



# IfATE

Shaping skills training

## EPA DRAFT PREVIEW

# DRAFT END-POINT ASSESSMENT PLAN FOR THE FOOTWEAR MANUFACTURER APPRENTICESHIP

ST0202/1.2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0202	2	No

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## Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the footwear manufacturer apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Footwear manufacturer apprentices, their employers and training providers should read this document.

A full-time footwear manufacturer 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 work with the training provider to select an approved EPAO from the apprenticeship providers 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
- distinction

Assessment method 2 - interview underpinned by a 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
- merit
- distinction

## **EPA summary table**

<p><b>On-programme - typically 15 months</b></p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard</li> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a portfolio of evidence</li> </ul>
<p><b>End-point assessment gateway</b></p>	<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 interview underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p><b>End-point assessment - typically 3 months</b></p>	<p><b>The grades available for each assessment method are below</b></p> <p>Observation with questions:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Interview underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul>

	<ul style="list-style-type: none"> <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>• merit</li> <li>• distinction</li> </ul>
<p><b>Re-sits and re-takes</b></p>	<ul style="list-style-type: none"> <li>• re-take and re-sit grade cap: pass</li> <li>• re-sit timeframe: typically 2 months</li> <li>• re-take timeframe: typically 4 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 underpinned by a 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:

- workplace documentation and records, for example: production records, quality checks, and maintenance records
- 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 assessment method is being used because:

- this is a practical role
- it can assess KSBs holistically
- 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 2 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 apprentice completing the following during the observation:

- organise own work
- carry out footwear manufacturing using specialist equipment and machinery
- check own work
- prepare products produced - intermediate or final - for next stage
- contribute to maintaining the workplace environment
- conduct basic maintenance
- complete work records
- communicate with others

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 seek clarification where required
- 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 4 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 use the questions from the EPAO's question bank or 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 underpinned by a 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.

- role and responsibilities
- sustainability in the workplace
- common faults and problem solving
- continuous improvement
- digital and information technology
- teamwork
- learning and development
- footwear processes
- footwear production
- footwear materials

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 45 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 8 questions. The independent assessor must use the questions from the EPAO's question bank or 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 can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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 underpinned by a 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	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Organise own work <a href="#">K10 S2</a>	Organises and prioritises their own work to meet task requirements using work organisation and time management techniques. (K10, S2)	None
Carry out footwear manufacturing using specialist equipment and machinery <a href="#">K11 K13 K14 S1 S5 S6 S7 S8</a>	<p>Reads and interprets information to support task completion. (S1)</p> <p>Completes tasks following their company's operating procedures. (K11, S5)</p> <p>Identifies and checks resources in line with stock requirements and following their company's control systems. (K14, S6)</p> <p>Selects, checks, sets up, and uses and operates tools and equipment in line with task requirements and company procedures. (K13, S7, S8)</p>	Explains how their application of operating procedures supports efficient production. (K11, S5)
Check own work <a href="#">K15 S10 B3</a>	Takes ownership for the quality of given work, conducting in process production quality checks in line with procedures to meet footwear manufacturing standards. (K15, S10, B3)	Explains the importance of conducting in process quality checks to support footwear manufacturing standards. (K15, S10, B3)
Prepare products produced - intermediate or final - for next stage <a href="#">S11</a>	Follows post-production procedures in line with task requirements. (S11)	None
Contribute to maintaining the workplace	Prioritises safe working practices, following procedures in line with health, safety and environmental	None

environment K2 S3 S9 B1	<p>regulations, standards, and guidance including safe systems of work to minimise hazards and risks, isolation and emergency stop procedures, manual handling, personal protective equipment (PPE), situational awareness, and housekeeping. (K2, S3, B1)</p> <p>Stores tools and equipment in line with company procedures. (S9)</p>	
Conduct basic maintenance K17 S15	Conducts basic maintenance following their company's equipment and machinery maintenance procedures. (K17, S15)	Explains how their application of basic maintenance supports production. (K17, S15)
Complete work records K16 S13	Collects and records information in line with their company's manufacturing documentation requirements. (K16, S13)	None
Communicate with others K5 K24 S21	Communicates with others using footwear terminology and using techniques that are suitable for the context and support task completion. (K5, K24, S21)	None

## Interview underpinned by a 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
Role and responsibilities K1 K4 K9 S12 S17 B6	<p>Outlines their role and responsibilities as a footwear manufacturing operative and describes how they escalate issues in line with their company's procedures. (K1, S17)</p> <p>Outlines the brand values, customer base, or product range of their company impacts production. (K4)</p> <p>Describes how they monitor their own performance data and adapt to changing work demands to meet performance targets. (K9, S12, B6)</p>	None
Sustainability in the workplace K3 S4 S14 B2	<p>Describes how they apply sustainability principles and consider the environment when using resources and carrying out work to ensure efficient use of resources to reduce environmental impact. (K3, S4, B2)</p> <p>Describes how they identify and segregate resources for reuse, recycling and disposal in line in line with company procedures. (S14)</p>	Explains the importance of applying sustainability principles and considering the environment. (K3, S4, B2)
Common faults and problem solving K18 S16	Describes how they have identified common faults and issues in footwear manufacturing and resolved them using problem solving techniques including machinery, materials, and process errors. (K18, S16)	Explains the importance of identifying and solving faults and issues in terms of impact on others or the business. (K18, S16)
Continuous improvement	Describes how they have identified an improvement	None

K19 S18	opportunity using continuous improvement techniques. (K19, S18)	
Digital and information technology K20 K21 S19	Describes how they use digital technology and information technology in the workplace and comply with cyber security requirements and GDPR requirements. (K20, K21, S19)	None
Teamwork K22 K23 S20 B4 B5	Describes how they apply teamworking principles to meet work goals and support an inclusive workplace. (K22, K23, S20, B4, B5)	None
Learning and development S22 B7	Describes learning and development they have completed and recorded and future plans for learning and development. (S22, B7)	None
Footwear processes K6 K7	Explains given footwear manufacturing process and footwear construction and sizing of components. (K6, K7)	Evaluates the impact on construction of sizing of components. (K6)
Footwear production K8	Explains how given footwear type impacts on production. (K8)	None
Footwear materials K12	Explains the characteristics, properties and behaviour of given material used in footwear construction and suitable application. (K12)	None

## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit



- distinction

An independent assessor must individually grade the observation with questions and interview underpinned by a 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 merit, the apprentice must get a distinction in one assessment method and a pass in the other. To achieve an overall distinction, the apprentice must get a distinction both assessment methods.

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

OBSERVATION WITH QUESTIONS	INTERVIEW UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

## Re-sits and re-takes

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 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

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>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the training provider</li> <li>• work with the training provider to select the EPAO</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> </ul>

	<ul style="list-style-type: none"> <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> <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> </ul>

	<ul style="list-style-type: none"> <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> <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> </ul>

	<ul style="list-style-type: none"> <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> <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>• work with the employer to select the EPAO</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 the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 2 years or significant experience of the occupation or sector

## **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
- 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
<p><b>K1</b> The footwear manufacturing operative role and responsibilities. Escalation procedures.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K2</b> Health, safety, and environmental practice: Health and Safety at Work Act, safe systems of work to minimise hazards and risks, isolation and emergency stop procedures, manual handling, personal protective equipment (PPE), situational awareness, and housekeeping.</p>	<p>Observation with questions</p>
<p><b>K3</b> The impact of footwear manufacturing operations on the environment. Sustainability principles: efficient use of resources to reduce environmental impact, re-use, and recycling.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K4</b> Brand value, customer base and product range considerations.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K5</b> Footwear construction terminology and its use in the workplace.</p>	<p>Observation with questions</p>
<p><b>K6</b> Footwear construction and sizing of components.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K7</b> The 'end-to-end' main footwear manufacturing process: cutting, skiving, closing, lasting, attaching sole and heel, finishing, quality checking, and packing.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K8</b> Stages and variations of production for different footwear product types.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K9</b> Performance targets and data.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>K10</b></p>	<p>Observation with questions</p>

Work organisation and time management techniques.	
<b>K11</b> Operating procedures (specifications, job sheets) – what they are and why they are important.	Observation with questions
<b>K12</b> The characteristics, properties and behaviour of materials and components used in footwear construction and their suitable application.	Interview underpinned by a portfolio of evidence
<b>K13</b> Footwear manufacturing tools and equipment.	Observation with questions
<b>K14</b> Stock requirements: control systems.	Observation with questions
<b>K15</b> Footwear manufacturing standards.	Observation with questions
<b>K16</b> Manufacturing documentation requirements.	Observation with questions
<b>K17</b> Equipment and machinery basic maintenance requirements.	Observation with questions
<b>K18</b> Common faults and issues in footwear manufacturing: machinery, materials, and process error. Problem solving techniques.	Interview underpinned by a portfolio of evidence
<b>K19</b> Continuous improvement techniques.	Interview underpinned by a portfolio of evidence
<b>K20</b> Digital technology in the industry: management information systems and equipment digital interfaces, computer stitchers, and specialist software.	Interview underpinned by a portfolio of evidence
<b>K21</b> Information technology software. General data protection regulation (GDPR). Cyber security.	Interview underpinned by a portfolio of evidence

<b>K22</b> Principles of good team working.	Interview underpinned by a portfolio of evidence
<b>K23</b> Principles of equality, diversity, and inclusion in the workplace.	Interview underpinned by a portfolio of evidence
<b>K24</b> Communication techniques.	Observation with questions

SKILL	ASSESSMENT METHODS
<p><b>S1</b> Read and interpret information. For example, specifications, manuals, production plans, handover notes.</p>	<p>Observation with questions</p>
<p><b>S2</b> Organise own work.</p>	<p>Observation with questions</p>
<p><b>S3</b> Follow health, safety, and environmental procedures in line with regulations, standards, and guidance.</p>	<p>Observation with questions</p>
<p><b>S4</b> Apply sustainability principles. For example, minimise energy usage, minimise waste, and recycle materials.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S5</b> Follow operating procedures.</p>	<p>Observation with questions</p>
<p><b>S6</b> Identify and check resources. For example, material and components.</p>	<p>Observation with questions</p>
<p><b>S7</b> Select, check, and set up tools and equipment.</p>	<p>Observation with questions</p>
<p><b>S8</b> Use and operate tools and equipment to conduct footwear manufacturing processes. For example, cutting, skiving, lasting, stitching, forming, attaching, and finishing.</p>	<p>Observation with questions</p>
<p><b>S9</b> Store tools and equipment.</p>	<p>Observation with questions</p>
<p><b>S10</b> Conduct in-process production quality checks.</p>	<p>Observation with questions</p>
<p><b>S11</b> Follow post-production procedure. For example, label and package.</p>	<p>Observation with questions</p>

<p><b>S12</b> Monitor own performance data.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S13</b> Collect and record information.</p>	<p>Observation with questions</p>
<p><b>S14</b> Identify and segregate resources for reuse, recycling, and disposal.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S15</b> Follow basic maintenance procedures. For example, clean, oil, and lubricate machinery.</p>	<p>Observation with questions</p>
<p><b>S16</b> Identify and resolve common faults and issues.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S17</b> Escalate issues.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S18</b> Apply continuous improvement techniques.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S19</b> Use information technology and digital systems. Comply with cyber security and GDPR.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S20</b> Apply team working principles.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p><b>S21</b> Communicate with others using footwear terminology. For example, colleagues, customers, and managers.</p>	<p>Observation with questions</p>
<p><b>S22</b> Complete and record learning and development activities.</p>	<p>Interview underpinned by a portfolio of evidence</p>

BEHAVIOUR	ASSESSMENT METHODS
<b>B1</b> Prioritise safe working practices.	Observation with questions
<b>B2</b> Consider the impact on the environment when using resources and conducting work.	Interview underpinned by a portfolio of evidence
<b>B3</b> Take ownership for the quality of given work.	Observation with questions
<b>B4</b> Team-focus to meet work goals.	Interview underpinned by a portfolio of evidence
<b>B5</b> Support an inclusive workplace. For example, respectful of different views.	Interview underpinned by a portfolio of evidence
<b>B6</b> Adapt to changing work demands.	Interview underpinned by a portfolio of evidence
<b>B7</b> Seek learning and development opportunities.	Interview underpinned by a portfolio of evidence

## Mapping of KSBs to grade themes

### Observation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Organise own work K10 S2	Work organisation and time management techniques. (K10)	Organise own work. (S2)	None
Carry out footwear manufacturing using specialist equipment and machinery K11 K13 K14 S1 S5 S6 S7 S8	<p>Operating procedures (specifications, job sheets) – what they are and why they are important. (K11)</p> <p>Footwear manufacturing tools and equipment. (K13)</p> <p>Stock requirements: control systems. (K14)</p>	<p>Read and interpret information. For example, specifications, manuals, production plans, handover notes. (S1)</p> <p>Follow operating procedures. (S5)</p> <p>Identify and check resources. For example, material and components. (S6)</p> <p>Select, check, and set up tools and equipment. (S7)</p> <p>Use and operate tools and equipment to conduct footwear manufacturing processes. For example, cutting, skiving, lasting, stitching, forming, attaching, and finishing. (S8)</p>	None
Check own work K15 S10 B3	Footwear manufacturing standards. (K15)	Conduct in-process production quality checks. (S10)	Take ownership for the quality of given work. (B3)
Prepare products produced -	None	Follow post-production	None

intermediate or final - for next stage S11		procedure. For example, label and package. (S11)	
Contribute to maintaining the workplace environment K2 S3 S9 B1	Health, safety, and environmental practice: Health and Safety at Work Act, safe systems of work to minimise hazards and risks, isolation and emergency stop procedures, manual handling, personal protective equipment (PPE), situational awareness, and housekeeping. (K2)	Follow health, safety, and environmental procedures in line with regulations, standards, and guidance. (S3)  Store tools and equipment. (S9)	Prioritise safe working practices. (B1)
Conduct basic maintenance K17 S15	Equipment and machinery basic maintenance requirements. (K17)	Follow basic maintenance procedures. For example, clean, oil, and lubricate machinery. (S15)	None
Complete work records K16 S13	Manufacturing documentation requirements. (K16)	Collect and record information. (S13)	None
Communicate with others K5 K24 S21	Footwear construction terminology and its use in the workplace. (K5)  Communication techniques. (K24)	Communicate with others using footwear terminology. For example, colleagues, customers, and managers. (S21)	None

**Interview underpinned by a portfolio of evidence**



KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Role and responsibilities K1 K4 K9 S12 S17 B6	The footwear manufacturing operative role and responsibilities. Escalation procedures. (K1)  Brand value, customer base and product range considerations. (K4)  Performance targets and data. (K9)	Monitor own performance data. (S12)  Escalate issues. (S17)	Adapt to changing work demands. (B6)
Sustainability in the workplace K3 S4 S14 B2	The impact of footwear manufacturing operations on the environment. Sustainability principles: efficient use of resources to reduce environmental impact, re-use, and recycling. (K3)	Apply sustainability principles. For example, minimise energy usage, minimise waste, and recycle materials. (S4)  Identify and segregate resources for reuse, recycling, and disposal. (S14)	Consider the impact on the environment when using resources and conducting work. (B2)
Common faults and problem solving K18 S16	Common faults and issues in footwear manufacturing: machinery, materials, and process error. Problem solving techniques. (K18)	Identify and resolve common faults and issues. (S16)	None
Continuous improvement K19 S18	Continuous improvement techniques. (K19)	Apply continuous improvement techniques. (S18)	None

<p>Digital and information technology K20 K21 S19</p>	<p>Digital technology in the industry: management information systems and equipment digital interfaces, computer stitchers, and specialist software. (K20)</p> <p>Information technology software. General data protection regulation (GDPR). Cyber security. (K21)</p>	<p>Use information technology and digital systems. Comply with cyber security and GDPR. (S19)</p>	<p>None</p>
<p>Teamwork K22 K23 S20 B4 B5</p>	<p>Principles of good team working. (K22)</p> <p>Principles of equality, diversity, and inclusion in the workplace. (K23)</p>	<p>Apply team working principles. (S20)</p>	<p>Team-focus to meet work goals. (B4)</p> <p>Support an inclusive workplace. For example, respectful of different views. (B5)</p>
<p>Learning and development  S22 B7</p>	<p>None</p>	<p>Complete and record learning and development activities. (S22)</p>	<p>Seek learning and development opportunities. (B7)</p>
<p>Footwear processes K6 K7</p>	<p>Footwear construction and sizing of components. (K6)</p> <p>The 'end-to-end' main footwear manufacturing process: cutting, skiving, closing, lasting, attaching sole and heel, finishing, quality</p>	<p>None</p>	<p>None</p>

	checking, and packing. (K7)		
Footwear production K8	Stages and variations of production for different footwear product types. (K8)	None	None
Footwear materials K12	The characteristics, properties and behaviour of materials and components used in footwear construction and their suitable application. (K12)	None	None



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