

End-point assessment plan for New Furniture Product Developer apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0793	3	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the New Furniture Product Developer 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 New Furniture Product Developer apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

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

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 6 month(s), beginning when the apprentice has passed the EPA gateway. The EPA consists of three discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Multiple Choice Test

- Fail
- Pass
- Distinction

Assessment method 2: Project with presentation and questions

- Fail
- Pass
- Distinction

Assessment method 3: Professional Discussion supported by Portfolio of evidence

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 • Apprentice compiled a Portfolio of evidence, to support the Professional Discussion • Employer and apprentice must agree the subject, scope and title of the project with the EPAO. • The employer must provide the EPAO access to the processes and procedures, as required, to support the Project and professional discussion to ensure the apprentice meets their requirements during EPA.
End Point Assessment (which would typically take 6 months)	<p>Assessment Method 1: Multiple Choice Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail, Pass, Distinction <p>Assessment Method 2: Project with presentation and questions</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail, Pass, Distinction <p>Assessment Method 3: Professional Discussion supported by Portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail, Pass, Distinction <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> • Fail, Pass, Distinction

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically six months, beginning when the apprentice has passed the EPA gateway. If an EPA assessment method is failed, it should be resat/retaken within 6 months of the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

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

Gateway

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

In addition 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:

- English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL. The employer must provide the EPAO access to the relevant processes and procedures, as required, to support the project and professional discussion to ensure the apprentice meets their requirements during EPA.

For the Project with presentation and questions:

- The employer and apprentice must agree the subject, scope and title of the project as a minimum with the EPAO

For the Professional discussion supported by Portfolio of evidence, the apprentice will be required to submit:

- A Portfolio of evidence allowing the apprentice to demonstrate the knowledge, skills and behaviours across the professional discussion criteria. This is used as an aide memoir during the professional discussion. This should be a Portfolio of evidence of the apprentice's best work to demonstrate their achievements. It should be an example of work completed during the apprenticeship that the apprentice can quickly refer to during the professional discussion to support the answers that are being given.
- Apprentices must compile the Portfolio of evidence at the end of their programme period and it should contain evidence collected during the on-programme period of the apprenticeship. The Portfolio of evidence must contain sufficient evidence to demonstrate the KSBs that will be assessed by the professional discussion.
- The Portfolio of evidence will typically contain 13 to 16 discrete pieces of evidence.
- Evidence must be mapped against the professional discussion KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is required
- Evidence sources may include:
 - workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records, sales records
 - annotated specifications, for example drawings, cutting lists, work instructions
 - annotated photographs
 - annotated furniture designs
- This is not a definitive list; other evidence sources are allowable.
- The Portfolio of evidence should not include any methods of self-assessment. Any employer contributions should focus on direct observation of evidence (for example witness statements) of competence 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 confirming this.
- The Portfolio of evidence must be submitted at the gateway point.
- The Portfolio of evidence is not assessed but is used to support the professional discussion.

Assessment methods

Assessment Method 1: Multiple Choice Test

Overview

The rationale for this assessment method is:

- to test the key underpinning knowledge for a New Furniture Product Developer
- allows for the efficient testing of knowledge where there is a right or wrong answer
- does not require independent assessor time, reducing cost

Test Format

The test can be:

- computer based
- paper based

It will consist of 30 questions. These questions will consist of closed response questions (i.e. multiple-choice questions). Apprentices must choose one correct answer from a choice of four.

Test administration

Apprentices must have 45 minutes to complete the test. The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another independent external person employed by the EPAO. The EPAO is required to have an invigilation policy that will set out how the test/examination 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 test/examination.

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

Marking

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, to improve marking reliability. Each question answered correctly will be awarded one mark. Any incorrect or missing answers will be assigned nil marks.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop '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. Predictability of questions may also be reduced by EPAOs monitoring test question performance to maintain the validity of this assessment method.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Assessment Method 2: Project with presentation and questions

This assessment method has two components: 1) project and 2) project presentation with questioning.

Method 2 Component 1: Project

Overview

The rationale for this assessment method is:

- a project focusing on developing new and/or improved furniture products is the most effective way of demonstrating the apprentice's ability to carry out the occupation using relevant knowledge, skills and behaviours to determine whether their technical understanding and decision making is at the required level.
- The assessment method typically reflects the type of projects that would usually be completed by a New Furniture product developer
- to allow the apprentice time to demonstrate the knowledge, skills and behaviours learned that cannot be demonstrated through an observation
- a workplace observation would not allow enough time to enable the apprentice to demonstrate the required range of knowledge, skills and behaviours to demonstrate occupational competence.

Apprentices are expected to complete the project based on developing new or improved furniture products.

The project is compiled after the apprentice has gone through the gateway.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore, the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assignment to this assessment method). The project proposal can be used to determine if the project allows the scope for the relevant KSBs to be assessed and it should be written by the apprentice and submitted at the gateway

The project proposal should be no longer than 400 words, and include the following detail:

- Title of project
- Dates of the project (which must be after the gateway).
- Brief overview of the proposed project (no more than 400 words)

Delivery

Apprentices will conduct a project in line with the agreed project proposal. The project is compiled after the apprentice has gone through the gateway process. The apprentice will

conduct their project and submit it to the EPAO after a maximum of eight weeks of the EPA start date. The project start date should be no more than one week after the project proposal has been agreed.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

Apprentices will need to be supported by the EPAO and their employer in identifying the suitable project subject for their project to ensure that it is of sufficient depth; however, the topic will ultimately be selected by the employer.

The project should be submitted electronically.

The project may be based on a specific activity the apprentice has worked on following the Gateway. Apprentices must select a project in which they are able to evidence their role in the decision making. This project must relate to a practical project.

As a minimum all projects must include:

- An introduction: Providing a brief outline of the report and the apprentice's involvement.
- The scope of the project agreed at gateway: Outlining the design brief and concept for the furniture products to be developed/improved.
- A project plan: Outlining the options considered, along with the proposed method, identifying resources required, the timeline, including deadlines, anticipated risks and issues and stakeholder/cost benefits
- Implementation: Covering investigation of furniture products and materials, providing and testing designs, manufacturing methods
- Project outcomes: Including completed design and Bill of Materials, the apprentice will not need to submit the completed physical product

The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method, for example video evidence which would help to validate that it is the apprentice's own work.

The project may be based on any of the following:

- a specific design-related problem.
- a recurring issue.
- an idea/opportunity

The project will be conducted as set out here:

- The project should be 5,000 words +/- 10% (not including appendices) and provide an outline of the project from the inception through to its completion. The original proposal is not counted towards the work count.
- The project should include images and designs.
- When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

The independent assessor will review the project to determine the areas for questioning after the presentation. This review will be carried out in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Supporting material

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

- Outline of the assessment method's requirements
- Marking materials
- Examples of projects

Method 2 Component 2: Project presentation with questioning

The purpose of the presentation and questioning is to allow the assessor to question the apprentice in relation to the project activity, report including evidence to check authenticity of the work and assess the apprentice's depth of understanding and those KSBs that are assigned to this component that did not occur naturally during the project activity. Apprentices may refer to their project report and evidence when answering the questions.

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the project brief and will cover:

- summary of the project
- implementation of the project
- outcomes of the project.

There are no restrictions on how apprentices deliver the presentation or support resources/materials used. However, any equipment requirements, (for example, computer and software, whiteboard, flip chart etc.) must be agreed with the EPAO, at least two weeks in advance of the presentation. Generally, presentations will consist of up to 8 presentation slides, supported by a handout or A1 poster. Only designs of the finished products need to be included in the presentation, physical products do not need to be included.

The presentation will be delivered to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

Delivery

The presentation and questioning will last for one hour. The presentation will typically last 15 minutes and questioning will typically last 45 minutes. The assessor has the discretion to increase the time of this component by up to 10% to allow the apprentice to complete their final answer.

The independent assessor will ask a minimum of eight questions at the end of the presentation. Follow-up questions devised by the independent assessor are allowed to seek clarification but must be asked and responded to within the allocated time. Questions are intended to check the apprentice's knowledge and skills and to provide additional detail to contribute to the assessment and grading of this method. Questions will be generated by the independent assessors in response to the specific project written by the apprentice.

Questioning will be documented in the 'assessment report' to ensure it can be verified. Questioning as part of the project will form part of the standardisation meetings.

It is expected that it will happen on the same day as the professional discussion to minimise costs.

The independent assessor will make all grading decisions.

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (e.g. a training provider)

The venue should be a quiet room, free from distraction and external influence.

Support material

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

- Assessment records for the independent assessor based on assessment criteria linked to the KSBs
- Sample questions

Assessment Method 3: Professional Discussion supported by Portfolio of evidence

Overview

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the project or may take too long to observe or do not lend themselves to a project
- it is supported by a Portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge
- allows for testing of responses where there are a number of potential answers that couldn't be tested through the multiple-choice test
- it is cost effective, as apart from a venue it does not require additional resources

Delivery

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of learning or activity undertaken during the apprenticeship.

The professional discussion will be conducted as set out here:

The independent assessor will conduct and assess the professional discussion on a one-to-one basis.

The independent assessor must ask a minimum of ten open competence-based questions that adequately cover the grading descriptors.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves. The contents of the Portfolio of evidence will influence the questions selected; the assessor will review the Portfolio of evidence and then select areas they wish the apprentice to expand on with reference to the identified grading descriptors. The Portfolio itself is not assessed. The apprentice can use the Portfolio of evidence as an aide memoire and to support answers being given.

Apprentices must be assessed against the KSBs assigned to this assessment method as shown in the mapping of KSBs. Apprentices are expected to understand and use relevant occupational language that would be typical of a level 3 apprentice in this occupation'.

Questions must cover the following topics:

- Creating suitable furniture design briefs and concepts (K6, B5, B6, B8)

- Creating and introducing new/improved furniture products (K16, K17, S12)
- Presenting furniture designs (K21, K22, S16, S17, B9, B10)
- Working relationships (K24, S19, S20, B11)
- In addition, the following Knowledge, Skills and Behaviour elements must also be assessed: K13, K19, S1, S14, B1, B3, B4

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion. The independent assessor will make all grading decisions. Evidence from the questioning must be assessed holistically using the grading criteria for this assessment method.

Venue

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

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

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

Other relevant information

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 (and at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

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

- professional discussion specification
- question bank
- marking materials
- recording documentation

Weighting of assessment methods

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

Grading

Assessment method 1: Multiple Choice Test

KSBs	Fail	Pass	Distinction
K1, K3, K5, K7, K10 K25, K26	Does not meet the pass criteria	18-23 correct answers out of 30	24-30 correct answers out of 30

Assessment method 2: Project with presentation and questions

Fail	Pass	Distinction
Does not meet the pass criteria	Apprentice meets all Pass criteria	Apprentice meets all Pass criteria and all Distinction criteria (each statement is a separate grading descriptor and there may be more than one statement in the separate boxes in the table below)

KSBs	Pass	Distinction
Plan, organise and manage projects K2, S2, S3, B2	Plan, organise and manage at least one furniture design project to successful completion within organisation budgets. Outlines relevant Codes of Practice, industry testing and environmental standards and legislation affecting furniture design. Outlines how their project has met objectives of the team and business. Maintains design records to the required organisational standard(s).	n/a

<p>Create designs K4, K8, K9, K11, S4, S5, S6, S7, B7</p>	<p>Create at least one suitable scaled design brief and concept using computer aided design and 3D modelling and surfacing, selecting the appropriate materials, products and components to meet the brief. Gives at least one example of how commercial or domestic designs they have created considers the quick and simple assembly and disassembly of products. Gives at least one example of how commercial or domestic designs they have created applies furniture specific regulations, legislation and standards, covering COSHH, British Standards, European and American test standards, Conformité Européenne (CE) Marks, Intellectual Property, ergonomics and renewable practices to designs as appropriate. Demonstrates how designs consider strength of materials and material selection.</p>	<p>Explains how to create suitable design briefs and concepts using creative solutions.</p> <p>Evaluates creative thinking used in designs and concepts created.</p>
<p>Investigate products and materials K12, S8</p>	<p>Investigates at least one new and existing product and at least one material and records outcomes for example, analysis of properties, flammability, abrasion, impact, scrape and scratch resistance.</p>	<p>n/a</p>
<p>Create products K14, K15, S9, S10, S11</p>	<p>Develops/improves furniture products to meet the project brief. Prove and test at least one new and improved furniture product, collaborating with the relevant people/departments, for example marketing, technical, suppliers and manufacturing specialists. Arrange and coordinate at least one test build programme. Outlines at least one product development/ improvement introduction processes.</p>	<p>Evaluates creative design solutions used to meet customer's needs for example using ergonomics and anthropometrics.</p>

Manufacturing methods K18, S13	Chooses appropriate manufacturing methods to produce furniture designs. Explains how methods chosen meet organisation requirements.	Justifies why at least one method has been chosen over other possible methods
Drawings K20, S15	Produces 2D and 3D drawings, prototypes, models, mock-ups, artwork, samples or test pieces of furniture designs to meet organisation specifications	n/a
Costing K23, S18	Presents and collates costing information to meet organisation standards.	Outlines the purpose of a Bill of Materials and how these are used.

Assessment method 3: Professional Discussion underpinned by 'Portfolio of evidence'

Fail	Pass	Distinction
Apprentice does not meet Pass criteria	Apprentice meets all Pass criteria	Apprentice meets all Pass criteria and 4 from 7 Distinction criteria (each statement is a separate grading descriptor and there may be more than one statement in the separate boxes in the table below)

KSBs	Pass	Distinction
Work safely S1, B1	Describes how they work in a safe manner, following health and safety procedures, relevant legislation and regulations and does not compromise the safety of self and others, for example leaving walkways clear.	Gives at least one example of proactively identifying health & safety improvements.
Team work B3, B4	Gives at least one example of how they achieved planned work within agreed organisational timescales working individually and part of a team.	n/a

<p>Create designs K6, B5, B6, B8</p>	<p>Outlines how they have kept up to date with furniture design trends, technological developments, new markets and innovation. Defines what commercial and domestic furniture designs are. Outlines at least 2 different materials available for use in designs and their uses, strengths and weaknesses. Gives at least one example of how they complete tasks accurately and thoroughly to meet organisational requirements for example no errors in design records. Explains how they demonstrate a positive attitude and remain self-motivated ensuring tasks are completed on time and to customer satisfaction. Gives at least one example of how they are friendly and approachable. Gives at least one example of how they have a methodical approach to tasks.</p>	<p>Explains materials available for use in designs in depth, for example different varieties of wood and their relevant properties.</p>
<p>Products K13</p>	<p>Outlines furniture products and services company offers to customers.</p>	<p>n/a</p>
<p>Create products K16, K17, S12</p>	<p>Gives at least one material test available including strength and use. Outlines at least one product introduction processes and testing methods. Describes product development processes and how to improve existing products. Gives at least one example of arranging and coordinating a test build.</p>	<p>n/a</p>
<p>Manufacturing methods K19, S14</p>	<p>Gives at least one example of how they have produced furniture product specifications.</p>	<p>Outlines at least one traditional, and one modern, manufacturing method.</p>
<p>Present designs</p>	<p>Presents furniture designs appropriate to intended audience for</p>	<p>Describes how standard of presentation and visuals can affect</p>

K21, K22, S16, S17, B9, B10	<p>example by using language that the audience understands.</p> <p>Gives at least one example of how they have produced visuals to meet customer design briefs.</p> <p>Demonstrates behaviour and dress appropriate to the workplace, for example smart, clean uniform.</p> <p>Gives at least one example of how they complete tasks accurately and thoroughly to meet organisational requirements whilst demonstrating a positive attitude showing initiative and self-motivation.</p>	<p>sales for example by increasing sales.</p> <p>Gives at least one example of how they have recognised their audience needs and adapted their presentation style to accommodate this, for example by explaining technical terms and including non-verbal communication.</p>
Working relationships K24, S19, S20, B11	<p>Outlines how they establish and maintain communications with relevant colleagues to meet their expectations including written and verbal communication.</p> <p>Communicates information in way that the customer understands, for example explaining technical information.</p> <p>Provides at least one example of good working relationships with colleagues.</p>	<p>Outlines how they establish and maintain communications with relevant colleagues that exceed their expectations for example through colleague feedback mechanisms.</p> <p>Explains the impact of good working relationships with both colleagues and customers on the organisation, for example getting repeat business or recommendations from customers.</p>

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

This apprenticeship is graded fail, pass or distinction. To achieve an overall Distinction, the apprentice must achieve a Distinction in two methods of EPA.

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 – Multiple Choice Test	Assessment method 2 – Project with presentation and questions	Assessment method 3 – Professional Discussion	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • Complete the on-programme element of the apprenticeship • Prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> • Identify when the apprentice is ready to pass the gateway and undertake EPA • Notify the EPAO that the apprentice has passed the gateway
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • Appoint administrators/invigilators and markers to administer/invigate and mark the assessment • Provide training and CPD to the assessors they employ • Have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • Have processes in place to conduct internal quality assurance and do this on a regular basis • Organise standardisation events and activities in accordance with this plan • Organise and conduct moderation of assessors' marking in accordance with this plan • Have, and operate, an appeals process
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • Be independent of the apprentice, their employer and training provider(s) i.e. There must be no conflict of interest • Have occupational expertise and knowledge, at the same level than the occupational areas being assessed, which has been gained through working in the industry for a minimum of 4 years. • Hold relevant assessment qualifications and have undertaken training in assessment practices. • Have a correct and up to date CPD record. Regularly update their occupational expertise and industry knowledge in the areas being assessed to ensure currency of skills and knowledge. • Meet any additional requirements as specified by the End-Point Assessment Organisation (EPAO). • Undertake a minimum of 1-day's EPAO standardisation training per year
Training provider	As a minimum the training provider should:

	<ul style="list-style-type: none"> • Work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • Advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway • Prepare apprentices for EPA • Plays no part in the EPA itself
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Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas:
New product development and/or improvement of existing products.
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

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

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 6 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification. Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

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.

Affordability

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

- online assessment
- using an employer's premises
- completing presentation and professional discussion on the same day where scheduling allows

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments 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.

Mapping of knowledge, skills and behaviours (KSBs)

KSB code	KSB statement	Methods mapped against
Knowledge		
K1	health, safety and environmental management and risk assessment for example Control Of Substances Hazardous to Health (COSHH), Provision and Use of Work Equipment Regulations (PUWER), Health And Safety At Work Act (HASAWA), Reporting of Injuries, Diseases and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and manual handling	Assessment method 1
K2	Codes of Practice, industry testing and environmental standards and legislation affecting furniture design for example British Standards or Furniture & Furnishings (Fire) (Safety) Regulations	Assessment method 2
K3	basic project management including principles and techniques of good project management	Assessment method 1
K4	how to create and scale furniture designs	Assessment method 2
K5	sustainability and protecting the environment in furniture design	Assessment method 1
K6	furniture design trends, technological developments, new markets and innovation	Assessment method 3
K7	ergonomics and anthropometrics in furniture, including relating to an ageing population	Assessment method 1
K8	commercial and domestic furniture designs such as living room or office furniture	Assessment method 2
K9	how to design for furniture assembly/ disassembly – ensure product build is as quick and simple as possible, likewise disassembly to be the same as appropriate	Assessment method 2
K10	furniture industry materials and modern and traditional manufacturing methods including plywood, MDF (Medium Density Board) and MFC (Melamine Faced Chipboard), veneers, laminates, edging materials, stains and finishes, fixtures and fittings (glass, plastics,	Assessment method 1

	electrical components and fittings), fabrics, springs, manmade and natural fillings and adhesives	
K11	strength of materials and material selection including how/where to apply them	Assessment method 2
K12	product and material investigation techniques for example analysis of properties, flammability, abrasion, impact, scrape and scratch resistance	Assessment method 2
K13	furniture products and services offered to customers	Assessment method 3
K14	new furniture product development introduction processes	Assessment method 2
K15	furniture product testing methods and processes for example testing which simulates real-life use and foreseeable misuse	Assessment method 2
K16	furniture product and material investigation techniques for example performance and durability	Assessment method 3
K17	furniture product development processes and how to improve existing products	Assessment method 3
K18	furniture manufacturing methods, processes and techniques for example CNC machining	Assessment method 2
K19	furniture product specifications	Assessment method 3
K20	how to produce 2D and 3D furniture drawings, prototypes, models, mock-ups, artwork, samples or test pieces	Assessment method 2
K21	presentation techniques for example voice tone, positive body language and use of visuals to enhance messages	Assessment method 3
K22	how to communicate furniture design proposals visually and in writing, different methods and how to use them effectively to reach agreement	Assessment method 3
K23	bill of materials and costs to produce furniture designs	Assessment method 2
K24	effective communication skills and techniques including verbal, written and physical non-verbal	Assessment method 3
K25	equality and diversity and how this applies in the workplace	Assessment method 1
K26	importance of developing good working relationships with others	Assessment method 1
Skills		

S1	work safely at all times, wearing appropriate personal protective equipment (PPE) and completing health and safety records and reports	Assessment method 3
S2	plan, organise and manage furniture design projects to successful completion	Assessment method 2
S3	maintain furniture design records	Assessment method 2
S4	create suitable furniture designs and concepts for furniture to be manufactured	Assessment method 2
S5	apply furniture industry specific regulations, legislation and standards, covering COSHH, British Standards, European and American test standards, Conformité Européenne (CE) Marks, Intellectual Property, ergonomics and renewable practices to designs as appropriate	Assessment method 2
S6	create furniture designs for assembly / manufacturing capability including the use of computer aided design (CAD), 3D modelling and surfacing	Assessment method 2
S7	select appropriate furniture materials, products and components for the furniture designs to meet customer requirements	Assessment method 2
S8	investigate new and existing furniture products and materials and record findings of investigations	Assessment method 2
S9	develop new furniture products and improve furniture existing products that meet customers' needs more effectively	Assessment method 2
S10	prove and test new and improved furniture products internally and externally	Assessment method 2
S11	collaborate with marketing, technical, suppliers and manufacturing specialists	Assessment method 2
S12	arrange and coordinate test build programmes for value engineering of product and componentry	Assessment method 3
S13	choose furniture manufacturing methods, processes and techniques to suit customer requirements	Assessment method 2
S14	develop furniture specifications for products to be manufactured	Assessment method 3

S15	produce 2D and 3D furniture drawings, prototypes, models, mock-ups, artwork, samples or test pieces to industry standards	Assessment method 2
S16	present furniture designs to customers (internal/external)	Assessment method 3
S17	produce visuals that demonstrates how furniture designs meets the strength, aesthetics, cost and other relevant requirements of the brief	Assessment method 3
S18	collate comprehensive costing information such as a Bill of Materials	Assessment method 2
S19	apply effective communication techniques at all levels including written and verbal communication skills	Assessment method 3
S20	develop and maintain effective working relationships	Assessment method 3
Behaviours		
B1	have a safety-first attitude, ensuring the safety of self and others as appropriate	Assessment method 3
B2	takes personal responsibility for meeting objectives of the team and business	Assessment method 2
B3	shows integrity, aims for excellence and manages time effectively	Assessment method 3
B4	is efficient when working individually and as part of a team, with ambition to achieve in all aspects of work	Assessment method 3
B5	thorough and accurate when accomplishing tasks	Assessment method 3
B6	is friendly and approachable in a furniture design environment	Assessment method 3
B7	demonstrates creative thinking when creating designs and concepts	Assessment method 2
B8	has a methodical approach to furniture design tasks	Assessment method 3
B9	demonstrate a positive work ethic and can-do attitude showing initiative and self-motivation	Assessment method 3
B10	demonstrate professional standards of behaviours and positive personality, to dress appropriately and be aware of personal presentation	Assessment method 3
B11	sets an example to others, is fair, consistent and reliable	Assessment method 3