the needs of both the client and the company and evaluates both its impact and the possible consequences of alternative actions on work quality, deadlines and the organisation.</p> <p>S3, K10, B1 Justifies why specified equipment was not compatible and needed replacing and the potential implications of not replacing it on the quality of the shoot.</p>

	<p>required and how they met storage requirements.</p> <p>K13 Explains the purpose and importance of, and the process for, carrying out quality assessments of optical elements including lenses, filters, LCD and other screens and delicate optical/ visual surfaces.</p> <p>S12, K14 Explains how they carry out the maintenance of equipment, including cameras, accessories, lenses and other peripherals, identifying required repairs and undertaking these successfully within the limits of their own responsibility.</p> <p>K3, B6 Describes the features and capabilities of industry standard film and digital cameras and how they are useful or limited in different production genres, applications and contexts and the impact of new and emerging innovations and developments in camera equipment and technology</p> <p>K19, S5, S7, S10, S11 Describes when they have provided accurate advice to camera crew (clients) or rental desk colleagues, justifying the advice given, about:</p> <ul style="list-style-type: none"> • the capability of equipment; • compatibility and incompatibility of cameras, accessories, lenses and other peripherals • alternative equipment options; and • how to resolve operational difficulties during camera tests or during use. <p>In each case they should include how they have adapted their use of technical terms appropriate for the audience.</p> <p>K11 Explains the company procedures and record keeping requirements for the end to end kit</p>	<p>B6 Identifies and applies learning from past advice received to solve emerging issues so that situations where advice is sought are reduced.</p> <p>K19, S5, S7, S10, S11 Explanations of the advice given is well-reasoned, tailored to the recipient and supported by evidence of positive outcomes and consideration of the implications of alternative advice.</p>
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		<p>build, dispatch and return, including authorisation processes and GDPR requirements.</p> <p>S14, Describes the processes in their organisation for handing over and accepting equipment from clients, couriers and drivers and the information they need to record.</p>	
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Overall EPA grading

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

Apprentices must gain a pass or higher in each assessment method to achieve a pass. Apprentices must gain a distinction in all three assessment methods to achieve a distinction.

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 - Multiple Choice Test	Assessment method 2 – Observation with questions	Assessment method 3 – Professional Discussion supplemented with Work Log	Overall grading
Pass	Pass	Pass	Pass
Distinction	Distinction	Distinction	Distinction
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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 timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 4 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

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

Marker	<p>As a minimum, the markers should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances. • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances. • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures
Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> • have up to date knowledge and expertise of the subject matter • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 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 • plays no part in the EPA itself

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 occupational areas: camera preparation.
- appoint independent assessors who maintain (and can produce on request) a current, accurate record which demonstrates how they kept up to date with emerging technology and advances in the sector.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last two years or significant experience (a minimum of five years) of the occupation/sector.
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- online assessment
- using an employer's premises
- The observation and questions can be carried out on the same day as the Professional Discussion.

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Multiple choice test

Knowledge
K1 The role of camera preparation in the production process and the impact of camera preparation on production schedules and budgets.
K4 The functional role and compatibility of camera accessories, lenses and other peripherals and the features, capabilities and limitations of general and specialist lenses including parfocal, anamorphic, spherical, coated, uncoated, prime and zoom.
K5 The range, capabilities and role of timecode and its role in production.
K6 The capabilities, limitations and uses of different battery types, maintenance and charge logs and current related legislation including that related to the transportation of industry standard batteries.
K7 Digital formats, compression codecs and workflow and their use in appraising standards including those for delivery specifications, shooting specifications and signal output standards.
K8 The features, role, capabilities and limitations of currently used grip, sound and lighting equipment, including radio channels for wireless mics and video, and their impact on camera preparation and use.
K9 The purpose and format of camera kit list specifications, the terminology and industry colloquialisms used and how long it takes to prepare typical kit lists.
K16 Relevant health and safety legislation and company-specific policies to ensure environmental sustainability and a safe working environment for themselves, colleagues and clients, including manual handling.
K18 The advantages and disadvantages of communicating in person, by phone and by email and different communication techniques that might be applicable for each.
K20 The protocols for, and differences of, working on location or in a studio as opposed to working in the kit room, camera floor or warehouse.

Assessment method 2: Observation with questions

Knowledge
K12 The importance of camera and lens testing, why and when they should be carried out, the facilities and conditions required, appropriate methods of testing different types and configurations of equipment and the remit and boundaries of own role in supporting camera crew with camera tests.
K15 How all items of camera equipment should be protected and packaged to avoid damage during transit.

Skills
S1 Analyse and interpret kit lists to identify equipment and configuration requirements, identifying incompatibilities and cameras, accessories, lenses and other peripherals that do not meet requirements. Make changes and substitutions to cameras, accessories, lenses and other peripherals specified in kit lists in line with company procedures including as requested by crew when possible.
S2 Plan and prioritise own camera preparation activities in order to meet required timescales and quality requirements.
S4 Configure cameras, accessories, lenses and other peripherals during the prep stage so they are complete and shoot-ready, taking account of the requirements of any related grip, sound or lighting equipment and removing any camera accessories that are not relevant or required to meet production requirements.
S8 Test cameras, accessories, lenses and other peripherals to ensure they work in the configuration specified and for which they are intended to work.
S9 Identify damage and imperfections on lenses and other optical elements and record and log them as per company procedures.
S13 Maintain accurate records of equipment dispatch and return and amendments, changes and substitutions made to kit lists as per company procedures.
S15 Return equipment to the specification it should be stored in after use and remove and store cameras, accessories, lenses and other peripherals in line with company requirements.
S16 Comply with company policies and practices for health and safety, security and protection of equipment and to make environmentally friendly choices: identifying, mitigating and reporting any incidents or risks to the appropriate person.

Behaviours
B3 Applies an appreciation of the value of the equipment to their work, using appropriate handling and packaging techniques to maintain the safety and security of equipment.
B4 Works safely to ensure a safe working environment for themselves and others in the workplace in line with health and safety requirements at all times.
B5 Thinks creatively and logically to solve technical issues, identifying incompatibilities and alternatives that benefit and improve on given kit list specifications.

Assessment method 3: Professional Discussion underpinned by Work Log

Knowledge
K2 The workflow for camera preparation including the roles, responsibilities and dependencies of everyone involved and the impact of own punctuality and attendance on the organisation and productivity of self and others.
K3 The differences between film and digital cameras and the features and capabilities of industry standard cameras and how they are useful or limited in different production genres, applications and contexts.
K10 How to technically compile equipment in order to meet specification for both equipment kit lists and to meet specification for storage after use. This includes identifying when it is appropriate to replace and when it is appropriate to substitute equipment.
K11 Company procedures, processes, protocols and record keeping requirements for checking availability, logging equipment in and out, preparing kit, making changes and substitutions to specified kit, amending kit lists and dispatching and returning kit including resolving issues with resource availability, authorisation processes for amendments to kit lists and GDPR requirements.
K13 The purpose of quality assessments on lenses, filters, LCD and other screens and delicate optical/visual surfaces and the process for carrying out quality assessments of optical elements.
K14 The importance of regular maintenance of equipment, types of basic first-line maintenance and repairs that fall within own expertise and responsibility and how to carry them out.
K17 The importance of, and company protocols for, accurate, effective and timely communication with own team, other departments and clients including where, when and how to seek clarification on kit list specification or instruction and where when and how to offer suggestions and alternative solutions.
K19 Typical difficulties that may arise during equipment use and how to combat them to pre-empt complications on a shoot.

Skills
S3 Select camera accessories, general and specialist lenses and other peripherals that are compatible and meet kit list specifications. Lenses might include parfocal, anamorphic, spherical, coated, uncoated, prime and zoom.
S5 Provide advice and recommendations about alternative compatible peripherals which meet or benefit kit list specifications.
S6 Communicate work progress to managers, colleagues and clients as appropriate and alert appropriate people at appropriate times about issues which may affect the job preparation, specification or quality.
S7 Give advice about the capabilities or compatibility of cameras, accessories, lenses and other peripherals using language that promotes understanding.
S10 Support camera crew during camera tests either in camera testing facilities in warehousing environments or on filming locations.

S11 Assist clients on ways to resolve operational difficulties with camera equipment during use.
S12 Carry out first-line maintenance and other checks to identify required repairs and maintenance to cameras, accessories, lenses and other peripherals.
S14 Hand equipment over to, and accept equipment from clients, couriers and drivers in line with logistics procedures and processes.

Behaviours
B1 Works with a high level of sustained concentration and attention to detail, producing accurate work which meets quality specifications within agreed deadlines.
B2 Works as part of a team, offering and accepting support from colleagues so that work deadlines are met.
B6 Maintains a key interest in the equipment and technology of the industry, identifying new and emerging innovations and developments.