

End-point assessment plan for Stained Glass Craftsperson apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0912	4	No

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Introduction and overview

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

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once all of the pre-requisite gateway requirements for EPA have been met and they can be evidenced/available to an EPAO. The employer must be satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. Apprentices must have compiled a portfolio of evidence, which underpins the professional discussion.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2¹

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

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

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Observation

- Fail
- Pass

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

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

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 36 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics level 2, if required. Compiling a portfolio of evidence.
End-point assessment gateway	The employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. Apprentices must have achieved English and mathematics at Level 2. The apprentice must submit: <ul style="list-style-type: none"> • A portfolio of evidence to underpin the professional discussion.
End-point assessment (which will typically take 3 months)	Assessment method 1: Observation With the following grades: <ul style="list-style-type: none"> · Fail · Pass Assessment method 2: Professional discussion underpinned by a portfolio of evidence With the following grades: <ul style="list-style-type: none"> · Fail · Pass · Distinction Overall EPA/apprenticeship graded: <ul style="list-style-type: none"> · Fail · Pass · Distinction
Professional recognition	N/A

Length of end-point assessment period

The EPA (including all assessment methods) will typically be completed within 3 months of the gateway.

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not have to be known before an apprentice starts the next one.

EPA Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer. In addition, an apprentice must have completed the following gateway requirements prior to beginning EPA:

- English and maths at Level 2.

For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.

For observation:

- no specific requirements

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- a portfolio of evidence

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 professional discussion
- the portfolio of evidence will typically contain 13 discrete pieces of evidence
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested

- evidence must be clearly mapped, in an annex, against the KSBs allocated to this assessment method
- evidence sources may include:
 - video/audio extracts (these should be a maximum of 5 minutes in length)
 - written statements
 - project plans
 - observation reports
 - presentations
 - feedback from managers, supervisors or peers (any employer or peer contributions should focus only on direct observation of evidence (for example witness statements) rather than opinions)
 - papers or reports written by the apprentice
 - performance reviews.

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 content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 2 (professional discussion). There must be at least one piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 2.
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer confirming this.
- The portfolio of evidence must be submitted to the EPAO at the gateway.

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

End-Point Assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

Assessment method 1: Observation

Overview

This assessment method has 1 component.

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

The rationale for this assessment method is:

- The occupation involves practical activities, which are best assessed through observation of a real workshop environment and it will give independent assessors the confidence in the apprentice's overall ability to perform satisfactorily in a busy workshop.
- An observation allows the assessment of work tasks in the apprentice's normal place of work, using tools and equipment with which they are familiar, which is likely to enable the apprentice to perform at their best. Observation is a cost-effective assessment method, as it makes use of the employer's premises and resources, and the KSBs mapped to this method reflect something that would be completed by stained glass craftsperson in every company on a daily basis; tasks not necessarily completed on a daily basis or not best suited to direct observation are assessed via the professional discussion assessment method. The questioning enables the checking of knowledge, skills and behaviours.

Delivery

Apprentices must be observed by an independent assessor completing work in their normal workplace, in which they will be assessed against the KSBs assigned to this assessment method as shown in the mapping of KSBs.

EPAOs must arrange for the observation to take place in consultation with the employer.

An independent assessor must only observe one apprentice at any one time, to allow for quality and rigour.

The observation must take 4 hours in total (to include questioning within the observed practice). The observation may be split into discrete sections held over a maximum of one working day. The length of a working day is typically considered to be 7.5 hours. There may be breaks during the observation to allow the apprentice to move from one location to another as required and meal/comfort breaks; such breaks will not contribute to the assessment time. The apprentice must not communicate with anyone else during any breaks. EPAOs must manage

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

The independent assessor has the discretion to increase the time of the observation by up to 10%, to allow the apprentice to complete a task at the end of the observation, or to finish answering a question.

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

The following activities must be observed during the observation:

- Basic stained glass craft processes
- Waterproofing
- Cutting glass
- Leading processes
- Safely following standard work processes and procedures
- Waste management

Questions must be asked during the observation at appropriate points that will not impact on the work that the apprentice is completing. The independent assessor must ask a minimum of 3 open questions. They may ask follow-up questions where clarification is required. The purpose of the questioning is to assess knowledge, skills and behaviours and to determine whether the apprentice has reached pass criteria. Independent assessors can use questions from the EPAO's question bank, combined with questions they have devised themselves based on what they have observed.

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

Independent assessors will make all grading decisions.

Assessment location

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

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure the questions they contain are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers. Independent assessors can use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

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

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

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

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

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

Overview

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the creative and craft sector.
- The professional discussion will also allow some KSBs which may not regularly naturally occur in every workplace to be assessed as well as the assessment of a disparate set of KSBs.

Delivery

The independent assessor will conduct and assess the professional discussion.

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

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

The professional discussion will be conducted as set out here:

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

A minimum of 10 open questions will be asked during the professional discussion. For consistency, five of these will be from the EPAO question bank, and five will be self-generated by the independent assessor. The independent assessor can ask follow-up questions during the professional discussion to gain clarity to questions or evidence provided by the apprentice.

The portfolio will be reviewed prior to the professional discussion to allow the independent assessor time to generate questions based on the portfolio. The independent assessor will have 2 weeks to review the portfolio prior to the professional discussion. The EPAO will give the apprentice at least two weeks' notice prior to conducting the professional discussion.

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

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

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

The independent assessor will make all grading decisions.

Assessment location

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

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- video conferencing can also be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgements.

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

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

Reasonable adjustments

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

Weighting of assessment methods

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

Grading descriptors

Assessment method 1: Observation

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

KSBs	Pass - apprentice demonstrates all of the following:
Health and Safety K1 S1 B1	Complies with health and safety regulations and legislation, both in the workshop and on-site and takes all precautions to ensure the safety of self and others (K1, S1, B1)
Waste management and storage K2 K13 S10	Recognises the hazards associated with different materials and substances and correctly categorises materials for re-use, re-cycling or disposal (K2) Follows correct storage and safe handling processes for fragile/large/heavy glass panels (K13, S10)
Communication K3 S2 B2	Displays effective teamwork and communicates information clearly and accurately within the studio to colleagues and external clients/stakeholders including those in allied trades that contribute to a project (K3, S2, B2)
Workflow K7 S4 B6	Collects information required to enable project work to progress including taking accurate measurements of openings and maintains a systematic and organised approach to the task following all processes including documenting work accurately (K7, S4, B6)
Stained Glass Craft Processes K12 K14 K15 K18	Selects and handles correct specialist materials appropriate to the task (K14, S13) Safely and correctly cuts specialist glass using appropriate hand tools demonstrating correct usage and care of tools and equipment (K12, S9, B7)

S9 S11 S12 S13 S14 B7 B8	Applies correct waterproofing procedures, selecting correct materials. (K18, S12) Safely cuts and shapes specialist materials using appropriate tools. (K15, S14) Undertakes construction processes appropriate to project including preparation and cleaning, demonstrating care and appreciation of the artefact being worked on (S11, B8)
Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria	

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

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

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

KSBs	Pass - apprentice demonstrates all of the following:	Distinction – in addition to the pass descriptors, all of the distinction descriptors must be achieved for this method:
Research K4, K6 S3 B3, B4	Explains how they collect, document, present, contextualise, and apply appropriate research for different projects and explains how they utilise a range of relevant and credible sources (K4, K6, S3, B3, B4)	Analyses different types of research methods and evaluates the effectiveness of those selected (K6, S3)
Design and Function K5, K8, K11, , K19 S5, S6	Explains the basic requirements for developing designs and the methods that should be used to inform the designs. Explains how they create rubbings using paper and wax method to	Evaluates their current approach to creating rubbings and explains the risks in the process that may impact on reproducing original designs (K8, S6)

	<p>faithfully reproduce original designs (K8, S6)</p> <p>Explains how they prepare accurate drawings and cartoons using measurements and templates taken on-site (S5)</p> <p>Explains the development of artistic styles, processes and materials as well as the wider architectural and historic context of stained glass within a particular building/setting (K5)</p> <p>Explains the materials commonly used in architectural glass windows including different types of glass (K11)</p> <p>Explains the importance of building and environmental regulations and security requirements for a window within an architectural context (K19)</p>	<p>Analyses the impact of not adhering to building and environmental regulations for a window within an architectural context (K19)</p>
<p>Stained Glass Craft Processes K9, K16, K17 S8, S15 B5</p>	<p>Explains how they safely and systematically dismantle or assemble glass panels using the appropriate tools to ensure glass can be removed or re-assembled without damage (K9, S8)</p> <p>Explains how they construct large-scale architectural glass panels to maximise stability, using appropriate methods depending on the fabricating technique and explains how they select the most appropriate methods and ways of working for each project (K16, S15, B5)</p> <p>Explains how they use joining or soldering processes specific to fabrication (K17)</p>	<p>Explains the impact of using inaccurate cutline / glass cutting (K9, S8)</p> <p>Compares different methods and ways of working for projects and justifies choices selected (K16, S15, B5)</p>

<p>Communication</p> <p>K10</p> <p>S7</p> <p>B9</p>	<p>Explains the importance of accurate documentation with reference to determining own knowledge and skill levels and limitations, recognising when they need to seek assistance/refer work to more senior colleagues; explains how they accurately and appropriately document existing condition of panels through photography, drawing and note-taking (K10, S7, B9)</p>	<p>Evaluates the process for documenting existing conditions of panels and identifies potential improvements (K10, S7)</p>
<p>Fail – apprentices will fail the assessment method where they do not demonstrate all of the pass criteria</p>		

Overall EPA grading

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

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices must gain at least a pass in both methods to gain a pass overall. Apprentices must gain a pass in assessment method 1 (Observation with questioning) and a distinction in assessment method 2 (professional discussion underpinned by a portfolio of evidence) to gain a distinction overall. A fail in either of the assessment methods will result in a fail overall.

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

Assessment method 1 – Observation with questioning	Assessment method 2 – Professional discussion underpinned by a portfolio of evidence	Overall grading
Fail	Any grade	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

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

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

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

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 2 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 4 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/re-taken.

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

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

Roles and responsibilities

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

	<ul style="list-style-type: none"> • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer

	<ul style="list-style-type: none"> • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
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Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA 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 using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	As a minimum, the training provider should:

	<ul style="list-style-type: none">• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).• monitor the apprentice's progress during any training provider led on-programme learning• advise the employer, upon request, on the apprentice's readiness for EPA• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
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Internal Quality Assurance (IQA)

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

- appoint independent assessors who hold or be working towards an independent assessor qualification, for example TAQA (Training and Quality Assessment)
- appoint independent assessors who have recent relevant experience of the occupation/sector at the same level as the apprentice or higher gained in the last three years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the EPA
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this apprenticeship standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades.

Affordability

Value for money of the EPA will be ensured by using at least some of the following practice:

- using an employer's premises and resources for both assessment methods
- undertaking both assessment methods on the same day

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Observation

Knowledge
K1 Basic health and safety requirements associated within the workshop and on-site, including COSHH legislation, risk assessment method statements, working at height, use of tools, materials and associated processes.
K2 The hazards associated with different materials and sustainable waste disposal processes.
K3 The importance and requirements of clear communication to staff team, clients and external colleagues.
K7 The information required to be collected during site visits to enable project work to progress e.g. measurements required and how to use templates.
K12 How to safely and correctly cut specialist glass using appropriate hand tools e.g. correct hand positioning when using glass cutter.
K13 Different storage and handling considerations for fragile/large/heavy glass panels.
K14 How to select and handle appropriate materials for fabrication. E.g. Lead types.
K15 How to cut and shape materials when fabricating. E.g. Lead or other materials.
K18 The importance of correct waterproofing procedures and selection of materials. E.g. cementing or sealants.

Skills
S1 Apply health and safety precautions associated within the workshop and on-site, including COSHH, safe handling and usage of tools, materials and associated processes, use of PPE, adhering to risk assessment method statements and complying with working at height legislation.
S2: Clearly communicate information to staff colleagues and external clients/stakeholders.
S4 Accurately measure widths, heights, bar positions, lead profiles, etc. of openings e.g. using tape measures and fabricating templates of openings.
S9 Safely and correctly cut specialist glass using appropriate hand tools e.g. glass cutter, using appropriate positioning for both hand and type of glass.
S10 Ensure correct storage and safe handling is used for fragile/ large/heavy glass panels.
S11 Undertake construction processes appropriate to project including preparation and cleaning. E.g. using a soldering iron for stained-glass or silicon bonding glass elements.

S12 Application of correct waterproofing procedures, selecting correct materials. E.g. cementing or sealing.
S13 Select and handle correct specialist materials appropriate to the task e.g. flat leads, convex leads.
S14 Safely cut and shape specialist materials using appropriate tools. E.g. lead or glass

Behaviours
B1 Awareness and proactive approach towards the legal health and safety obligations required in the workplace, both individually and towards others.
B2 Awareness of effective communication and teamwork within studio and external stakeholder engagements including appreciation of allied trades and how they all contribute to the project.
B6 Maintaining a systematic and organised approach to tasks.
B7 Respect and care of tools and equipment
B8 Care and appreciation of the artefact being worked on e.g. sentimental, historic and monetary value

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

Knowledge
K4 The context of each project through research and consider this in your working process. E.g. monetary, historical or cultural value.
K5 The developments of artistic styles, processes and materials as well as the wider architectural and historic context of stained glass within a particular building/setting.
K6 Appropriate research for each project and how to utilise a range of relevant and credible sources.
K8 The requirements for developing designs and which methods should be used to inform the designs e.g. knowing when to use a rubbing or a cut-line drawing.
K9 How to dismantle and assemble glass panels to ensure glass can be removed or replaced without damage.
K10 The importance of accurate documentation e.g. recording of positioning, damage and previous repairs.
K11 Materials commonly used in architectural glass windows including different types of glass e.g. flash glass, hand blown and machine-made glass.
K16 How to construct a large-scale architectural glass panel to maximize stability. E.g. lead matrix.
K17 Joining or soldering processes specific to fabrication. E.g. Stained glass fabrication or bonding techniques.

K19 The importance of building and environmental regulations and security requirements for a window within an architectural context.

Skills

S3 Collecting, documenting and applying appropriate research for each project and utilising a range of relevant and credible sources including photography, sketches and note-taking.

S5 Preparing accurate drawings and cartoons using measurements and templates taken on-site.

S6 Create rubbings using paper and wax method to faithfully reproduce original designs.

S7 Accurately and appropriately document existing condition of panel through photography, drawing and note-taking.

S8 Safely and systematically dismantle or assemble glass panels using the appropriate tools to ensure glass can be removed or re-assembled without damage.

S15 Construct using appropriate methods depending on fabricating technique. E.g. lead matrices to maximize stability which ensures longevity.

Behaviours

B3 A methodical and organised approach to collecting, clearly presenting and applying research.

B4 Maintaining accuracy and an eye for detail when conducting all work.

B5 Consistently selecting most appropriate methods and ways of working for each project

B9 Appreciate own knowledge and skill levels and limitations and recognize when the situation may be beyond own capabilities.