

Highfield Level 3 End-Point Assessment for ST0550 Safety, Health and Environment (SHE) Technician

End-Point Assessment Kit



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EPA Kit

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How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 3 Safety, Health and Environment (SHE) Technician Apprenticeship Standard.

Highfield are an independent end-point assessment organisation that have been approved to offer and carry out the independent end-point assessments for the Level 3 Safety, Health and Environment (SHE) Technician Apprenticeship Standard. Highfield internally quality assure all end-point assessments in accordance with their IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only ways in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts

Apprenticeship standard:	Safety, Health and Environment (SHE) Technician
Level:	3
On-programme duration:	Typical duration is 24 months
End-point assessment window:	Typically, 4 months
Grading:	Pass/Distinction
End-point assessment methods:	Knowledge test, project report and presentation with questioning, professional discussion underpinned by portfolio of evidence

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method

- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

Working with management and delivery teams to advise on the statutory health, safety and environmental requirements, the SHE technician will be able to work in organisations of varying size and industry. The role could be based in one location or may involve travel across a range of contracts. The role will be partly office based and partly at the work front providing advice to others on how to work without harming themselves or others. The SHE technician will work with the management and delivery team of the organisation to advise on the statutory health, safety and environmental requirements as they affect the company's operations. They will assist the management team in ensuring that the legal and company SHE requirements are implemented.

On a daily basis, the SHE technician will help to develop, review and check on the implementation of risk assessments, safe systems of work, deliver training (for example, toolbox talks and inductions), investigate incidents/accidents, analyse data and present findings to the management team. The SHE technician will engage with all aspects of the organisation to support the embedment of a culture that ensures everyone is able to return to their family and friends unharmed every day while also protecting and enhancing the global land, air and water resources for future generations. This will be achieved by inspiring and influencing others to see the benefit of working responsibly, understanding the legal framework and showing how safety, health and environmental management can enhance operational activities.

The Institution of Occupational Safety and Health (IOSH) will recognise the SHE apprenticeship, enabling those who have completed the apprenticeship to join IOSH at TechIOSH level.

On-programme requirements

Although learning, development and on-programme assessment is flexible and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Safety, Health and Environment (SHE) Technician Apprenticeship Standard. Apprentices will be required to demonstrate continuous and sustained progress towards the end-point assessment by completing work as set out by their employer, demonstrating the knowledge and skills required in the relevant role. The period of on-programme training is managed by the employer, usually in partnership with a training provider.

The role of the training provider is to support the apprentice with the on-programme delivery of the standard. They may also support the apprentice with gathering information and evidence for the work project that will be formally assessed during the end-point assessment. They may deliver some classroom-based (off-the-job) training to the apprentice to cover knowledge, as well as conducting on-the-job formative assessments and progress reviews to ready the apprentice for gateway and end-point assessment.

The training programme leading to end-point assessment should cover the breadth and depth of the standard, using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components and that ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Once the apprentice is deemed competent, the relevant section(s) of the standard should be signed off by both the on-programme assessor and employer.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. Between 12 and 24 meetings with completed records are recommended to show ongoing competence across the entire standard, over a typical 24-month period prior to starting the end-point assessment. All apprentices must spend at least 12 months on-programme and at least 20% of their on-programme time completing off-the-job training.

Portfolio of evidence:

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion.

Evidence sources for the portfolio may include:

- workplace documentation/records (for example, workplace policies/procedures, records)
- witness statements
- annotated photographs
- video clips with a maximum total duration of 5 minutes and the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources are possible. The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance rather than opinions.

The portfolio must be accompanied by a portfolio matrix which can be downloaded from our website. This must be fully completed including a declaration by the employer to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence will typically contain 26 discrete pieces of evidence. Typically, 2 pieces of evidence will be provided for each of the 13 professional discussion knowledge, skills and behaviours from the standard. Evidence may be used to demonstrate more than one knowledge, skill or behaviour as a qualitative approach is suggested as opposed to a quantitative approach.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualification

There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- they must have achieved level 2 English and maths.
- the apprentice must have gathered a portfolio of evidence against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must submit the subject, title and scope of their project that has been agreed with the employer to Highfield using the appropriate section on the portfolio matrix.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - Control of Substances Hazardous to Health
 - Manual Handling
 - Provision and Use of Work Equipment
 - Lifting Operations and Lifting Equipment
 - Health and Safety (Display Screen Equipment)
 - Health and Safety (First Aid)

- Noise at Work regulations
- CDM (Construction, Design and Management)

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **4-month end-point assessment window**. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

The assessment methods can be completed in any order.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Safety, Health and Environment (SHE) Technician Standard (2023)

[Safety, health and environment technician / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (November 2023 ST0550/v1.3)

[st0550_safety_health_and_environment_technician_l3_ap-adjustment-publication-22112023.pdf \(instituteofapprenticeships.org\)](#)

Specific considerations

The evidence criteria for the knowledge test have been written by Highfield and are based on the Safety, Health and Environment Apprenticeship Standard and assessment plan.

The following approaches have been reviewed and approved by the Regulator:

Project report and presentation with questioning

The duration of the project can be up to 12 weeks and so apprentices are able to submit their reports up to 12 weeks after gateway to allow some flexibility for apprentices. Presentation content can also be submitted up to 2 weeks before the presentation.

Professional discussion underpinned by portfolio of evidence

The duration of the professional discussion is up to 60 minutes. The independent assessor will ensure that the apprentice has had the opportunity to attempt all the assessment criteria in this time.

Presentation with questioning

The assessment plan requests that the apprentice is given notice to prepare their presentation, as all Highfield assessments are scheduled in advance, apprentices will have at least 10 working days' notice.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 2 English
- achieved level 2 maths
- submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the portfolio of evidence matrix sheet)
- submitted the subject, title and scope of their project (see the portfolio of evidence matrix sheet)
- submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business). During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training.

The **gateway readiness report** should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website. The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements

All employers are required to ensure that each apprentice has their identification with them on the day of assessment so the end-point assessor/Highfield Assessment can check that the person undertaking the assessment is indeed the person they are claiming to be.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g., employee ID card, travel card, etc.

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The Safety, Health and Environment (SHE) Technician Apprenticeship Standard

The following pages contain the Level 3 Safety, Health and Environment (SHE) Technician Apprenticeship Standard and the assessment criteria in a format that is suitable for delivery.

Company Health & Safety and Environmental Policies including culture		
Knowledge	Skills	Behaviour
<p>K2 The statutory health, safety and environmental legislation and sources of associated guidance and information applicable to their working environment. E.g. Health and Safety at Work etc. Act 1974, Management at Work Regulations 1999, Environmental Protection Act 1990, Environment Act 1995</p> <p>K3 How a SHE Management system works, the range of standards which a typical HSE professional would be involved with, e.g. OHSAS 18001, ISO 45001, ISO 14001 and how these are applied in their working environment</p> <p>K6 The difference between occupational hygiene, health surveillance and health and wellbeing campaigns and methods for implementing these in the workplace</p>	<p>S2 Assists the management team in the development, management, implementation and monitoring of the safety, health and environmental management system by updating systems in line with changes in legislation or best practice, delivering training, coaching operational teams and undertaking workplace inspections</p> <p>S3 Advises on the practical implementation of the company’s SHE policies and processes by applying generic industry guidance into the context of the workplace</p>	<p>B2 Works with others (colleagues, suppliers, clients and the public) and leads by example in a collaborative and non-confrontational way, and adjusts to change in relation to the requirements of the organisation</p> <p>B3 Challenges behaviour that is inconsistent with a positive SHE culture and respects the culture and values of others in contributing a positive SHE culture. Positively influences behaviour in others to achieve desired outcomes and resolve conflicts.</p> <p>B7 Applies attributes of equality and diversity to meet the requirements of fairness at work</p>

K7 How to plan and have systems in place to manage change during an activity relevant to the working environment		
Knowledge test		
Assessment Criteria		
<p>C1 Demonstrate an understanding of key statutory health, safety and environmental legislation and sources of associated guidance and information (K2)</p> <p>C2 Demonstrate an understanding of how a SHE management system works, and the range of standards used and how these are applied in their working environment (K3)</p> <p>C3 Demonstrate an understanding of the differences between occupational hygiene, health surveillance and health and well-being campaigns and methods for implementing these in the workplace (K6)</p> <p>C4 Demonstrate an understanding of how to plan and have systems in place to manage change (K7)</p>		
Project report and presentation with questioning		
Pass criteria	Distinction criteria	
<p>C5 Describes how they support the development, management and implementation of a company's SHE Management Systems as well as how they have delivered training and coaching to relevant staff whilst embedding an ethos of teamwork (S2)</p> <p>C6 Provides advice on the practical implementation of the company's SHE policies and processes, working collaboratively in a team to apply generic industry guidance whilst ensuring that they positively adapt to change and positively influence behaviour in others to achieve desired outcomes, to resolve conflicts and commit to a policy of equality and diversity (S3, B2, B3, B7)</p>	<p>C7 <i>Justifies the need for new aspects of a management system to be implemented (S2, S3)</i></p>	

Amplification and guidance

- **Legislation and sources of associated guidance and information**

- Examples of legislation include:
 - Health and Safety at Work etc. Act 1974
 - Management of Health & Safety at Work Regulations 1999
 - Health and Safety (First Aid) Regulations 1981
 - Environmental Protection Act 1990
 - Environment Act 1995
 - Regulatory Reform (Fire Safety) 2005 Order
 - Electricity at Work Regulations 1989
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Examples of sources of associated guidance and information include:
 - HSE (Health and Safety Executive) website
 - HSE (Health and Safety Executive) Approved codes of Practice (ACoPs)
 - HSE (Health and Safety Executive) statistics
 - Trade associations
 - Professional bodies
 - Internal documentation including accident/incident investigations, audits and inspections
 - Consultation with safety representatives, safety committee and others

- **Range of standards**

- How health and safety is managed in the workplace to comply with legislation
- The range of standards available:
 - e.g. OHSAS 18001, ISO 45001, ISO 14001 and Managing for Health and Safety (HSG65)
- The content of one standard and how it is applied in their workplace
- Benefits of the standard to the organisation

- **Occupational health**

- Health risks associated with their own working environment/occupation
- Effects of occupational ill health – acute and chronic

- Categories of ill health:
 - chemical
 - physical
 - biological
 - psychological (stress)
- **Health surveillance**
 - Legal requirements to carry out health surveillance – COSHH (Control of Substances Hazardous to Health), Management of Health & Safety at Work Regulations, Noise at Work Regulations
- **Health and well-being campaigns**
 - Healthy workplace campaigns
 - How these can be implemented and measured in the working environment:
 - key factors in determining a positive working environment
 - relationships
 - consultation process, involving employees in decisions
 - job design
 - flexible working hours
 - recognition of occupational health issues
 - violence and bullying policies
 - stress policy – HSE (Health and Safety Executive) Management standards
 - realistic targets
- **Managing change**
 - Introduce a safe system of work and apply this to the workplace through staff involvement/consultation and training
 - Benefits of consultation, communication, cooperation and coordination in managing change

Hazards	
Knowledge	Skill
<p>K4 Appropriate methods for identifying, evaluating and controlling hazards relevant to their workplace. E.g. 5 steps to risk assessment and involving people who are experienced in the activity</p> <p>K5 The range of work activities in a given situation and identify how to prioritise and scope out the hazards with the potential to cause harm and/or loss</p> <p>K8 How people think and why they make decisions which can lead to risk, how behaviours can be used, the components of a behavioural program and potential blockers to the successful implementation of a behavioural programme</p>	<p>S4 Identifies the hazards and evaluates:</p> <ol style="list-style-type: none"> 1. Workplace instructions that are relevant to the individual’s job 2. Working practices in the individual’s job that may harm themselves or others 3. Aspects of the individual’s job that could harm themselves or others 4. Which of the potentially harmful working practices and aspects of the individual’s work present the highest risks to themselves or others 5. How to deal with hazards in accordance with workplace instructions and legal requirements
Knowledge test	
Assessment criteria	
<p>H1 Demonstrate an understanding of appropriate methods for identifying, evaluating and controlling hazards (K4)</p> <p>H2 Identify and prioritise the hazards with the potential to cause harm and/or loss (K5)</p> <p>H3 Demonstrate an understanding of the components of a behavioural program and potential blockers that need to be overcome (K8)</p>	

Project report and presentation with questioning	
Pass criteria	Distinction criteria
<p>H4 Identifies hazards and describes how to deal with them in accordance with workplace instructions and legal requirements; evaluates workplace instructions, working practices, aspects that could cause harm, and the highest elements of risk hazards relevant to own workplace (S4)</p>	<p>H5 <i>Evaluates the prioritisation of hazard control measures implemented to reduce risk to the workforce (S4)</i></p>
Amplification and guidance	
<ul style="list-style-type: none"> • Appropriate methods – e.g. 5 steps to risk assessment <ul style="list-style-type: none"> ○ The hazards in their working environment identified through risk profiling, accident investigation, industry guidance and legislation ○ Complete suitable and sufficient risk assessments using the 5-step approach or similar that has a method of evaluating risk ○ Hierarchy of control demonstrated in controlling risk ○ Develop an action plan to introduce new controls • Workplace instructions and legal requirements – e.g. records associated with Provision and Use of Work Equipment Regulations, Lifting Operation and Lifting Equipment Regulations, Noise at Work Regulations, Hand Arm Vibration Regulations or Environmental Permitting Regulations <ul style="list-style-type: none"> ○ The main legal framework and laws relating to health and safety and environmental protection: <ul style="list-style-type: none"> ▪ civil law: <ul style="list-style-type: none"> • negligence and associated defences • claim management • employer liability insurance ▪ criminal law: <ul style="list-style-type: none"> • duty holders • levels of statutory duty - reasonably practicable, practicable and absolute ○ Key sections of the HSWA: <ul style="list-style-type: none"> ▪ employer and employee duties <ul style="list-style-type: none"> • section 2 and 3 	

- section 7 and 8
- section 36 and 37
- the relationship that exists in UK legislation between acts, regulations, European law, ACoPs (Approved Codes of Practice) and guidance
- enforcement of the legislation
- enforcement bodies and powers of enforcement officers applicable to their workplace
- penalties for non-compliance
- Means of defending claims and prosecution:
 - records – training, maintenance, SFARP (So Far as Reasonably Practicable) risk assessments, accident records, etc.
 - records to confirm compliance with Regulations:
 - RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations), Social security Act (accident book)
 - LOLER (Lifting Operations and Lifting Equipment Regulations)
 - PUWER (Provision and Use of Work Equipment Regulations)
- The content of the main regulations applicable to all workplaces:
 - Workplace (Health, Safety and Welfare) Regulations
 - welfare provision – sanitary and washing facilities
 - environment – ventilation, temperature, lighting, flooring, room space
 - floors and traffic routes
 - maintenance
 - workstations and seating

Inspections and investigations

Knowledge	Skill
<p>K9 How to plan for Safety, Health or Environmental emergencies – e.g. accidents, exposure to hazardous substances, fire, pollution</p> <p>K10 Theories for incident causation and prevention such as James Reason’s Swiss Cheese model, Heinrich and Hertzberg theories (Domino, Competency Matrix) including behavioural considerations and implications on business risk (fines, reputation, lost work, etc)</p>	<p>S5 Supports the practical application of the workplace instructions and suppliers’ or manufacturers’ instructions for the safe use of equipment, materials and products</p> <p>S6 Supports and assists in the implementation of SHE inspections and monitoring systems demonstrating the balance between enforcement and internal support</p> <p>S7 Undertakes and/or assists with the monitoring, analysis and reporting of SHE performance</p> <p>S8 Prepares and maintains records relating to safety, health or environmental matters that comply with legal and workplace requirements and are accessible to those who are authorised to use them. E.g. records associated with Provision and Use of Work Equipment Regulations, Lifting Operation and Lifting Equipment Regulations, Noise at Work Regulations, Hand Arm Vibration Regulations or Environmental Permitting Regulations</p> <p>S11 Assists and/or manages the investigation of accidents, incidents, dangerous occurrences, near misses and other incidents as directed</p>

Knowledge test	
Assessment criteria	
I1 Demonstrate an understanding of how to plan for safety, health or environmental emergencies (K9)	
I2 Demonstrate an understanding of theories for incident causation and prevention (K10)	
Professional discussion underpinned by portfolio of evidence	
Pass criteria	Distinction criteria
I3 Describes how they can assist in an incident investigation and implement SHE inspection and monitoring systems (S6, S11)	<i>I6 Explains how they would lead an incident investigation and their justification for embedding the lessons learnt (S11)</i>
I4 Explains how they ensure manufacturer’s instructions for the safe use of products is cascaded to colleagues (S5)	<i>I7 Explains the need for different types of SHE inspections and monitoring systems (S6)</i>
I5 Describes how they would monitor and analyse SHE performance, whilst ensuring all records are prepared and maintained in accordance with legislation and accessible to all authorised parties (S7, S8)	
Amplification and guidance	
<ul style="list-style-type: none"> • Safety, health or environmental emergencies <ul style="list-style-type: none"> ○ Develop emergency procedures (to show compliance with Management of Health & Safety at Work Regulations). For example: <ul style="list-style-type: none"> ▪ fire ▪ explosions ▪ flooding ▪ rescue plans ▪ first aid facilities ▪ emergency first aid equipment 	

- **Theories for incident causation and prevention**, such as James Reason's Swiss Cheese model, Heinrich and Hertzberg theories (Domino, Competency Matrix)
 - Types of incidents or adverse events
 - Accident triangles and their limitations
 - Simple root cause analysis the '5 whys' - benefits and limitations
 - Human factors (HSG 48) The job, individual and organisation – the influence of human error and failures in management
 - 'Swiss Cheese' model, active and latent failures
 - Domino theory (Heinrich) sequence of events that result in the accident; removing one of the events will prevent the accident
 - Recognising that most accidents do not have one single cause and that accident causation is complex
- **Business risk**
 - Legal reasons:
 - e.g. fines, prison, legal fees
 - compensation
 - insurance
 - Financial reasons:
 - loss of business
 - product and material damage
 - production delays
 - cost of investigations
 - sick pay
 - reputation, lost work, etc.
- **Monitoring** health and safety in the workplace
 - Reactive methods
 - investigating accidents and incidents
 - monitoring cases of ill health and sickness absence records
 - Proactive methods
 - workplace and equipment inspections
 - health surveillance to prevent harm to health
- **Near misses** – a narrowly avoided collision or other accident

Presentation and Communication		
Knowledge	Skill	Behaviour
K11 How to write and present a business justification, e.g. cost/benefit analysis to influence managers	S1 Presents and holds an audience’s attention, for example when delivering SHE training, toolbox talks, inductions or presenting data or investigation findings to the workforce or management team. Shows they can sell the SHE message, have personal impact, deal with challenge, reflect on personal performance, use appropriate language for the audience	B1 Communicates in both spoken and written styles, adapting to the audience to present information or training in an assertive, engaging way
Project report and presentation with questioning		
Pass criteria		Distinction criteria
<p>P1 Describes how they use appropriate language to present a SHE message that is impactful and engages the audience’s attention, ensuring they can deal with any challenges and reflect on their own performance (S1, B1)</p> <p>P2 Outlines how to write and present a business justification, e.g. cost/benefit analysis to influence managers (K11)</p>		<p>P3 <i>Evaluates alternative presentation techniques for different audiences whilst ensuring the SHE message maintains its impact (S1)</i></p>
Amplification and guidance		
<ul style="list-style-type: none"> Business justification – e.g. cost/benefit analysis to influence managers 		

Financial Implication

Skill	
S12 Recognises where decisions have a financial cost and contributes to develop a budget	
Project report and presentation with questioning	
Pass criteria	<i>Distinction criteria</i>
F1 Identifies where decisions have a financial cost and describes where they have assisted to develop a budget (S12)	<i>No distinction criteria</i>

Research and Best Practice

Skill	Behaviour
S10 Researches safety, health and environmental issues and best practices and reviews updates of health and safety regulations , e.g. changes to Construction, Design and Management Regulations or updates to the Control of Substances Hazardous to Health along with workplace instructions, making sure that information is from reliable sources	<p>B4 Drive Innovation: be able to identify areas for improvement and suggest sustainable innovative solutions</p> <p>B8 Identifies own professional development needs and take action to meet those needs. Uses own knowledge and expertise to help others when requested</p>
Professional discussion underpinned by portfolio of evidence	
Pass criteria	<i>Distinction criteria</i>
R1 Explains how they use research relating to safety, health and environmental issues from trusted sources to drive forward innovation and how they apply their own ongoing professional development to improve systems or processes (S10, B4, B8)	R2 <i>Justifies research and selection criteria for application in the workplace to improve systems or processes (S10)</i>

Amplification and guidance

- **Health and safety regulations** – e.g. changes to Construction (Design and Management) Regulations or updates to the Control of Substances Hazardous to Health Regulations along with workplace instructions, making sure that information is from reliable sources
 - Management of Health & Safety at Work Regulations:
 - employer's duties:
 - complete suitable and sufficient risk assessments
 - manage health and safety (reg 5)
 - plan for emergencies
 - cooperation and coordination with others
 - young persons
 - new or expectant mothers
 - competent assistance
 - the definition of competence and know their own limitations and others'
 - information for employees
 - health surveillance
 - employee's duties:
 - report shortcomings
 - follow instruction and training
 - Content of regulations specific to their own workplace/organisation. For example:
 - Control of Substances Hazardous to Health
 - Manual Handling
 - Provision and Use of Work Equipment
 - Lifting Operations and Lifting Equipment
 - Health and Safety (Display Screen Equipment)
 - Health and Safety (First Aid)
 - Noise at Work regulations
 - CDM (Construction, Design and Management)

Stakeholder Engagement and signposting

Skill	Behaviour
<p>S9 Assists the management team in establishing, managing or maintaining relationships with external stakeholders such as local authorities, Health and Safety Executive, Environment Agency, Occupational Health, Occupational Hygienists and others as required and directed</p> <p>S13 Recognises situations where the activity will benefit from contributions and expertise of other internal departments such as HR, Finance, IT or Occupational Health</p>	<p>B5 Use their professional judgement to work within own level of competence, and knows when to seek advice from others</p>
Professional discussion underpinned by portfolio of evidence	
Pass criteria	Distinction criteria
<p>S1 Explains how they assist the management team in establishing, managing or maintaining relationships with external stakeholders, internal departments and use their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments and signpost to a more relevant third party internally (S9, S13, B5)</p>	<p>S2 <i>Justifies their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments (S13)</i></p>
Amplification and guidance	
<ul style="list-style-type: none"> • External stakeholders – such as local authorities, Health and Safety Executive, Environment Agency, Occupational Health, Occupational Hygienists • Internal departments – such as HR, finance, IT and/or Occupational Health 	

Ethics	
Knowledge	Behaviour
K1 The moral reasons for good safety, health and environmental working practices, ensuring no harm to people or the environment	B6 Applies the code of ethics to work within rules and regulations of professional competence and code of conduct as defined by a professional institution. Able to resist pressures to allow others to utilise unsafe working practices
Professional discussion underpinned by portfolio of evidence	
Pass criteria	Distinction criteria
E1 Describes the moral reasons for implementing SHE practices and explains how they apply the code of ethics to ensure they uphold safe working practices at all times (K1, B6)	<i>No distinction criteria</i>
Amplification and guidance	
<ul style="list-style-type: none"> • Moral <ul style="list-style-type: none"> ○ The mental, physical and social well-being of employees and the benefits this brings to the organisation ○ Effects of ill health and accidents on families, friends and colleagues ○ Costs to society – NHS, rehabilitation, investigation ○ Social responsibilities to care for others who may be affected by the organisation’s activities 	

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Assessment summary

The end-point assessment for the Level 3 Safety, Health and Environment (SHE) Technician Apprenticeship Standard is made up of 3 components:

1. 60-minute knowledge test consisting of 40 multiple-choice questions
2. 3000-word (+/-10%) work project report and 40-minute presentation and questioning
3. 60-minute professional discussion underpinned by the portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit. This will then be used to determine a grade for each individual component. An overview of how each component is graded is provided below.

Knowledge test

Total marks available are 40.

- To achieve a **pass**, apprentices must score at least 28 out of 40
- To achieve a **distinction**, apprentices must score at least 34 out of 40
- **Unsuccessful** apprentices will score 27 or below

The knowledge test may be delivered online or be paper-based and should be in a 'controlled' environment.

Project report and presentation with questioning

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Professional discussion underpinned by portfolio of evidence

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Grading

The apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment method.

In order to pass, the apprentice is required to pass each of the three assessment methods.

In order to achieve a distinction, the apprentice must achieve a distinction in all three assessment methods.

The overall grade for the apprentice is determined using the matrix below.

Knowledge test	Project report and presentation with questioning	Professional discussion underpinned by portfolio evidence	Overall grade awarded
Fail any of the three assessment activities			Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Distinction	Distinction	Distinction

Retake and resit information

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

The decision on how much time is required is based on a discussion between the apprentice, their employer and end-point assessor. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and is typically taken within 4 months of the EPA outcome notification. All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat or retaken.

Apprentices will not need to complete a different project where a resit or retake is required but will need to revise their existing project report and/or presentation. Apprentices will be asked different questions in the case of a resit or retake.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. It may be necessary to also re-attempt a 'pre-assessment' activity such as a project submission. We will advise this on the EPA report and during the scheduling call. The EPA report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances requiring a resit or retake, as determined by Highfield.

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Assessing the knowledge test

The following areas of the safety, health and environment (SHE) apprenticeship standard will be assessed by a 60-minute knowledge test consisting of 40 multiple-choice questions. The pass mark is 28 out of 40 and the distinction mark is 34 out of 40.

The knowledge test may be delivered online or be paper-based and should be taken in a 'controlled' environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The test is closed book so the apprentice cannot refer to reference books or materials.

Before the assessment:

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- set the apprentice a mock knowledge test in readiness for the end-point assessment. A mock exam is available to download from the Highfield Assessment website and is also available on the Highfield mock e-assessment system.

Knowledge test criteria

Company Health & Safety and Environmental Policies including culture

C1 Demonstrate an understanding of key statutory health, safety and environmental **legislation and sources of associated guidance and information** (K2)

C2 Demonstrate an understanding of how a SHE management system works, and **the range of standards** used and how these are applied in their working environment (K3)

C3 Demonstrate an understanding of the differences between **occupational hygiene, health surveillance and health and well-being campaigns** and methods for implementing these in the workplace (K6)

C4 Demonstrate an understanding of how to plan and have systems in place to **manage change** (K7)

Hazards

H1 Demonstrate an understanding of **appropriate methods** for identifying, evaluating and controlling hazards (K4)

H2 Identify and prioritise the hazards with the potential to cause harm and/or loss (K5)

Hazards

H3 Demonstrate an understanding of the components of a behavioural program and potential blockers that need to be overcome (K8)

Inspections and investigations

I1 Demonstrate an understanding of how to plan for **safety, health or environmental emergencies** (K9)

I2 Demonstrate an understanding of **theories for incident causation and prevention** (K10)

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Assessing the project report and presentation with questioning

The project involves the apprentice completing a significant and defined piece of work that has a real business benefit and is relevant to their role. The project may be based on any of the following:

- a specific problem or recurring issue related to a product or a research or development project, for example, a continuous improvement project or product system update
- a new project such as the design of a product (depending on the size, this may only cover a certain aspect of the project)
- a feasibility study such as investigating a new piece of equipment or technology

The project's subject, title and scope must be submitted at gateway. It will then be reviewed by the end-point assessor, who will either approve the project or provide further feedback or adjustments.

The employer should ensure that the project has a real business application and they must confirm this on the portfolio matrix form.

The apprentice can proceed with the project once it has been approved by the end-point assessor and the apprentice has gone through gateway.

This end-point assessment method consists of 2 components:

- project report
- presentation with questioning

Project report

The project starts after the apprentice has gone through gateway and it has been approved by the end-point assessor. The duration of the project is up to 12 weeks to enable planning, delivery and measurement of the project's impact. The employer should ensure that the apprentice has sufficient time and the necessary resources, within this period to plan and undertake the project.

The project outcome should be in the form of a written report where the apprentice will present evidence from their real work that illustrates their application of the knowledge, skills and behaviours.

As a minimum, the project report should contain the following:

- an introduction
- the scope of the project (including key performance indicators)
- background to the project and project aims
- review of relevant literature
- project methodology, analysis and outcomes

- conclusions and recommendations
- reflections on the implications of the project for their own practice
- appendices

The report has a maximum word limit of **3,000 words** (+/- 10%) and appendices, references and diagrams will not be included in this total. End-point assessors will only mark reports up to 3300 words, at which point, assessors will stop marking and only credit the criteria covered to that point. Reports that fall short of the word count will be marked in full, against all criteria. The assessor will review and assess the project report in advance of the presentation with questioning.

The project report should be completed by the apprentice unaided. The report must be uploaded in PDF format and must be accompanied by the **written submission sheet** which is available to download from the Highfield Assessment website. On the written submission sheet, the apprentice and their employer must verify that the submitted report is the apprentice's own work and must map how it evidences the relevant knowledge, skills and behaviours for this assessment method, as outlined in this kit.

Presentation with questioning

The presentation will be based on the project report and will cover:

- a summary of the context and key aspects of the project which include the scope of the project, background to the project and aims, project outcomes, conclusions and recommendations
- outcomes from the project
- recommendations, actions and next steps

The presentation must be submitted with the project report up to 12 weeks after gateway and before the presentation with questioning. The presentation will be presented to an end-point assessor, either face-to-face in a suitable controlled environment or via online video conferencing. The way in which the content of the presentation is delivered is not prescriptive.

The presentation and questioning will last 40 minutes, typically including a 20-minute presentation followed by 20 minutes of questioning, where the end-point assessor will ask a minimum of 5 questions. If video and/or audio evidence is used in the presentation, this should not exceed 10% of the presentation time. The end-point assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point or respond to a question. Only the end-point assessor will observe the presentation. **The employer will not be present at the presentation. It will be presented by the apprentice to the end-point assessor.**

To deliver the presentation, the apprentice will need to have access to the following as required:

- presentation software
- videos
- interactive demonstrations
- notes
- computer
- work products

Grading the project report and presentation with questioning

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under project report and presentation with questioning criteria).

In order to achieve a **pass**, apprentices must meet all of the pass criteria.

In order to achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria.

The project report and presentation with questioning - mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- mock presentations should be **40 minutes**, typically with the presentation lasting **20 minutes** followed by **20 minutes** of questioning
- consider a recording of the mock assessment and allow it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose

- structured ‘open’ questions should be used as part of the Q&A that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
 - How could you influence SHE culture in your workplace?
 - Can you tell me about the SHE management system you use?
 - If you were to undertake this task again, what would you do differently?

Project report and presentation with questioning criteria

During the project report and presentation with questioning, the following assessment criteria should be evidenced. Apprentices should prepare for the project report and presentation with questioning by considering how the criteria can be met.

Company Health & Safety and Environmental Policies including culture

To pass, the following must be evidenced

C5 Describes how they support the development, management and implementation of a company’s SHE Management Systems as well as how they have delivered training and coaching to relevant staff whilst embedding an ethos of teamwork (S2)

C6 Provides advice on the practical implementation of the company’s SHE policies and processes, working collaboratively in a team to apply generic industry guidance whilst ensuring that they positively adapt to change and positively influence behaviour in others to achieve desired outcomes, to resolve conflicts and commit to a policy of equality and diversity (S3, B2, B3, B7)

To gain a distinction, the following must be evidenced

C7 Justifies the need for new aspects of a management system to be implemented (S2, S3)

Hazards

To pass, the following must be evidenced

H4 Identifies hazards and describes how to deal with them in accordance with workplace instructions and legal requirements; evaluates workplace instructions, working practices, aspects that could cause harm, and the highest elements of risk hazards relevant to own workplace (S4)

To gain a distinction, the following must be evidenced

H5 Evaluates the prioritisation of hazard control measures implemented to reduce risk to the workforce (S4)

Presentation and Communication

To pass, the following must be evidenced

P1 Describes how they use appropriate language to present a SHE message that is impactful and engages the audience's attention, ensuring they can deal with any challenges and reflect on their own performance (S1, B1)

P2 Outlines how to write and present a business justification, e.g. cost/benefit analysis to influence managers (K11)

To gain a distinction, the following must be evidenced

P3 *Evaluates alternative presentation techniques for different audiences whilst ensuring the SHE message maintains its impact (S1)*

Financial Implication

To pass, the following must be evidenced

F1 Identifies where decisions have a financial cost and describes where they have assisted to develop a budget (S12)

To gain a distinction, the following must be evidenced

No distinction criteria

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Assessing the professional discussion underpinned by portfolio of evidence

Underpinned by the portfolio of evidence, the professional discussion is a structured, two-way discussion between the independent end-point assessor and the apprentice. The presence of the employer is optional. It will last up to 60 minutes and the independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their last answer.

The portfolio of evidence itself is not assessed by the assessor, therefore apprentices should select the best evidence to support their answers to the questions asked by the assessor. The professional discussion will be recorded (video/audio) for quality assurance purposes.

The independent assessor will ask a minimum of 10 questions and cover the following topics:

- ethics
- professional judgement
- CPD
- driving innovation
- reporting
- inspections
- stakeholder engagement
- research, investigations and signposting to experts

Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. Highfield encourages apprentices to bring their portfolio of evidence with them to the professional discussion.

The professional discussion will need to take place in a suitable environment and can be done via video conferencing. The discussion will be against the set criteria that is outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's competence.

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which SHE technician criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion underpinned by portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under professional discussion underpinned by portfolio of evidence).

In order to achieve a **pass**, apprentices must meet all of the pass criteria.

In order to achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria.

Professional discussion – mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should consider the following elements:

- a 60-minute time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience; mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion that do not lead the candidate, but allow them to express their knowledge in a calm and comfortable manner, some examples of this may include the following:
 - In what ways have you applied the professional institution code of conduct to your workplace?
 - How do you prepare and maintain legal or workplace SHE records?

- In what ways would you improve systems or processes?
- In what ways would you investigate an incident?

Professional discussion underpinned by portfolio of evidence criteria

Throughout the 60-minute professional discussion underpinned by portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below. Therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met.

Research and Best Practice

To pass, the following must be evidenced

R1 Explains how they use research relating to safety, health and environmental issues from trusted sources to drive forward innovation and how they apply their own ongoing professional development to improve systems or processes (S10, B4, B8)

To gain a distinction, the following must be evidenced

R2 Justifies research and selection criteria for application in the workplace to improve systems or processes (S10)

Inspections and Investigations

To pass, the following must be evidenced

I3 Describes how they can assist in an incident investigation and implement SHE inspection and monitoring systems (S6, S11)

I4 Explains how they ensure manufacturer's instructions for the safe use of products is cascaded to colleagues (S5)

I5 Describes how they would monitor and analyse SHE performance, whilst ensuring all records are prepared and maintained in accordance with legislation and accessible to all authorised parties (S7, S8)

To gain a distinction, the following must be evidenced

I6 Explains how they would lead an incident investigation and their justification for embedding the lessons learnt (S11)

I7 Explains the need for different types of SHE inspections and monitoring systems (S6)

Stakeholder Engagement and signposting

To pass, the following must be evidenced

S1 Explains how they assist the management team in establishing, managing or maintaining relationships with external stakeholders, internal departments and use their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments and signpost to a more relevant third party internally (S9, S13, B5)

To gain a distinction, the following must be evidenced

S2 Justifies their professional judgement to recognise situations where the activity will benefit from contributions and expertise of other internal departments (S13)

Ethics

To pass, the following must be evidenced

E1 Describes the moral reasons for implementing SHE practices and explains how they apply the code of ethics to ensure they uphold safe working practices at all times (K1, B6)

To gain a distinction, the following must be evidenced

No distinction criteria

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