

# DRAFT END-POINT ASSESSMENT PLAN FOR THE MATTRESS MANUFACTURING OPERATIVE APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0981	2	No

## Contents

### Hide menu

1. [Introduction and overview](#)
2. [EPA summary table](#)
3. [Duration of end-point assessment period](#)
4. [EPA gateway](#)
5. [Order of assessment methods](#)
6. [Observation with questions](#)
7. [Interview supported by portfolio of evidence](#)
8. [Grading](#)
9. [Overall EPA grading](#)
10. [Re-sits and re-takes](#)
11. [Roles and responsibilities](#)
12. [Reasonable adjustments](#)
13. [Internal quality assurance](#)
14. [Value for money](#)
15. [Professional recognition](#)
16. [Mapping of KSBs to assessment methods](#)
17. [Mapping of KSBs to grade themes](#)

## Key Fields

## Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the [mattress manufacturing operative](#) apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

[Mattress manufacturing operative](#) apprentices, their employers and training providers should read this document.

A full-time [mattress manufacturing operative](#) apprentice typically spends 15 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules. The EPA should be completed within an EPA period lasting typically 3 months. The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - [observation with questions](#):

- [fail](#)
- [pass](#)

Assessment method 2 - [interview supported by portfolio of evidence](#):

- [fail](#)
- [pass](#)
- [distinction](#)

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- [fail](#)
- [pass](#)
- [distinction](#)

## EPA summary table

**On-programme -  
typically 15 months**

The apprentice must:

- complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard

	<ul style="list-style-type: none"> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a <b>portfolio of evidence</b></li> </ul>
<b>End-point assessment gateway</b>	<p>The apprentice’s employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> </ul> <p>For the <b>interview supported by portfolio of evidence</b>, the apprentice must submit a <b>portfolio of evidence</b>.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<b>End-point assessment - typically 3 months</b>	<p><b>The grades available for each assessment method are below</b></p> <p><b>Observation with questions:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p><b>Interview supported by portfolio of evidence:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>○ fail</li> <li>○ pass</li> <li>○ distinction</li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• re-take and re-sit grade cap: <b>pass</b></li> <li>• re-sit timeframe: typically <b>3</b> months</li> <li>• re-take timeframe: typically <b>6</b> months</li> </ul>

## Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically **3** months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

## EPA gateway

The apprentice’s employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a [portfolio of evidence](#) for the [interview supported by portfolio of evidence](#)

#### **Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the interview. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include, for example:

- [workplace documentation and records](#)
- [workplace policies and procedures](#)
- [witness statements](#)
- [annotated photographs](#)
- [video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable](#)

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the interview. The independent assessor should review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

## **Order of assessment methods**

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## **Observation with questions**

### **Overview**

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### **Rationale**

This EPA method is being used because:

- this is a practical role which can be demonstrated through completing tasks
- it can assess KSBs holistically and objectively
- it allows for consistency of opportunity for apprentices to demonstrate their competence against the mapped KSBs
- it should give employers assurance about an apprentice's competence as it takes place in a real work setting
- the familiar environment should allow the apprentice to perform at their best
- it is cost effective, tasks completed during the observation should contribute to workplace productivity and it makes use of the employer's resources and equipment

## Delivery

The **observation with questions** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade. An independent assessor must conduct and assess the **observation with questions**. The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice **2 weeks'** notice of the observation with questions.

The observation must take **3 hours**.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- compliance with health, safety and environmental regulations, standards and guidance
- work organisation and preparation
- follow workplace instructions and job specification
- selection, setting up and operation of machinery, tools and equipment
- mattress construction processes, for example mattress construction preparation, core assembly and finishing techniques

Activity:

The mattress manufacturing operative apprentice must complete four of the following requirements, at least two must be from Group A.

#### Group A

- 1. Spring making - prepare work area, set up machine for appropriate spring type and size and produce springs to the required specification
- 2. Quilting - prepare for and carry out mattress quilting operations. Set up and operate quilting machines
- 3. Tape edging - prepare work area, set up machinery. Select materials and carry out tape edging
- 4. Hand side stitching - identify and sort components and sew materials to specification

#### Group B.

- 1. Panel cutting - prepare and cut fabric and components used for panels. Set up and operate machinery
- 2. Sewing borders or labels - identify and sort components. Sew materials to specification
- 3. Mattress assembly - assemble mattresses using components, for example spring units and fillings to specification
- 4. Tufting - tuft mattresses for pattern and specification

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions. Questioning can occur both during and after the observation.

The purpose of the questions is to assess the level of competence against the grading descriptors.

The time for questioning is included in the overall assessment time. The independent assessor must ask at least 5 questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. The independent assessor must create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the above set number of questions for the observation with questions and should be kept to a minimum.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the

assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
  
- the grade achieved

## Assessment location

The **observation with questions** must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by the EPAO, who can liaise with the employer to provide these. They must be in good and safe working condition.

Questioning that occurs after the observation should take place in a suitable environment, for example a quiet room, free from distractions and influence.

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the **observation with questions**:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
  
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Interview supported by portfolio of evidence

### Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

## Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost.

## Delivery

The **interview** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the **interview**.

- environmental and sustainability
- maintenance of tools, equipment and machinery
- storage of tools, equipment and products
- rectification, repair, and rework
- mattress manufacturing industry, team working, communication and inclusion
- continuous improvement
- quality assurance processes
- documentation and use of digital, and information technology
- learning and development opportunities

The EPAO must give an apprentice **2 weeks'** notice of the **interview**.

The independent assessor must have at least **2 weeks** to review the supporting documentation.

The apprentice must have access to their **portfolio of evidence** during the **interview**.

The apprentice can refer to and illustrate their answers with evidence from their **portfolio of evidence** however, the **portfolio of evidence** is not directly assessed.

The **interview** must last for **70 minutes**. The independent assessor can increase the time of the **interview** by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least **10** questions. The independent assessor must create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the



assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

### Assessment location

The **interview** must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The **interview** should take place in a quiet room, free from distractions and influence.

### Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the **interview supported by portfolio of evidence**:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Observation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
Health and safety and workplace procedures K4 K5 K7 K8 S3 S4 S5 S7 B1	Prioritises health and safety by applying safe systems of work, following risk assessments, in compliance with health

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
	<p>and safety regulations, standards and guidance. (K4, K5, S4, S5, B1)</p> <p>Prepares and maintains the work area prior to starting work and sustains the maintenance of the area during and after the mattress manufacturing activity, following workplace operating procedures. (K7, K8, S3, S7)</p>
<p>Work organisation and preparation K2 K3 S1 S2 B2</p>	<p>Takes ownership and plans the mattress manufacturing activity, selecting resources and materials, taken from the given job specification, and outlining timescales to complete the needs of the task. (K2, K3, S1, S2, B2)</p>
<p>Machinery, tools and equipment K9 K12 K14 S9 S13</p>	<p>Selects, tools, equipment and machinery in line with the needs of the task. (K9, S9)</p> <p>Sets up, and operates machinery in line with manufacturer's operating instructions, company procedures, and task requirements. (K12, K14, S11)</p>
<p>Mattress manufacturing K15 K16 K17 K18 K19 S10 S11 S14</p>	<p>Identifies and selects the materials and fillings needed for the mattress manufacturing activity in line with job specification and task requirements. (K15, S12)</p> <p>Selects and uses measurement and marking out tools on materials, completing calibration checks in line with the task requirements. (K17, S14)</p> <p>Apply pre-construction, assembly or finishing techniques in line with job specification and task requirements. (K17, K18, K19, S14)</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS

## Interview supported by portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Environmental and sustainability K6 S6 B3	Describes how they comply with environmental and sustainability regulations and procedures, considering the environment and pollution, through the efficient use and management of resources. Describes how they identify, handle and segregate resources for reuse, recycling and disposal. (K6, S6, B3)	Outlines how their environmental and sustainability considerations impact on the local environment. (K6, S6)
Maintenance of machinery, tools and equipment K11 K13 S12	Describes how they maintain the condition of tools and equipment.	Explains the importance of maintaining tools and equipment and

<b>THEME KSBS</b>	<b>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</b>	<b>DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS</b>
	<p>Describes how they check, inspect and perform routine, first line maintenance procedures on tools, equipment and machinery in line with organisational procedures and manufacturer's instructions. (K11, K13, S12)</p>	<p>machinery, and the impact of the business of not carrying out first line maintenance. (K11, K13, S12)</p>
<p>Storage of tools, materials and products K10 K21 S8 S17</p>	<p>Describes how they comply with the storage requirements for tools and equipment, considering the environment they are being stored in, in line with organisational requirements. (K10, S8)</p> <p>Describes how they pack, store and handle mattresses in line with organisational</p>	<p>None.</p>

<b>THEME KSBS</b>	<b>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</b>	<b>DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS</b>
	procedures. (K21, S17)	
Rectification, repair, and rework K20 S15	Describes how they carry out, rectification, repair, or rework to manufactured mattresses or components in line with company procedures. (K20, S15)	Explains the impact on the business of not carrying out, rectification, repair, or rework to the mattress or components. (K20, S15)
Quality assurance checks K22 S16	Describes how they follow quality assurance processes in line with organisational requirements. (K22, S16)	None.
Team working, communications, and inclusion K1 K25 K26 K27 K28 S20 S21 S22 S23 S24 B4 B5	Describes the furniture industry in their role and how they apply team working principles, and are team focussed to meet work	Explains how their team working supports wider team and business goals. (K25, S20)

<b>THEME KSBS</b>	<b>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</b>	<b>DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS</b>
	<p>goals. Describes how they report and escalate faults or issues in line with organisational procedures. (K1, K25, S20, S21, B4)</p> <p>Describes how they follow and support equity, diversity, and inclusion in their workplace in line with rules. (K26, S22, B5)</p> <p>Describes how they communicate with others using verbal techniques, in a way that is suitable for the context and supports task completion (K27, S23)</p> <p>Describes how they communicate with colleagues and managers using written</p>	

<b>THEME KSBS</b>	<b>PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS</b>	<b>DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS</b>
	techniques. (K28, S24)	
Continuous improvement K24 S19	Describes how they support improvement through mattress manufacturing production by applying basic continuous improvement techniques. (K24, S19)	Explains how continuous improvement contributes to the business or the process. (K24, S19)
Documentation and use of digital and information technology K23 K29 S18 S25	Describes how they use electronic or paper documentation to record work in progress in line with organisational requirements. (K23, S18)  Describes how they use information technology and digital systems to comply with GDPR and cyber	None.

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	security when carrying out work tasks. (K29, S25)	
Learning and development opportunities S26 B6	Describes how they have sought, undertaken and recorded learning and development activities to show continual personal and professional development in their role. (S26, B6)	None.

## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the [observation with questions and interview supported by portfolio of evidence](#) in line with this EPA plan.

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

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. [To achieve an overall distinction, the apprentice must achieve a distinction in the interview underpinned by a portfolio of evidence, and a pass in the observation with questions assessment method.](#)



Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

OBSERVATION WITH QUESTIONS	INTERVIEW SUPPORTED BY PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. 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 6 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

The apprentice will get a maximum EPA grade of pass **if** they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> </ul>

ROLES	RESPONSIBILITIES
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>• provide the EPAO with access to any employer-specific documentation as required for example, company policies</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• understand the apprenticeship including the occupational standard and EPA plan</li> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>○ apprentices</li> <li>○ employers</li> <li>○ independent assessors</li> <li>○ any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes</li> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• monitor the performance of all their independent assessors and provide additional training where necessary</li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• arrange a suitable venue for the EPA</li> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded</li> <li>• maintain and apply a policy for conducting appeals</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship's occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> </ul>

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>• work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard</li> <li>• deliver training to the apprentice as outlined in their apprenticeship agreement</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
  - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
- operate induction training for anyone involved in the delivery or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

## Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the assessment method permits this
- using the employer's premises

- conducting assessment methods on the same day

## Professional recognition

This apprenticeship is not aligned to professional recognition.

## Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<b>K1</b> The furniture industry function and role of the operative. Responsibilities, limits of role and escalation procedures.	Interview supported by portfolio of evidence
<b>K2</b> Job specifications, technical drawings and technical information.	Observation with questions
<b>K3</b> Planning for mattress manufacturing activity, work organisation, resources, materials and time management.	Observation with questions
<b>K4</b> Safe systems of work including risk assessments.	Observation with questions
<b>K5</b> Awareness of health and safety regulations, standards, and guidance and impact on role. Control of Substances Hazardous to Health (COSHH). Fire safety. Health and Safety at Work Act. Isolation and emergency stop procedures. Manual handling. Personal Protective Equipment (PPE). Safety equipment: guards, signage, fire extinguishers. Safety signage. Situational awareness. Slips, trips, and falls. Provision and Use of Work Equipment Regulations (PUWER) and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).	Observation with questions
<b>K6</b> Environment and sustainability regulation, standards and guidance relevant to the occupation and the operative's responsibilities. Efficient use of resources. Recycling, reuse and safe disposal of waste.	Interview supported by portfolio of evidence
<b>K7</b> Preparation and maintenance of the work area.	Observation with questions
<b>K8</b>	Observation with questions

KNOWLEDGE	ASSESSMENT METHODS
Workplace operating procedures. What they are and why they are important.	
<b>K9</b> Tools and equipment used in mattress manufacturing.	Observation with questions
<b>K10</b> Storage environment, for tools and equipment.	Interview supported by portfolio of evidence
<b>K11</b> Maintenance of tools and equipment including pre-checks, inspections and tool condition.	Interview supported by portfolio of evidence
<b>K12</b> Machinery used in mattress manufacturing.	Observation with questions
<b>K13</b> Maintenance of machinery for mattress manufacturing activity including cleaning and lubrication.	Interview supported by portfolio of evidence
<b>K14</b> Setting up machinery to perform mattress manufacturing operations.	Observation with questions
<b>K15</b> Types of materials and fillings used in mattress manufacturing.	Observation with questions
<b>K16</b> Measuring and marking out of materials. Calibration of measurement tools and equipment.	Observation with questions
<b>K17</b> Mattress pre-construction processes: cutting, sewing, quilting, hand side stitching, and panel cutting.	Observation with questions
<b>K18</b> Methods of assembly for core mattress types: spring units and fillings, memory foam, pocket sprung, latex, open coil, and continuous coil.	Observation with questions
<b>K19</b> Mattress finishing techniques: tufting, tape edging.	Observation with questions



KNOWLEDGE	ASSESSMENT METHODS
<b>K20</b> Rectification and rework techniques used on mattresses.	Interview supported by portfolio of evidence
<b>K21</b> Methods for packing, storing and handling mattresses.	Interview supported by portfolio of evidence
<b>K22</b> Quality assurance processes.	Interview supported by portfolio of evidence
<b>K23</b> Methods of documenting work in progress for the mattress manufacturing activity.	Interview supported by portfolio of evidence
<b>K24</b> Continuous improvement techniques: lean manufacturing, six sigma, 5S, KAIZEN.	Interview supported by portfolio of evidence
<b>K25</b> Team working principles.	Interview supported by portfolio of evidence
<b>K26</b> Principles of equity, diversity, and inclusion in the workplace and the impact on their work.	Interview supported by portfolio of evidence
<b>K27</b> Verbal communication techniques. Giving and receiving information.	Interview supported by portfolio of evidence
<b>K28</b> Written communication techniques - electronic and paper. Industry terminology.	Interview supported by portfolio of evidence
<b>K29</b> Information and digital technology: email, collaboration packages, databases, equipment digital interfaces, management information systems, word processing, work sharing platforms, GDPR, cyber security.	Interview supported by portfolio of evidence
SKILL	ASSESSMENT METHODS
<b>S1</b> Read and interpret job specifications, technical drawings or information for mattress manufacturing activity.	Observation with questions

KNOWLEDGE	ASSESSMENT METHODS
<p><b>S2</b> Plan mattress manufacturing activity including timescales for completion, and organise materials and resources.</p>	<p>Observation with questions</p>
<p><b>S3</b> Prepare and maintain the work area.</p>	<p>Observation with questions</p>
<p><b>S4</b> Apply safe systems of working including risk assessment.</p>	<p>Observation with questions</p>
<p><b>S5</b> Follow health and safety regulations, standards, and guidance.</p>	<p>Observation with questions</p>
<p><b>S6</b> Follow procedures in line with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal.</p>	<p>Interview supported by portfolio of evidence</p>
<p><b>S7</b> Follow workplace operating procedures.</p>	<p>Observation with questions</p>
<p><b>S8</b> Store tools and equipment.</p>	<p>Interview supported by portfolio of evidence</p>
<p><b>S9</b> Select tools, equipment, and machinery for mattress manufacturing activity.</p>	<p>Observation with questions</p>
<p><b>S10</b> Identify and select materials and fillings used in mattress manufacturing.</p>	<p>Observation with questions</p>
<p><b>S11</b> Measure and mark out materials including measurement tool calibration checks.</p>	<p>Observation with questions</p>
<p><b>S12</b> Apply first line maintenance of tools, equipment and machinery. For example, checking tool condition, cleaning, lubrication, visual inspection, tool calibration.</p>	<p>Interview supported by portfolio of evidence</p>
<p><b>S13</b></p>	<p>Observation with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
Set up and operate mattress manufacturing machinery. For example, spring making, quilting, tape edging, panel cutting, tufting machinery.	
<b>S14</b> Carry out pre-construction, core assembly and finishing techniques for mattresses: cutting and sewing labels, borders and panels; hand stitching; quilting; core assembly for foam, pocket sprung, latex, open coil or continuous coil; tufting and tape edging.	Observation with questions
<b>S15</b> Carry out rectification, repair or rework of mattress assembly.	Interview supported by portfolio of evidence
<b>S16</b> Follow quality assurance processes.	Interview supported by portfolio of evidence
<b>S17</b> Pack, store and handle mattresses.	Interview supported by portfolio of evidence
<b>S18</b> Record mattress manufacturing activity information - paper based or electronic.	Interview supported by portfolio of evidence
<b>S19</b> Apply basic continuous improvement techniques. For example, lean manufacturing, six sigma, 5S, and KAIZEN.	Interview supported by portfolio of evidence
<b>S20</b> Apply team working principles.	Interview supported by portfolio of evidence
<b>S21</b> Apply escalation procedures in relation to faults or issues.	Interview supported by portfolio of evidence
<b>S22</b> Follow equity, diversity and inclusion rules.	Interview supported by portfolio of evidence
<b>S23</b> Communicate verbally with colleagues and supervisors.	Interview supported by portfolio of evidence
<b>S24</b> Communicate in writing with colleagues and supervisors using industry terminology electronically or paper based.	Interview supported by portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
<b>S25</b> Use information technology and digital systems. Comply with GDPR and cyber security regulations and policies.	Interview supported by portfolio of evidence
<b>S26</b> Undertake and record learning and development activities.	Interview supported by portfolio of evidence
BEHAVIOUR	ASSESSMENT METHODS
<b>B1</b> Put health and safety first.	Observation with questions
<b>B2</b> Take ownership of given work.	Observation with questions
<b>B3</b> Consider the impact on the environment when using resources and carrying out work.	Interview supported by portfolio of evidence
<b>B4</b> Team-focus to meet work goals.	Interview supported by portfolio of evidence
<b>B5</b> Support an inclusive workplace for example, respectful of different views.	Interview supported by portfolio of evidence
<b>B6</b> Seek learning and development opportunities.	Interview supported by portfolio of evidence

## Mapping of KSBs to grade themes

### Observation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and safety and workplace procedures K4 K5 K7 K8 S3 S4 S5 S7 B1	Safe systems of work including risk assessments. (K4)  Awareness of health and safety regulations, standards, and guidance and impact on role. Control of Substances Hazardous to Health (COSHH). Fire safety. Health	Prepare and maintain the work area. (S3)  Apply safe systems of working including risk assessment. (S4)	Put health and safety first. (B1)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>and Safety at Work Act. Isolation and emergency stop procedures. Manual handling. Personal Protective Equipment (PPE). Safety equipment: guards, signage, fire extinguishers. Safety signage. Situational awareness. Slips, trips, and falls. Provision and Use of Work Equipment Regulations (PUWER) and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). (K5)</p> <p>Preparation and maintenance of the work area. (K7)</p> <p>Workplace operating procedures. What they are and why they are important. (K8)</p>	<p>Follow health and safety regulations, standards, and guidance. (S5)</p> <p>Follow workplace operating procedures. (S7)</p>	
<p>Work organisation and preparation K2 K3 S1 S2 B2</p>	<p>Job specifications, technical drawings and technical information. (K2)</p> <p>Planning for mattress manufacturing activity, work organisation, resources, materials and time management. (K3)</p>	<p>Read and interpret job specifications, technical drawings or information for mattress manufacturing activity. (S1)</p> <p>Plan mattress manufacturing activity including timescales for completion, and organise materials and resources. (S2)</p>	<p>Take ownership of given work. (B2)</p>
<p>Machinery, tools and equipment K9 K12 K14 S9 S13</p>	<p>Tools and equipment used in mattress manufacturing. (K9)</p> <p>Machinery used in mattress manufacturing. (K12)</p> <p>Setting up machinery to perform mattress</p>	<p>Select tools, equipment, and machinery for mattress manufacturing activity. (S9)</p> <p>Set up and operate mattress manufacturing machinery. For example, spring making, quilting,</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	manufacturing operations. (K14)	tape edging, panel cutting, tufting machinery. (S13)	
Mattress manufacturing K15 K16 K17 K18 K19 S10 S11 S14	Types of materials and fillings used in mattress manufacturing. (K15)  Measuring and marking out of materials. Calibration of measurement tools and equipment. (K16)  Mattress pre-construction processes: cutting, sewing, quilting, hand side stitching, and panel cutting. (K17)  Methods of assembly for core mattress types: spring units and fillings, memory foam, pocket sprung, latex, open coil, and continuous coil. (K18)  Mattress finishing techniques: tufting, tape edging. (K19)	Identify and select materials and fillings used in mattress manufacturing. (S10)  Measure and mark out materials including measurement tool calibration checks. (S11)  Carry out pre-construction, core assembly and finishing techniques for mattresses: cutting and sewing labels, borders and panels; hand stitching; quilting; core assembly for foam, pocket sprung, latex, open coil or continuous coil; tufting and tape edging. (S14)	None

### Interview supported by portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Environmental and sustainability K6 S6 B3	Environment and sustainability regulation, standards and guidance relevant to the occupation and the operative's responsibilities. Efficient use of resources. Recycling, reuse and safe disposal of waste. (K6)	Follow procedures in line with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal. (S6)	Consider the impact on the environment when using resources and carrying out work. (B3)
Maintenance of machinery, tools and equipment	Maintenance of tools and equipment including pre-	Apply first line maintenance of tools, equipment and	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
K11 K13 S12	checks, inspections and tool condition. (K11)  Maintenance of machinery for mattress manufacturing activity including cleaning and lubrication. (K13)	machinery. For example, checking tool condition, cleaning, lubrication, visual inspection, tool calibration. (S12)	
Storage of tools, materials and products K10 K21 S8 S17	Storage environment, for tools and equipment. (K10)  Methods for packing, storing and handling mattresses. (K21)	Store tools and equipment. (S8)  Pack, store and handle mattresses. (S17)	None
Rectification, repair, and rework K20 S15	Rectification and rework techniques used on mattresses. (K20)	Carry out rectification, repair or rework of mattress assembly. (S15)	None
Quality assurance checks K22 S16	Quality assurance processes. (K22)	Follow quality assurance processes. (S16)	None
Team working, communications, and inclusion K1 K25 K26 K27 K28 S20 S21 S22 S23 S24 B4 B5	The furniture industry function and role of the operative. Responsibilities, limits of role and escalation procedures. (K1)  Team working principles. (K25)  Principles of equity, diversity, and inclusion in the workplace and the impact on their work. (K26)  Verbal communication techniques. Giving and receiving information. (K27)	Apply team working principles. (S20)  Apply escalation procedures in relation to faults or issues. (S21)  Follow equity, diversity and inclusion rules. (S22)  Communicate verbally with colleagues and supervisors. (S23)  Communicate in writing with colleagues and supervisors using industry terminology	Team-focus to meet work goals. (B4)  Support an inclusive workplace for example, respectful of different views. (B5)

KSBS GROUPE BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	Written communication techniques - electronic and paper. Industry terminology. (K28)	electronically or paper based. (S24)	
Continuous improvement K24 S19	Continuous improvement techniques: lean manufacturing, six sigma, 5S, KAIZEN. (K24)	Apply basic continuous improvement techniques. For example, lean manufacturing, six sigma, 5S, and KAIZEN. (S19)	None
Documentation and use of digital and information technology K23 K29 S18 S25	Methods of documenting work in progress for the mattress manufacturing activity. (K23)  Information and digital technology: email, collaboration packages, databases, equipment digital interfaces, management information systems, word processing, work sharing platforms, GDPR, cyber security. (K29)	Record mattress manufacturing activity information - paper based or electronic. (S18)  Use information technology and digital systems. Comply with GDPR and cyber security regulations and policies. (S25)	None
Learning and development opportunities  S26 B6	None	Undertake and record learning and development activities. (S26)	Seek learning and development opportunities. (B6)

## Supporting information

### External quality assurance

Option selected: Ofqual

### Involved employers

Airsprung Beds, Dreams, Furmanac, Harrison Spinks, Hypnos Beds, Jay-Be, Millbrook, Relyon, Shire Beds, Vispring



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