

# End-point assessment plan for Fitted Furniture Design Technician apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0654	3	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Fitted Furniture Design Technician 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 Fitted Furniture Design Technician apprentices, their employers and training providers.

Full time apprentices will typically spend 18 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 deemed to be 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 three months, beginning when the apprentice has passed the EPA gateway. The EPA consists of two discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Observation and questioning

- Fail
- Pass
- Distinction

### **Assessment method 2:** 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

<b>On-programme</b> (typically 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> <li>• Apprentice submits a portfolio of evidence to the EPAO, to support the Professional Discussion</li> <li>• The employer must provide the EPAO access to the relevant organisational processes and procedures, as required, to support the observation and professional discussion to ensure the apprentice meets their requirements during EPA.</li> </ul>
<b>End Point Assessment</b> (which would typically take two months)	<p>Assessment Method 1: Observation and questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment Method 2: Professional discussion supported by portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>

## Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically three months, beginning when the EPAO confirms the apprentice has passed the EPA gateway.

## Order of assessment methods

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

## 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 apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

The employer must provide the EPAO access to the relevant organisational processes and procedures, as required, to support the observation and professional discussion to ensure the apprentice meets their requirements during EPA.

For Observation and questioning:

- no specific requirements

For 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 set out in Appendix A. This is used as an aide memoire 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 training but prior to entering the gateway 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 13-16 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:
  1. workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records, sales records
  2. annotated specifications, for example drawings, cutting lists, work instructions
  3. annotated photographs
  4. annotated fitted furniture designs
  5. customer feedback
- 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 to the EPAO at the gateway point.
- The portfolio of evidence is not assessed but is used to support the professional discussion.

# Assessment methods

## Assessment Method 1: Observation and questioning

### Overview

The rationale for this assessment method is:

- the occupation involves practical activity best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.
- the questioning component enables the checking of underpinning knowledge and behaviours and provide context for the skills.

### Delivery

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

One assessor may observe up to a maximum of one apprentice at any one time, to allow for quality and rigour.

The observation will take three hours. The observation may be split into discrete sections held over a maximum of one working day. The length of a working day is typically considered to be 7.5 hours. There may be breaks during the observation to allow the apprentice to move from one location to another and for meal/comfort breaks. During these breaks, the clock must be stopped and restarted to ensure that the assessment duration is not reduced. The apprentice must not communicate with anyone else during any breaks. EPAOs should consider whether it is possible and practical to assess one candidate in the morning and one in the afternoon to maximise assessor time on site and reduce cost. The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete a task at the end of this component of the EPA.

In advance of the observation, apprentices must be provided with information on the format of the observation, including timescales.

The following activities **MUST** be observed during the observation:

Appointment with a customer to:

- Create suitable fitted furniture designs and concepts (customers will provide appropriate measurements on the date).
- Present fitted furniture designs to get buy-in and agree next stages. This includes producing suitable visuals.
- Establish and maintain communications with the customer(s) to establish if they are interested in making a purchase, having a design created or require further information.

Follow-up call with a customer who has had a recent installation to:

- Check fitted furniture products and services were prepared, delivered and installed to the customer's satisfaction.

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

Typically, the observation will be covered within two tasks but may be covered by up to three separate tasks if required. The tasks must be set by the EPAO and must cover the knowledge, skills and behaviours set out for this assessment method in the mapping section of this EPA plan.

Questions will be asked after the observation is complete. The purpose of the questioning is to assess or clarify underpinning knowledge and behaviours based on what the assessor has observed and to assist in determining whether the apprentice has reached pass or distinction criteria. The independent assessor should ask a minimum of 5 questions. They may ask follow-up questions in addition to this where clarification is required. Activities not observed by the independent assessor during the observation can instead be covered by this questioning session, but these questions must be asked within a time period not exceeding 30 minutes in addition to the observation time. KSBs observed, and answers to questions, must be documented by the independent assessor. The independent assessor will make all grading decisions.

### Other relevant information

Customers must agree in advance with the employer and EPAO to be part of the observation.

Customers must have made an appointment with the apprentice in advance of the observation which is confirmed by the employer/apprentice 24 hours prior to the observation. The customer should bring along any measurements to assist with the design work during their appointment.

### Support material

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

- observation specification
- marking materials
- recording documentation

### Venue

The observation can take place in:

- employer's premises

### Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. They 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. Independent assessors can tailor these questions based on what they observe.

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

## Assessment Method 2: Professional discussion supported by portfolio of evidence

**This assessment method has one component:** professional discussion

### Overview

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the observation
- 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 a 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. The portfolio of evidence may be used to support the responses given.

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 KSBs mapped to this assessment method.

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, for example where signing services are required.

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 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:

- planning, organising and managing furniture design and/or installation projects
- surveying locations
- delivering on sales targets
- after-sales support programmes

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, e.g. 360 deg camera.

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 professional discussion 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: Observation

Fail	Pass	Distinction
Does not meet the pass grading descriptors	Apprentice meets all pass grading descriptors	Apprentice meets all pass grading descriptors and all the distinction grading descriptors

KSBs	Pass	Distinction
Health & Safety: K1, S1, B1	Works in a safe manner, following health and safety procedures and does not compromise the safety of self and others.	n/a
Projects: S3, B3	Maintains records to the required organisational standard(s).  Describes detailed and coherent planning of furniture design/installation tasks (for example, scheduling delivery of furniture, arranging installation team).  Achieves planned work within agreed organisational timescales.  Plans time effectively to meet organisational requirements whilst showing integrity and aiming for excellence (for example, completes work to time to a high standard and demonstrates honesty).	Provides at least 1 example of how planned tasks were delivered ahead of company schedule
Create Designs K4, K10, S4, S5, S6, S7, B4	Creates suitable fitted furniture designs using scale drawing or CAD to meet customer requirements.	Provides at least one example of how suitable fitted furniture designs were created using scale drawing or CAD that provides options within the design for the customer to choose

	<p>Records accurate measurements of components used in designs.</p> <p>Selects appropriate materials, products and components to meet customer requirements.</p> <p>Completes tasks accurately and thoroughly to meet organisational requirements (for example, no errors in design paperwork).</p>	<p>from beyond the requirements (for example, design gives the customer more storage or is below budget/cost).</p>
<p>Present Designs K11, K12, S8, S9, B7, B8</p>	<p>Presents fitted furniture designs appropriate to intended audience (for example, by using non-technical language that the audience understands).</p> <p>Produces visuals to meet customer design briefs.</p> <p>Demonstrates behaviour and dress appropriate to the workplace (for example, smart, clean uniform).</p> <p>Demonstrates a positive attitude and remains self-motivated ensuring tasks are completed on time and to customer satisfaction.</p>	<p>Explains how standard of presentation and visuals can effect sales (for example, by increasing sales).</p>
<p>Quotes K16, K17, S13</p>	<p>Uses quoting systems to accurately cost and price fitted furniture designs and provide and manage customer quotes.</p>	<p>n/a</p>
<p>Engage customers B10</p>	<p>Engages proactively with customers in the store to increase and enhance sales (for example, approaching customers browsing the showroom).</p>	<p>n/a</p>
<p>After-Sales service S16, S17,</p>	<p>Establishes and maintains/continues communications with relevant customers to meet their expectations.</p> <p>Checks fitted furniture products and services are prepared, delivered and installed to customer's satisfaction</p>	<p>n/a</p>

	(for example, by calling the customer or installation team).	
Customer Service K27, K29, S19, S20, B11, B13, B14	<p>Establishes and maintains communications with relevant colleagues to meet their expectations (for example, provides information requested in a polite and friendly manner).</p> <p>Communicates information in way that the customer understands (for example, explaining technical information).</p> <p>Delivers customer service to realise and maintain customers' expectations.</p>	n/a

## Assessment method 2: Professional discussion supported by Portfolio of Evidence

Fail	Pass	Distinction
Apprentice does not meet pass grading descriptors	Apprentice meets all pass grading descriptors	Apprentice meets all pass grading descriptors and 4 from 8 distinction grading descriptors (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
Project Management K2, K3, S2, B2	Explains how they have used project management techniques and principles to plan, organise and manage furniture design and installation projects to successful completion within organisation's budgets.	Explains how they have evaluated where they could have saved costs on projects as a result of reflection/lessons learned/knowledge.

	<p>Lists relevant Codes of Practice, industry testing and environmental standards and legislation effecting furniture design.</p> <p>Provides at least two examples of taking personal responsibility for meeting objectives of the team and business.</p>	<p>Describes in detail, relevant Codes of Practice, industry testing and environmental standards and legislation effecting furniture design (for example, why the industry needs to comply with a particular environmental standard).</p>
<p>Create Designs K5, K6, K7, K8, K9, B6</p>	<p>Provides at least one example of sustainability in design, design trends, technical developments, new markets and innovation taking into account ergonomics and anthropometrics.</p> <p>Provides at least one example of third-party products and products available to incorporate into designs.</p> <p>Describes fitted furniture installation methods. Shows creativity and flexibility when developing designs and concepts to meet customer requirements (for example, offering alternative designs; taking creative decisions to keep builds within budgets).</p>	
<p>Survey Locations K13, K14, K15, S10, S11, S12</p>	<p>Describes how to survey locations accurately and provides at least one example of accurate representational images including the appropriate symbols, shading, hatching and abbreviations used by the organisations with site conditions recorded and the importance of this (for example, exact measurements).</p>	<p>Explains why it is important to produce accurate representation images and site conditions and the consequences of not doing so (for example, where there are access restrictions and where existing supplies are located).</p>
<p>Maintain Showroom K18, K19, S14</p>	<p>Maintains showroom to company standards.</p>	<p>Explains design trends used in the showroom and how these influence sales.</p>

	Explains how the layout and appearance of the showroom influences sales.	
Sales K20, K21, S15, B9	Explains how they have met agreed organisational sales targets, including how they have developed further sales opportunities.  Describes products and services available to customers (for example, units, worktops, white goods, finishes, shower enclosures, etc).	Provides an example of when they have exceeded organisational sales targets.
After-sales K22, K23, K24, K28, S21	Explains after-sales support programmes used and how these add value to customer relationships.  Describes techniques for addressing customer queries and problems (for example, showing empathy, listening and apologising).  Shows a commitment to delivering a quality service to meet organisational requirements (for example, through colleague and customer feedback mechanisms including verbal customer feedback or describing when a customer has provided an email or letter highlighting good service).	Evaluates the pros and cons of different after-sales support programmes available (for example, warranties, loyalty programmes and workmanship guarantee).  Shows a commitment to delivering a quality service to exceed organisational requirements (for example, through colleague and customer feedback mechanisms).
Working Relationships K25, K26, S18, B5, B12	Provides an illustration of at least 3 examples of good working relationships with colleagues describing how they have set a good example to others.  Describes why equality and diversity are important in the workplace.  Illustrates how they are friendly and approachable to colleagues and customers (for example, through	Explains the impact of good working relationships with both colleagues and customers in the organisation (for example, getting repeat business or recommendations from customers or colleagues).

	customer feedback and/or performance reviews).	
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### 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 a distinction, the apprentice must achieve a distinction in both assessment methods.

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

Assessment method 1 – Observation	Assessment method 2 – Professional Discussion	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

## Roles and responsibilities

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



Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• Work with the employer 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</li> <li>• Advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Prepare apprentices for EPA</li> <li>• Plays no part in the EPA itself</li> </ul>
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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: experience of designing and selling fitted furniture products and work activities demonstrated within the fitted furniture design technician apprenticeship standard
- 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; independent assessors must hold or working towards an independent assessor qualification, for example TAQA (Training and Quality 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 3 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:

- using an employer's premises
- video-conferencing for the professional discussion supported by the portfolio of evidence.

## 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
<b>Knowledge</b>		
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 Dangerous Occurrences Regulations (RIDDOR) and manual handling	Observation
K2	Codes of Practice, industry standards and legislation affecting fitted furniture design for example The Construction (Design Management) Regulations 2015 (CDM) or The Building Regulations Part F (England & Wales)	Professional Discussion
K3	basic project management including principles and techniques of good project management	Professional Discussion
K4	how to create and scale fitted furniture designs	Observation
K5	sustainability and protecting the environment in design for example Furniture Industry Sustainability Programme	Professional Discussion
K6	fitted furniture design trends, technological developments, new markets and innovation	Professional Discussion
K7	ergonomics and anthropometrics in fitted furniture, particularly relating to the ageing population	Professional Discussion
K8	third party products such as appliances (ovens, fridges, etc.), worktops and lighting	Professional Discussion
K9	fitted furniture products and installation methods including services	Professional Discussion
K10	domestic fitted furniture designs, such as kitchens, bedrooms or bathrooms	Observation
K11	presentation techniques for example voice tone, positive body language and use of visuals to enhance messages	Observation

K12	how to communicate fitted furniture design proposals visually and in writing to customers and communication methods and how to use them effectively to reach agreement	Observation
K13	how to survey locations for fitted furniture installations for example measurement of the installation space and confirmation that products supplied are fit-for-purpose	Professional Discussion
K14	symbols, shading, hatching, abbreviations conventions used by the organisation within specifications to convey information on components and materials	Professional Discussion
K15	the importance of accurate, unambiguous detailing and recording and ways of recording types of structural components to enable placement of the furniture components	Professional Discussion
K16	pricing of relevant fitted furniture products and services	Observation
K17	how to provide quotes to customers and the records that need to be kept	Observation
K18	how the layout and appearance of the fitted furniture showroom influences sales	Professional Discussion
K19	acceptable standards for the condition of the fitted furniture showroom	Professional Discussion
K20	effective sales and closing techniques to maximise sales	Professional Discussion
K21	products and services available to customers	Professional Discussion
K22	effective fitted furniture after-sales support programmes for example the importance of this	Professional Discussion
K23	how sales support and customer care and service, can add value to customer relationships	Professional Discussion
K24	techniques for addressing customer queries and problems, including how to manage difficult individuals	Professional Discussion
K25	equality and diversity and how this applies in the workplace	Professional Discussion
K26	why it is important to develop good working relationships with colleagues and customers	Professional Discussion
K27	effective communication skills and techniques including verbal, written and physical non-verbal	Observation

K28	deliver excellent customer service, realise and maintain customer expectations when working in a fitted furniture design environment	Professional Discussion
K29	how to realise and manage customer expectations for example statutory rights and responsibilities, consumer rights, lead times, after sales support	Observation
<b>Skills</b>		
S1	work safely at all times, completing health and safety records and reports	Observation
S2	plan, organise and manage furniture design and/or installation projects	Professional Discussion
S3	maintain fitted furniture sales, design and installation records required	Observation
S4	record any measurements of components, sub-assemblies, products, models, equipment, layouts or facilities for example kitchen units, wardrobes, desking	Observation
S5	create suitable fitted furniture designs and concepts for furniture to be installed at relevant domestic or commercial premises	Observation
S6	create fitted furniture designs using scale drawings or CAD (computer aided design)	Observation
S7	select appropriate material options, products and components for the fitted furniture designs to meet customer requirements	Observation
S8	present fitted furniture designs to customers for example kitchens, bedrooms or bathrooms	Observation
S9	produce visuals that clearly demonstrate how fitted furniture designs meets the strength, aesthetics, cost and other relevant requirements of the customer brief	Observation
S10	survey locations accurately for fitted furniture installation and designs including taking measurements and other relevant data of locations	Professional Discussion
S11	produce representational images which records appropriate and accurate measurements of locations for the placement of furniture components	Professional Discussion

S12	determine and record site conditions for example location and identification of the existing utilities and services	Professional Discussion
S13	use quoting software systems to cost and price fitted furniture designs and provide and manage quotes to customers	Observation
S14	maintain the fitted furniture showrooms to acceptable standards and mirror relevant design trends	Professional Discussion
S15	deliver on sales targets and enhance opportunities for further growth for examples agree next stage by listening to the customer's requirements and vision	Professional Discussion
S16	establish and maintain communications with relevant customers for example ongoing customer service and care provided	Observation
S17	check fitted furniture products and services are prepared, delivered and installed to customers satisfaction	Observation
S18	develop and maintain effective working relationships	Professional Discussion
S19	apply effective communication techniques at all levels including written and verbal communication skills	Observation
S20	deliver excellent customer service for example going beyond what the customer expects	Observation
S21	realise and maintain customer expectations	Professional Discussion
<b>Behaviours</b>		
B1	have a safety-first attitude, ensuring the safety of self and others as appropriate	Observation
B2	takes personal responsibility for meeting objectives of the team and business	Professional Discussion
B3	shows integrity, aims for excellence and manages time effectively	Observation
B4	thorough and accurate when accomplishing fitted furniture design tasks	Observation
B5	is friendly and approachable in a fitted furniture design environment	Professional Discussion

B6	demonstrates creative thinking when creating designs and concepts	Professional Discussion
B7	demonstrate a positive work ethic and can-do attitude showing initiative and self-motivation	Observation
B8	demonstrates professional standards of behaviours and positive personality, to dress appropriately and be aware of personal presentation	Observation
B9	shows ambition, drive and is self-motivated	Professional Discussion
B10	proactively seek ways of engaging customers to increase and enhance sales	Observation
B11	be clear and coherent to effectively communicate accurate and complex information professionally and confidently to a diverse audience, in line with business expectations	Observation
B12	sets an example to others, is fair, consistent and reliable	Professional Discussion
B13	is customer focused – demonstrates behaviour that puts the customer first	Observation
B14	demonstrates a commitment to delivering quality in the workplace.	Observation