

# **Leather Craftsperson Apprenticeship**

## **Level 2**

### **End-Point Assessment Plan**

## Introduction and Overview

This document sets out the requirements for end-point assessment (EPA) for the Leather Craftsperson 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 leather craftsperson apprentices, their employers and training providers.

Full time apprentices will typically spend 15 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

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

As a gateway requirement apprentices must have compiled a logbook. In addition, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA<sup>1</sup>.

The EPA must be completed within a maximum 12-week period, after the apprentice has met the EPA gateway requirements.

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

The EPA consists of 2 distinct assessment methods:

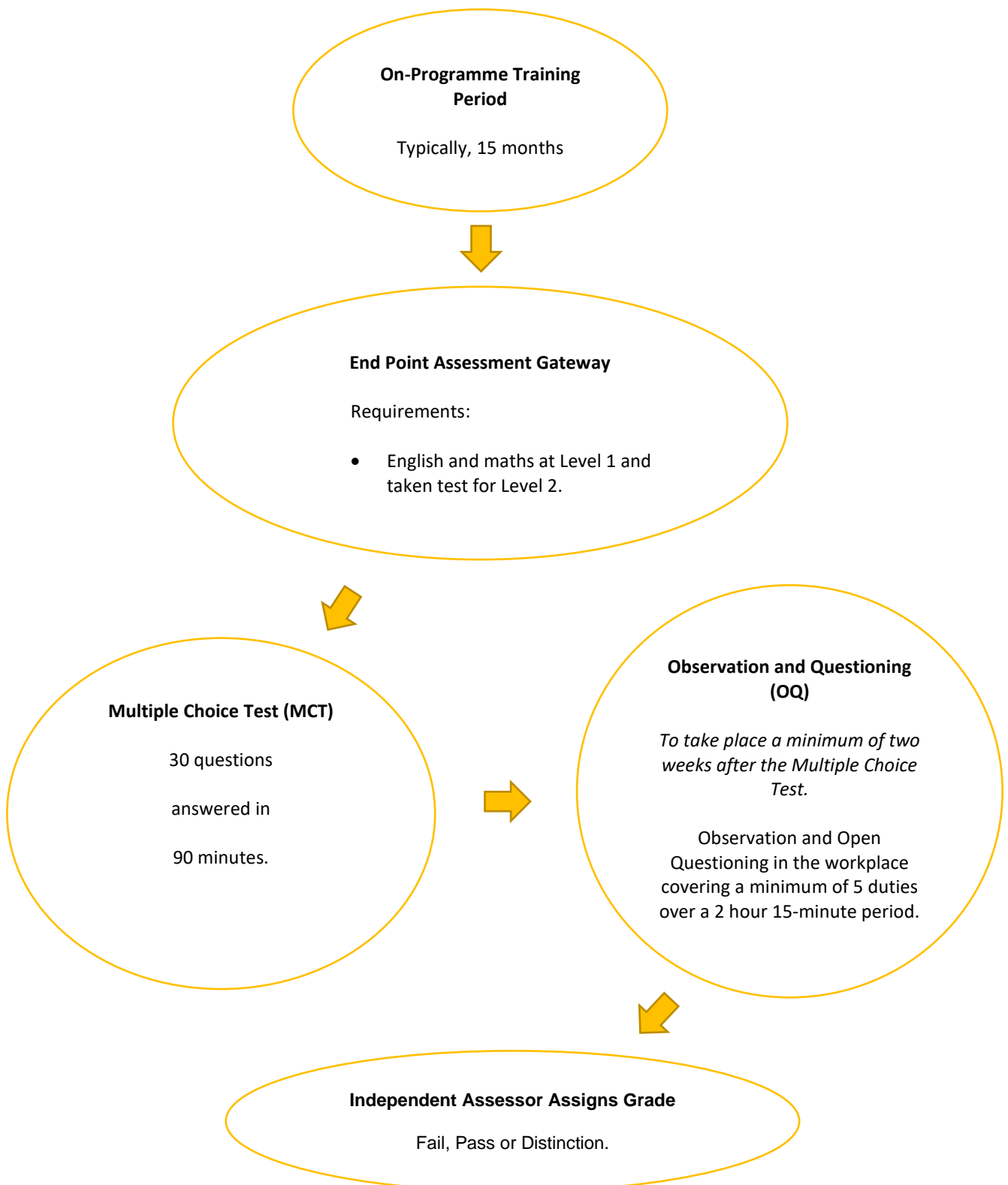
- Multiple Choice Test (MCT);
- Observation and Questioning (OQ).

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

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<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.

## Diagram 1. Typical Leather Craftsperson Apprenticeship Summary



## On-Programme training

The employer and training provider are responsible for ensuring that the apprentice has the opportunity to develop the required knowledge skills and behaviours required for occupational competency during the on-programme training of the apprenticeship.

It is recommended that continuous progress reviews should be used to check the apprentice's knowledge, skills and behaviours in-line with the standard as well as the specified grading criteria detailed in Annex B.

The apprentice should be encouraged to keep track of their own progress, this can be achieved by keeping a log-book which tracks their progress against the knowledge, skills and behaviours. It is also recommended that all apprentices have a good understanding of the end-to-end process in preparation for the EPA. Suggested logbook evidence/product examples can be found at Annex C.

Employers/training providers are free to devise their own version of tracking documentation and examples of content could include:

- Name of apprentice;
- Details of the apprentice's workplace;
- Brief descriptions of the typical duties undertaken by the apprentice, covering a minimum of 3 months' work activity towards the end of the on-programme training phase. The duties described will be mapped to the knowledge, skills and behaviours as described within the apprenticeship standard. Evidence can be provided through a range of sources (*see Product/Evidence Examples in the guidance at the link below*);
- Entries to the log book should cover the full range of leather processes;
- Record of problems encountered, detailing root cause analysis and evaluate the actions taken to overcome them...what they would do/change next time etc.;
- Confirmation from the line manager/supervisor that the product/evidence is completed to the required standard of the organisation and in accordance with standard operating procedures;
- Document the off-the-job training that has taken place during the on-programme phase, with at least 20% of their employed time off-the-job;
- Copy of English and mathematics certificates (minimum level 1) and evidence of taking tests for level 2 (if applicable).

## End-Point Assessment Gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at, or above, the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO. Employers may wish to take advice from their apprentice's training provider(s).

The employer may also wish to consider running a mock EPA, to help inform the EPA gateway decision and give the apprentice the opportunity to experience what the EPA is like.

## EPA Gateway Requirements

English and mathematics level 1 and taken the tests for level 2, as a minimum. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.

## End-Point Assessment (Methods, Timescales and Location)

The EPA consists of 2 distinct assessment methods:

- Multiple Choice Test (MCT);
- Observation and Questioning (OQ).

The assessment methods must be completed within a maximum period of 12 weeks, after the apprentice has met the EPA gateway requirements. It is possible for the assessment methods to be completed on the same day, with the agreement of the apprentice and their employer.

Apprentices must complete and gain a pass or distinction in the Multiple Choice Test (MCT) before entering the Observation and Questioning (OQ) assessment method.

The requirements for each assessment method are detailed below.

## Multiple Choice Test (MCT)

The Multiple Choice Test must assess apprentices against the standard's knowledge as shown in Annex A.

Typically, EPAOs will use the apprentice's employer's premises wherever possible to minimise costs but an alternative environment may be used for example, another employer or test centre facility.

The test must consist of 30 multiple-choice questions to be completed in 1 hour 30 minutes.

20 of the questions must be knowledge based and 10 of the questions must be scenario based.

Each question must present the apprentice with 4 options, from which the apprentice must select one correct option. Each question answered correctly must be assigned 1 mark; any incorrect or missing answers must be assigned 0 marks.

Apprentices must have 1 hour 30 minutes to complete the Multiple Choice Test.

The test must be closed book i.e. apprentices can't refer to reference books or materials.

Multiple Choice Tests can be either electronic or a paper-based.

EPAOs must ensure that the test is conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment e.g. computer (if required). The test may be conducted face-to-face or via an online platform.

Apprentices must take the test in the presence (face-to-face or remote) of an EPAO administrator/invigilator. The maximum administrator/invigilator to apprentice ratio must be 1-to-10 if face-to-face; or 1-to-5 if remote. EPAOs must ensure appropriate methods to prevent misrepresentation are in place. For example, screen share and 360-degree camera function with an administrator/invigilator if taking the Multiple Choice Test on-line.

Multiple Choice Tests must be marked by EPAO markers following a marking guide produced by the EPAO; electronic marking is permissible.

EPAOs must develop the Multiple Choice Test questions, it is recommended that they do so in consultation with representative employers; where they do this they must put measures in place to ensure question security. EPAOs must develop and maintain a Multiple Choice Test question bank of sufficient size to prevent predictability and reviewed at least once a year.

EPAOs must ensure the Multiple Choice Test is available for apprentices within 4 weeks of request to the EPAO, after the apprentice has completed the EPA gateway and within their 12-week end-point assessment period.

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

## **Observation and Questioning (OQ)**

Apprentices must be observed by an independent assessor completing five leather production or leather goods manufacturing processes. This is followed by questioning to further probe the apprentice's depth of understanding and assess those KSBs that did not occur naturally during the observation.

The Observation and Questioning must assess apprentices synoptically against the standard's KSBs as shown in Annex A.

Typically, the observation will take place in the apprentice's normal place of work using equipment and materials that they are familiar with. Where an apprentice's workplace does not provide the opportunity to observe sufficient processes an alternative environment may be used for example, another employer or test centre facility. Where the employer's premises are not used, the EPAO is responsible for ensuring the test environment is representative of the apprentice's workplace and can facilitate EPA.

The employer cannot be involved in selecting the practical skills, but can inform the independent assessor on workplace operations and scheduling so that they can plan the observation.

Observation and Questioning must be carried out over a period of one working day (with breaks to move from one operation/location to another),

**Total assessment time for Observation and Questioning = 2hr and 15 minutes + 10%.**

Observation and Questioning must be conducted on a one-to-one basis by an independent assessor.

An independent assessor must select and directly observe the apprentice completing five typical duties as shown below:

Box 1 (4 of these to be assessed)	Box 2 (1 of these to be assessed)
<ul style="list-style-type: none"> <li>• <b>D2</b> - Quality check materials and components for faults.</li> <li>• <b>D5</b> - Prepare materials ready for next stage of production.</li> <li>• <b>D8</b> - Examine finished leather / leather product for quality.</li> <li>• <b>D9</b> - Repair and/or rework leather/leather goods.</li> <li>• <b>D10</b> - Package product and label for onwards journey.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1</b> - Contribute to the production of leather (processing and finishing).</li> <li>• <b>D3</b> - Undertake leather cutting operations.</li> <li>• <b>D4</b> - Skive materials (shaving/reducing weight) ready for next stage of production.</li> <li>• <b>D6</b> - Ink / paint raw / cut leathers edge.</li> <li>• <b>D7</b> - Hand / Machine sew leather components and where applicable assemble the components to produce the finished product.</li> </ul>

During the observation, the independent assessor must ask the apprentice at least 10 open competency questions to assess underpinning knowledge relating to the observed processes

and KSBs; they may ask follow up questions to seek clarification and probe further into the detail in order to satisfy him/herself of the depth of KSBs, where required.

Questions will be determined by the independent assessor taking account of what has been observed.

Questioning must be conducted under controlled conditions i.e. quiet space, free of distractions and influence. It is anticipated that EPAO will use the apprentice's employers' facilities to carry out the questioning.

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

The Observation and Questioning will be graded fail, pass or distinction. The Independent assessor must use the grading criteria in Annex B.

EPAOs must ensure that apprentices are observed on different processes in the case of re-sits/re-takes. A sample question bank for independent assessors must be developed by EPAOs. This question bank should be of sufficient size to prevent predictability and reviewed at least once a year.

## Apprenticeship Grading

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

Each assessment method must be graded fail, pass or distinction, according to the requirements set out in this plan.

EPAOs must combine the grades of both assessment methods to determine the EPA/apprenticeship grade.

To achieve a pass, apprentices must achieve a minimum of a pass in both assessment methods.

To achieve a distinction, apprentices must achieve a distinction in both assessment methods.

See grading combinations table below.

Independent assessors' decisions must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation, which must take place as soon as possible.

### Diagram 2. Leather Craftsperson EPA grading combinations

Multiple Choice Test	Observation & Questioning	EPA/Apprenticeship Grade
Fail	Any	Fail
Any	Fail	Fail



Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Re-Sit and Re-Take Information

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction.

A re-sit does not require further learning, whereas a re-take does. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

An individual assessment method re-sit/re-take must be completed within three months of notification of the original assessment method fail; otherwise the entire EPA must be retaken. There are no restrictions on the grade awarded in the case of a re-sit/re-take.

EPAOs must ensure that apprentices complete a different multiple choice test and/or are observed on different processes when taking a re-sit/re-take. Apprentices will only be required to re-sit/re-take those duties that they have failed for the Observation.

## End-Point Assessment Organisations

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education & Skills Funding Agency's (ESFA's) Register of End-Point Assessment Organisations (RoEPAOs).

## Independent Assessors, Administrators/Invigilators and Markers

EPAOs must appoint:

- Administrators/invigilators and markers to administer/invigilate and mark the Multiple Choice Test;
- Independent assessors to assess and grade the Observation and Questioning;
- Quality assurance staff to undertake moderation of EPAs.

**Administrators/invigilators and markers must meet the following requirements:**

- Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest;
- Be trained in the task(s) by their EPAO and operate according to their guidance.

There are no specific qualification or experience requirements for administrators/invigilators and markers.

**Independent assessors must meet the following requirements:**

- Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest;
- Trained by their EPAO in terms of good assessment practice, operating the assessment tools and grading and operate according to their guidance;
- Have competence in leather production/manufacturing processes at a level above the standard, for example demonstrated through 5-years' experience of working in the leather industry, in a production supervisory/management or technical consultant position;
- Have knowledge of current industry practice, for example demonstrated through working within the sector within the last 5-years or able to evidence up-to-date knowledge gained through exposure to industry and/or training;
- Attend a minimum of 2 half-days' EPAO standardisation events per year.

**Quality assurance staff must meet the following requirement:**

- Be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

**Internal Quality Assurance**

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

- Appoint administrators/invigilators, markers and independent assessors that meet the requirements as detailed in this plan – see above;

- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading;
- Have evidenced quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time;
- Operate regular standardisation events to allow independent assessors to attend a minimum of two events per year;
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 20% of each independent assessors' assessments moderated.

## **Assessment Tools and Materials**

EPAOs must produce assessment tools and supporting materials for the EPA that follow best assessment practice, as follows:

- Multiple Choice Test question bank;
- Sample questions for the Observation and Questioning;
- Documentation for recording assessment evidence and decisions;
- Guidance for independent assessors on conducting the EPA;
- Guidance for apprentices, their employers and training providers on the EPA.

## **External Quality Assurance**

External quality assurance arrangements will ensure that EPAOs delivering EPA for this apprenticeship operate consistently and in line with this plan.

External quality assurance for this Leather Craftsperson EPA will be undertaken by the UK Fashion & Textile Association (UKFT), a UK wide employer-led, membership body of firms in the Fashion, Textiles, Leather and Footwear sectors. UKFT is also the Sector Skills Body for the industry.

## **Affordability**

The following factors should ensure the EPA is affordable:

- Employers premises should be used for EPA venues where possible;
- Remote assessment is permissible, reducing travel costs, e.g. video conferencing.

## **Volumes**

It is anticipated that there will be 30-40 starts in the first year on this apprenticeship and 50 per year once established.

## Annex A

### Knowledge, skills and behaviours to be assessed by each assessment method

Ref	Knowledge	Multiple Choice Test (MCT)	Observation & Questioning (OQ)
K1	How Health and Safety legislation applies to their role including those specific to noise, chemicals, fire, dust, working time regulations, safe processes, manual handling, safety management, hazard identification and risk assessment in the work area.	●	●
K2	The impact of processes on the environment, the efficient use of resources, recycling, reuse and the safe disposal of all types of waste (i.e. ISO 14001 Environmental Management).	●	
K3	Department for Environment Food & Rural Affairs (DEFRA) regulations, including storage and handling of hides.	●	
K4	Tools, equipment and machinery used with a range of materials for leather production processing such as Moisture content testing meter, Thickness measurement gauge, Trimming knives & shears, Edge tools, Pricking iron, Skiving machine and Bench splitter.		●
K5	The identification and correction of production problems such as machinery not working correctly and associated corrective actions.		●
K6	How machinery innovations have improved leather manufacture techniques and processes (i.e. building on heritage skill, rather than replacing).	●	
K7	The characteristics, properties and behaviours of a variety of materials and components used in leather production and their suitable application (i.e. chemicals used in retannage).	●	
K8	Leatherworking practices and importance that leather manufacture has on the economy.	●	

<b>K9</b>	The 'end-to-end' processes from raw material to finished leather goods product.	●	
<b>K10</b>	Leather terminology and its use in the workplace.	●	
<b>K11</b>	How to recognise faults in materials and components (i.e. surface scars, flaws, faults and damage in the leather grain surface).		●
<b>K12</b>	The heritage of UK leather manufacturing, its products and quality standards associated with their role (i.e. ISO 9001 Quality Management).	●	
<b>K13</b>	The importance of a cost-effective workflow.	●	
<b>K14</b>	Different manufacturing theories and methods (i.e. lean, JIT and bulking).	●	

<b>Ref</b>	<b>Skills</b>	<b>Multiple Choice Test (MCT)</b>	<b>Observation &amp; Questioning (OQ)</b>
<b>S1</b>	Comply with personal responsibilities under the Health and Safety at Work Act 1974 and other safety legislation.		●
<b>S2</b>	Use equipment in accordance with safe operating procedures and manufacturers' instructions.		●
<b>S3</b>	Dispose safely of waste and surplus materials.		●
<b>S4</b>	Identify the correct tools and equipment and use appropriately such as Moisture content testing meter, Thickness measurement gauge, Trimming knives & shears, Edge tools, Pricking iron, Skiving machine and Bench splitter.		●
<b>S5</b>	Carry out running maintenance within agreed schedules to ensure the efficiency of machinery, tools and equipment (i.e. settings and preparation of tools) to meet production expectations.		●
<b>S6</b>	Read and interpret data from specifications and appropriate work instructions.		●

<b>S7</b>	Follow instructions in order to meet customer and company requirements.		●
<b>S8</b>	Implement efficient and effective use of materials by closely following instructions and minimizing waste.		●
<b>S9</b>	Undertake processes to maintain consistent speed and quality requirements as outlined by the company.		●
<b>S10</b>	Communicate effectively with internal/external customers, colleagues and managers and work as part of a team.		●
<b>S11</b>	Effectively self-manage their time and work load to meet deadlines.		●

<b>Ref</b>	<b>Behaviours</b>	<b>Multiple Choice Test (MCT)</b>	<b>Observation &amp; Questioning (OQ)</b>
<b>B1</b>	Reliability and dependability to consistently deliver expectations in production, quality, work ethics and self-development.		●
<b>B2</b>	Accountability, to follow the specified procedures and controls and be personally responsible for their production work and personal development.		●
<b>B3</b>	Recognise and appreciate equality and diversity in the workplace.		●
<b>B4</b>	A questioning attitude, to understand the processes and associated industrial applications.		●
<b>B5</b>	Intervention, to challenge poor practices and channel feedback to the appropriate authorities to implement change.		●

## Annex B – Grading criteria and descriptors

The following tables shows the criteria used to determine the individual grades for each EPA assessment method.

### Assessment Method 1 - Multiple Choice Test (MCT)

Grading boundaries	Fail	Pass	Distinction
Marks	Apprentice scores: <b>0-17</b> (Less than 60%)	Apprentice scores: <b>18-23</b> (60% or more)	Apprentice scores: <b>24-30</b> (80% or more)

## Assessment Method 2 - Observation and Questioning (OQ)

Numbers in brackets indicate KSB covered in Annex A

*Fail Criteria – Apprentice does not meet a minimum of Pass criteria*

Area	Pass criteria <i>Apprentice demonstrates all of the following:</i>	Distinction criteria <i>In addition, building on the pass criteria, apprentice demonstrates all of the following:</i>
<p><b>Health and Safety</b></p> <p>(K1, S1, S3)</p>	<p>Works in line with general workplace health, safety, complies with the organisation’s environmental welfare requirements and can explain the impact of processes and materials on the environment.</p> <p>Follows employer’s instructions to minimise waste.</p>	<p>Can describe the potential consequences to self and as importantly – others - of failure to adhere to health and safety requirements when undertaking leather manufacturing duties.</p>



<p><b>Tools, Machinery &amp; Equipment</b></p> <p>(K4, K5, S2, S4, S5)</p>	<p>Identifies the appropriate tools, machinery &amp; equipment, check calibration and carry out test runs.</p> <p>Recognises and rectifies routine operational problems where they occur and can explain when questioned how to resolve problems such as blunt tools and machinery set up.</p> <p>Operates tool, machinery &amp; equipment in line with employer's/manufacture's instructions safely within set timing and quality tolerances.</p>	<p>Operates and controls tools, machinery &amp; equipment in line with employer's/manufacture's instructions safely, confidently and at high speed applying consistent precision.</p>
<p><b>Materials and the leather manufacture process</b></p> <p>(K11, K10)</p>	<p>Handles materials and trimmings correctly in accordance with their behaviour and characteristics.</p> <p>Recognises material and component faults e.g. weakness in leather, surface scars and blemishes, visual imperfections such as flaws and cuts and takes appropriate corrective action to rectify.</p> <p>Uses leather manufacturing terminology correctly.</p>	<p>Suggests techniques/ aids that may help when working with difficult materials.</p> <p>Can describe when questioned:</p> <ul style="list-style-type: none"> <li>- the characteristics and performance of different materials;</li> <li>- the differences between material faults and the rectification processes;</li> <li>- Suggest possible remedies in fault rectification within the manufacture process and the importance in relation to product quality.</li> </ul>

<p><b>Process customer orders</b></p> <p>(S6, S7, S8, S9, B2, B4, B5)</p>	<p>Completes directly observed tasks in accordance with their company's standard operating procedures; in doing works at the level outlined in the standard and complies with recording requirements, and within set timescale/tolerance requirements.</p> <p>Recognises poor quality work that has been passed by others through the production process and informs relevant superiors.</p>	<p>Completes directly observed tasks without the need to re-do work, with no/minimal waste and no quality errors.</p> <p>When questioned can identify weakness within the production process e.g. product quality, minimising waste and suggest feasible, cost effective improvements to superiors.</p>
<p><b>Personal Development</b></p> <p>(B1)</p>	<p>Provides an overview of how their role and duties link with immediate colleagues in the manufacturing process which lead to meeting product quality and production targets.</p> <p>Explains the responsibilities of senior team members' roles e.g. Line Managers, Supervisors and Production Managers.</p> <p>Explains the importance of being punctual and reliable and the consequences of absence from work and late arrival.</p>	<p>N/A</p>
<p><b>Communication and Time Management</b></p> <p>(S10, S11, B3)</p>	<p>Works efficiently as an individual, with ambition to achieve all aspects of work.</p>	<p>Describes the differences when working individually to working as part of a team e.g. responsibilities, initiative.</p>

	<p>Works with colleagues in a way that assures tasks are completed efficiently and safely as required.</p> <p>Demonstrates a positive, proactive attitude and inclusive approach to work colleagues and the workplace.</p> <p>Provides information to colleagues as required, in a way that can be understood.</p> <p>Is respectful towards customers/colleagues at all times.</p>	<p>Demonstrates a capability to assist colleagues and/or use their own initiative to solve work related problems.</p> <p>Reveals an enthusiastic attitude and approach to work and the workplace by demonstrating proactive activity that helps to meet production deadlines.</p>
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## Annex C – Suggested logbook evidence/product examples

Product/evidence must relate to work completed in full or part by the apprentice – where ‘in part’ the apprentice’s contribution must be clearly detailed. Evidence generated in the workplace and training environment is allowable.

Evidence must be mapped against the knowledge, skills and behaviors (KSBs) being assessed by the Observation and Questioning, as shown in Annex A of this plan.

Examples of evidence may include:

- Health & safety training record;
- Risk assessment assignments;
- Bill of materials/work docket;
- Sample products/test pieces showing difference processes;
- Employer feedback reviews;
- Identification/fault reporting;
- Quality/consistency/speed reports/work totals;
- Time/attendance reports;
- Video clips of work activities;
- Photographs of work activities.

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