

End-point assessment plan for garment maker apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0846	3	No

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period	4
Order of assessment methods	4
Gateway	4
Assessment methods	5
Reasonable adjustments	19
Weighting of assessment methods	20
Grading	20
Re-sits and re-takes	21
Roles and responsibilities	22
Internal Quality Assurance (IQA)	24
Affordability	24
Mapping of knowledge, skills and behaviours (KSBs)	25

Introduction and overview

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

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

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

For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.¹

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

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of three discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Project: garment production, project report and questioning

- fail
- pass
- distinction

Assessment method 2: Skills test with questioning

- fail
- pass

Assessment method 3: Interview

- fail
- pass

¹ For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language

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

- fail
- pass
- distinction

EPA summary table

On-programme (typically, 24 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours</p> <p>Training towards English and mathematics level 2, if required</p>
End-point assessment gateway	<p>Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard</p> <p>Apprentice has achieved English and mathematics level 2, as a minimum. For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.</p> <p>Apprentice's project subject and scope agreed by their EPAO</p>
End-point assessment (typically, four-months)	<p>Assessment method 1: Project: garment production, project report and questioning; graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 2: Skills test with questioning; graded:</p> <ul style="list-style-type: none"> • fail • pass <p>Assessment method 3: Interview; graded:</p> <ul style="list-style-type: none"> • fail • pass <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically four-months, after the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not have to be known before an apprentice starts the next one.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but solely the employer must ultimately make the decision.

In addition, an apprentice must have completed the following gateway requirements prior to beginning EPA:

- achieved English and mathematics level 2, as a minimum. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.
- for the project: garment production, project report and questioning - apprentices must have their project subject and scope agreed by their EPAO

Assessment methods

Assessment method 1: project: garment production, project report and questioning

Overview

The project assessment method has three components: garment production, project report and questioning. The outcomes of the three components must be assessed holistically by an independent assessor, against the KSBs assigned to this assessment method – see KSB mapping. The project must be completed after the apprentice has gone through the gateway process.

The rationale for this assessment method is:

- it assesses the apprentice undertaking key activities of a garment maker in normal working conditions, which will allow them to perform at their best
- it enables a holistic assessment: the production of the garments will enable skills to be assessed, whilst the report and questioning allows for the assessment of related knowledge and behaviours
- provides a cost-effective assessment, as it minimises independent assessor time and makes use of the apprentice's employer's workplace, equipment and resources, and may contribute to workplace production

Garment production

The apprentice must produce two garments, which will form the basis of the project report and questioning.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore, the project's subject and scope, as a minimum, must be agreed between the employer and the EPAO. The employer must ensure it has a real business application where possible and the EPAO must ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The EPAO must sign-off the project subject and scope to confirm its suitability as a gateway requirement.

The project must be based on the production of two complete garments that collectively show:

- use of two different fabrics with varied characteristics, for example, wool, jersey or satin. Fabrics must require different needle types and one fabric must require matching, for example, check, print or stripe
- two different hand stitches, for example, baste, blind hem or beading
- two different seams, for example, lapped, bound or flat seam
- two different finishing techniques, for example, button attach, rolled hem or closure
- two different shaping techniques, for example, dart, gather or tuck

- application of two trimmings, for example, braids, beads or closures
- application of two different garment pressing techniques, for example, final press and under press
- the use of two work aids/attachments, for example, zipper foot, seam guide, gathering foot
- the identification and application of appropriate labels

The employer must ensure the apprentice has appropriate and sufficient time and the necessary resources, within the EPA period, to plan and undertake the project. Typically, once fabrics and components have been provided each garment should take approximately six hours to produce.

Whilst completing the garment production, the apprentice should be subject to employer supervision in line with normal working arrangements.

The apprentice must produce the garments and submit them to the EPAO after a maximum of 12-weeks of agreement of the project subject and scope, along with the project report – see below.

The apprentice's employer and the apprentice must provide a statement to verify that the submitted garments are the work of the apprentice.

Project report

The project report may be paper based or electronic.

As a minimum the project report must cover underpinning knowledge relating to:

- garment components
- garment assembly
- seams
- hand stitching
- shaping
- trimmings
- finishing garments
- sewing needles
- attachments
- pressing
- balance, drape, silhouette and sizing
- measurement and figuration
- labels
- materials and costs

The report structure should be as follows:

- introduction
- scope of the project (including key performance indicators)
- methods (how the outcomes were achieved)
- outcomes and results
- conclusions
- appendices providing evidence

The project report must include appendices with related documents, these will typically include:

- garment specifications and work instructions
- project plan for the assembly of each garment including timelines
- a simple garment costing based on materials and production time
- a breakdown of the work sequence
- recorded evidence (maximum 20-minutes duration in total)

The project report must be 2,000 words. A tolerance of plus or minus 10% is allowed. Annexes, references, diagrams etc will not be included in the word count. The project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice must conduct their project report and submit it to the EPAO after a maximum of 12-weeks from the project start date, along with the garments produced. Appropriate measures should be taken to mitigate the risk of the items being lost in transit, for example hand-delivery or special postal delivery.

The apprentice's employer and the apprentice must provide a statement to verify that the project report is the work of the apprentice.

The project report and garments must be submitted to the EPAO 10 days prior to the scheduled date of the questioning.

Questioning

Following a review of the garments and the project report, the independent assessor will question the apprentice on a one-to-one basis about their project. The garments for the project and project report must be available to the independent assessor and apprentice to refer to during the questioning. The questioning must be appropriately structured to draw out the best of the apprentice's competence.

The questioning must cover underpinning knowledge relating to instructions and specifications. In addition, the independent assessor may ask questions relating to underpinning knowledge covered in the report, where further clarification is required to make an assessment against the grading descriptors.

The questioning must last for 30 minutes. The independent assessor has the discretion to increase the time of the questioning by plus 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in line with the EPAO's reasonable adjustments policy.

The questioning must have a minimum of four questions. The independent assessor may ask follow-up questions to seek further clarification.

The independent assessor must combine questions from the EPAO's question bank and those generated by themselves, based on a review of the garments and project report.

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

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

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

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

The questioning can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO, for example, a training provider's premises

Video conferencing cannot be used to conduct the questioning, as the apprentice and independent assessor will potentially both need access to the garments.

Supporting material

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

- question bank. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers.
- assessment recording documentation
- guidance for apprentices and employers

Grading descriptors: project - garment production, project report and questioning

KSBs	Pass - apprentice demonstrates all of the following:	Distinction - in addition to the pass descriptors, at least three of the eight boxes must be fully achieved at distinction level; at least two of which must be application based (A):
Instructions and specifications K4, S1	<p>Explains the garment specifications and how they have been correctly followed</p> <p>Identifies each pattern piece and explains the markings on the garment pattern</p> <p>Explains the garment instructions in relation to the garment assembly</p>	<p>Identifies and justifies at least one suggestion/idea to improve specifications, patterns or instructions</p>
Garment components S2	<p>Identifies process taken to check component parts for faults</p> <p>Explains appropriate action to rectify component fault(s), according to the fault type, where they occur; or action they would take in relation to at least one fault</p> <p>Finished garments do not have component faults</p>	
Assemble garments S5	<p>Produced full garments and identifies how specifications and quality requirements have been met, for example the correct seam types, tolerances and finish</p>	
Seams S10, K11	<p>Garment(s) shows at least two different seam types that have been selected and applied; demonstrates consistency in seam width, seam allowance, stitch length, tension and uniformity</p> <p>Identifies at least of two more different seam types and their suitability of use (in addition to those applied)</p>	<p>At least two seam types are complex, for example piped seams, French seam, bound seam; demonstrates consistency in seam width, seam allowance, stitch length, tension and uniformity (A)</p>

Matching S8	Garment(s) shows seams in checked, striped or print fabric match within a 5mm tolerance	Tolerance is within 1mm (A)
Hand stitching K10, S9	Garment(s) shows at least two different types of basic hand stitches that have been selected and applied; demonstrates consistency in size, stitch length, tension and regularity Identifies at least two more different hand stitch types and explains their suitability of use (in addition to those applied)	At least two hand stitches are complex, for example catch stitch, slip stitch or beading stitches, triad, halo, interlaced running stitch; demonstrates consistency in size, stitch length, tension and regularity (A)
Shaping K14, S11	Garment(s) shows at least two different shaping techniques that have been selected and applied; demonstrates appropriate application, consistency, and uniformity Describes at least two different garment shaping techniques and their suitability of use (in addition to those applied)	At least two shaping techniques are complex, for example pleating, smocking princess line; demonstrates appropriate application, consistency, and uniformity (A)
Trimmings S12	Garment(s) shows two types of trimmings that have been selected and applied; demonstrates suitability for use, appropriate application techniques and correct positioning	
Finishing garments K12, S13	Garment(s) show two different finishing techniques that have been selected and applied; demonstrating suitability of use, consistency and uniformity Describes two more different garment finishing techniques and their suitability of use (in addition to those applied)	At least two finishing techniques are complex, for example curved hem, concealed zip, welt pocket; demonstrating suitability of use, consistency and uniformity (A)
Sewing needles K8, S6	Identifies the needles selected; selection is appropriate for the two different fabric types Explains the fabrics the needles are suitable for, why they are suitable	

	and the potential damage of using the wrong needle type	
Attachments K9, S7	Identifies the attachments selected for two different tasks Explains and justifies why the attachments are suited to the tasks and how they improve process in relation to handling, quality and/or cost	
Pressing K27, S14	Outlines the correct selection of pressing equipment for two different tasks Explains the use and settings related to at least one piece of pressing equipment, the effects of heat, steam and pressure on two different fabric types and the results of incorrect setting and over pressing	
Balance, drape, silhouette and sizing K17, S15	Outlines analysis of garments using mannequins or modeling in relation to the balance, component position, set, grain, ease and drape of garment(s) Explains at least one common issue and correct rectification in relation to garment balance, component position, set, grain, ease and drape of garment(s) Outlines national, international, made to measure and bespoke sizes, including size charts and comparisons correctly	
Measurement and figuration K16, S17	Describes key measurement and figuration techniques used in garment(s) and explains why figuration and body shape is important to garment making	Explains how body measuring and sizing technology, for example 3D Body scanning systems, could be used and its benefits
Labels K15, S18	Garment(s) show use of labels that reflect the garment design brief/specifications, for example	

	<p>size, fibre content, care instructions, brand, customer name</p> <p>Labels positioned and applied following instruction if provided or using own initiative for example discreetly, centered, secure</p> <p>Explains at least two key areas of legislation in relation to garment labeling for example fibre content, care requirements</p>	
<p>Materials and costs</p> <p>K5, K20</p>	<p>Identifies at least four fabrics and correctly describes their characteristics, handling, properties and design compatibility; two of the fabrics must relate to the project and two must not have been used in the project</p> <p>Identifies the appropriate thread type required for each fabric</p> <p>Identifies potential issues in relation to chemical compliance for example allergies caused by fibre content, environmental issues</p> <p>Identifies costs in relation to the materials and production time of one garment and at least one recommendation that may potentially decrease costs, for example waste elimination and time saving techniques</p>	<p>Compares and contrasts the benefits of the different fabrics</p>
<p>Ownership for work</p> <p>B2</p>	<p>Takes ownership for work, for example doesn't ask others to help, resolves issues without referring to others</p>	
<p>Fail – apprentice will fail if they do not meet all the pass criteria</p>		

Assessment method 2: skills test with questioning

Overview

This assessment method has one component: skills test with questioning.

The rationale for this assessment method is:

- it assesses skills that need to be directly observed to make a valid judgement on competence
- questioning allows for the assessment of related knowledge and behaviours
- it provides a cost-effective assessment, as it makes use of the apprentice's employer's workplace, equipment and resources
- apprentices are undergoing assessment in the workplace using equipment and tools that they are familiar with; this should allow the apprentice to perform at their best

Delivery

The skills test with questioning should take place in the apprentice's normal workplace, using equipment and machinery that they are familiar with. The independent assessor must assess the apprentice against the KSBs assigned to this assessment method.

The EPAO must arrange for the skills test with questioning to take place, in consultation with the employer.

Independent assessors must observe and question the apprentice on a one-to-one basis, to allow for quality and rigour.

The skills test must take 2.5 hours (exclusive of questioning). The independent assessor has the discretion to increase the time of the skills test by up to 10%, to allow the apprentice to complete a task at the end of the assessment.

The skills test with questioning may be split into discrete sections held over a maximum of one working day. The length of a working day is typically considered to be 7.5 hours. There may be breaks during the skills test with questioning to allow the apprentice to move from one location to another as required and to take meal/comfort breaks. Such breaks will not contribute to the skills test assessment time.

In advance of the skills test with questioning, apprentices must be provided with verbal and written information on the format of the assessment, including timescales. This will not contribute towards the assessment time.

The skills test will require the apprentice to complete the following activity:

- make and apply a collar to specification and quality standards (shirt collar and stand, convertible collar, shawl collar or mandarin collar)

Questions must be asked after the observation of the skills task is complete. Questioning must take 30 minutes. The independent assessor has the discretion to increase the time of the questioning by up to 10%, to allow the apprentice to complete an answer.

The independent assessor should ask a minimum of five questions. The purpose of the questioning is to assess underpinning knowledge.

KSBs observed, and answers to questions, must be documented by the independent assessor.

The independent assessor will make all grading decisions.

Venue

The skills test should take place in:

- employer's premises

Supporting material

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

- cut collar sample, specifications and quality standards. The 'specification bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that specifications are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their specifications when consulting with employers.
- question bank. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting with employers.
- assessment recording documentation
- guidance for apprentices and employers

Grading descriptors: skills test with questioning

KSBs	Pass - apprentice demonstrates all of the following:
Sewing machines and equipment K6, K26, S3	Identifies the machine/machines suitable for the task and explains why the machine is appropriate for the task Explains the preparation required, for example the correct threading, tensions and settings for the fabric, material and item to be made Identifies hand tools used and explains why they are appropriate for the task(s) Explains the purpose of a machine maintenance procedure, as identified by the independent assessor, and consequence of not completing it Identifies at least one machine problem that is beyond the limits of their authority
Organises work S4	Prepares and organises workstation that will allow a smooth workflow and production within timescale, for example all required components and machinery are present Tasks completed in time allowed
Make and apply collar S16, S20, S25	Operates and controls the machine in accordance with equipment guidelines Makes correct type of collar and applies to the neckline as instructed The collar meets given specification and quality standards Inspects quality of construction throughout the production process Identifies quality issues where they occur and takes action to rectify before taking production to the next stage <u>or</u> explains action they would take to rectify a quality issue stated by independent assessor Selects and uses tools for the correct purpose safely and appropriately
Health, safety, welfare and environmental K7, B1	Applies safe working practices and minimizes workplace risks Explains the correct purpose of a health, safety, welfare or environmental policy/procedure, as identified by the independent assessor Explains how it is applied in their workplace and the potential consequences of contravening
Fail – apprentice will fail if they do not meet all the pass criteria	

Assessment method 3: interview

Overview

This assessment method has one component: interview.

The rationale for this assessment method is:

- to test the underpinning knowledge that may not be demonstrated naturally through the other methods
- it allows for a variety of right answers
- it is a verbal method considered more appropriate than written paper, as allows the independent assessor the opportunity to ask follow-up questions

Delivery

The independent assessors will conduct and assess the interview on a one-to-one basis with the apprentice.

The independent assessor must assess the apprentice against the KSBs assigned to this assessment method.

The interview must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's reasonable adjustments policy.

The interview must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method.

The interview must have a minimum of ten open questions – seven knowledge-based and three scenario-based. Follow-up questions may be asked to seek clarification.

It will involve a minimum of one question related to each of the themes below:

- garment making process (K1)
- clothing design and construction (K2)
- quality standards (K3)
- production process (K13, K19, S22)
- garment review (K21, S21, S23)
- returns analysis (K22)
- lean manufacturing (K24)
- customer and brand awareness (K25)
- continuous professional development (B4)
- teamwork (B3)

Knowledge and skills relating to communication (K18, K23, S19, S24) will be assessed as they answer questions.

During this interview, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

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

The independent assessor will make all grading decisions.

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

Independent assessors must be developed and trained by the EPAO in the conduct of interview and reaching consistent judgment.

Venue

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

The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Supporting material

EPAOs must produce the following material to support this method:

- question bank. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers.
- assessment recording documentation
- guidance for apprentices and employers

Grading descriptors: interview

KSBs	Pass - apprentice demonstrates all of the following:
Garment making process K1	Outlines the key requirements for three key stages of the garment making process for example design, pattern making, cutting, sample making, review, production, as identified by the independent assessor
Clothing design and construction K2	Outlines at least three design and construction considerations related to a garment type, as identified by the independent assessor
Quality standards K3	Outlines the key requirements of a national and/or international quality standard, as identified by the assessor Explains how they apply it within their work and consequences of non-compliance
Production process K13, K19, S22	Describes implementation of production sequence and assembly methods that appropriately considers time, costs and quality Devises and applies a viable, practical assembly sequence Explains correct rectification for at least two common manufacturing issues and construction faults, for example unsuitable sewing techniques, poorly cut components, incorrect construction, mismatched seams, damage, incorrect markings
Communication K18, K23, S19, S24	Communicates information that can be understood by the independent assessor Uses industry terminology correctly and appropriately Presents completed records and/or technical information related to garment(s) production, which are complete, technically correct and legible explains the use and importance of the garment making documentation and the possible impact of incorrect, incomplete and illegible records
Garment review K21, S21, S23	Describes participation in a garment review, where they identified and diagnosed garment fault such as poor fit, sizing, mismatched seams, fabric damage, incorrect markings, returns Provides and justifies a minimum of one recommendation that may benefit the product and/or the manufacturing process Explains the garment review and approval process, why it is important and the impact of poor garment reviews

Production Process K13, K19, S22	Describes implemented production sequences and assemble methods and explains the considered time, cost and quality aspects to ensure feasible production process
Returns analysis (scenario question) K22	In response to a returns scenario, presented by the independent assessor, identifies and justifies analysis approach they would follow and at least one potential impact of the fault if not corrected
Lean manufacturing (scenario question) K24	In response to a production scenario, presented by the independent assessor, explains how a lean manufacturing approach could be applied and how it will benefit production Outlines the concept of lean manufacturing and identifies three key lean principles
Customer and brand awareness K25	Describes their company's position in the market and their unique selling point(s); identifies the competition Identifies at least one customer and brand consideration in relation to two different garment markets, identified by independent assessor
CPD B4	Outlines their current CPD action plan; reflects on own CPD needs/goals and identifies appropriate development opportunities that will help to achieve these needs/goals Identifies an appropriate method of CPD, for a learning need as identified by the independent assessor
Team work (scenario question) B3	Outlines appropriate action(s) they would take to be a team player, in a scenario as presented by the independent assessor
Fail – apprentice will fail if they do not meet all the pass criteria	

Reasonable adjustments

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

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA pass grade. Performance in the project: garment production, project report and questioning will determine whether a distinction grade is awarded.

Overall EPA grading

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

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

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

Apprentices who fail one or more assessment method will be awarded an EPA 'fail.'

In order to achieve an overall 'pass' apprentices must achieve a pass in all three assessment methods.

In order to achieve an overall 'distinction' apprentices must achieve a distinction in the project: garment production, project report and questioning and a pass in the interview underpinned by portfolio of evidence, and a pass in the skills test with questioning.

There are restrictions on grading where apprentices re-sit/re-take an assessment method – see the re-sit/re-take section.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 – project	Assessment method 2 – skills test with questioning	Assessment method 3 – interview	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

Re-sits/re-takes must be taken and passed within three-months of the fail notification, otherwise the entire EPA must be re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to develop/improve their knowledge skills and behaviours (KSBs) as outlined in the occupational standard • meet all gateway requirements • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the occupational standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint independent assessors to assess the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the EPA outlined in this plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conduct these on a regular basis • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section

	<ul style="list-style-type: none"> • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • understand the occupational standard and EPA plan • deliver the EPA in-line with this plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway <p>• Plays no part in the EPA itself</p>

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of high-end garment making techniques
- appoint independent assessors who hold or be working towards an independent assessor qualification, for example TAQA (Training and Quality Assessment)
- appoint independent assessor who have recent relevant experience of the occupation/sector at the same level as the apprentice or higher gained in the last three years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the EPA
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this apprenticeship standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- using an employer's premises and resources for project: garment production, project report and questioning, and skills test with questioning
- project will potentially contribute to workplace operations
- interview underpinned by portfolio of evidence could be conducted remotely
- undertaking the project questioning, skills test with questioning and interview underpinned by portfolio of evidence on the same day

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Project: garment production, project report and questioning

Knowledge
K4 Garment making instructions and specifications, for example pattern markings, grain lines, component shapes, garment dimensions, allowances, tolerances
K5 The characteristics, properties and cost of materials, including compatibility with different designs, faults, and different handling methods for a range of fabric for example stretch jersey, satin, wool, linen and cotton
K8 Sewing needle systems, functions and physical characteristics including needle point, size and specialism
K9 Sewing work aids and attachments including function, compatibility and advantages for example to decrease handling, increase production, improve quality decrease manufacturing cost
K10 Hand stitches and what they are used for, for example basting, herringbone stitch, buttonhole stitch, catch stitch, beading weaving stitch, blind hemming
K11 Seam types and what they are used for, for example lapped seams, bound seams, decorative seams
K12 Finishing techniques, for example rolled hems zips, closures
K14 Garment shaping techniques, for example, darts, gathers, and tucks
K15 Garment labelling and related legislation for example fibre content, care requirements
K16 Measurement and figuration techniques, for example measurement points, girth measurement, length and breadth measurements, body shape
K17 Garment balance, drape, silhouette and sizing, including national, international, made-to-measure and bespoke sizes
K20 Garment making costs and effective use of resources for example minimising waste, time and materials
K27 Garment pressing techniques, equipment settings and the effects of heat, steam and, pressure on fabric and garments

Skills
S1 Interpret and follow garment specifications, patterns and/or instructions
S2 Inspect garment components, identify and deal with any issues found, for example material/design compatibility, surface flaws, shading, misprint, pulls, holes, shrinkage
S5 Assemble fabric components to make a whole garment
S6 Select and use different types of sewing needles for different materials, for example size, diamond point, ballpoint
S7 Select and use different types of attachments, for example adjustable presser foot, zipper foot, seam guide, applique foot
S8 Match fabric prints, checks and stripes during garment assemble
S9 Hand stitch garments, for example baste, catch, running, slip, chain or couching stitch
S10 Sew different seam types, for example, flat seams, lapped seams, over locked seam
S11 Shape garments using different sewing techniques, for example, darts, gathers, tucks
S12 Position and attach trimmings, for example braid, bias lace. buttons, eyelets
S13 Finish garments; selecting appropriate techniques, for example rolled hems, zip insertion, pockets, fusing
S14 Press garments; set up and operate pressing equipment for example steam irons, block press, trouser press and steamroll
S15 Check the balance, component positions, set, grain, ease and drape of garments using mannequins or modelling
S17 Measure and figure garments considering critical measurement points, body shape and silhouette
S18 Select, position and apply labels for example care, size and brand labels

Behaviours
B2 Takes ownership for work, for example accepts responsibilities, demonstrates initiative, motivated and self-managing

Assessment method 2: Skills test with questioning

Knowledge
K6 Different types of machines, equipment and tools used to produce garments, for example lockstitch machine, blind hemmer, scissors, snips, corner shaper, loop turner, measuring tape, mannequins; machine testing, setting up and operating machines safely
K7 Health, safety, welfare and environmental policies and procedures including Health & Safety at Work Act; safe working practices, workplace risks employer and employee legal obligations, employees' rights and responsibilities, ethical trading standards, equality and diversity
K26 Routine sewing machine maintenance, for example machine cleaning, lubrication, stitch setting, needle replacement, reporting more serious machine problems that require a machine mechanic

Skills
S3 Select, prepare and operate sewing machines, for example lockstitch machine, blind hemmer including machine adjustment for different materials
S4 Organise work and workstation layout
S16 Use the tools of the trade to make and shape garments, for example scissors, snips, steamroll, corner shaper, loop turner, measuring tape, mannequins
S20 Inspect the quality of construction during the garment make-up process and change methods if required
S25 Make and apply collars for example shirt collar and stand, convertible collar, shawl collar or mandarin collar

Behaviours
B1 Health and safety first attitude, for example prioritises the health, safety and welfare of self and others over other demands

Assessment method 3: Interview

Knowledge
K1 The 'end-to-end' process required to make a garment from concept to finished product for example design, pattern development, sampling, cutting, sewing, final checks
K2 The principles of clothing design and construction for example style, function, fit, balance, proportion, aesthetics
K3 Garment making quality standards, for example, British Standards (BSI) International Standards (ISO)
K13 Garment assembly processes including sewing methods and assembly sequence
K18 Specialist terminology used in garment construction, for example drape, ease, nap, ruching, applique
K19 Common manufacturing issues and construction faults, and rectification for example unsuitable sewing techniques, poorly cut components, incorrect construction, mismatched seams, damage, incorrect markings
K21 The garment review and approval processes, for example review of fit, balance, drape, measurements, quality, design, pattern, construction, cost and risk assessment, sample sealing, customer approval
K23 The use and importance of garment making documentation, for example production make-up sheets, docketts, electrical systems
K22 Returns and faults analysis and the impact of faulty products
K24 The principles of lean manufacturing, for example continuous improvement, work flow, performance monitoring, production rates, waste elimination
K25 Customer and brand awareness for example customer profile, customer expectations and target market

Skills
S19 Complete records and technical documents, for example production make-up sheets, work docketts
S21 Identify, diagnose and rectify garment faults, for example poor fit, sizing, mismatched seams, fabric damage, incorrect markings, returns
S22 Develop and apply the production sequence and assembly method
S23 Review complete garments, contribute recommendations that may benefit the garment or the manufacturing process
S24 Communicate with colleagues and/or stakeholders – verbal and written; using industry terminology for example drape, ease, baste, nap, grain

Behaviours

B3 Team player, for example builds co-operative and respectful working relationships across all relevant levels and department; takes account of equality and diversity interactions

B4 Committed to continued professional development, for example reflects on knowledge, skills and behaviours, seeks opportunities to develop and advance in response to the evolving production environment and technologies