



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

# End-point assessment plan for Material cutter apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0899	2	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Material cutter apprenticeship standard. It explains how EPA for this apprenticeship must operate.

It provides the EPA design requirements for end-point assessment organisations (EPAOs). It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

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

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 compiled and submitted a portfolio of evidence to underpin the interview
- apprentices must have achieved English and mathematics at Level 1 and have taken the tests for Level 2<sup>1</sup>

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for three months.

This EPA consists of three discrete assessment methods.

It will be possible to achieve the following grades in each assessment method:

### Assessment method 1: **Observation with questions**

- fail
- pass
- distinction

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<sup>1</sup> 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: Interview underpinned by a portfolio of evidence**

- fail
- pass
- distinction

Assessment method **3: Multiple-choice test**

- fail
- pass

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

- fail
- pass
- distinction

## EPA summary table

<p><b>On-programme</b> (typically, 12 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>Apprentices must have achieved English and mathematics Level 1 and have taken the assessments for Level 2.</p> <p>Apprentices must submit a portfolio of evidence to underpin the interview.</p>
<p><b>End-point assessment</b> (typically, three months)</p>	<p><b>Assessment method 1: Observation with questions</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Assessment method 2: Interview underpinned by a portfolio of evidence</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Assessment method 3: Multiple-choice test</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

## Length of end-point assessment period

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

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## EPA Gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. 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.

The EPAO determines when all other gateway requirements have been met, and the EPA period will only commence once the EPAO has confirmed this.

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

- Achieved English and mathematics at Level 1 and taken the tests for Level 2. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For observation with questions

- no specific requirements

For the interview the apprentice will be required to submit:

- portfolio of evidence

For multiple-choice test

- no specific requirements

### Portfolio of evidence requirements:

- 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 ten discrete pieces of evidence
- evidence should be mapped by the apprentice against the KSBs assessed by the interview (see mapping of KSBs)
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation, for example workplace policies/procedures, records
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable at all times

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

- it should not include any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

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

# End-point assessment methods

## End-point assessment method 1: Observation with questions

### Overview

This assessment method has one component.

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions. The independent assessor will ask questions in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred.

The rationale for this assessment method is:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method

### Delivery

The observation with questions must take two hours.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required.

Where breaks occur, they will not count towards the total assessment time.

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 with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

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

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities should be observed during the observation:

- receive, read and interpret cutting instructions/job sheet; plan and prepare for cutting tasks
- select material to be cut, check against the job sheet/specification and material availability; transport material to the cutting table/area
- inspect material to ensure it meets quality standards, identifying and reporting flaws and faults
- prepare the material for cutting
- cut material using hand and/or automated equipment following pattern, lay or measurements
- Identify, bundle and label the cut components in order to pass onto the next stage of the manufacturing process

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The tasks must require the selection and cutting of a minimum of two different types of material: one plain material and one patterned material.

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked to assess the apprentice's breadth and depth of competence against the grading descriptors. The independent assessor must ask a minimum of six questions, across both cutting tasks.

They may ask follow-up questions where clarification is required. The questions can be asked by the independent assessor both during and after work completion. In order to remain as unobtrusive as possible, independent assessors should ask questions during natural stops between tasks and/or after completion of work rather than disrupting the apprentice's flow.

As only naturally-occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

The performance observed and responses to questions will be assessed holistically, using the grading descriptors for this assessment method.

The time for questioning is included in the overall assessment time.

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

The independent assessor will make all grading decisions.



## Assessment location

The observation with questions should take place in the apprentice's workplace. The venue must have a cutting table which is available for the apprentice to use for the full duration of the observation with questions.

The employer is responsible for ensuring that all necessary tools and equipment required for the observation are available and are in good working order.

## Question and resource development

EPAOs will create and set open questions to assess related underpinning KSBs. They must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions (where permitted) in line with the EPAOs training and standardisation process. The questions relating to 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.

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

- independent assessor training materials
- grading guidance
- question banks
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the observation with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

## End-point assessment method 2: Interview underpinned by a portfolio

### 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:

- allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers that can't be tested through the multiple-choice test
- it is cost effective, as it can be conducted remotely to reduce travelling time

### Delivery

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

The interview must last for 60 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.

The interview will have a minimum of 10 open questions – one per topic. 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 is to cover the following topics:

- the material cutter role
- operational insight
- workload planning
- different types of materials; construction, behaviour and use
- estimate and calculate material requirements
- first line preventative maintenance
- continuous improvement
- teamwork
- initiative
- adaptability

The interview will be conducted as follows:

- The independent assessor must have a minimum of one week to review the portfolio ahead of the interview
- The portfolio must be available to the apprentice during the interview

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 should take place in a quiet room, free from distractions and influence. Video conferencing can also 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.

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

### 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. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process.

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

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

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

## End-point assessment method 3: Multiple-choice test

### Overview

This assessment method has one component.

A multiple-choice test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time

### Delivery

#### Multiple-choice test format

The multiple-choice test can be:

- computer based
- paper based

It will consist of 40 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions must be varied, to avoid the test becoming too predictable, yet allow assessment of the relevant KSBs.

#### Multiple-choice test administration

Apprentices must have 60 minutes to complete the multiple-choice test.

The multiple-choice test is closed which means that the apprentice cannot refer to reference books or materials.

The following equipment is permitted during the multiple-choice test: non-scientific calculator.

#### Assessment

Multiple-choice tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

#### Grading boundaries

The following grade boundaries apply to the multiple-choice test:

Grade	Minimum mark	Maximum mark
Fail	0	29
Pass	30	40

## Assessment location

Apprentices must take the multiple-choice test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be any independent person appointed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the multiple-choice test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the multiple-choice test.

The EPAO is responsible for ensuring the security of any multiple-choice tests they administer to ensure the multiple-choice test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the identity of the person taking the multiple-choice test. The EPAO must also verify the suitability of the venue for multiple-choice test-taking.

## Question and resource development

Questions must be written by EPAOs and must be relevant to the occupation and assess knowledge and skills mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'multiple-choice test specifications' and 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to 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.

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

- a question bank
- a multiple-choice test specification
- sample multiple-choice tests and mark schemes
- live multiple choice tests and mark schemes
- analysis reports which show areas of weakness for completed multiple-choice tests/exams and an invigilation policy

## Reasonable adjustments

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

## Overall EPA grading

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

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

Independent assessors must individually grade the observation with questions and interview underpinned by a portfolio of evidence, according to the requirements set out in this plan. A person appointed by the EPAO must grade the multiple-choice test. Alternatively, marking by computer is permissible where question type allows this.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail.'

In order to gain an overall EPA 'pass,' apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA distinction, apprentices must achieve a distinction in the observation with questions, a distinction in the interview underpinned by a portfolio of evidence and a pass in the test.

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 questions	Assessment method 2 – Interview underpinned by a portfolio of evidence	Assessment method 3 – Multiple-choice test	Overall grading
Any grade	Any grade	Fail	<b>Fail</b>
Any grade	Fail	Any grade	<b>Fail</b>
Fail	Any grade	Any grade	<b>Fail</b>
Pass	Pass	Pass	<b>Pass</b>
Distinction	Pass	Pass	<b>Pass</b>
Pass	Distinction	Pass	<b>Pass</b>
Distinction	Distinction	Pass	<b>Distinction</b>

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 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(s) only.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within two 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 four months of the EPA outcome notification.

All assessment methods must be taken within a six 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"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• select the EPAO</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• 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</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> </ul>



EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• understand the occupational standard</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• conform to the requirements of the nominated external quality assurance provider (EQAP)</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• deliver induction training for independent assessors, and for invigilators and markers where used</li> <li>• 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)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> </ul>
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	<ul style="list-style-type: none"> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up to date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• 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)</li> <li>• attend induction training</li> <li>• 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</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• 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</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using</li> </ul>

	<p>assessment recording documentation provided by the EPAO, in a timely manner</p> <ul style="list-style-type: none"> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• 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</li> </ul>
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> <li>• attend induction training</li> <li>• 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)</li> <li>• mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilators	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• 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)</li> <li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPA organisations must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last three years or significant experience of the occupation/sector and evidence of continued professional development
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
  - experience of cutting using range of cutting tools and equipment
  - evidence of continued professional development
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- 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
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## Affordability

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

- using employers' facilities for the observation with questions
- using an employer's venue for the interview underpinned by a portfolio of evidence and multiple-choice test
- using video conferencing for the interview underpinned by a portfolio of evidence
- the possibility of scheduling more than one assessment method on the same day

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Observation with questions

Knowledge
<b>K11</b> Material matching techniques for stripes, checks, pattern repeat, print placement.
<b>K12</b> Material faults and fault tolerances; shading, discoloration, print error, holes, marks.
<b>K13</b> Component shapes and product parts.
<b>K14</b> Cutting specifications and instructions; the number to be cut, grain line, size, pairs.
<b>K16</b> Measuring tools, equipment and techniques.
<b>K17</b> Material spreading and transferring information requirements; darts, ease, pocket positions.
<b>K19</b> Manual and machine cutting techniques; quality check requirements.
<b>K23</b> Re-cut request procedures and the re-cut process.
<b>K25</b> Documentation requirements and their purpose: specification sheets, work records, labels.
<b>K26</b> Verbal and written communication techniques.
<b>K27</b> Material cutter terminology: ease, pairs, grain, right side.

Skills
<b>S1</b> Read, interpret, and follow information for example work instructions, material specifications.
<b>S2</b> Prepare the work area for cutting materials.
<b>S3</b> Maintain the work area.
<b>S4</b> Follow health and safety regulations, legislation and procedures; PPE, manual handling, lifting procedures and ergonomic practice.
<b>S5</b> Follow environmental and sustainability regulations and procedures.
<b>S7</b> Select material following specification or instruction.
<b>S8</b> Inspect materials against specifications and quality standard.
<b>S9</b> Check lay plan.
<b>S10</b> Prepare materials for cutting for example lay and spread material.
<b>S11</b> Select, check and use tools/equipment for the task.
<b>S12</b> Cut material by hand and/or machine for example band knife, shears, laser.

<b>S13</b> Check quality of the lay post cut for example waste minimised, grain, component positioning, colour continuity.
<b>S14</b> Check cut components.
<b>S15</b> Prepare material for the next stage of the production process for example bundling, labelling.
<b>S16</b> Identify and segregate material for reuse, recycling and disposal.
<b>S18</b> Report cutting issues for example material faults, equipment faults shortages, required recuts, lay plan.
<b>S20</b> Communicate with colleagues: verbal and written.
<b>S21</b> Enter information – written or electronic.

### Behaviours

<b>B1</b> Prioritises health, safety and the environment, for example follows safe ergonomic practices, ensures safety and welfare of self and others and adopts environmental working practices.
<b>B5</b> Takes ownership and responsibility, for example seeks to meet quality targets, completes allocated work on time, escalates issues.
<b>B6</b> Professional, for example polite and courteous, a good timekeeper, has a positive can-do attitude.

## Assessment method 2: Interview underpinned by a portfolio of evidence

### Knowledge

<b>K1</b> The material cutters role, responsibilities, and position within the wider production operation.
<b>K2</b> Operational insight: types of products produced and types of customers (clothing, home wear, retailers, bespoke).
<b>K8</b> Workload planning for example scheduling and prioritisation.
<b>K9</b> The construction, behaviour and appropriate use of different types of materials: canvas, leather, silk, vinyl, woollens.
<b>K22</b> First line preventative maintenance requirements: checking, cleaning, sharpening, or changing blades.
<b>K24</b> Continuous improvement techniques: lean, 6-Sigma, KAIZEN, 5S (Sort, Set In order, Shine, Standardize and Sustain).

<b>K28</b> Team working techniques and benefits.
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<b>Skills</b>
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<b>S6</b> Estimate and calculate material requirements to complete the job.
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<b>S17</b> Check and clean tools and equipment and sharpen or change blades as required.
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<b>S19</b> Apply continuous improvement techniques.
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<b>Behaviours</b>
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<b>B2</b> Uses own initiative, for example when dealing with material faults and flaws.
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<b>B3</b> Adaptable and flexible, for example in response to changes in priorities and work deadlines.
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<b>B4</b> Team player, for example keeps others informed, interacts proactively, considers impact of actions on others, and takes account of equality and diversity.
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### Assessment method 3: Multiple-Choice Test

<b>Knowledge</b>
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<b>K3</b> The end to end production process, quality requirements, deadlines and targets, performance rates (efficiency).
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<b>K4</b> Commercial considerations (efficiency, material cost, production costs).
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<b>K5</b> Health and Safety: Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH), Manual Handling, Risk Assessments, Personal Protective Equipment (PPE) (Chain mail gloves), machine guards.
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<b>K6</b> Environment and sustainability; Environmental Protection Act 1990, consequences of waste disposal (landfill), energy efficiency.
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<b>K7</b> Work-station ergonomics; posture and positioning whilst cutting.
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<b>K10</b> Material characteristics: quality, colour, pattern, print, pile, correct side.
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<b>K15</b> Mathematical techniques for cutting, measuring and calculating meterage.
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<b>K18</b> Lay planning and pattern placement techniques; manual and machine.
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<b>K20</b> Material cutting machines and equipment: knives, cutting machines, press, scissors; their purpose.
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<b>K21</b> The consequence of machine/equipment mis-use - accidents, machine isolation.
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<b>K29</b> Equality and Diversity in the workplace.
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# Grading descriptors

## End-point assessment method 1: Observation with questions

Theme KSBs	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all the pass descriptors and at least four of the following distinction descriptors
<b>Information</b> K14 K17 S1	Interprets and follows instructions and cutting specifications correctly when completing tasks	
<b>Work area</b> S2 S3	Prepares work area for cutting materials, ensuring required tools/equipment and resources are to hand and the work area is clean and free of clutter  Cleans and tidies as they go, maintaining a safe and efficient work area	
<b>Health, safety and environment</b> S4 S5 S16 B1	Follows and prioritises health and safety and environmental and sustainability regulations, legislation and procedures; wears PPE required by employer, follows manual handling and lifting and safe ergonomic practice, identifies and segregates materials for reuse, recycling and disposal according to company procedure	
<b>Select and inspect material</b> K12 S7 S8	Selects material to meet specifications and instructions, for example correct code number, design name, colour, batch  Inspects materials against specification and quality standards, identifying any material faults outside permitted tolerances	Explains probable causes of faults and solutions to rectify



<p><b>Lay and prepare material</b> K11 K13 S9 S10</p>	<p>Checks lay plan; identifies component shapes and product parts, ensures components are flat, un-creased and follow the grainline</p> <p>Prepares material for cutting, ensuring material is smooth, flat and even, lay plan is aligned and applies matching techniques within permitted tolerances</p>	<p>Applies matching techniques exactly</p>
<p><b>Tools and equipment</b> K16 S11</p>	<p>Selects, checks and uses the correct tools and equipment (including measuring tools) for the task, in line with the specification and manufacturers' instructions</p>	<p>Explains the potential consequences of using incorrect tool/equipment or technique</p>
<p><b>Cut material</b> K19 K23 S12 S13 S14</p>	<p>Cuts material by hand and/or machine in line with cutting specifications, instructions and tolerances, ensuring cut components are clean cut to the marked line and free from contamination</p> <p>Checks quality of the lay post cut, identifying any issues</p> <p>Recuts are cut to request within the required timescale, where required</p>	<p>Applies all cutting techniques to a high degree of accuracy the first time so that no recuts are required</p>
<p><b>Prepare for next stage</b> S15</p>	<p>Prepares material for next stage of the production process in line with company procedure, ensuring cut work is organised, clearly labelled and meets minimum flow requirements</p>	<p>Provides flow of work above minimum requirements</p>
<p><b>Reporting</b> S18</p>	<p>Reports any cutting issues that occur in line with company procedure or explains the procedure they would follow</p>	
<p><b>Communication /documentation</b> K25 K26 K27 S20 S21</p>	<p>Communicates verbally with colleagues as required for the task for example, advises when work is complete</p>	

	<p>Enters information in work documentation (paper or electronic) required for the tasks; information is complete, technically correct and legible</p> <p>Uses material cutter terminology correctly and appropriately</p>	
<p><b>Takes ownership</b> B5</p>	<p>Takes ownership and responsibility for job, for example seeks to meet quality targets, completes allocated work on time, escalates issues</p>	
<p><b>Professional</b> B6</p>	<p>Behaves professionally for example, polite and courteous, punctual, has a positive can-do attitude</p>	
<p><b>Fail – Apprentices will fail where they do not demonstrate all the pass descriptors</b></p>		

## End-point assessment method 2: Interview underpinned by a portfolio of evidence

Theme KSBs	Pass Apprentices must demonstrate all the pass descriptors	Distinction Apprentices must demonstrate all the pass descriptors and at least four of the following distinction descriptors
<b>The material cutter role</b> K1	Identifies the material cutter role, responsibilities and position within the wider production operation	Explains how their role impacts on the wider production operation
<b>Operational insight</b> K2	Describes the types of products produced and customers relative to their organisation's operation	Explains how the products and/or customers could differ in other organisations where material cutters work
<b>Workload planning</b> K8	Identifies factors that should be taken into account in workload planning, scheduling and prioritisation and why	Explains how they balance competing priorities with justification
<b>Different types of materials; construction, behaviour and appropriate use</b> K9	Identifies the construction, behaviours and appropriate use of a given type of material  Identifies specific handling techniques required for different types of material	Explains the different properties of different types of material and how these impact on handling techniques.
<b>Estimate and calculate material requirements</b> S6	Describes how they estimate and calculate material requirements to correctly complete the job	
<b>First line preventative maintenance</b> K22 S17	Describes first line preventative maintenance - checking, cleaning, sharpening or changing blades, undertaken as part of their role for a given tool/piece of equipment	Identifies the potential consequences of not undertaking the first line preventative maintenance

	Identifies maintenance requirements that are out of the limits of own responsibility and who they would report them to	
<b>Continuous improvement</b> K24 S19	Describes how they have applied a continuous improvement technique as part of their role	Identifies an alternative technique and outlines why they used the one they did
<b>Teamwork</b> K28 B4	Describes examples of being a team player in the workplace, outlining the situation and the role they played; identifies a team working technique they used and its benefits	
<b>Initiative</b> B2	Describes examples of using their own initiative to organisational benefit	
<b>Adaptable</b> B3	Describes examples of where they have been adaptable and flexible in the workplace to organisational benefit	
<b>Fail – Apprentices will fail where they do not demonstrate all the pass descriptors</b>		

### End-point assessment method 3: Multiple-choice test

KSBs	
<b>K3 K4 K5 K6 K7 K10 K15 K18 K20 K21 K29</b>	Test mark will determine whether the apprentice achieved a fail or a pass