

# Footwear Manufacturer Apprenticeship Standard

## Level 2

### End-Point Assessment Plan

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the footwear manufacturer 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 footwear manufacturer apprentices, their employers and training providers.

Full time apprentices will typically spend 12-15 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 occupational 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 portfolio. 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 apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of two distinct assessment methods:

- Knowledge test (KT);
- 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 footwear manufacturer apprenticeship summary

On-programme (typically 12-15 months)	End-point assessment gateway	End-point assessment (maximum 12 weeks)
<p>Training to develop the footwear manufacturer standard's knowledge, skills and behaviours.</p> <p>Compilation of portfolio.</p> <p>Working towards English/maths Level 1 and 2 (if required).</p>	<p>Completion of portfolio.</p> <p>English/maths Level 1 and taken tests for level 2, as a minimum<sup>2</sup>.</p> <p>Employer satisfied apprentice is consistently working at, or above, the level of the occupational standard.</p>	<p>Consists of:</p> <ul style="list-style-type: none"> <li>• Knowledge test;</li> <li>• Observation and questioning, underpinned by portfolio.</li> </ul> <p>Graded fail, pass or distinction.</p>
<b>Footwear manufacturer standard</b>		

<sup>2</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.

## 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 occupational standard, the pre-requisite gateway requirements for EPA have been met, and can be evidenced to an EPAO (End-Point Assessment Organisation). Employers may wish to take advice from their apprentice's training provider(s).

Gateway requirements:

- Portfolio – see requirements below;
- English and mathematics at level 1 and taken the tests for level 2, as a minimum<sup>3</sup>.

## Portfolio requirements

Must include evidence that demonstrates the apprentice's competence in KSBs that will be assessed by the observation and questioning.

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 behaviours (KSBs) being assessed by the observation and questioning, as shown in Annex A.

Examples of evidence include:

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

This is not a definitive list; other evidence sources are permissible but reflective accounts and self-evaluations cannot be included as evidence.

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<sup>3</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.

It will typically contain up to 20 discrete pieces of evidence (apprentices should aim for quality evidence that demonstrates a number of KSBs, not quantity).

Must be submitted to the apprentice's independent assessor 14 days before the observation and questioning

### **End-point assessment methods, timescales and location**

The EPA consists of two distinct assessment methods:

- Knowledge test (KT);
- Observation and questioning (QO).

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 may be completed on the same day, with the agreement of the apprentice and their employer. The assessment methods can be taken in any order.

The requirements for each assessment method are detailed below.

#### **Knowledge Test (KT)**

The knowledge test must assess apprentices against the occupational standard's knowledge as shown in Annex A.

The knowledge test must consist of 30 multiple-choice knowledge based questions. 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 a maximum of 1-hour to complete the knowledge test.

The knowledge test must be closed book i.e. apprentices cannot refer to reference books or materials.

Knowledge tests can be either electronic or a paper-based.

EPAOs must ensure that the knowledge test is conducted in a suitable controlled environment - quiet room free from distraction and influence, with the necessary equipment for example, computer (if required). It is anticipated that EPAOs will use the apprentice's employer's premises wherever possible to minimise costs. The knowledge test may be conducted face-to-face or via an online platform.

Apprentices must take the knowledge 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 knowledge test on-line.

Knowledge tests must be marked by EPAO markers following a marking guide produced by the EPAO; electronic marking is permissible.

A grade must be assigned using the following grading boundaries:

Grading boundaries	Fail	Pass	Distinction
Marks	0-17 (Less than 60%)	18-23 (60% or more)	24-30 (80% or more)

EPAOs must develop the knowledge 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 knowledge test question bank of sufficient size to prevent predictability.

EPAOs must ensure the knowledge 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 three footwear construction processes; followed by questioning to assess KSBs not directly observed underpinned by the apprentice's portfolio.

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

Observation and questioning must be carried out over a period of one working day (with breaks to move from one operation/location to another). The observation of the three processes must take one-hour 30-minutes (+10% at independent assessor's discretion to enable the apprentice to complete a task). Questioning relating to the observation must take 45-minutes (+ 10% at independent assessor's discretion to enable the apprentice to complete their last answer). The total assessment time for the observation and questioning must therefore be 135-minutes, (+ 10% at independent assessor's discretion as outlined above). Differing processes in different

factories, with employer specific speed and quality requirements, will take different lengths of time. The independent assessor should establish and set test times for each task prior to delivering the assessment, within the above boundaries.

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 three footwear construction processes as shown below, at least two observed process must be from box 1 and one from box 2:

Box 1	Box 2
Cutting materials (clicking) Skiving (thinning the material to allow a flat seam) Creating the Upper (Closing) Formation of the footwear (lasting) Attaching the sole Finish the shoe (may include polishing, staining, antiquing, burnishing)	Inspect for quality Pack to company specification

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

Following the observation, the independent assessor must ask the apprentice 20 open competency questions to assess underpinning knowledge relating to the processes observed and KSBs that have not been observed; 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 and a review of the apprentice's portfolio.

Apprentices must show and refer to evidence contained in their portfolio when answering questions relating to processes and KSBs not observed by the independent assessor.

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

**Example question:**

Closing: Which of these words is a real edge treatment in the closing of an upper?

Holy, Bearded, Gimped, Ragged

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

The observation and questioning will be graded fail, pass or distinction. 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.

### **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 all two assessment methods to determine the EPA/apprenticeship grade.

To achieve a pass, apprentices must achieve a pass or distinction 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. Footwear manufacturer EPA grading combinations**

Knowledge test	Observation & questioning	EPA/apprenticeship grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail

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Distinction	Fail	Fail
Fail	Distinction	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. A re-sit does not require further learning, whereas a re-take does. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction.

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.

Both assessment methods must be successfully passed within a 12 week period of each other; otherwise the entire EPA must be re-sat/re-taken.

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 knowledge test and/or are observed on different processes when taking a re-sit/re-take.

### 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 (ESFAs) Register of End-Point Assessment Organisations (RoEPAO).

### Independent assessors, administrators/invigilators and markers

EPAOs must appoint:

- administrators/invigilators and markers to administer/invigilate and mark the knowledge 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:

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- 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 /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 footwear manufacturing at a level above the standard, for example demonstrated through 3-years' experience of working in the footwear manufacturing 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 3-years or able to evidence up-to-date knowledge gained through exposure to industry and/or training;
- attend a minimum of two half-days' EPAO standardisation events per year.

Quality assurance staff must meet the following requirements:

- be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest;
- hold or be working towards a quality assurance qualification e.g. TACA.

### **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 half-days' 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:

- knowledge 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.

### Implementation

#### Affordability

The following factors should ensure the EPA is affordable:

- EPA, is where possible, completed in the work-place and/or remotely; minimising the apprentice's down time and travel cost, and EPAOs will not need to purchase equipment to set up test centres.

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

Assessment method	Key
Knowledge test	KT
Observation and questioning	OQ

Knowledge		KT	OQ
Health, Safety and the Environment	K1. How Health & Safety legislation applies to their area of responsibility, that of others and the environment.		X
	K2. Effective use of equipment and safe working methods.		X
	K3. Hazard and risk identification in the work area.	X	
	K4. The impact of footwear manufacture on the environment, and how this impact can be minimised in the workplace.	X	
Footwear Construction Process	K5. The importance of brand quality standards and attention to detail throughout the process.		X
	K6. Footwear construction terminology and its use in the workplace.	X	X
	K7. Footwear Sizing.	X	
	K8. The 'end to end' main footwear construction process (Cutting, Skiving, Closing, Lasting, Attaching sole and heel, Finishing, quality checking and packing).	X	X
	K9. Stages and variations of production for different footwear product types, e.g. slippers, boots, men's, children's and ladies' shoes.	X	
	K10. Which materials, machinery and equipment are required for each stage of the footwear production	X	

	process above. For example, Sewing machines for closing, welting machines for welted footwear.		
<b>Footwear</b> <b>Materials, Tools and Equipment</b>	<b>K11.</b> The characteristics, properties and behaviour of a variety of materials and components used in footwear construction and their suitable application. For example, high quality calfskin for premium footwear look, durability and finish. Softer materials for ballet shoes, which also have flexible, thin soles.	X	
	<b>K12.</b> The Identification of production problems such as machinery not working correctly, and associated corrective actions.		X
	<b>K13.</b> How advancements in innovation have improved footwear construction techniques and processes.	X	
<b>Footwear</b> <b>Work Practices</b>	<b>K14.</b> The company's history, policies, brand values, customer base and product range.		X
	<b>K15.</b> The importance of a cost effective workflow.	X	
<b>Skills</b>		<b>KT</b>	<b>OQ</b>
<b>Health, Safety and the Environment</b>  Implement workplace safety processes by:	<b>S1.</b> Safely selecting, using, maintaining and storing equipment, materials and associated components (parts of the footwear product).		X
	<b>S2.</b> Minimising hazards and risks in the workplace through safe working practices.		X
	<b>S3.</b> Follow and maintain work procedures to ensure safety requirements are met.		X
<b>Footwear Construction Process</b>  Produce footwear to employers' specification.	<b>S4.</b> Cutting materials, primarily leather, around patterns supplied by the employer. This process can be by hand or machine / laser (Clicking).		X
	<b>S5.</b> Skiving (thinning the material to allow a flat seam), then Closing (hand stitching or machining of Uppers, which is the top part of the footwear).		X

	S6. Formation of the footwear (lasting) by stretching the upper over the last which is a plastic or wooden foot mould.		X
	S7. Attaching the sole which might be cemented, or stitched to the upper. Attaching the heel and welt where used.		X
	S8. Finish the shoe. For example, polishing techniques, insertion of insole, lacing and final touches.		X
	S9. Inspect for quality to company specification.		X
	S10. Pack to company specification.		X
<b>Footwear Materials, Tools and Equipment</b>	S11. Perform routine maintenance to ensure the efficiency of machinery, tools and equipment (i.e. settings and preparation of tools) to meet production expectations.		X
	S12. Identify the correct materials and components and use appropriately.		X
	S13. Prepare and quality check (for faults) materials and components.		X
	S14. Report faults in materials and components to the supervisor or manager.		X
<b>Footwear Work Practices</b>	S15. Read and interpret data from specifications and appropriate work instructions.		X
	S16. Be able to follow instructions in order to meet customer and company requirements.		X
	S17. Implement efficient and effective use of materials by closely following instructions and minimizing waste.		X
	S18. Undertake processes to consistent speed and quality requirements as outlined by the company.		X

Core Behaviours		KT	OQ
All Footwear Manufacturers will display the following core behaviours:	<b>B1.</b> Take a proactive approach to Health & Safety procedures, personally and towards colleagues.		X
	<b>B2.</b> Demonstrate a positive mind-set towards maintaining high standards of quality, precision and excellence at all times.		X
	<b>B3.</b> Be self-motivated and punctual at all times.		X
	<b>B4.</b> Positive and proactive approach to respectful communication and team working.		X
	<b>B5.</b> Respond positively and flexibly to change, new requirements, and changing priorities.		X
	<b>B6.</b> Recognise and appreciate equality and diversity in the workplace.		X

## Annex B – Observation and questioning grading criteria

Numbers in brackets indicate KSB covered by the grading criteria - see Annex A

Area	<b>Fail criteria</b> , apprentice demonstrates 1 or more of the following criteria	<b>Pass criteria</b> , apprentice demonstrates all of the following:	<b>Distinction criteria</b> , in addition to the pass criteria the apprentice demonstrates all of the following:
<b>Product Quality and Workmanship</b>  (K5, K14)  (S4 , S5, S6, S7, S8, S9, S10, S12, S13, S14, S15, S16, S17, S18)  (B2, B3)	Product does not meet employer's product specification criteria.	Product meets employer's product specification criteria e.g. minimum accuracy, speed and wastage.	Product exceeds employer's minimum product specification criteria for example, apprentice produces faster/higher volume, or to a higher end of the acceptable quality tolerance.
<b>Footwear Construction Methods</b>  (K14)	Can't describe the footwear construction process utilised by their employer.	Can describe the footwear construction process utilised by their employer.	Can describe when questioned, the difference between their employer's construction process and another product methodology, and can explain the reasons for the difference.
<b>Terminology</b>  (K6,K8)	Does not use footwear terminology or uses it incorrectly.	Uses footwear-manufacturing terminology correctly.	N/A



<b>Health &amp; Safety</b>  (K1,K2) (S1,S2,S3) (B1)	Does not work in a way that ensures health, safety or welfare of self /or others.	Works in line with general workplace health, safety and welfare requirements and works safely when undertaking manufacturing activities ensuring health, safety and welfare of self and others.	Can describe the potential consequences to self and as importantly – others - of failure to adhere to health and safety requirements.
<b>Equipment</b>  (K12)  (S11)	Operates machinery incorrectly comprising operation.	Operates machinery in line with employer/manufacture's instructions and resolves simple problems where they occur or can explain when questioned how to resolve simple problems.	N/A
<b>Team Working and Communication</b>    (B3, B4, B5, B6)	Exhibits difficulty in communicating with colleagues (for example, colleagues unable to understand what is being communicated).	Communicates information and work instructions with internal/external customers, colleagues and managers in a way that ensures the message is understood; appropriate to audience.  Demonstrates effective team working and self-management of their time to meet schedules, for example effective hand-over of product in the production process.	N/A