

End-point assessment plan for Costume Performance Technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0783	3	No

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Introduction and overview

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

Full time apprentices will typically spend 15 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must require and spend a minimum of 12 months on-programme.

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

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

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

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
- Distinction

Assessment method 2: Professional Discussion underpinned by a Portfolio of Evidence

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 15 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Compiling a portfolio of evidence
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. • English and mathematics Level 2 <p>Apprentices must complete:</p> <p>A portfolio of evidence collated whilst on-programme which must be used to inform the Professional Discussion assessment method. The conditions and defining factors of the portfolio are outlined within the Gateway section.</p>
End-point assessment (which will typically take 3 months)	<p>Assessment method 1: Observation with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <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>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 must be completed within an EPA period lasting typically 3 months, beginning when the apprentice has passed the EPA gateway.

Order of assessment methods

The assessment methods can be delivered in any order. No reference should be made to individual assessment methods in any subsequent assessment i.e. no mention of the Observation with questioning, if conducted first, should be made in the Professional Discussion underpinned by a Portfolio of Evidence.

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.

For the Observation with questioning:

- there are no specific requirements

For the Professional Discussion underpinned by a Portfolio of Evidence,

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. The portfolio can be electronic or paper-based.
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 - 25 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, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 15 minutes); the apprentice must be in view and identifiable
 - costume lists, costume plots, quick change information, dressing notes/process, performance notes, fitting notes, fitting etiquette, alteration notes, pre-set information, maintenance information (for example, repairs & laundry, dry cleaning), fabrics and their properties including samples, dye samples, fabrics & fibre content including dyes used, dye method used, breaking down samples with description,

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

Assessment methods

Assessment method 1: Observation with Questioning (This assessment method has 1 component.)

Assessment method 1 component 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.

One independent assessor may observe only 1 apprentice at any one time, to allow for quality and rigour.

The rationale for this assessment method is:

This is a practical role and therefore assessment through observation will provide a reliable and consistent method of assessment most relevant to the role of Costume Performance Technician. The activities required for this observation should naturally occur in the daily routine of a Costume Performance Technician.

Delivery

The observation will take 4 hours. The observation may be split into discrete sections held over a maximum of 1 working day if required due to operational requirements. If this does happen it will clearly impact the costs associated with EPA. The length of a working day is typically considered to be 7.5 hours. The independent assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities must be observed:

- simple fitting of a garment on a mannequin showing consideration of how clothes fit to a body depending on the design being worked on
- sewing an element of a garment, for example hemming a garment using hand sewing and machine
- laundry and ironing of a costume
- 2 repairs to costume/accessory to include for example repair a rip in a pair of trousers and fix a zip by hand so it is wearable for one performance
- setting a dressing room/backstage area, for example setting out the actors' needs for a show that evening: full costumes and costume changes required including shoes, costume, jewellery, hat etc, plus any additional costume requirements demanded by the play
- costume general maintenance, for example cleaning of shoes, securing buttons, organising dry cleaning, removing marks prior to washing, checking poppers and quick-change elements
- preparation of costumes in accordance with design requirements, for example using a reference photo to ensure no element of the original design has changed over time

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
- The observation may take place in various locations at the employer premises
- Other colleagues may be present, as in normal activities; they are not being observed
- Artists/Performers will not be involved in this observation

The independent assessor, at the end of the observation, must ask a minimum of 5 questions within a time period not exceeding 30 minutes inclusive of the observation time +10% at the independent assessor's discretion.

The purpose of the questioning is to assess or clarify underpinning knowledge and behaviours based on what the assessor has observed and to assist in determining whether the apprentice has reached pass or distinction criteria. These questions may be a combination of those from the EPAO question bank and those generated by the independent assessor. 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.

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

KSBs observed and questions with answers, must be documented or recorded by the independent assessor.

The independent assessor will assess this method holistically using the grading criteria and will make all grading decisions.

Other relevant information

There may be comfort breaks as necessary or time given to allow the apprentice to move from one location to another as required. Where these breaks occur, they will not count towards the total assessment time.

Support material

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

- Outline of the observation's requirements
- Marking materials
- Guidance on the structure of questions generated by the independent assessor, if required
- Paperwork for the independent assessor to record their own generated/follow-up questions together with answers given
- A bank of questions which the Independent Assessor must use as a source for questioning

Venue

The observation can take place in:

- employer's premises
- a workplace other than the employer's own premises (e.g. premises of a client), provided it can provide all resources required

Specific venue requirements that must be in place include:

Other team members must be aware of the observation activity as they may be involved in close working proximity. For example, others may be working in the backstage area. They should not interfere with the observation.

The employer must ensure that all resources are available to carry out the activities as stated above.

Question development

EPAOs will create 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 they, and 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 (where permitted) 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.

Assessment method 2: Professional Discussion underpinned by a Portfolio of Evidence This assessment method has 1 component.)

Assessment method 2 component 1: Professional Discussion underpinned by a Portfolio of Evidence

Overview

This assessment will take the form of a 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. It will involve the questions that will focus on coverage of prior learning or activities undertaken on the learning journey.

The rationale for this assessment method is:

This is the preferred method to allow the apprentice to demonstrate those KSBs which will not naturally occur in the observation with questioning. It will allow the apprentice to demonstrate, using evidence in their portfolio, the KSBs required for this assessment method.

Delivery

The independent assessor will conduct and assess the Professional Discussion underpinned by a Portfolio of Evidence.

The Professional Discussion underpinned by a Portfolio of Evidence must last for 90 minutes. The independent assessor has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must ask open, competence-based questions. Additional follow-up questions are allowed to seek clarification. It is appreciated that the apprentice may have answered more than one question with the answers that they give.

The EPAO will produce a bank of sample questions to assist the independent assessor but these are for illustration purposes only and the independent assessor should adapt the questions to the apprentice's individual circumstances and following review of the portfolio

Apprentices can refer to and illustrate their answers with evidence from their evidence portfolio, however the portfolio is not directly assessed.

The Professional Discussion will be conducted as set out here:

- the independent assessor will ask the apprentice questions on the KSBs identified for this method

- there will be a minimum of 10 questions against the following topic areas, i.e. a minimum of two per topic area:

Your organisation
 Health & Safety
 Costume Scheduling
 Costume Maintenance
 Process Systems

The Professional Discussion must be conducted face to face due to the portfolio containing physical artefacts

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 assess this method holistically using the grading criteria and 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)

Other relevant information

A sample 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 KSs, must be varied yet allow assessment of the relevant KSs. 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 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.

Independent assessors must be developed and trained by the EPAO in the conduct of the Professional Discussion underpinned by a Portfolio of Evidence and reaching consistent judgement.

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

- Outline of the assessment method's requirements
- Marking materials
- Sample question bank for the independent assessor to adapt questions from
- Paperwork for the independent assessor to record their own generated questions

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment

and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

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

Grading

Assessment method 1: Observation with questioning

Apprentices will fail if they do not meet all the pass criteria

KSBs	Pass	Distinction - in addition to the pass descriptors apprentices must demonstrate all of the following distinction descriptors statements
Health & Safety S6 S7 S8 S9 S10 S11 B7	<p>Uses knowledge to independently select, use and wear appropriate PPE ensuring compliance with health, safety and security policies</p> <p>Keeps costumes tidy and secure, moves, packs/unpacks safely</p> <p>Undertake a risk assessment in the immediate environment and takes action to mitigate any risks or seeks support from their line manager. Notifies line manager if changes occur</p> <p>Safely operates machinery, tools and equipment in accordance with organisation's and manufacturers' instructions</p>	
Costume preparation and scheduling K9 K10 S13 S16 B3 B9	<p>Identifies the correct fitting technique from the range available and ensures its suitability for the individual taking into account their vulnerabilities, and the costume, including recording of relevant information on completion</p> <p>Pays attention to detail, ensuring that costume and performance scheduling requirements are</p>	<p>Explains the choice of fitting technique(s) used and the benefits of it/them over alternative choices, along with the impact of making the wrong choice</p>

	<p>met and all performers' costumes are set in the correct location, at the right time and in the right condition by checking-off costumes against costume list</p> <p>Referring to costume notes and lists accurately identifies costume requirements for that day</p> <p>Works in a logical manner, identifies the correct order involved in the dressing process along with the rationale for the order</p>	
<p>Costume maintenance</p> <p>K15 K16 S24 S26 S27 B12</p>	<p>Identifies garment construction restrictions and fit of garment to enable correct repairs/alterations/laundry</p> <p>Chooses the correct machine and hand sewing option based on the requirements of the fabric/garment and the alteration required</p> <p>Ensure costume appearance meets the agreed production specifications, original design and dressing notes</p> <p>Ensures that appropriately cleaned costumes are available for use taking into account any washing, ironing or dry cleaning requirements.</p> <p>Displays patience and empathy with others. Works well by remaining calm in a multi-tasking environment. Shows consideration for other departments by checking their schedules etc. to ensure alignment</p>	<p>Evaluates different requirements of fabric/garments that impact the choice of machine/hand sewing</p>
<p>Communication</p> <p>K3 K23 S35 S36 B5 B6 B10</p>	<p>Has a clear understanding of the role they play in relation to other team members and communicates appropriately with other departments to ensure correct order of process e.g. wigs, hair and make-up/ sound department and works cooperatively with them in a timely fashion.</p> <p>Communicates with colleagues and/or stakeholders as required to complete the task; for example, communication is clear and can be understood by the audience; industry terminology used accurately and appropriately</p>	<p>Demonstrates taking other department's needs/constraints into account when agreeing actions</p> <p>Demonstrates using a range of different communication styles</p> <p>Explains why they would adapt their communication content when presented with a different audience</p>

	<p>Is flexible, co-operative and shows tact, confidence and resourcefulness in dealing with others, including fitting etiquette when required. Has effective and appropriate working relationship and boundaries with co-workers.</p> <p>Listens to and respects others views and opinions e.g. design choices made. Is diplomatic and tactful at all times reassuring Artists regarding costume choices.</p> <p>Completes documentation as appropriate for the situation and conveys information to others in a timely and appropriate manner</p> <p>Promotes equality and diversity by treating all colleagues, visitors and members of the public with respect, tolerance and dignity at all times</p>	<p>Describes contingencies in place to prevent miscommunication</p>
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Assessment method 2: Professional Discussion underpinned by a Portfolio of Evidence

Apprentices will fail if they do not meet all the pass criteria

KSBs	Pass	Distinction - in addition to the pass descriptors apprentices must demonstrate all of the following distinction descriptors statements
<p>Your Organisation</p> <p>K1 K2 K4 K5 S1 S3 S4 B1 B4 B11</p>	<p>Identifies the creative vision and links between current and future projects in relation to the organisation's strategy and vision</p> <p>Explains the organisational structure and purpose together with the interdependencies between departments</p> <p>Describes undertaking different non routine tasks and willingly learning new skill. Deals positively with challenges and adverse situation. Adapts style/approach based on feedback received. Shares learning with others</p>	<p>Links the organisation's strategy to its creative vision</p> <p>Evaluates the impact their role has on the success of the organisation</p> <p>Explains how they have pre-empted when information changes are required and makes them without being asked</p>

	<p>Describes their role in the context of other roles and departments and the interdependencies, explaining the part they play in ensuring the success of the department</p> <p>Explains how they would keep wardrobe room information updated and visible</p> <p>Explains how they would keep staff contact and emergency information up to date</p> <p>Describes how they have achieved personal and organisational targets, taking action to resolve day-to-day-issues. Provides examples of how they have been receptive to new ideas and responded well to day-to-day challenges.</p>	
<p>Health & Safety</p> <p>K7 S12</p>	<p>Explains the requirements of health & safety legislation and child protection policies and procedures and the impact on their role</p> <p>Describes when the working at height regulations are appropriate to use</p>	<p>Evaluates the impact of non-compliance with health and safety legislation/policies and procedures on themselves, their colleagues and the organisation</p>
<p>Costume preparation and scheduling</p> <p>K8 K24 S2 S14 S15 S17 S18 S19 S20 S31 S34 B2 B8</p>	<p>Identifies how the wardrobe needs of the project are determined and explains the benefit of attending rehearsals</p> <p>Describe how they produce timeline information to support long and short-term scheduling of wardrobe requirements to support performances.</p> <p>Identifies the purpose of and presents personal examples of running notes, costume lists and dressing plots including costume descriptions, costume changes, locations, pre-event notes, accessory lists and daily laundry requirements, these can be on paper or electronically.</p> <p>Ensures that correct costumes are available and identifies the different approaches required for managing the different costume needs of a range of performers taking into account their potential vulnerability, at the start, during and at the end of the performance/event to include health and safety considerations. Identifies and develops a plan to work within time constraints</p>	<p>Links the costume requirements for current and future performances/events and make suggestions for process improvements explaining the benefit of the improvements</p>

	<p>Explains how they are discreet and keep artist information confidential</p> <p>Identifies how they determine specific costume requirements in relation to performer activities and the best communication method(s) including language, tact and approach</p> <p>Identifies and considers all possible options and provides sensible solutions to unexpected challenges in relation to the impact of quick changes during performances and short notice cast changes and the considerations they need to make e.g. in relation to health and safety and fitting etiquette.</p>	
<p>Costume maintenance</p> <p>K11 K12 K13 K14 K17 K18 K19 S21 S22 S23 S25 S28 S29 S30</p>	<p>Explain how they have undertaken research to identify contemporary/historical dress/style that meets project requirements and to support fabric and costume identification.</p> <p>Explains how they have identified the correct basic dyeing and costume breakdown technique from the range available taking into account the garment and design requirements</p> <p>Explains how they ensure that accurate costume identification is included in the short/long term organisational performance plan</p> <p>Explains the basic properties of fabrics and the impact on laundry/repair techniques</p> <p>Explains how they have undertaken timely refurbishment, alterations and repairs to costumes during and after performances</p> <p>Explains how they have received, stored and returned costumes in accordance with loan conditions</p> <p>Explains how they ensure that costumes' cleaning methods meet fabric/material requirements</p> <p>Explains the different costume packing and storing techniques and how they ensure that costumes are accurately packed, stored and removed in accordance with organisation and fabric requirements so they are available for future use</p>	<p>Identifies and proposes changes in costume maintenance process to improve efficiency/effectiveness</p> <p>Explains the reasoning for using the basic dyeing and costume breakdown technique chosen over alternative techniques and the impact of making the wrong choice</p> <p>Evaluates cost considerations of using external supplier costumes</p>

	<p>include planning, labelling, packing lists, future performance scheduling and who may wear them next</p> <p>Describes how they identify and work with external suppliers (to include costume hire organisations) to support costume production, hire and/or maintenance ensuring compliance with organisation's external supplier engagement policies and procedures</p> <p>Researches and sources broken/missing wardrobe accessories including making payments in accordance with company process</p>	
<p>Process systems</p> <p>K6 K20 K21 K22 K25 K26 S5 S32 S33 S37 S38 S39 S40</p>	<p>Provide examples of where they have produced paperwork e.g. timesheets meeting organisation's requirements including timelines.</p> <p>Describe how they operate within company financial procedures using appropriate documentation for the procurement of agreed goods and/or services</p> <p>Outlines the Social Media policy of the organisation</p> <p>Explains how they operate the organisation's software and IT system, produce accurate and up-to-date costume records, including costume location, description, measurements sheets in accordance with company processes and systems</p> <p>Outlines how they produce wardrobe stock lists including shoes and accessories in accordance with company process</p> <p>Explains how they maintain running wardrobe supplies in accordance with company process</p> <p>Explains how they comply with the data protection policy, keeping data stored securely, making sure it is accurate and confidential</p>	<p>Assesses the impact of not following company financial procedures for the procurement of goods/services</p> <p>Describes the role of social media on the reputation of the organisation</p> <p>Explains why accuracy in documentation, for example costume database, is important and evaluates the impact of inaccurate information</p> <p>Evaluates the impact of late and/or unavailable running wardrobe items</p>

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

A pass in both assessment methods is required for an overall pass.

A distinction in both assessment methods is required for an overall grade of distinction

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

Observation with Questioning	Professional Discussion underpinned by a portfolio of evidence	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	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. 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 timescales for a re-sit/retake is agreed between the employer and EPAO. A re-sit 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 2 months of the EPA outcome notification. All assessment methods must be taken within a 3-month period, otherwise the entire EPA will need to be re-sat/retaken.

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 and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 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, 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
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • 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 • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use 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 • 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) • 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)

	<ul style="list-style-type: none"> • 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
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 • 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 apprentices 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
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Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas: costume performance activities (undertaken the role, or management of it)
- appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last five years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - experience of working in a similar environment to the apprentice, for example in a theatre environment
- 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 standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- using an employer's/client's premises
- opportunity to undertake both assessment methods on the same day subject to the observation with questioning not being split over more than one assessment session

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
K3: Industry specific terminology
K9: Costume fitting techniques taking into account the needs for different individuals and their potential vulnerability in a fitting situation for example a wearer's body shape, abilities/disabilities, sensitivities, ergonomics and recording of relevant information completion
K10: Dressing processes and benefits of order application e.g. make-up, wigs, mic. showing the importance of collaborative working processes and interdependency of departments
K15: The construction and fit of the garments to enable correct repairs, alterations and laundry
K16: Machine and hand sewing techniques
K23: Written and verbal communication techniques including content to engage with internal and external colleagues using shared theatre/ costume technical industry language understood by other departments and the industry.

Skills
S6: Comply with all Health, Safety and Security policies and procedures, including where appropriate selecting, using and wearing the appropriate personal protective equipment
S7: Plan for and safely move costumes as required
S8: Safely pack up and unpack all costumes and wardrobe equipment
S9: Keep all costumes and equipment tidy and secure
S10: Undertake and work in accordance with risk assessments appropriate for the environment
S11: Safely operate appropriate equipment e.g. sewing machines
S13: Identify performance and scheduling requirements to ensure costumes are available as required
S16: Check-off costumes against the costume list and set in dressing areas as required/Setting costumes correctly and in correct location backstage and in dressing room.
S24: Ensure the correct and consistent appearance of costumes in order to meet production specifications. This will include preparing, maintaining and working to dressing notes and original designs.
S26: Wash, iron and/or prepare costumes for dry cleaning
S27: Plan costume refurbishment to maintain original appearance
S35: Provide clear communication with other relevant departments; Wigs hair and make-up/ sound department to ensure correct order of process

S36: Show confidence, flexibility and tact when communicating with different stakeholders which may include freelance dressers, ensuring an appropriate use of language, terminology and when required, fitting etiquette

Behaviours

B3: Be organised: works in a logical manner, preparing and keeping notes to ensure costumes are in the right place, at the right time, in the right condition

B5: Team working: works as part of a team, taking on tasks with enthusiasm and working cooperatively with others (in a timely fashion). Has a clear understanding of the role they play in relation to other team members. Undertakes tasks confidently and resourcefully, supporting the team and/or line manager as required

B6: Interpersonal skills: Flexible and cooperative attitude to others, establishes effective and appropriate working relationships and boundaries with co-workers and managers. Listens to and respects others views and opinions. Diplomatic and tactful at all times

B7: Independent working: is pro-active and purposeful when working on their activities, applies the appropriate knowledge. Seeks support when it is needed from line-manager and reports changes and concerns at all times.

B9: Attention to detail: applies rigor and attention to detail in all tasks.

B10: Equality, Diversity and Inclusion: Promotes equality and diversity by treating all colleagues, visitors and members of the public with respect, tolerance and dignity at all times

B12: Work under pressure: works well in a multi-tasking environment. Conscious of other departments and artists who may also be working under pressures. There may be constraints outside their control or unforeseen changes or problems to deal with

Assessment method 2: Professional Discussion underpinned by a Portfolio of Evidence

Knowledge

K1: The organisational structure, vision and purpose and how each department connects with one another and the interdependency within an organisation.

K2: The key roles in the organisation and how they support each other's success

K4: The creative vision for current and future projects

K5: The significance and importance of your role to the success of the organisation and an understanding of the interdependency and the need to work logically together with other departments

K6: Organisation Data Protection policy and the impact on your role

K7: Health and safety legislation which will include HaSaWA, COSHH, PPE; Manual handling techniques; Company Health, Safety and Security policies and procedures and child protection guidelines

K8: The requirements and purpose of running notes, costume lists and dressing plots
K11: Contemporary and historical dress/style to ensure costume authenticity
K12: Costume design principles as appropriate to their role
K13: Research methods and approaches to support fabric and costume identification
K14: The properties of fabrics and textiles used in costumes
K17: Garment care and laundry techniques and processes to maintain them
K18: Basic dyeing and costume breakdown techniques and accompanying H&S compliance
K19: Costume packing techniques for storage while costumes are inactive in regard to avoidance of mold, moth etc. and related H&S considerations.
K20: Organisation's requirements for data storage, management, data protection and information systems.
K21: The requirements and operation of the Organisation's software and IT systems.
K22: The Social Media Policy of the Organisation
K24: The wardrobe needs of projects.
K25: Organisational financial procedures including documentation used by other departments building/keeping processes in line.
K26: Organisational administrative requirements e.g. timesheets and work rotas

Skills
S1: Link their Organisation's strategy to current and future projects
S2: Produce timeline information to support long and short-term scheduling for performances
S3: Ensure relevant information is visually available within the wardrobe room.
S4: Produce and update staff contacts including emergency contacts
S5: Work to the requirements of the Organisation's Data Protection Policy specifically in respect of confidentiality in relation to artists and the projects
S12: Work at height when required by the environment
S14: Attend rehearsals and meetings to assess all wardrobe requirements
S15: Compile dressing plots, costume descriptions and packing lists. These may be paper based or electronic
S17: Manage costume needs for a range of performers taking into account the needs of different individuals and their potential vulnerability in a fitting situation for example a wearer's body shape, following child protection guidelines, abilities/disabilities, sensitivities, ergonomics and safety requirements. This includes setting up and undertaking costume fittings and preparation; dress and undress performers at the start, during and at the end of events
S18: Identify and communicate costume requirements using appropriate language and tact, to performers e.g. sitting and eating restrictions

S19: Ensure all quick costumes changes meet performance and H&S requirements and fitting etiquette.
S20: Manage the impact of short notice cast changes e.g. last-minute cast substitutions. This may include costume fittings and changes
S21: Identify external suppliers to support successful costume production and maintenance e.g. specialist dry cleaners or makers
S22: Identify and liaise with costume hire organisations to provide specialist costumes to meet requirements
S23: Receive, store and return costumes on loan ensuring compliance with loan conditions
S25: Undertake alterations and repairs to costumes and shoes, which may include hand/machine sewing, during and after performances
S28: Source broken/ missing items e.g. jewelry, this may include buying items
S29: Ensure the correct removal, packing and storage of costumes in accordance with organisation and fabric requirements
S30: Be aware of who will use and where the costume will be required next
S31: Be discrete and keep artist information confidential
S32: Update costume data base – keeping track of costume location, descriptions, running notes and any other relevant production related information. Maintain costume measurement sheets
S33: Manage wardrobe stock lists including shoes and accessories using the agreed process.
S34: Write and maintain clear running notes of all costumes allocated either on paper or electronically. They should include costume descriptions, costume changes, locations, pre-event notes, accessory lists and daily laundry requirements
S37: Maintain stock of costume and running wardrobe supplies as required.
S38: Manage external costume hire including payments
S39: Complete paperwork e.g. timesheets on time
S40: Follow Organisation's financial processes for procurement of agreed good and services

Behaviours

B1: Commitment and Confidence: consistently strives to achieve personal and organisational targets, take action to resolve day to day issues, receptive to new ideas and respond well to day-to-day challenges and determined to overcome obstacles
B2: Problem solving: identifies and considers all possible options and provides sensible solutions to unexpected challenges
B4: Be Proactive: positive, cooperative, receptive, flexible and resilient at all times. Prepared to work outside of one's comfort zone, to undertake different tasks. A willingness to learn, adapt and be trained in new skills and approaches, and share learning
B8: Time-Management and Planning; identifies and develops a plan to work within time constraints

B11: Emotional intelligence and resilience: manages interpersonal relationships with patience and empathy. Deals positively with challenges and adverse situations. Open to receiving feedback and demonstrate actions taken in relation to it.