

End-point assessment plan for Hair, wigs, make-up and prosthetics technician apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0918	3	No

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period	4
Order of assessment methods	4
Gateway	5
Assessment methods	6
Reasonable adjustments	12
Grading	13
Overall EPA grading	18
Re-sits and re-takes	18
Roles and responsibilities	20
Internal Quality Assurance (IQA)	24
Value for money	24
Mapping of knowledge, skills and behaviours (KSBs)	25

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Hair, wigs, make-up and prosthetics 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 Hair, wigs, make-up and prosthetics technician apprentices, their employers and training providers.

Full time apprentices will typically spend up to 21 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 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 EPA¹.

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: Interview underpinned by a portfolio

- Fail
- Pass
- Distinction

Assessment method 2: Practical assessment with questioning

- 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 apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language

EPA summary table

On-programme (typically 21 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Working towards English and mathematics level 2, if required.</p> <p>Compiling a portfolio of evidence to underpin the interview.</p>
End-point assessment gateway	<p>Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2</p> <p>Apprentices must submit a portfolio of evidence (see gateway section for full details)</p>
End-point assessment (which will typically take 3 months)	<p>Assessment method 1: Interview underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment method 2: Practical assessment with questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Performance in the EPA will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Any supporting material which underpins an EPA assessment method should be submitted at the gateway.

Order of assessment methods

The assessment methods can be delivered in any order.

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

- Achieved English and mathematics Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the interview underpinned by a portfolio, the portfolio of evidence requirements are as follows:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the interview
- the portfolio of evidence will typically contain 15 discrete pieces of evidence
- 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 and policies
 - drawings or models demonstrating design requirements, detailed plan or method statements, fitting techniques, examples of knotted wigs, hair pieces, switches and weft pieces
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

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

- it should not include reflective accounts or any methods of self-assessment

- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided 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 interview assessment method and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the interview but are not required to provide feedback after this review of the portfolio.

Assessment methods

Assessment method 1: Interview underpinned by a portfolio of evidence

Overview

This assessment method has one component.

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

The rationale for this assessment method is:

- it allows for assessment of KSBs that may not naturally occur during the practical assessment with questions as described in this document
- it allows for testing of responses where there are a range of potential answers
- it is cost effective, as whilst seeking assurance of competence across a range of KSBs, it does not require the independent assessor to directly observe all of them thus reducing their time cost as well as the cost of materials

Delivery

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

The interview must last for 90 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last

answer. Supervised natural breaks, if required, can be taken and are not included in the time allowed for the interview.

The interview will have a minimum of 16 open questions. During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

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

- interpreting and researching a production design and or brief
- creating and designing a plan for the make-up, hair, wigs, facial or prosthetics for a performance or production
- airbrushing techniques and monitoring applied make-up
- preparing hair for wig, hair piece, switch, weft, facial hair making and preparing it for knotting or storage
- making, altering and repairing wigs, hair pieces, switches, weft and facial hair
- cutting, colouring, setting and dressing-out hair
- creating prosthetics
- managing resources
- managing personal workload

The interview, underpinned by portfolio of evidence, will be conducted as follows:

- EPAOs must make arrangements for the interview with the apprentice's employer
- apprentices must be given at least two-weeks' notice of the date and time of the interview
- independent assessors must use the question bank as a source for questioning and are expected to use their professional judgement to tailor those questions appropriately, following a review of the portfolio of evidence. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. Additional follow up questions are allowed, to seek clarification and to make a judgement against the grading descriptors
- the independent assessor should have a minimum of five working days to review the portfolio of evidence
- apprentices must have access to their portfolio of evidence during the interview
- apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed
- apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation
- evidence from the interview must be assessed using the grading criteria for this assessment method
- KSBs met and answers to questions, must be recorded by the independent assessor
- the independent assessor will make all grading decisions

Assessment location

The interview underpinned by portfolio of evidence should take place in a quiet room, free from distractions and influence.

The interview can take place in any of the following:

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

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

Question and resource development

A 'question bank' must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

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

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

- question bank
- structured specification
- independent assessor training materials
- grading guidance
- marking materials
- outline of the assessment method's requirements
- guidance document for employers and apprentices on the process and timescales for the interview 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

Assessment method 2: practical assessment with questioning

Overview

This assessment method has one component – practical assessment with questioning.

A practical assessment with questioning involves an independent assessor observing and questioning an apprentice undertaking a set task or a series of set tasks in a simulated environment. The simulated environment must closely relate to the apprentice's natural working environment.

The independent assessor will ask questions in relation to underpinning knowledge and or skills and behaviours where an opportunity to observe them has not occurred.

The rationale for this assessment method is:

- it allows for a range of tasks to be observed that may not be achieved through an observation in the workplace in the timescales allowed
- this is a practical role, best demonstrated through completing tasks in a realistic work setting
- it makes use of existing facilities, which will be familiar to the apprentice and thus allow them to perform at their best
- it allows for consistency of activities to be completed and efficiency in scheduling
- questioning allows for the testing of related underpinning knowledge and or skills and behaviours where an opportunity to observe them has not occurred
- it is a holistic assessment method

Delivery

Apprentices must be observed by an independent assessor completing tasks set by the EPAO and questioned in relation to the tasks' underpinning knowledge, skills and or behaviours where an opportunity to observe them has not occurred.

An independent assessor may observe two apprentices at any one time. The rationale for this ratio is this is a relatively long assessment and constant one-to-one observation is not required to gain assurance of competence. Work outputs will also provide evidence of competence. The EPAO must ensure that an apprentice cannot gain advantage from seeing what the other apprentice being assessed is doing or by hearing questioning.

Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in mapping of KSBs.

Practical assessment with questioning specifications must be of equal challenge, capable of being completed by a competent Hair, wigs, make-up and prosthetics technician.

The EPAO must arrange for the practical assessment with questioning, in consultation with the apprentice's employer.

The practical assessment with questioning must be carried out over a total assessment time of 13 hours and 25 minutes over the 2 days i.e., 12 hours and 25 minutes for completing the practical assessment and one hour for the questioning. Questioning will take place after the practical assessment i.e., 30 minutes of questioning on both days. The practical assessment with questioning may be split into discrete sections held over a maximum of two working days. The 2 working days do not need to be consecutive days. The length of a working day is typically considered to be 7.5 hours. There may be breaks during the practical assessment with questioning to allow the apprentice to move from one location to another and for meal and

comfort breaks. During these breaks, the clock must be stopped and then restarted to ensure that the practical assessment with questioning assessment duration is not reduced.

The independent assessor has the discretion to increase the time of the practical assessment and the questioning by up to 10%, to allow the apprentice to complete a task or complete an answer to a question.

Apprentices must be provided with both written and verbal instructions and pre-prepared and agreed design plans (practical assessment specification) for the make-up, hair, wigs, facial, or prosthetics including the daily tasks they must complete during the practical assessment with questioning and the timescales they are working to. Such instruction time is exclusive of the practical assessment with questioning assessment time. The EPAO must work with the employer to prepare and agree the daily design plans and tasks. This should be completed when the apprentice has entered gateway.

The practical assessment specification must require the apprentice to:

Day 1:

- set-up and de-rig (typically 20 minutes)
- prepare and set real hair (wig 1) (typically 50 minutes)
- create a 1920's period style for a human hair wig without using rollers (wig 2) (typically 50 minutes)
- prepare a knotting direction template showing knotting directions to create a piece of facial hair (typically 15 minutes)
- knot a piece of facial hair using the knotting direction template (typically 150 minutes)
- cut and dress the piece of facial hair (typically 30 minutes)
- dress out wig 1 (typically 60 minutes)

Day 2:

- set-up and de-rig (typically 30 minutes)
- take a headwrap and measurements (typically 40 minutes)
- apply a basic natural make-up look and style model's hair into a basic style (typically 40 minutes)
- transform this make-up and hair style into an alternative look - for example dramatic evening look as detailed in the specification (typically 50 minutes)
- create a character using prosthetics and injuries, including blood injuries (head and shoulders only) as detailed in the specification (typically 180 minutes)
- remove all character make-up and prosthetics (typically 30 minutes)

These tasks ensure apprentices will be assessed against the KSBs assigned to this assessment method as shown in mapping of KSBs.

The independent assessor must be unobtrusive whilst observing the practical assessment.

Apprentices must have access to work instructions or manuals relating to the process or activity they are undertaking for reference purposes. These can be electronic and or hard copy and will be provided by the employer.

Where a task requires the apprentice to work with a 'model', the EPAO is responsible for making those arrangements with the employer. The 'model' will be supplied by the employer. The 'model' can be from the employer but cannot be someone who worked with the apprentice during the on-programme period and cannot be another apprentice. The 'model' must be briefed by the independent assessor and cannot influence the assessment outcome. All the tasks must be attributable to the apprentice and the 'model' should provide a written statement to confirm this.

Questioning allows for the testing of related underpinning knowledge and or skills and behaviours where an opportunity to demonstrate them has not occurred.

Questioning must take place after the practical assessment has been completed, so as not to interrupt the apprentice's work and to enable sufficiently deep questioning to take place. The questioning should take place at the end of each day of assessment to reflect the activities of the respective days.

Questioning must take place individually, in a quiet room, free from distractions and influence. Where there are two apprentices undertaking the practical assessment on the same day, the apprentice who is waiting to answer questions with the independent assessor must be supervised away from the question and answer session of the first apprentice to ensure they do not continue practical assessment activities and cannot hear the first apprentice.

The independent assessor must ask a minimum of 10 questions to test related underpinning knowledge and behaviours. Additional follow up questions are allowed, to seek clarification and to make an assessment against the grading descriptors. These questions are over the two-day practical assessment period.

The EPAO must produce a bank of sample questions to assist the independent assessor, but these are for illustration only and the independent assessor should adapt their questions to the apprentice's individual circumstances.

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

Evidence from the practical assessment with questioning must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

EPAOs must ensure that apprentices have a different practical assessment with questioning specification and set of questions in the case of re-sits or re-takes.

Venue

Practical assessment with questioning must be conducted in one of the following locations:

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

The EPAO is responsible for ensuring that the apprentice is observed under normal conditions, in a familiar environment, which is representative of normal workplace conditions for this occupation.

Where practical assessments take place off-site, the EPAO is responsible for ensuring the apprentice has the appropriate tools and equipment to complete the task. The EPAO will liaise with the employer to ensure they provide these resources.

The EPAO must ensure that the venue has the necessary equipment, tools and controlled conditions to allow practical assessment with questioning to take place.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the practical assessment with questioning will operate
- a pre-prepared and agreed practical assessment specification
- practical assessment with questioning specification bank. The practical assessment with questioning specification bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs. It is recommended specification banks are developed in consultation with employers of this occupation. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO
- assessment recording documentation

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: Interview underpinned by a portfolio

KSBs	Pass - In order to achieve a pass, apprentices must demonstrate all the pass descriptors	Distinction - In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
<p>Interpreting and researching the production design and/or brief</p> <p>K1,K2,K3</p> <p>S1</p>	<p>Explains how they have used their existing knowledge and research methods to interpret the design requirements for hair and make-up and ensure those requirements are met. (K1, K2, K3, S1)</p>	
<p>Creating and designing a plan for the make-up, hair, wigs, facial or prosthetics for a performance or production</p> <p>K4, K5, K6, K7, K8, K9, K10</p> <p>S2</p> <p>B1</p>	<p>Gives examples of detailed plans they have produced to meet design requirements for different performances or productions and ensured they include:</p> <ul style="list-style-type: none"> • the details of, role and any allergies or sensitivities of the performer • design references including costumes, number of looks, type of hair and facial being used or required • colour palette for hair or wig and make-up • sfx prosthetics required and the timescales for making, fittings and application. 	<p>Evaluates the importance of carrying out and producing risk assessments and complying with relevant legislation, policies and procedures to ensure smooth running of the performance or production (K6, S2)</p>

	<ul style="list-style-type: none"> the range of tools and materials required for the activities (K4, K5) <p>Explains how they considered the impact on and requirements of other departments, being respectful of others' values and beliefs and the different ways they have ensured there are stored detailed notes, reference sheets and photographs to ensure consistency and continuity throughout the preparatory stages, rehearsals and actual performance or production. (K8, K9, K10, B1)</p> <p>Describes how they considered and implemented relevant legislation, regulations policies and procedures including hygiene standards, data protection, COSHH and manual handling and produced risk assessments when formulating plans, (K6, K7, S2)</p>	
<p>Airbrushing techniques and monitoring applied make-up</p> <p>K16, K17</p> <p>S6</p>	<p>Explains different airbrushing techniques including spray techniques; using stencils, templates, masking; temporary tattoos, body painting, tanning (K16)</p> <p>Explains how they have used different make-up monitoring and make-up touch-up processes to ensure continuity during the production or performance (K17, S6)</p>	
<p>Preparing hair for wig, hair piece, switch, weft, facial making and preparing it for knotting or storage</p>	<p>Provides an example of when they have prepared hair for wig, hair piece, switch, weft or facial making including the criteria they applied to assess and select according to hair (K20, S10)</p>	<p>Justifies how their preparation of hair ensured that the overall look could be achieved (K20, S10)</p>

<p>K20, K21, K22</p> <p>S10, S11, S12</p>	<p>Explains the processes for pressure boiling and perming for pre-curling (K21, S11)</p> <p>Explains the storage process and requirements for hair or wig or hair piece or facial (K22, S12)</p>	<p>Justifies the storage method they selected and evaluates its impact on the integrity and quality of the hair, wig, hair piece or facial (K22 S12)</p>
<p>Making, altering and repairing wigs, hair pieces, switches, weft and facial hair</p> <p>K23ii, K24i, K25, K26</p> <p>S13ii, S14i, S15, S16</p>	<p>Gives examples of how they have created a head or face block and taken a face wrap to make facial pieces. Gives examples of when they have prepared a knotting direction template and knotted wigs and hair pieces and the different techniques they have used (K23ii, K24i, K25, K26, S13ii, S14i, S15)</p> <p>Explains the processes required to make alterations and repairs to wigs (S16)</p>	<p>Evaluates their choice of whipping or sewing techniques, knotting techniques and weaving techniques. (K25, S15)</p>
<p>Cutting, colouring, setting and dressing-out hair</p> <p>K27ii</p> <p>S17ii</p>	<p>Explains the different techniques they have used to cut, colour, set and dress hair to meet design requirements for different periods, cultures and genres (K27ii, S17ii)</p>	<p>Evaluates the different techniques they have used and their impact on the final outcome (K27ii, S17ii)</p>
<p>Creating prosthetics</p> <p>K28, K29</p> <p>S18</p>	<p>Explains the processes for life casting, mould making, use of foam latexes and silicones and surface rendering (K28)</p> <p>Explains how they have created prosthetics including bald caps, body parts, wounds and blemishes (K29, S18)</p>	<p>Justifies their selection and use of a range of materials in order to create prosthetics (K29, S18)</p>
<p>Managing resources</p> <p>K37:</p> <p>S24:</p>	<p>Explains how they have monitored budgets and use of resources to support hair, wigs, make-up and prosthetics activities and explains the process they followed for highlighting any under or overspend. (K37, S24)</p>	<p>Evaluates how their management of resources impacts positively on the wider business (K37, S24)</p>

Managing personal workload K38: S25: B3: B6:	Explains how they use production schedules to identify potential periods of peak workloads and develop personal work plans, taking ownership of their work and continuously developing themselves (K38, S25, B3, B6)	
Fail: Apprentices will fail if they do not demonstrate all the pass descriptors		

Assessment method 2: Practical assessment with questioning

KSBs	Pass - In order to achieve a pass, apprentices must demonstrate all of the pass descriptors	Distinction - In order to achieve a distinction, apprentices must demonstrate all the pass descriptors and all the distinction descriptors
Tools, equipment and products K14 S5, S9	Demonstrates selecting, preparing, setting-up, cleaning, maintaining tools, equipment and products and storing them in accordance with process requirements (K14, S5, S9)	Justifies their selection of tools or equipment and evaluates the impact of storage methods (K14, S5, S9)
Knot facial hair K24ii S14ii	Knots facial hair using the appropriate technique and knotting direction template to meet the design requirements (K24ii, S14ii)	Justifies their choice of technique to knot facial hair (K24ii, S14ii)
Style hair, set and dress-out wigs or hair pieces and cut and dress-out facial hair K27i S17i B5	Selects the appropriate technique to style hair, set and dress-out wigs or hair pieces and cut and dress-out facial hair to meet design requirements (K27i, S17i) Balances the pressure requirements to achieve the activities B5	Evaluates the techniques they have used and suggests how improvements could have been made (K27i)

<p>Take a headwrap and measurements</p> <p>K23i</p> <p>S13i</p>	<p>Takes measurements and uses correct fitting techniques for a headwrap (K23i, S13i)</p>	
<p>Assess, select and apply make-up</p> <p>K11, K12, K13, K15</p> <p>S3, S4</p> <p>B7</p>	<p>Determines make-up requirements in accordance with the plan identifying workspace, environment, allergies or sensitivities, skin type, colour assessment techniques, skincare and timings. Completes the tasks in accordance with time and plan requirements (K11, S4, B7)</p> <p>Selects and applies make-up using a variety of make-up application techniques including colour mixing, colour washes, highlights and shades for body and face to ensure the required look (K12, K13, K15, S3)</p>	<p>Evaluates alternatives that they considered and discounted for make-up requirements and application (K11, S3)</p>
<p>Monitor applied make-up and remove it.</p> <p>K18, K19</p> <p>S7, S8</p> <p>B2</p>	<p>Uses make-up removal process in accordance with hygiene requirements, disposing of materials in accordance with process requirements (K19, S8)</p> <p>Monitors for make-up allergic reactions and explains what to do if an allergic reaction occurs (K18, S7)</p> <p>Works effectively with others whilst undertaking activities (B2)</p>	
<p>Apply and remove prosthetics</p> <p>K30, K31, K32</p> <p>S19, S20, S21</p> <p>B4</p>	<p>Applies prosthetics ensuring fit and comfort, blending edges and colouring, monitors for allergic reactions to prosthetics and explains the actions to take if an allergic reaction occurs (K30, K31, S19, S20)</p> <p>Removes prosthetics in accordance with the removal process and health and safety requirements (K32, S21)</p>	

	Pays attention to detail to achieve the design outcomes (B4)	
Apply stage bloods, create and fit injuries. K33, K34, K35, K36 S22, S23	Creates injuries choosing the appropriate modelling product to meet the design requirements and injury fitting technique (K33, K35, S22) Selects the appropriate stage blood product(s) to meet the design requirements and applies them to achieve the required effect (K34, K36, S23)	Justifies their choice of modelling and stage blood product as well as blood application process (K33, K34, K35, K36, S22, S23)
Fail: Apprentices will fail if they do not demonstrate all the pass descriptors		

Overall EPA grading

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

Apprentices must gain a distinction in both assessment methods to gain a distinction

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

Interview underpinned by a portfolio	Practical assessment and questioning	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail an assessment method will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

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

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

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

The timescale for a re-sit or re-take is agreed between the employer and EPAO. A re-sit is typically taken within six months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within nine months of the EPA outcome notification.

All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be re-sat or re-taken.

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

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

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • 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 • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • identify and secure the 'model' • provide resources to support the practical assessment with questioning

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 procedures in place to mitigate any conflicts of interest which will be monitored by EQA activity • 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) • 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
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	<ul style="list-style-type: none"> 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 brief the model on requirements for the practical assessment
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).

	<ul style="list-style-type: none"> • 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
The 'model'	<p>As a minimum, the 'model' will:</p> <ul style="list-style-type: none"> • follow a brief provided by the independent assessor which confirms what is required • be at the assessment venue and be in situ prior to the assessment • be briefed prior to assessment by the independent assessor • adhere to confidentiality about all aspects of the assessment and the brief they have been provided with • act as a 'model' for only those tasks of the practical assessment which require a 'model' • not direct any activity and must take instruction from the apprentice • not ask questions that indicate how to complete the practical assessment successfully • not provide guidance or influence the assessment outcome in any way • have no direct connection or conflict of interest with the apprentice • provide a written statement to confirm that all of the task is attributable to the apprentice
Supervisor of second apprentice	<p>As a minimum the supervisor should:</p> <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice • ensure the second apprentice does not continue to work on practical assessment activities once the practical assessment time is complete • make sure that the second apprentice cannot hear the questions asked of the first apprentice

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: experience of working in a similar role. at the same level as the apprentice or higher and have at least 5 years post qualification experience or equivalent, as a Hair, wigs, make-up and prosthetics technician
- appoint independent assessors who have recent relevant experience of the occupation or sector in the last 3 years
- appoint independent assessors who are competent to deliver the end-point assessment
- 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

Value for money

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

- two apprentices can undertake the practical assessment at the same time
- use of technology – for example video conferencing the interview underpinned by portfolio of evidence
- location – for example use of employer premises for the interview underpinned by portfolio of evidence
- making maximum use of each typical 7.5 hour working day
- there are no technical competence requirements to undertake the activities of the ‘model’
- the two-day practical assessment with questioning does not need to be undertaken on consecutive days to support resource planning

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Interview underpinned by a portfolio

Knowledge
K1: History of hairstyles and make-up. The typical characteristics of period styles through the centuries to allow further detailed research to be undertaken
K2: Research methods to ensure that make-up, hair, wigs, facial and prosthetics meet Supervisor/Designer /Director requirements for example, historical period
K3: Understand the overall look required for each role for example different age groups using drawings, photographs or models to identify the Supervisor/Designer/Director design requirements
K4: The design process including the development of a detailed plan which must contain details of the performer, their role, design references including costumes, how many looks, if using own hair, a wig or hair pieces, switches and weft pieces, own facial or is facial required, any known allergies or sensitivities, colour palette for hair/wig and make up; sfx prosthetics required; timescales for making, fittings and application
K5: The range of tools and materials required for hair, wigs, make-up and prosthetics activities, including those for wig, hair piece, facial making; hair, wig, hair piece, switches and weft pieces, facial cutting, styling and application; make-up application; sfx making and application
K6: Health and Safety Legislation, Regulations, policies and procedures including hygiene standards, data protection, COSHH, Manual Handling and producing Risk Assessments
K7: Environmental Legislation including storage and disposal of chemicals, disposal of rubbish; recycling, as it applies to the role
K8: Impact on and requirements of other departments to complete hair, wigs, make-up and prosthetics activities
K9: How to prepare and store detailed design notes, reference sheets and photographs for individual performers to ensure consistency and continuity throughout the performance/production
K10: The requirements of the preparatory stages, rehearsals and actual performance/production
K16: Airbrushing techniques including spray techniques (lines, areas, shades, highlighting and shading; concealing; even colour washing); using stencils, templates, masking; temporary tattoos, body painting, tanning
K17: Monitor and touch-up make-up processes to ensure continuity for the duration of the performance/production
K20: Hair preparation techniques for wig, hair piece, switch, weft or facial making including assessing/selecting according to texture, type, length, colour/shade, pre-blend/mix as drawn as required, colouring or root shading as required
K21: Pressure boiling and perming for pre-curling
K22: Storage requirements for hair/wig/hair piece/switch/weft/facial hair including tying hair bundles, washing wigs and hair pieces

K23ii: Fitting techniques for face wraps, preparation of the head/face block and foundation making using whipping or sewing techniques
K24i: Prepare for and knot wigs and hair pieces using a variety of knotting techniques and using knotting direction template/instructions to meet design requirements
K25: Weft making, using weaving technique, to required density and colour, to stitch into wigs or incorporate into artists own hair
K26: Switch making from weft pieces, using a twisting machine, to incorporate into a wig or artists own hair
K27ii: A range of typical techniques covering, periods, cultures and genres to cut, colour, set and dress hair to meet design requirements
K28: Processes for life casting, mould making, use of foam latexes and silicones and surface rendering
K29: Prosthetics creation including bald caps, body parts, wounds and blemishes
K37: The range of resources required to support hair, wigs, make-up and prosthetics activities for example stock, budget, tools and equipment
K38: The production schedules and their impact on personal workload

Skills
S1: Use research to establish exact make-up, hair, wigs, facial and prosthetics requirements of the Supervisor/ Designer/Director to meet requirements
S2: Produce a detailed plan for the make-up/hair/wigs/facial/prosthetics to meet the Supervisor/Designer/Director requirements to include: Tools and materials, Health and Safety Legislation, Regulations, policies and procedures including Risk Assessments, hygiene standards, data protection, Environmental Legislation impact, Impact on and requirements of other departments, design notes, reference sheets and photographs to ensure consistency and continuity, the requirements of the preparatory stages, rehearsals and actual performance/production, timescales
S6: Monitor and touch-up make-up to ensure continuity for the duration of the performance/production
S10: Prepare hair for wig, hair piece, switch, weft, facial making including assessing/selecting according to texture, type, length, colour/shade, pre-blend/mix as drawn, colouring or root shading as required
S11: Pre-curl hair as required
S12: Store hair, wigs, hair pieces, switches, weft, facial hair in accordance with requirements
S13ii: Take face wraps, creating head/face blocks and making foundations to meet design requirements
S14i: Knot wigs and hair pieces to meet design requirements
S15: Make weft pieces and switches to meet design requirements
S16: Make alterations and repairs to wigs
S17ii: Cut, colour, set and dress-out hair to meet design requirements
S18: Create prosthetics including bald caps, body parts, wounds and blemishes
S24: Monitor spend/use of resources and highlight under/overspend/use in accordance with agreed process
S25: Develop a personal work plan to identify potential periods of peak workloads

Behaviours
B1: Is respectful of others' values and beliefs – equality, diversity and inclusion
B3: Continuously develops their knowledge and skills
B6: Takes ownership of work

Assessment method 2: Practical assessment with questioning

Knowledge
K11: How to assess individual performer's make-up requirements in accordance with the plan and identify workspace, environment, allergies/sensitivities, skin type, colour, skincare and timings
K12: The range of make-up assessment techniques to ensure the required look
K13: A variety of make-up application techniques for body and face for example brushes, sponges, stippling, painting, airbrushing, stencils, embellishment
K14: Equipment set up, maintenance, cleaning and storage
K15: Colour assessment techniques including colour mixing; colour washes; highlights and shades
K18: Typical make-up allergic reactions and action required
K19: Make-up removal process including hygiene and material disposal requirements
K23i: Fitting techniques for head wraps and measurements
K24ii: Prepare for and knot facial hair using a variety of knotting techniques and using knotting direction template to meet design requirements
K27i: A range of typical techniques covering, periods, cultures and genres to style hair, set and dress-out wigs or hair pieces and cut and dress-out facial hair to meet design requirements
K30: Prosthetics application process including fitting and comfort, blending edges and colouring
K31: Typical prosthetics allergic reactions and the actions to take if they occur
K32: Prosthetics removal process including health and safety impact
K33: A range of modelling products to create injuries
K34: A range of stage bloods products for different effects
K35: Injury fitting techniques
K36: Stage blood application process

Skills
S3: Choose and apply make-up to meet the design requirements
S4: Undertake colour assessment in order to apply body and facial make-up
S5: Prepare and maintain equipment including cleaning and storage after use
S7: Explain what to do if an allergic reaction to make-up occurs
S8: Remove make-up in accordance with hygiene requirements, dispose of materials in accordance with process requirements

S9: Store make-up removal products, tools and equipment in accordance with process requirements
S13i: Take head wraps including measurements, to meet design requirements
S14ii: Knot facial hair to meet design requirements
S17i: Style hair, set and dress-out wigs or hair pieces and cut and dress-out facial hair to meet design requirements
S19: Apply prosthetics ensuring fit and comfort, blending edges and colouring
S20: Explain what to do if an allergic reaction to prosthetics occurs
S21: Remove prosthetics in accordance with health and safety requirements
S22: Create and fit injuries to meet design requirements
S23: Apply stage bloods to meet design requirements

Behaviours
B2: Works effectively with others
B4 Pays attention to achieve the detail required
B5: Balances many differing elements of work
B7 Plans work and manages time