

# End-Point Assessment Plan

## Textile Manufacturing Operative

### Level 2

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## 1) Introduction

The End-Point Assessment plan (EPA) for the Textile Manufacturing Operative has been designed in such a way that it tests how a person employed to operate industrial machinery in a textile manufacturing environment has the knowledge, skills and behaviours required to carry out their role in line with the expectations of the industry.

The Assessment Plan covers a number of occupational areas where individuals are deemed to be an operative in a variety of duties.

These can include (but not exclusively) occupations such as:

**Fibre Sorter/Grader**  
**Carding Operator**  
**Warping Operator**

**Scouring Line Operator**  
**Spinning & Twisting Operator**  
**Weaving Operator**

The job roles listed above cover the industry's expectations of a Textile Manufacturing Operative and this Assessment Plan fully covers the role of an individual that is competent to a level that will be recognised by all employers.

This plan outlines the End-Point Assessment that apprentices must successfully complete to achieve their apprenticeship.

### Summary of Assessment

Full-time apprentices will typically spend 12 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

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.

It is expected that the EPA will be completed over a maximum total assessment time of 3 days and completed within 8 weeks of the EPA gateway.

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

The End-Point Assessment Organisation is responsible for co-ordinating and carrying out the End-Point Assessment.

<b>On-Programme (typically 12 months)</b>	<b>End-Point Assessment Gateway</b>	<b>End-Point Assessment (maximum 8 weeks)</b>
Training to develop the occupation standard's knowledge, skills and behaviours.  Working towards English/maths Level 1 and 2 (if required).	English/maths Level 1 and taken tests for level 2, as a minimum.  Employer satisfied apprentice is consistently working at, or above, the level of the standard.	Knowledge Test (KT).  Practical Skills Assessment & Discussion (PSAD).  <b>Graded: Fail, Pass or Distinction.</b>

Tolerances for EPA are included in section 2.

## 2) End-Point Assessment Overview

The EPA consists of two distinct assessment methods:

- A knowledge test (KT)
- A practical skills assessment and discussion (PSAD)

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

### *End-Point Assessment Gateway*

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

### *Gateway requirements:*

- English and Mathematics at level 1 and taken the tests for level 2, as a minimum
- Completed the on-programme portfolio of evidence;
- Attended a progress review discussion in the last month of their apprenticeship to enable the employer to confirm they are confident that they have taken on board all aspects of the standard.

### *End-Point Assessment Methods (timescales and location)*

The EPA will typically take place over a period of 8 weeks, after the apprentice has met the EPA gateway requirements. Apprentices must complete and gain a pass or distinction in the knowledge test before completing the PSAD.

It is expected that the PSAD will take place in the apprentice's normal workplace, during normal working conditions. This will be arranged by the EPAO.

EPAOs must ensure that the knowledge test is conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment e.g. computer (if required). 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.

EPAOs must ensure appropriate methods to prevent misrepresentation are in place, should an online option be used, for example, screen share and 360-degree camera function with an administrator/invigilator when taking the knowledge test on-line.

Requirements for each assessment method are detailed in Section 5.

## 3) On-Programme Assessment

It is recommended that apprentices are supported through their on-programme learning by the employer and learning provider in the following elements:

- Ongoing assessment by the employer and training provider – for example meetings with the apprentice, employer and learning provider, observations of working and gathering evidence
- Level 1 English and Mathematics and take the tests for level 2
- Safeguarding
- Health & Safety in the workplace
- A mandatory 'on-programme' portfolio of evidence will be completed and will be used only as an aid for the discussion requirement within the PSAD
- Portfolios will include video and imagery, self-assessments, witness testimonies, case studies, candidate statements, written evidence, recorded discussions and product information
- The portfolio will include a minimum of 20 pieces of quality evidence (+/- 10%)

#### 4) End-Point Assessment Gateway

Employers will determine when apprentices are ready to progress to the end-point assessment gateway. Before the apprentice is judged ready to undertake the end-point assessment by their employer, they will need to have:

- achieved Level 1 in Maths and English;
- completed the mandated on-programme portfolio of evidence;
- attended a progress review discussion in the last month of their apprenticeship to enable the employer to confirm they are confident that they have taken on board all aspects of the standard.

Example:

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

#### 5) End-Point Assessment Components

It is expected that the EPA components will be completed after the gateway has opened and will be completed within a maximum period of 8 weeks.

It is anticipated that all assessment components will take place on the same day, however, the knowledge test must be taken and passed before the PSAD. This approach allows EPAOs the flexibility in scheduling and cost-effective allocation of resources for assessment.

The final assessment methods and grading will guide the End-Point Assessment Organisation (EPAO) and the following grading criteria set against the apprentice's submission and performance level.

Example:

The EPA consists of two distinct assessment methods:

- A knowledge test (KT)
- A practical skills assessment and discussion (PSAD)

EPAOs must ensure that the PSAD and knowledge test are conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment for each assessment method e.g. computer, power-point facilities (if required by the apprentice).

It is anticipated that EPAOs will use the apprentice's employer's premises wherever possible to minimise costs. They may be conducted face-to-face or via an online platform e.g. video-conferencing. EPAOs must ensure appropriate methods to prevent misrepresentation are in place, should an online option be used.

Requirements for each assessment method are detailed below.

## **Assessment Method 1 – Knowledge Test (KT)**

- Apprentices must complete a knowledge test
- The knowledge test must assess apprentices against the standard's knowledge as shown in annex 1.
- 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 paper-based.
- Apprentices must take the knowledge test in the presence 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.
- Knowledge tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is permissible.
- A grade must be assigned using the following grading boundaries:

<b>Grading Boundaries</b>	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
	0-17 (>60%)	18-23 (60%+)	24-30 (80%+)

- EPAOs must develop the knowledge test questions; it is recommended that they do so in consultation with representative employers.
- EPAOs must ensure the knowledge test is available for apprentices within four weeks of request to the EPAO, after the apprentice has completed the EPA gateway.
- EPAOs must develop and maintain a knowledge test question bank of sufficient size to mitigate predictability.
- Knowledge test questions must be set so that a pass will represent competence in the knowledge; a distinction representing a deeper understanding of the knowledge.
- EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

**Example Questions (the answer would be selected from a multi-choice list of 4 potential answers):**

- 1) Which one of the following best describes the right technique used in textile manufacturing to detect production faults on yarns/fabrics?
- 2) What are the main properties of acrylic fibres?
- 3) What is the first consideration when undertaking a maintenance check on a textile production machine in a manufacturing environment?
- 4) What is a man-made fibre?

## **Assessment Method 2 – Practical Skills Assessment & Discussion (PSAD)**

- EPAOs must ensure the Practical Skills Assessment & Discussion (PSAD) is scheduled to be completed within 6 weeks of the apprentice passing the knowledge test
- Apprentices must complete a PSAD, consisting of three inclusive elements: walk-and-talk, direct observation and questioning
- This will be carried out on a one-to-one basis with an Independent Assessor.
- The PSAD must assess the standard's core KSBs
- Learners will produce a piece of manufactured textile product using their main production machine (please Annex B for grading criteria)

### **Walk & Talk:**

Apprentices must conduct a tour of their workplace with their independent assessor, explaining the 6 stages of their company's textile manufacturing operations. As an example, this would involve knowledge of carding, spinning, warping, weaving, dyeing and finishing at the 6 core components of textile manufacture in the UK.

### **Direct Observation:**

Apprentices must be directly observed completing three components of a textile manufacturing process. For apprentices completing the textile manufacturing operative programme, the observation must directly assess manual textile operations in one of the following areas: carding, spinning, warping, weaving, dyeing or finishing, which forms the major focus of the manufacturing sector. The apprentice will be required to produce a manufactured textile product, whilst being observed by the EPAO Assessor. This will include work undertaken at a chosen item of equipment (which could be a warp, loom, blending bin, scouring line, twisting frame, or any other work machinery identified prior to this PSAD).

Sub-Sector Processes 'Observation Specifications':

- EPAOs must develop a bank of 6 'Observation Specifications' (for carding, spinning, warping, weaving, dyeing and finishing).
- These specifications will be documented (written down) and used for EPAOs to select, dependent on the apprentice's individual area of textile manufacture. They will include 20 questions relating to the underpinning knowledge to ensure variation. These observation specifications must be refreshed in line with sector innovation and development. Observation specifications must be determined and standardised by assessment organisations, in consultation with representative employers.

The Independent Assessor must agree with the employer on what will be directly assessed, taking account of workplace operations and scheduling – ensuring the candidate and employer do not have sight of the specific questions in advance.

### **Questioning:**

During and/or after the walk and talk and the direct observation, the independent assessor must ask 35 questions relating to the stages of textile manufacturing and the apprentice's occupation. 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.

This will mean the candidate will need to carry their portfolio into the PSAD. Any additional questions will simply clarify any previous answers that were given, and would not affect the grading. Questioning must be completed within the total time allowed for the practical skills assessment and will involve/include:

- Evidence of how the apprentice has demonstrated the KSBs must be documented by the independent assessor. Practical skills assessments must be carried out over an assessment time period of 3 hours with a 10% tolerance (potentially 18 minutes variance +/-).
- There may be breaks during the practical skills assessment to allow the apprentice to move from one location to another and for breaks etc.
- The practical skills assessment must be graded by independent assessors using the grading criteria in annex 2.
- EPAOs must develop the questions for the practical skills assessment, it is recommended that they do so in consultation with representative employers.
- EPAOs must develop and maintain a practical skills assessment question bank of sufficient size to mitigate predictability.
- Practical skills assessment questions must be designed to assess against the pass and distinction criteria.
- EPAOs must ensure that apprentices have a different set of questions for the practical skills assessment in the case of re-sits/re-takes.  
The work undertaken will be from a specific test scenario, relevant to that occupational role, according to the instruction given by the Assessor that will address the knowledge, skills and behaviour elements of the standard as stated in Annex A at the end of this document.
- EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

## 6) End-Point Grading

Independent assessors must individually grade each assessment method – fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

An independent assessor must combine the grades of both assessment methods to determine the EPA grade. To achieve an EPA pass, apprentices must achieve a pass or distinction in both assessment methods. To achieve an EPA distinction, apprentices must achieve a distinction in both assessment methods. See grading combinations table below.

Where more than one independent assessor is involved, the independent assessor responsible for the assessment method completed last will be responsible for combining the grades.

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.

Diagram demonstrating the possible grading combinations:

Knowledge Test Grade	PSAD Grade	EPA Grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Distinction	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction and each assessment method will be graded using this methodology.

A grade of **PASS** represents full competence against the standard.

A grade of **DISTINCTION** represents an apprentice is demonstrating competence exceeding the expectations of the standard.

- All PASS criteria needs to be achieved at minimum in each method; in achieving this, the apprentice will be demonstrating all knowledge, skills and behaviours in the standard;
- DISTINCTION builds upon the pass criterion and apprentices must attain distinction in all AREAS to achieve an overall apprenticeship distinction.

It is anticipated that all assessment components will take place on the same day, however, the knowledge test must be taken and passed before the PSAD. This approach allows EPAOs the flexibility in scheduling and cost-effective allocation of resources for assessment.

The Knowledge Test (KT), Practical Skills Assessment & Discussion (PSAD) will be organised and validated on the same day at an approved centre if possible – the EPAO in liaison with the employer will decide this. Centres must be pre-approved before the gateway is considered. A populated list of approved locations that have sufficient experience, personnel and equipment will be published by the EPAO.

**Please note the apprentice's supporting portfolio must be completed during the on-programme phase and will then be used to inform the 'Discussion' element of the PSAD.**

At the end of the final Assessment day, the Assessor will agree the mark for the:

- Knowledge Test
- Practical Skills Assessment & Discussion

The End-Point Assessment Organisation assessor will have the final say on the grading given and will be guided by the indicated grading criteria and set against the apprentice's submission and performance level.

When both assessment methods have been completed, the Assessor will agree the mark for the KT and PSAD combining these to give the final decision on Fail, Pass or Distinction.

### **Re-sit and re-take information**

Apprentices who fail one or more EPA method will be offered the opportunity to re-sit the test, subject to evidence of additional training being documented.

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-take.

An individual EPA method re-sit/re-take must be taken during the maximum EPA period i.e. within 2 months of the original test, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

EPAOs must ensure that apprentices complete a different knowledge test and/or Practical Skills Assessment when taking a re-sit/re-take.

## 7) End-Point Assessment Organisation (EPAO) Requirements

### End-point Assessment Organisations

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

### Requirements for Independent Assessors, 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 practical skills assessment
- Quality assurance staff to undertake moderation of EPAs

### 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
- hold or be working towards an assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading
- have a minimum of 7 years' experience of working in the textile manufacturing sector, in a management or technical consultant position
- have knowledge of current industry; for example, worked within the sector within the last 5-years or able to evidence up-to-date knowledge gained through exposure to industry and/or training (note: the industry does not currently have a means of recognising continued professional development)
- undertake a minimum of 2-days' EPAO standardisation training per year

EPAOs must appoint administrators/invigilators and markers to administer/invigilate and mark the knowledge test. They must have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for administrators/invigilators/markers. They must be trained in the task(s) by their EPAO and operate according to their guidance.

Quality assurance staff must hold or be working towards quality assurance qualifications. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

### Internal Quality Assurance

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

- appoint 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 quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate regular standardisation events that enable assessors to attend a minimum of 2 events per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 20% of each independent assessors' assessments moderated

### Assessment Tools and Materials

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

- knowledge test question bank
- practical skills assessment question bank
- 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

Assessors must:

- Be fully trained and competent in using the relevant assessment tools;
- Be competent to make qualitative judgements about the occupations they are assessing.

Illustrations of competence could include the assessor:

- At least 7 years' occupational experience in textile manufacturing environments
- An appropriate textile industry qualification (LTI, CText ATI/FTI for example)
- Having substantial, demonstrable experience in the job roles they are assessing;
- Being in a day-to-day line management, training or quality assurance role in the area they are assessing;
- Carrying out their duties in accordance with the current national occupational standards for Assessment, and in line with current guidance on assessment practice issued by the assessment organisation;
- Being in possession of or working towards the assessment qualifications or hold the A1/A2, D32/33 award;
- Maintaining appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD);
- Having a working knowledge of the apprenticeship standard and a full understanding of that part of the apprenticeship standard for which they have responsibility (the assessment organisation will confirm this through examination of relevant CVs supported by relevant references);
- Being approved by the assessment organisation who must maintain records demonstrating how they meet the requirements. The appointment of assessors may require the prior approval of the assessment organisation;
- Meeting any additional requirements as specified by the assessment organisation.

EPAOs will ensure the IAs take part in continuous professional development for at least one full working day per year that will focus on quality assurance of the assessment process and how fair and reliable judgements are consistently applied to the EPAs.

EPAOs must appoint invigilators and markers to mark the Knowledge Test. They must have no direct connection with apprentice, their employer or training provider.

There are no specific qualification or experience requirements for invigilators/markers. They must be trained in the task(s) by their EPAO and operate to their guidance.

## Responsibilities

The EPAOs offering Textile Manufacturing Operative EPAs will be responsible for apprentices 'experience' once the application to enter the EPA has been made. To this end, the EPAO will ensure it has suitable human and physical resources in place to manage the EPA journey for the apprentice from application to deployment of the IA to on-going tracking of progress through to completion. EPAOs for the Textile Manufacturing Operative standard should ensure they possess the necessary expertise and capacity to:

- Effectively handle applications from employers for an apprentice to enter the EPA phase providing supportive services;
- Manage the IAs and ensure independence in the assessment process;
- Develop and implement support materials to apprentices in the completion of EPAs;
- Design and implement standard marking schemes for the EPA components to ensure grading scales are consistently applied and fail, pass and distinction marks are reviewed and evaluated;
- Moderate, verify and validate the marking of the discussion and practical skills assessment following initial marking outcomes;
- Ensure a secure recording and storage environment for all assessment decisions;
- Ensure procedures for appeals and complaints are robust and transparent for all to see;
- Capture key data and assessment results for internal and external analytical purposes;
- Maintain a secure database of information and ensure all the usual data protection regulations are adhered to.

### **8) External Quality Assurance**

An employer body, supported by the UK Fashion & Textile Association will carry out the function of External Quality Assurance (EQA) of the end-point assessments (EPA) that are required as part of the Textile Manufacturing Operative standard.

The employer-led body will ensure the EPA is assessed in a consistent way regardless of EPAO, with successful completion acting as a mark of occupational competence that is respected across the textiles industry.

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

External Quality Assurance for this apprenticeship standard will be undertaken by the UKFT – an industry professional body, which is also the EQA for other textile related trailblazer standards.

The employer-led body will work with any other professional bodies for the sector, in respect of this function, should they exist in future. EQA activity will aim to provide assurance that:

- *Internal quality assurance processes prescribed in the assessment plan are being carried out, operating effectively and achieving the desired outcomes;*
- *Assessors are fully occupationally competent;*
- *Joint standardisation meetings with EPAO staff, minimum one per year;*
- *Report any concerns to the appropriate organisations e.g. ESFA, Institute for Apprenticeships;*
- *All requirements of the standard in terms of achievement of gateways, qualifications and maths and English are achieved prior to sign off by the employer for EPA;*
- *The Assessment Plan is valid and cost-effective in practice.*

Ensuring that the Assessment Plan is valid will include:

- Validity of the assessment methods used to assess occupational competence and perform the occupation in a range of real work settings in employers of any size in any relevant sector.
- Coverage of the whole occupation by the assessment methods.
- Holistic and synoptic assessment.
- Use of a suitable range of assessment methods.
- Assessment instruments and assessments are valid across a range of real work settings and for employers of any size and in any sector. Assessment methods should be clearly aligned to the application of specific skills, knowledge and behaviours.
- Assessment is carried out as far as is practicable synoptically and that this applies to at least one method of assessment of skills and knowledge. Assessments are reliable and comparable across different assessment organisations, employers, places, times and assessors.
- Assessment is carried out independently in practice. This means that both the organisation and the individual assessors are independent of the delivery of training.
- Access to assessment is fair.

## **9) Implementation**

### **Affordability:**

Affordability has been considered when drafting this End Point Assessment Plan. It recognised that the use of employers' premises will be a major factor in agreeing costs.

This takes into account accommodation and travel as the industry is spread throughout the country.

### **Volumes:**

It is anticipated that there will be 50 starts per year on this apprenticeship.

## Annex A: Assessment Method by Element of the Standard (Textile Manufacturing Operative Apprenticeship)

Key	Assessment Method
KT	Knowledge Test (KT)
PSAD	Practical Skills Assessment & Discussion (PSAD)

### Knowledge

<b>Understand the Industry</b>	<b>EPA METHOD</b>
K1. The textile manufacturing sector, its history, heritage and importance that textile manufacturing has on the economy.	KT
K2. How the industry started.	KT
K3. How mechanization changed production.	KT
K4. Knowing the different textile manufacturing processes.	KT / PSAD
K5. How advancements in innovation have improved the sector.	PSAD
K6. Knowing where new technology is under development and (traditional to modern manufacturing).	PSAD
<b>Supply Chain / Customer Base</b>	<b>EPA METHOD</b>
K7. The basics of the supply chain.	KT
K8. How goods and services arrive at the business and where they go to after being manufactured.	KT
K9. The importance of a positive customer experience.	KT
K10. The roles involved in production and the importance of multi-skilling the workforce.	KT/ PSAD
<b>Health, Safety &amp; Welfare (Legislation)</b>	<b>EPA METHOD</b>
K11. How the HASAWA Act applies to textile manufacturers (and the specific legislation).	KT / PSAD
K12. Safety processes, safety management.	KT / PSAD
K13. Effective risk assessment and hazard identification in the work area.	PSAD
<b>Raw Materials</b>	<b>EPA METHOD</b>
K14. The raw materials associated with textile production, from raw fibre processing to completed product.	PSAD
K15. Knowledge of fibre growth, mechanised processing (fibre-yarn-fabric) and end production is required.	KT / PSAD
<b>Quality Standards</b>	<b>EPA METHOD</b>
K16. Quality standards associated with textile manufacturing including checking quality of a manufactured product.	KT / PSAD
K17. The difference between standard and non-standard quality testing.	KT
K18. Textile specific quality standards & measurements (reading and interpreting specifications and test results).	KT
<b>Textile Manufacturing Techniques</b>	<b>EPA METHOD</b>
K19. The materials and equipment used to manufacture textile products.	PSAD
K20. How manufacturing works in a mechanised environment based on production size and complexity.	PSAD
K21. Interpret documentation & understand specifications, tolerances, measurements, appearances and routines.	PSAD
<b>Textile Machinery</b>	<b>EPA METHOD</b>
K22. Textile machine maintenance that affects performance. Fault conditions and levels of responsibility.	PSAD
K23. When and how to seek specialist technical advice.	PSAD
<b>Environment</b>	<b>EPA METHOD</b>
K24. Environmental impact of textile manufacturing (how manufacturing operations can reduce environment impact).	KT
K25. The ISO 14001 regulations.	KT
K26. The importance of waste reduction and recycling.	PSAD

## Skills

Interpersonal Skills	EPA METHOD
S1. Develop working relationships in a manufacturing environment.	PSAD
S2. Effective communication skills with colleagues	PSAD
S3. Identify improvements and interact confidently to ensure that production is achieved.	PSAD
Textile Machinery Operations	EPA METHOD
S4. Set up/feed/programme/monitor machine gauges, dials & indicators, ensuring alignment and product monitoring,	PSAD
S5. Recording production	PSAD
S6. Cleaning, oiling and lubrication based on the requirements of their own machinery responsibility.	PSAD
Textile Manufacturing Maintenance	EPA METHOD
S7. Perform routine maintenance to ensure the efficiency of machinery meets production expectations.	PSAD
S8. Ensure speed, feed, calculations and material flows are monitored and reported appropriately.	PSAD
Interpret Data & Instructions	EPA METHOD
S9. Read and interpret data including job documentation and appropriate work instructions.	PSAD
Collaboration & Adaptability	EPA METHOD
S10. Accept changing priorities and work flexibly to meet company requirements.	PSAD
S11. Work effectively with others in a team whilst maintaining effective working relationships	PSAD
S12. Understand the expectation to complete tasks within the job role affects the customer experience.	PSAD
Time Management:	EPA METHOD
S13. Efficient and effective use of time at shift changeover and during machinery downtime/changeovers.	PSAD
S14. Manage time to meet business priorities.	PSAD

## Behaviours

Textile Manufacturing Operatives will be expected to demonstrate:	EPA METHOD
<b>B1. Ownership &amp; Responsibility:</b> Ownership of the role. Recognise the value of the role within the organisation and the value of the role others perform. The drive and ambition needed to achieve in all aspects of work, including the importance of self-organisation and self-management of time.	PSAD
<b>B2. Precision &amp; Focus:</b> A commitment to maintaining the highest standards of precision and excellence as appropriate to mechanised textile production. A positive work ethic in line with the organisation's core strategies and principles.	PSAD
<b>B3. Mind-set:</b> The right 'mind-set' for work within textile manufacturing, recognising the importance of growth, ambition, attitude, dedication and hard work.	PSAD
<b>B4. Communication and service to Customers:</b> Appropriate communication techniques within a manufacturing environment, including patience, calmness, vigilance and appropriate communication styles when dealing with all types of customer.	PSAD
<b>B5. Safety Culture:</b> Following safety procedures and safe working practices that are appropriate in a manufacturing environment and able to identify and articulate safety findings and improvements to colleagues.	PSAD

NB: Where elements have more than one assessment method identified, all will be used in the EPA.

**Annex B: Grading Criteria for Textile Manufacturing Operative****Element: Knowledge Test (KT)**

Fail Criteria	Pass Criteria	Distinction Criteria
Failed to score 60% on the KT.	Scored the 60% needed on the KT to pass this assessment.	Scored 80% or above on the KT to obtain a distinction on this assessment.

**Element: Practical Skills Assessment & Discussion (PSAD)**

Fail Criteria
Fails to provide evidence to meet all knowledge, skills and behavioural requirements as contained in Annex A.

Pass Criteria
<p><b><i>To quantify a <u>PASS</u> grade, use Annex A to provide evidence of knowledge, skills and behaviours required at this grading level, with particular emphasis on producing final textile products that link directly to the corresponding Element Numbers as follows:</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate knowledge of the machinery used in textile production (K4, K5, K6).</li> <li>• Can identify the roles involved in production (K10).</li> <li>• Is aware of the HASAW Act and knows the implications at work (K11, K12, K13 &amp; B5).</li> <li>• Has a sound knowledge of raw materials associated with textile production from fibre to product (K14, K15, K19)</li> <li>• Understands what quality standards are and why they are important in textile production (K16).</li> <li>• Demonstrates textile manufacturing techniques in line with company policy (K19, K20).</li> <li>• Can interpret basic documents and understands specifications (K21).</li> <li>• Can identify textile machinery and when maintenance is required within own area of responsibility (K22, K23).</li> <li>• Understands environmental impact and contributes towards waste reduction and recycling (K26).</li> <li>• Demonstrates an effective working relationship and good communication with colleagues in the workplace (S1, S2, B4).</li> <li>• Can carry out machinery operations including set up, feeding and running textile machinery (S4 S5, S6).</li> <li>• Can show basic maintenance routines in line with company policy and by working with supervisor (S7 &amp; S8).</li> <li>• Can read and understand basic data and interpret documentation in textile production (S9).</li> <li>• Collaborate with colleague to ensure that work priorities are met whilst working effectively within the team (S3, S10, S11, S12, B4).</li> <li>• Maintain efficiency use of time whilst at work (S13, S14).</li> <li>• Takes ownership of the work and recognise the mission and the values of the organisation (B1).</li> <li>• Contribute to the precise standards expected within textile manufacture and contribute towards core strategies (B2).</li> <li>• Adopt the right approach to work (mind-set) (B3).</li> </ul> <p><b>Learners will produce a piece of manufactured textile product using their main production machine, to quality, efficiency and presentation expectations within a set tolerance that meets customer expectations. Further information relating to this is included in Section 5 ‘End-Point Assessment Components’.</b></p>

### Distinction Criteria

***To quantify a DISTINCTION grade, use Annex A to provide evidence of knowledge, skills and behaviours required at this grading level, with particular emphasis on producing final textile products that link directly to the corresponding Element Numbers as follows:***

- Demonstrates a high degree of knowledge of the machinery used in textile production and can articulate this knowledge through discussion about the sector and its innovation throughout the decades (K4, K5, K6).
- Understands the supply chain, can identify the roles involved in production, clearly recognises how goods and services are transported (K10).
- Recognises the importance of high quality customer service and experience (B4).
- Understands the HASAW Act and knows the implications at work including how to assess risk in the workplace (K11, K12, K13, B5).
- Has a detailed knowledge of the raw materials used in textile production and the supply chain, from fibre to finished product and the production journey and can articulate this through practical assessment and discussion (K14, K15, K19).
- Understands the importance of maintaining effective quality standards at work and the importance to textile production for customers (K16).
- Applies and articulates high quality textile manufacturing techniques in line with company policy (K19, K20).
- Can interpret basic documents and understands specifications (K21).
- Can identify textile machinery and when maintenance is required within own area of responsibility (K22, K23).
- Understands environmental impact and contributes towards waste reduction and recycling (K26).
- Demonstrates an effective working relationship and good communication with colleagues in the workplace (S1, S2, B4).
- Can carry out machinery operations including set up, feeding and running textile machinery (S4, S5 and S6).
- Can show basic maintenance routines in line with company policy and by working with supervisor (S7 & S8).
- Can read and understand basic data and interpret documentation in textile production (S9).
- Collaborate with colleague to ensure that work priorities are met whilst working effectively within the team (S3, S10, S11, S12, B4).
- Maintain efficiency use of time whilst at work (S13, S14).
- Takes ownership of the work and recognise the mission and the values of the organisation (B1).
- Contribute to the precise standards expected within textile manufacture and contribute towards core strategies (B2).
- Adopt the right approach to work (mind-set) (B3).

**Learners will produce a piece of manufactured textile product using their main production machine and must demonstrate high quality, efficiency and presentation and meet the expectations of a customer. It must be produced within set manufacturing tolerances and ensure precision and accuracy of the produced textile product, that complies with all machinery component expectations covering, quality, accuracy, specification, expectations and tolerances. Apprentices will be expected to discuss the reasons behind their produced textile product and how they met production schedules along the way. Further information relating to this is included in Section 5 'End-Point Assessment Components'.**