



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

End-point assessment plan for Bookbinder apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0469	2	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Bookbinder apprenticeship standard. It explains how EPA for this apprenticeship must operate. 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 Bookbinder 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 spend a minimum of 12 months on-programme.

The EPA period should only start and the EPA be arranged, once all of the pre-requisite gateway requirements for EPA have been met and they can be evidenced/available to an EPAO. The employer must be satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. Apprentices must have compiled a portfolio of evidence, which underpins the Professional Discussion. For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA¹.

The EPA must be completed within an EPA period lasting typically 4 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 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Observation with Questioning

- Fail
- Pass

Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

¹ 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.

EPA summary table

On-programme (typically 24 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics level 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • Apprentice has achieved English and mathematics at Level 1 and taken the tests for level 2. <p>For Professional Discussion:</p> <ul style="list-style-type: none"> • A portfolio: the portfolio will have been completed by the apprentice during their on-programme training and submitted to the EPAO either in hard-copy or electronic format at the gateway. The portfolio must cover the knowledge, skills and behaviours that are mapped to the professional discussion assessment method which it underpins. Please see Gateway Section below for full details.
End-point assessment (which will typically take 4 months)	<p>Assessment method 1: Observation with Questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass <p>Assessment method 2: Professional Discussion underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction
Professional recognition	N/A

Length of end-point assessment period

The EPA (including all assessment methods) will typically be completed within four months of the 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. Typically, both assessment methods would be undertaken on the same day.

EPA 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 the decision must ultimately be made solely by the employer. In addition, an apprentice must have completed the following gateway requirements prior to beginning EPA:

- apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and have taken the tests for 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 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For Observation with Questioning

- no specific requirements

For Professional Discussion underpinned by a portfolio of evidence

- 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 professional discussion
- The portfolio will have been completed by the apprentice during their on-programme learning and presented to the EPAO in either hard-copy or electronic format at the gateway. The portfolio will cover the knowledge, skills and behaviours as mapped to the professional discussion which it underpins. It should not include commentary of a self-reflective nature or any self-assessment.
- The portfolio of evidence itself is not assessed; it is used to underpin the questioning for the professional discussion. Training providers are free to devise their own version of the portfolio of evidence but it is typically expected to include:

- 9 discrete pieces of evidence:
 - evidence must be mapped against the KSBs
 - evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
 - evidence sources may include:
 - workplace documentation/records, for example policies/procedures
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable
 - evidence of line manager observations carried out over the period of the apprenticeship which must be focused on direct factual observations rather than the employer's opinion of the apprentice, and an appraisal report completed by the employer towards the end of the on-programme period.
 - This is not a definitive list; other evidence sources are possible.
- The portfolio produced must be the apprentice's work only; employer support should not extend to any direct contributions to the collation or production of the portfolio. The employer will verify that the work submitted is that of the apprentice only
- The portfolio must be submitted to the EPAO at the gateway.

End-Point Assessment methods

Assessment method 1: Observation with Questioning

Overview

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the observation to take place, in consultation with the employer.

The rationale for this assessment method is:

The occupation involves practical activities, which are best assessed through observation of a real workshop environment and will give assessors the confidence in the apprentice's overall ability to perform satisfactorily in a busy workshop.

Observation allows the assessment of work tasks in the apprentice's normal place of work, using tools and equipment with which they are familiar, which is likely to enable the apprentice to perform at their best. Observation is a cost-effective assessment method, as it makes use of the employer's premises and resources, and the KSBs mapped to this method reflect something that would be completed by bookbinders in every company on a daily basis; tasks not necessarily completed on a daily basis or not best suited to direct observation are assessed via the Professional Discussion assessment method. The questioning enables the checking of underpinning knowledge.

Delivery

An independent assessor must only observe one apprentice at any one time, to allow for quality and rigour. The independent assessor must be unobtrusive whilst conducting the observation.

The observation and questioning must take 4 hours and 45 minutes in total (4 hours for the observation and 45 minutes for the questioning). The observation 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 observation to allow the apprentice to move from one location to another as required and meal/comfort breaks; such breaks will not contribute to the assessment time. The apprentice must not communicate with anyone else during any breaks. 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 and questioning by up to 10% for each element, to allow the apprentice to complete a task at the end of this method of the EPA or finish answering a question.

Apprentices must be provided with information on the format of the observation, including the timescales they will be working to, before the start of the observation.

The following activities must be observed during the observation:

- Basic bookbinding processes
- Safely following standard work processes and procedures
- Waste management

Questions must be asked after the observation is complete on a one-to-one basis. The independent assessor must ask a minimum of 8 open questions. They may ask follow-up questions where clarification is required. The purpose of the questioning is to assess underpinning knowledge and behaviours and to determine whether the apprentice has reached pass criteria. Questioning should last for 45 minutes (additional to the observation time). The independent assessor has the discretion to increase the time of the questioning by up to 10%, to allow the apprentice to complete their last answer. Independent assessors can use questions from the EPAO's question bank, combined with questions they have devised themselves based on what they have observed. The questioning must take place in a quiet area free from distraction and influence.

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

Independent assessors will make all grading decisions.

Venue

The observation must take place in the apprentice's employer's premises, under normal working conditions. The employer must ensure the necessary materials and equipment/tools are available to the apprentice.

For the questioning component, the assessment should take place in a quiet place, free from distractions and external influence from colleagues/customers etc.

Supporting material/question development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank 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. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment 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 questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

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.

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

- Outline of the assessment method's requirements
- Question bank.
- Marking materials
- Guidance for apprentices and employers
- Assessment recording documentation
- Independent assessor training materials
- Grading guidance

Assessment method 2: Professional Discussion underpinned by a portfolio of evidence

Overview

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

The rationale for this assessment method is:

A professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to use their own context as a starting point to discuss their own practice and experiences, with supporting evidence from their portfolio. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the creative and craft sector. The professional discussion will also allow some KSBs which may not regularly naturally occur in every workplace to be assessed as well as the assessment of a disparate set of KSBs.

Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion 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.

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

The professional discussion will be conducted as set out here:

The questioning and evidence provided for this assessment will enable the apprentice to demonstrate the depth of their knowledge, skills and behaviours and understanding in their craft.

A minimum of 10 open questions will be asked during the professional discussion. The independent assessor can ask follow-up questions during the professional discussion to gain clarity on answers or evidence provided by the apprentice. The independent assessor is free to use the EPAO question bank as well as generate their own questions.

The independent assessor will conduct and assess the professional discussion. The portfolio will be reviewed prior to the professional discussion to allow the assessor to generate questions based on the portfolio. The independent assessor will have 2 weeks to review the portfolio prior to the professional discussion. The EPAO will typically give the apprentice at least one week's notice prior to conducting the professional discussion.

The apprentice must evidence how they have demonstrated the KSBs assigned to the professional discussion. Apprentices must be given the opportunity to refer to their portfolio of evidence during the professional discussion.

The professional discussion is carried out on a 1-to-1 basis. It is envisaged this will typically be in-person, however the professional discussion may take place using video conferencing (see venue section below for details).

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

The independent assessor will make all grading decisions.

Venue

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

The professional discussion 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 can also be used to conduct the Professional Discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed 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.

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 professional discussions and reaching consistent judgements.

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

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

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.

Weighting of assessment methods

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

Grading Descriptors

Assessment method 1: Observation with Questioning

To achieve a pass in this assessment method, all pass criteria must be attained by the apprentice. Distinction grade is not available for this assessment method.

KSBs	Pass - apprentice demonstrates all of the following:
Health and Safety K1 S1 S2	Identifies risks and hazards in the workplace, complies with all health and safety and environmental legislation and applies control measures including wearing correct PPE for the task; conducts dynamic risk assessments; intervenes if health and safety issues arise (K1, S1) Safely uses equipment in accordance with manufacturer's instructions and in accordance with workshop practices for equipment made in the workshop (S2)
Waste Management K2 K6	Correctly categorises materials for re-use, re-cycling or disposal; processes in line with company/site instructions (K2) Displays understanding of physical infrastructure of the workshop, including the correct methods and locations for storage and disposal of equipment, materials and waste products; waste is disposed of in an appropriate manner and unused materials are returned to their correct storage location (K6)
Workflow K5 K16 K19 S12 S13 B1 B9 B12	Describes the different roles and responsibilities of those who may be found in the workshop or who may be working alongside/supervising (K5) Takes a responsible and meticulous approach to the business workflow by accurately completing documentation (paper or electronic) such as recording the materials/time taken on projects on cost sheets or time sheets. Evaluates the methods or processes used in order to work efficiently. (K16, S12, S13, B9) Displays a professional, self-disciplined and flexible attitude towards all aspects of workshop procedures, demonstrating patience when working flexibly to changing business requirements and with consideration for the wider workload when processing jobs allowing for pressing and drying times. (K19, B1, B12)
Bookbinding Processes K8	Handles, disassembles, cleans and re-assembles books correctly without damaging them (including cleaning off backs and taking down old sewing structures, assisting with light refurbishment, cleaning of leather covers and text papers); acts responsibly when handling items, evidencing a responsible, sensitive and conscientious approach to work, regardless of value or age of the artefact (K8, S6, S7, B8)

S5 S6 S7 S17 B2 B8 B10	Selects and cuts-out the appropriate materials for each specific process (S5) Follows all processes accurately with patience, using manual dexterity and displaying attention to detail in order to ensure that a high level of quality is achieved, which meets industry standards for hand-bound books; takes responsibility for ensuring each part of process is carried out diligently (S17, B2, B10)
Customer Service K14 S8 B3	Correctly identifies task(s) requirements by adopting a questioning attitude, ensuring they accurately interpret and record customer's requirements and use appropriate language/terms when describing work that needs to be carried out to customers or colleagues (K14, S8, B3)
Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria	

Assessment method 2: Professional Discussion

To achieve a pass in this assessment method, all pass criteria must be attained by the apprentice.

To achieve a distinction in this assessment method, all pass and all distinction criteria must be attained by the apprentice.

KSBs	Pass - apprentice demonstrates all of the following:	Distinction – in addition to the pass descriptors, all of the distinction descriptors must be achieved for this method:
Tools K3 K4 S3 S4	Describes when they have maintained, sharpened, repaired, fettled and stored tools (K4, S3) Describes when they have made or repaired housings and cases for tools (S4) Describes why different tools are used for different processes and displays understanding of the mechanical and physical properties of different tools (K3)	Explains the impact of poor tool maintenance and storage and the effect it has on the quality of the finished piece (K4)

<p>Design and Function K7 K11 K21 K22 K23</p>	<p>Explains the uses and applications of different types of enclosures, demonstrating an understanding of all stages of the book design, construction and binding process (K7, K11)</p> <p>Explains the differences between fine-binding, commercial case bindings and other common forms of binding such as account books, ledgers and stationery binding; demonstrates understanding of the differences between hand-bound and machine-made bindings (K21, K22)</p> <p>Explains why different materials were used at different periods of history and is able to describe when and why the principal types of leather were used e.g. calfskin, goatskin, sheepskin (K23)</p>	<p>Discusses the consequences of using the wrong type of enclosure on a book. (K7, K11)</p>
<p>Bookbinding Processes K9 K13 K20 S10 S11 S15 S16 B4 B5</p>	<p>Explains the techniques used in fine leather binding, including:</p> <ul style="list-style-type: none"> • Sewing on cords and tapes by hand • Lacing on boards • The purpose of headbands and how they are made • Drawing on leather covers <p>(K9)</p> <p>Describes how to determine which binding procedure or restoration/conservation process is most appropriate for a specific project, with reference to the limitations, costs and timescale of each (K13)</p> <p>Describes how they have undertaken and recorded continuous professional development, referencing different formats, and explains why this record is important to address their skills-gaps and act</p>	<p>Explains the impact on using the wrong binding procedure on a restoration or conservation piece (K13)</p> <p>Explains the consequences of not recording incidents or changes of procedure accurately (S11)</p> <p>Explains the benefits to the customer of building a basic box for an artefact (S16)</p>

	<p>as a reference for future projects (K20, S15)</p> <p>Describes when they have recorded any incident, damages and/or any alteration in procedures in an accurate and precise manner (S11)</p> <p>Describes how they have assisted in restoration and conservation processes, including bindings made in leather, cloth and paper bindings: Describes the processes they undertook relating to: collating, recording and assessing items prior to treatment; when they took down sewing structures and assisted with the removal of old adhesives; repaired signatures prior to reweaving; assisted in sourcing, preparing and cutting suitable materials; assisted (under supervision) with refurbishment and small repairs; acted responsibly when they handled rare and precious materials and artefacts (S10, B5)</p> <p>Describes the tools and processes used for the different stages of box building, with reference to when they have built basic boxes for an artefact (S16)</p> <p>Describes when they would intervene if seeing procedures not being followed properly and when to escalate matters to senior colleagues where a Health & Safety issues may occur (B4)</p>	
<p>Conservation K10 K15</p>	<p>Explains why it is important to sometimes restore or conserve books as an alternative to</p>	<p>Describes basic conservation and preservation techniques (K10, K15)</p>

	rebinding, demonstrating the importance of functionality and the ethical considerations of preserving books in their original condition (K10, K15)	
Customer Service K12 K17 K18 S9 S14 B6 B7 B11	<p>Describes how the workflow process is managed from the enquiry and ordering stage through to the completion of a project and the return of items to customers, demonstrating an understanding of how customers from different sectors may impact on particular processes/requirements (K12, K17)</p> <p>Explains the importance of simple and clear communication and when they have discussed their technical skillset and individual project contributions to customers (K18, S9)</p> <p>Describes when they have used effective listening, communications skills, tact and understanding with a customer throughout the life of a project in order to address problems, which may be complex and non-routine; describes how they have developed ideas with colleagues and customers to address both routine and non-routine tasks (S14, B6, B11)</p> <p>Describes their learning journey and when they communicated to customers in order to describe their work. (B7)</p>	
Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria		

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 must gain at least a pass in both methods to gain a pass overall. Apprentices must gain a pass in assessment method 1 (Observation with Questioning) and a distinction in assessment method 2 (Professional Discussion) to gain a distinction overall. A fail in either of the assessment methods will result in a fail overall.

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 Questioning	Assessment method 2 – Professional Discussion	Overall grading
Fail	Any grade	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	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. 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.

The timescale for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 1 month of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

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	<p>As a minimum, apprentices should:</p> <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 • undertake 20% off-the-job training as arranged by the employer and EPAO • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • 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 • 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 documentation 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 all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<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 • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price 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 • 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 • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • 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. HEI), there must be no conflict of interest

	<ul style="list-style-type: none"> • 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 • deliver induction training for independent assessors, and for invigilators and/or 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 the EPAO's 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 • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors 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 • 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

	<p>for the first time and a minimum of annually on this apprenticeship standard</p> <ul style="list-style-type: none"> • 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 using 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 the 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. a HEI) there must be procedures in place to mitigate against any conflict of interest

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 hold or be working towards an independent assessor qualification, for example TAQA (Training and Quality Assessment)
- appoint independent assessors 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
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

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 both assessment methods
- undertaking both assessment methods on the same day

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation with Questioning

Knowledge
K1: Basic understanding of legislative requirements and responsibilities relating to health and safety, manual handling, hazardous substances (COSHH), chemicals, dust, hazard identification and risk assessment in the work area.
K2: Understand the environmental impact of working practices, minimising waste, the efficient use of resources and recycling/re-using materials.
K5: Understanding the different roles and responsibilities of those who may be found in the workshop or working alongside/supervising.
K6: Understand the physical infrastructure of the workshop, including the correct methods and locations for storage and disposal of equipment, materials and waste products.
K8: Understanding how to handle, disassemble, clean and re-assemble books.
K14: Knowledge of the appropriate language/terms for the customer or for a colleague when describing what work needs to be carried out.
K16: Understand the reason and importance of keeping accurate timesheets and records of work undertaken.
K19: Understanding the varied nature of the workload and how different jobs can be processed at the same time to allow for pressing and drying times.

Skills
S1 Comply with relevant health, safety and environmental legislation (Health and Safety at Work etc Act 1974) e.g. logging and reporting incidents, correct use of PPE.
S2 Safely use equipment in accordance with manufacturer's instructions and/or in accordance with workshop practices for equipment made in the workshop.
S5 Select and cut-out the appropriate materials for each specific process.
S6 Clean off backs and take down old sewing structures without damaging the artefacts.
S7 Assist with light refurbishment and cleaning of leather covers and text papers.
S8 Interpret and record customer's requirements accurately and be able to convey those instructions to senior colleagues.
S12 Record accurately the use of materials and the time taken on projects and where required, evaluate methods and processes in order to work at maximum efficiency.
S13 Participate in the management of the business workflow, including using the appropriate paperwork and software to monitor progress of projects.
S17 Apply manual dexterity to produce a high quality product, which meets industry standards for hand-bound books.

Behaviours
B1: A professional attitude to all aspects of workshop procedures.
B2: Follow all procedures accurately and with great patience. Pay attention to the smallest details in the craft process.

B3: Adopt a questioning attitude to ensure that processes are understood and applied properly.
B8: A sensitive and conscientious approach to the work that treats each project on an individual basis, regardless of value or age of the artefact.
B9: Take a responsible and meticulous approach to filling-out cost sheets and time sheets.
B10: Being responsible for ensuring that each part of the process is carried out diligently.
B12: A flexible approach and having the self-discipline and patience to switch from one project to another depending on business requirements.

Assessment method 2: Professional Discussion

Knowledge
K3: Understand the mechanical and physical properties of tools and the purposes for which they are designed.
K4: Understand how different tools are maintained and stored properly.
K7: Understand the basic principles of book design and construction and know each step of the bookbinding process in detail from start to finish.
K9: Knowledge of the techniques used in fine leather binding, including: <ul style="list-style-type: none"> • Sewing on cords and tapes by hand • Lacing on boards • The purpose of headbands and how they are made • Drawing on leather covers
K10: Understand why it is important to sometimes restore or conserve books as an alternative to rebinding.
K11: Knowledge of the uses and applications of different types of enclosures, such as drop-back boxes and slipcases.
K12: Knowledge of customers' individual requirements and appreciation of how these may vary within different sectors including private individuals, publishers, and institutions.
K13: Understand which binding procedure or restoration/conservation process is most appropriate for each specific project, being aware of the limitations of each and knowing how this translates into costs and timescale.
K15: Understanding the importance of the functionality of books and the ethical considerations of preserving books in their original condition.
K17: Awareness of how the workflow process is managed from the enquiry and ordering stage through to the completion of a project and the return of items to customers.
K18: Knowing what is technically possible within the bookbinder's skillset and how to communicate this to the customer.
K20: Understanding of the importance of learned techniques, their possible range of applications and where skills-gaps need to be addressed through continuous professional development.
K21: Understand the criteria by which a hand-bound book is judged and differentiated from a machine-made binding.
K22: Understand the differences between fine-binding, commercial case bindings and other common forms of binding such as account books, ledgers and stationery binding.

K23: Understand why different materials were used at different periods of history and be able to recognise the principal types of leather commonly found in Western binding structures e.g. calfskin, goatskin, sheepskin.

Skills

S3 Sharpen, repair or fettle tools as appropriate.

S4 Make or repair housing and cases for tools.

S9 Express contributions to a project simply and clearly to the customer and employer.

S10 Where appropriate, in addition to making new bindings, the bookbinder must be able to assist in restoration and conservation processes, particularly bindings made in leather cloth and paper bindings. Required skills include:

- Ability to collate, record and assess items prior to treatment.
- To take down sewing structures and assist with the removal of old adhesives.
- Repair signatures prior to resewing.
- Assist in sourcing, preparing and cutting suitable materials.
- Assist (under supervision) with refurbishment and small repairs.

S11 Record any incident, damages and/or any alteration in procedures in an accurate and precise manner.

S14 Display effective listening and communications skills to a customer throughout the life of all projects and address customer problems, which may be complex and non-routine.

S15 Use a range of formats such as narrative accounts, sketches, drawing or illustrations to contribute to continuous professional development and to act as a reference for future projects.

S16 Build basic boxes as required for each artefact as per customer requirements.

Behaviours

B4: Be prepared to intervene when seeing procedures not being followed and be prepared to escalate a matter to senior colleagues where a Health & Safety issue may be present.

B5: Acting responsibly when handling rare and precious materials and artefacts.

B6: Show tact and understanding when dealing with customers' needs.

B7: Be willing to learn and take time to consider how to describe work and how to communicate it to customers.

B11: Have the ability to discuss and develop ideas with colleagues and customers in order to address both routine and complex, non-routine tasks.