

End-point assessment plan for Knitted product manufacturing technician apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0910	3	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Knitted product manufacturing technician apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs). It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

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

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have compiled and submitted a portfolio of evidence to underpin the interview
- apprentices must have achieved English and mathematics at Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for three months.

This EPA consists of three discrete assessment methods.

It will be possible to achieve the following grades in each assessment method:

Assessment method 1: **Observation with questions**

- fail
- pass
- distinction

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. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Assessment method **2: Interview underpinned by a portfolio of evidence**

- fail
- pass
- distinction

Assessment method **3: Multiple-choice test**

- fail
- pass

Performance in these assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

<p>On-programme (typically, 24 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>Apprentices must have achieved English and mathematics Level 2.</p> <p>Apprentices must submit a portfolio of evidence to underpin the interview.</p>
<p>End-point assessment (typically, three months)</p>	<p>Assessment method 1: Observation with questions</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 2: Interview underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Assessment method 3: Multiple-choice test</p> <ul style="list-style-type: none"> • fail • pass <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</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 three months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point 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.

Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Achieved English and mathematics at Level 2. 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. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the observation with questions:

- no specific requirements

For the interview, the apprentice will be required to submit:

- portfolio of evidence

For the multiple-choice test:

- no specific requirements

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the interview
- the portfolio of evidence will typically contain ten discrete pieces of evidence
- evidence must be mapped by the apprentice 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, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include 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 must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the interview and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the interview but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

End-point assessment method 1: Observation with questions

Overview

This assessment method has one component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions. The independent assessor will ask questions in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

Delivery

The observation with questions must take two hours. The time for questioning is included in the overall assessment time.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required.

Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of the observation with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

One independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities should be observed during the observation:

- receive, read and interpret knitting instructions/job sheet; plan and prepare for knitting tasks
- working safely throughout the knitting tasks
- select raw materials, check against the job sheet/specification and material availability; transport materials to the knitting area
- inspect raw material to ensure it meets quality standards, identifying and reporting flaws and faults
- select, prepare and programme the knitting machines and raw material for knitting
- conduct a test run in advance of production identifying any quality issues
- create knitted products that meet specifications and quality standards
- complete work documentation
- identify finished components, bundle and label components in order to pass onto the next stage of the manufacturing process

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

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked to assess the apprentice's breadth and depth of competence against the grading descriptors. The independent assessor must ask a minimum of five questions.

As only naturally-occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The independent assessor may ask follow-up questions where clarification is required. The independent assessor can ask the questions both during and after work completion. In order to remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks and/or after completion of work rather than disrupting the apprentice's flow.

Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The performance observed and responses to questions will be assessed holistically, using the grading descriptors for this assessment method.

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

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in the apprentice's workplace.

Questioning must be conducted under controlled conditions i.e. quiet space, free of distractions and influence.

The venue must have knitting machines available for the apprentice to use for the full duration of the observation with questions.

The employer is responsible for ensuring that all necessary tools and equipment required for the observation are available and are in good working order.

Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

- independent assessor training materials
- grading guidance
- question banks
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 2: Interview underpinned by a portfolio of evidence

Overview

This assessment method has one component.

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor leads this process to obtain information from the apprentice to enable a structured assessment decision-making process.

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers that cannot be tested through the multiple-choice test
- the interview is supported by a portfolio of evidence, enabling the apprentice to demonstrate the application of skills and behaviours as well as knowledge.
- it is cost effective as, apart from the venue, it does not need additional resources.

Delivery

The independent assessor will conduct and assess the interview underpinned by a portfolio of evidence.

The interview must last for 60 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The interview will have a minimum of 9 questions – one per topic. The independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The purpose of the questions will be to cover the following topics:

- planning and preparation of workload
- cleaning and first line preventative maintenance
- fault finding and problem solving
- commercial awareness
- materials and end product
- reporting issues and communication
- continuous improvement and continued professional development
- professional practice
- production costs and efficiencies

The interview will be conducted as follows:

- the independent assessor must have a minimum of one week to review the portfolio ahead of the interview
- the portfolio of evidence must be available to the independent assessor and the apprentice during the interview
- the apprentice will have 5 working days' notice of the interview

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The interview should take place in a quiet room, free from distractions and influence. Video conferencing can also be used to conduct the interview but the EPAO must have processes in place to verify the identity of the apprentice and to ensure the apprentice is not being aided.

The interview 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

Question and resource development

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

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

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

- a question bank
- an outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the interview underpinned by a portfolio of evidence as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

End-point assessment method 3: Multiple-choice test

Overview

This assessment method has one component.

A multiple-choice test is a controlled assessment, which consists of a series of questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time

Delivery

Test Format

The multiple-choice test can be:

- computer based
- paper based

It will consist of 30 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions must be varied, to avoid the test becoming too predictable, yet allow assessment of the relevant KSBs.

Test administration

Apprentices must have 45 minutes to complete the test.

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

The following equipment is permitted during the test: none

Assessment

Multiple-choice tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where question types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

Grading boundaries

The following grade boundaries apply to the multiple-choice test:

Grade	Minimum mark	Maximum mark
Fail	0	23
Pass	24	30

Assessment location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be any independent person appointed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

Question and resource development

Questions must be written by EPAOs and must be relevant to the occupation. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'multiple-choice test specifications' and 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

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

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

- a question bank
- a multiple-choice test specification
- sample multiple-choice tests and mark schemes
- live multiple-choice tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy

Reasonable adjustments

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

Overall EPA grading

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

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

Independent assessors must individually grade the observation and the interview, 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 overall EPA fail.

In order to gain an overall EPA pass, apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA distinction, apprentices must achieve a distinction in the observation with questions, a distinction in the interview underpinned by a portfolio of evidence and a pass in the multiple-choice test.

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 – Observation with questions	Assessment method 2 – Interview underpinned by a portfolio of evidence	Assessment method 3 – Multiple-choice test	Overall grading
Any grade	Any grade	Fail	Fail
Any grade	Fail	Pass	Fail
Fail	Any grade	Pass	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Distinction

Any grade = fail, pass, or 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 at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

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

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within two 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 four months of the EPA outcome notification.

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

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 24 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA,

	<p>and that any required supervision during this time (as stated within this EPA plan) is in place</p> <ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • make all necessary contractual arrangements, including agreeing the price of the EPA • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances including when the EPAO is the training provider (i.e. Higher Education Institute (HEI)) there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)

	<ul style="list-style-type: none"> • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO

	<ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. HEI)

	there must be procedures in place to mitigate against any conflict of interest
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI) • mark multiple-choice test answers accurately according to the EPAO's mark scheme
Invigilators	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPA organisations must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last three years or significant experience of the occupation/sector. This should be at least at the same level as the apprenticeship standard.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - experience of knitting using a range of processes, tools and equipment
 - evidence of continued professional development
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide training for markers
 - provide training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades

Value for money

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

- using employers' facilities for the observation with questioning
- using an employer's venue for the interview underpinned by a portfolio of evidence and multiple-choice test
- using video conferencing for the interview underpinned by a portfolio
- the possibility of scheduling more than one assessment method on the same day

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation with questions

Knowledge
K5 The set up, programming and adjustment of knitting machines
K7 Knitting machine programmes: data input, software, issues and adjustments
K13 Work documentation purpose and requirements: technical packs, specifications, technical sheets, Standard Operational Procedures (SOPs), dockets/tickets
K16 Quality standards and systems: specification, tolerances, and quality checks

Skills
S1 Read and interpret knitting instructions and specifications
S4 Select and use yarns or materials, for example colour, type, count
S5 Inspect raw materials, identifying and reporting faults if necessary
S6 Identify and set up knitting machines
S7 Organise and prepare the work area for knitting production
S8 Select software and input data
S9 Conduct safety checks in relation to the work area and knitting machines
S10 Conduct test runs and identify quality issues
S13 Adjust knitting machines
S15 Quality check final products and prepare for the next stage of the process
S17 Identify and segregate material for reuse, recycling and disposal
S18 Enter information for example work records, work tickets, work dockets
S23 Follow safe working practices, for example follows manual handling, lifting and safe ergonomic practice

Behaviours
B2 Prioritises health, safety and welfare of self and others over other demands

B4 Takes ownership for work, for example accepts responsibilities, demonstrates initiative, motivated, and self-managing

Assessment method 2: Interview underpinned by a portfolio of evidence

Knowledge
K6 Routine knitting machine maintenance: cleaning, preventative maintenance, testing
K8 Yarn or material types, origin, behaviour and specifications: content, characteristics and storage requirements
K9 Work organisation; the importance and benefits of a clean, clear, well organised work area
K12 How knitted components or knitted fabric make up the end product
K14 Problem solving techniques: fault finding and rectifying for knitting machines and knitted product
K15 Production efficiencies, priorities and performance: targets, performance rates, deadlines
K18 Production costs of the knitted product: raw materials, labour, overheads
K19 Team working techniques and benefits
K20 Time management techniques: production planning, prioritising and tracking
K21 Commercial awareness: the supply chain, product design, competition and customer expectations
K23 Methods of communication: verbal

Skills
S2 Schedule, plan and prioritise the workload
S3 Identify, report and resolve any discrepancies with work instructions
S11 Correct product faults
S12 Identify, report and resolve knitting machine issues
S14 Change knitting machine needles and elements as required
S16 Identify and segregate reject products
S19 Conduct first line preventative maintenance, for example stripping and cleaning knitting machines

S20 Apply continuous improvement techniques
S21 Communicate with colleagues for example verbal and written work instructions
S22 Produce a knitted product costing

Behaviours
B1 Team player, for example participates with others to accomplish organisational and team goals
B3 Adaptable for example responds positively to changes in priorities and work deadlines
B5 Strives for continuous improvements in relation to product quality, production processes, and production systems
B6 Committed to continued professional development for example reflects on performance, seeks opportunities to develop and advance in response to the evolving production environment and technologies

Assessment method 3: Multiple-choice test

Knowledge
K1 Health & Safety: Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH), Manual Handling, First aid procedures, Personal Protective Equipment (PPE), Risk Assessment
K2 Equality & Diversity in the workplace
K3 Waste and energy management, environmental and sustainability policies and procedures
K4 Different types of knitting machines used in the production process and their applications: jacquard, circular, computerised flat knitting machines
K10 Different types of knitting processes: weft knitting, interlock, purl, warp knitting
K11 The principles of the knitting process: stitch formation, knitting structures, stitch density
K17 The principles of continuous improvement methods: lean manufacture, 6-sigma, KAIZEN, 5S (Sort, Set in order, Shine, Standardise and Sustain)
K22 Past and current UK knitting industry: medical, hosiery, geotextiles, fashion, performance wear

Grading descriptors

End-point assessment method 1: Observation with questions

Theme KSBs	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all the pass descriptors and all the distinction descriptors
Set up programming and adjustment of knitting machines/software (K5 K7 S6 S8 S13)	<p>Identifies and sets up the correct knitting machine according to company procedure or work instructions</p> <p>Checks and adjusts knitting machine according to the specification</p> <p>Selects the correct software programme for the knitting machine and inputs the relevant data, checks the input and corrects any errors according to company procedure or work instructions</p>	<p>Explains at least two machine adjustments that can be made to knitting machines to improve performance, meet different specifications or resolve a quality issue</p>
Interpretation of knitting instructions (S1)	<p>Interprets and follows knitting instructions and specifications correctly when completing tasks</p>	

<p>Quality standards, checks and test runs (K16 S10 S15)</p>	<p>Carries out test runs and quality checks identifying any knitting product issues outside permitted tolerances according to quality standards and specifications</p> <p>Prepares components for next stage of the production process in line with company procedure, ensuring work is organised, clearly labelled and meets minimum flow requirements</p>	<p>Explains the consequences of products not meeting quality standards and how these may impact on the organisation</p>
<p>Safety and work organisation (S7 S9 S23 B2)</p>	<p>Carries out safety checks according to company procedure identifying, or reporting any safety issues in the work area and on knitting machines as appropriate</p> <p>Follows and prioritises health and safety regulations, legislation and procedures; wears PPE required by employer, follows manual handling, lifting and safe ergonomic practice</p> <p>Prepares, organises, cleans and clears work area for knitting production, ensuring that the knitting machines are in good working order and the required tools/equipment and resources are checked and positioned for a quick, smooth work-flow</p> <p>Maintains an organised, safe and efficient work area whilst carrying out the knitting process</p>	<p>Explains the potential consequences on the individual and the organisation of working in an untidy/disorganised environment</p>

<p>Material selection, inspection and segregation (S4 S5 S17)</p>	<p>Selects yarns or materials that meet specifications and instructions, for example the correct code number, design name, colour, batch</p> <p>Inspects yarns or materials against specifications and quality standards, identifying any substandard yarns or faults</p> <p>Identifies and segregates materials for reuse, recycling and disposal according to company procedure</p>	<p>Explains where they have identified the cause of rejected products and have provided solutions to rectify to reduce wastage or improve quality</p>
<p>Documentation (K13 S18)</p>	<p>Completes work documentation as required for the task, for example information is complete, technically correct and legible</p>	<p>Identifies the potential consequences of not completing documentation or completing documentation incorrectly</p>
<p>Ownership (B4)</p>	<p>Takes ownership and responsibility for the job/products made, for example accepts responsibilities, demonstrates initiative, motivation and self-managing</p>	
<p>Fail – Apprentices will fail where they do not demonstrate all the pass descriptors</p>		

Assessment method 2: Interview underpinned by a portfolio of evidence

Theme KSBs	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all the pass descriptors and 5 out of 7 distinction descriptors
Planning and preparation of workload (S2)	Describes when they have scheduled, planned and prioritised the workload, to meet production demand and deadlines	Identifies factors that should be taken into account in workload planning, scheduling and prioritisation with justification
Cleaning and first line preventative maintenance (K6 K9 S14 S19)	<p>Describes when they have carried out preventative maintenance activities - stripping and cleaning a knitting machine, testing, following safety procedure, undertaken as part of their role for a given knitting machine</p> <p>Describes when they have changed a knitting machine needle or other element of a given knitting machine</p> <p>Describes the importance and benefits of a clean, clear, well organised work area.</p>	Identifies potential consequences of not undertaking the first line preventative maintenance and the possible impact on production
Fault finding and problem solving (S11 S16)	<p>Describes when they have successfully identified and corrected product faults</p> <p>Describes when they have identified and segregated products/components that do not meet quality standards</p>	
Commercial awareness (K21)	Describes the types of products produced, product design, the supply chain, customers and competition	Explains how the needs/requirements of a specific customer could differ in comparison to other customers.

Materials and end product (K8 K12)	Describes different material or yarn types, explaining origin, behaviour, specifications, content, characteristics and storage requirements Describes how a knitted component or knitted fabric makes-up the end product	Explains how the properties/characteristics of two different types of materials or yarns can impact on production techniques
		Explains the effects of unsuitable storage on a yarn or material
Reporting issues and communication (K14 K23 S3 S12 S21)	Describes when they have successfully identified and resolved knitting machine issues using problem solving techniques Describes when they have reported issues that occur with knitting machines in line with company procedure or explain the reporting procedure Describes when they have identified, reported and resolved discrepancies with knitting work instructions. Describes when they have communicated verbally with colleagues as required for the task	

<p>Continuous improvement and continued professional development (S20 B5 B6)</p>	<p>Describes when they have taken opportunities to develop their skills; for example, in response to evolving production technologies</p> <p>Describes when they have applied a continuous improvement technique as part of their role</p>	<p>Compares and contrasts a continuous improvement technique used against an alternative, and justifies why they chose the approach used</p>
<p>Professional practice (K19 K20 B1 B3)</p>	<p>Discusses when they have been a team player in the workplace, outlining the situation and the role they played; identifies a team working technique and its benefits</p> <p>Describes examples of effective production planning or scheduling, including the deadlines</p> <p>Describes where they have been adaptable and flexible in the workplace to organisational benefit</p>	
<p>Production costs and efficiencies (K15 K18 S22)</p>	<p>Discusses a knitted product costing they have produced, identifying all overheads</p> <p>Describes the minimum production and performance requirements when carrying out a knitting task.</p>	<p>Explains how potential savings can be made to production costs, referencing at least two of the following: raw materials, labour and overheads.</p>
<p>Fail – Apprentices will fail where they do not demonstrate all the pass descriptors</p>		

End-point assessment method 3: Multiple-choice test

KSBs	
K1 K2 K3 K4 K10 K11 K17 K22	Test mark will determine whether the apprentice achieved a fail or a pass