

End-point assessment plan for Bespoke Furniture Maker apprenticeship standard

Apprenticeship standard reference number	Level of this apprenticeship	Integrated end-point assessment
ST0639	3	No

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period	4
Order of assessment methods	4
Assessment methods.....	6
Weighting of assessment methods	12
Grading.....	12
Roles and responsibilities	17
Internal Quality Assurance (IQA).....	18
Re-sits and re-takes.....	18
Affordability.....	19
Professional body recognition	19
Reasonable adjustments	19
Mapping of knowledge, skills and behaviours (KSBs)	20

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Bespoke Furniture Maker 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 Bespoke Furniture Maker 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 three months, 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: Observation with questions

- Fail
- Pass

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 • 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 the relevant KSBs during EPA.
End Point Assessment (which would typically take three 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: Observation with questions</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass <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 three months, beginning when the apprentice has passed the EPA gateway.

If an EPA assessment method is failed, it should be re-sat/re-taken within 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.

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.

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 those with an educational, health and care plan or a legacy statement, the apprenticeship's 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.

For Multiple Choice Test:

- no specific requirements

For Observation with questions:

- 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 the mapping and grading sections of the EPA plan. The Portfolio of evidence 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 on-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
 - CPD records, feedback from colleagues
- 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 completed 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

This Method has 1 component - **Multiple Choice Test**

Overview

The rationale for this assessment method is:

- to test the key underpinning knowledge requirements for the Bespoke Furniture Maker standard.
- 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 a maximum of 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 zero 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 EPAO's monitoring test question performance to maintain the validity of this assessment method. Papers should be drawn at random from the question bank and ensure any re-sit/re-take papers are different to the initial one.

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: Observation with questions

This assessment method has one component: observation with questions

Overview

The rationale for this assessment method is:

- the occupation involves practical activity best assessed through observation and employers would doubt the occupational competence of an individual not assessed in this way.
- the questioning component enables the checking of underpinning knowledge, skills and behaviours.

Delivery

Apprentices must be observed by an independent assessor completing work tasks 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 and set the task(s) in consultation with the employer.

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

The observation should take three hours from a normal working day. 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 to ensure that the assessment duration is not reduced. The apprentice must not communicate about the assessment with anyone else during any breaks. EPAOs should consider whether it is possible and practical to assess one group of candidates in the morning and one group 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:

- working safely throughout (S1, S2, B1, B9)
- selecting appropriate materials (S7, S8, B6, B7)
- setting up and operating machinery, tools and equipment (K11, K13, K14, S13, S14, S15)
- making furniture components (K7, K8, S10, S11)
- assembling furniture components (K15, K16, S17, S18, S19)
- checking for any quality issues (K19, K20, S21, S22)
- finishing of products and components (K21, S24, S25, S26)

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 one task but may be covered by up to two separate tasks if required. The tasks must be set by the EPAO and must cover all of 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 independent assessor will ask a minimum of five questions covering all the activities observed within a total time period not exceeding 30 minutes, in addition to the scheduled observation time. They may ask follow-up questions where clarification is required. KSBs that did not naturally occur during the observation of the activities can instead be covered by this questioning. 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.

KSBs observed, and answers to questions, must be documented by the independent assessor. The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required.

Support material

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

- observation specification
- task bank
- Sample question bank
- 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 'banks of example questions' 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. EPAOs must ensure that apprentices have a different observation specification in the case of re-sits/re-takes.

Assessment Method 3: Professional Discussion underpinned 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 or may take too long to observe or do not lend themselves to an observation
- it is supported by a Portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge
- 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 and activities 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 10 open competence-based questions that adequately cover the grading descriptors. They may ask follow-up questions where clarification is required.

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 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. The EPAO should develop pre-defined sets of questions for assessors, designed to cover every KSB being assessed in this assessment method.

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.

Questions must cover the following topics:

- Carrying out a health and safety risk assessment (S3)
- Interpreting and challenging furniture designs and offering solutions to issues or problems (K2, K3, S4, S5, S6, B2, B3, B4, B5)
- Developing work schedules to meet organisation objectives (K6, S9, B8)
- Creating complex jigs and templates (K12, S12, S16)
- Developing self and others (K24, S28, S29, S30, S31, S32, B10, B11, B14)
- In addition, the following Knowledge, Skills and Behaviour elements must also be assessed: K5, K17, K18, K23, S20, S23, S27, B12, B13

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 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: Multiple Choice Test

KSBs	Fail	Pass	Distinction
K1, K4, K9, K10, K22	Does not meet the pass criteria	18-23 correct answers out of 30	24-30 correct answers out of 30

Assessment method 2: Observation

Fail	Pass
Does not meet the pass criteria	Apprentice meets all Pass criteria

KSBs	Pass
Work Safely S1, S2, B1, B9	Demonstrates working in a safe manner, following health and safety procedures and can demonstrate how they do not compromise the safety of self and others. Operates equipment in line with PUWER regulations.
Select materials S7, S8, B6, B7	Identifies and selects appropriate materials to meet organisation specifications. Completes tasks accurately and thoroughly to meet organisational requirements for example no errors in paperwork.
Make components K7, K8, S10, S11	Interprets specifications to cut, sand, bore, drill, create joints, mould, saw and plane wood and components to meet organisational requirements. Calibrates measuring equipment and uses to accurately measure materials to organisational specification. Demonstrates at least two construction methods for furniture production.
Machinery, tools and equipment K11, K13, K14, S13, S14, S15	Sets up tooling to meet organisation specifications. Sets up and operates machinery tools and equipment to meet organisation specifications following safe systems of work. Carries out basic maintenance on machinery used within limits of responsibility following safe systems of work.

Assemble components K15, K16, S17, S18, S19	Fit, fix and assemble components to organisation specification. Use cramps to assemble components to organisation specifications. Attach fixtures and fittings to components to the required organisation tolerances.
Quality K19, K20, S21, S22	Test and check furniture and components meet organisational quality standards. Rectify and remedy faults identified to meet organisational quality standards. Give at least two examples of faults and problems that could occur, and problem-solving techniques used in furniture making
Finishing of products and components K21, S24, S25, S26	Demonstrates finishing of products and components to company specification, including preparation, repairing any defects and applying finishes.

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 fully achieves 4 from 7 Distinction criteria (each statement is a separate grading criteria and there may be more than one statement in each box in the table below)

KSBs	Pass	Distinction
Risk Assessment S3	Explains how they have carried out a risk assessment to meet relevant regulations.	n/a
Designs K2, K3, S4, S5, S6, B2, B3, B4, B5	Outlines how they have produced at least two furniture product specifications and cutting lists from designs. Gives an example of how they have identified at least one problem with furniture designs. Gives an example of how they have been challenged with at least one furniture making design and offered solutions.	n/a

	<p>Gives at least one example of demonstrating a positive attitude, flexibility and being self-motivated ensuring tasks are completed on time and to customer satisfaction for example keeping up team morale during a difficult situation.</p> <p>Gives at least one example of demonstrating a methodical approach when completing tasks, for example the order to produce batch items.</p>	
Materials K5	Explains how to reduce waste.	n/a
Schedules and time management K6, S9, B8	<p>Describes how they manage furniture production to meet company requirements.</p> <p>Gives at least two furniture production/manufacturing methods used.</p> <p>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).</p>	Gives at least one example of how they have managed furniture production to exceed company requirements, for example making furniture ahead of schedule whilst still meeting organisation quality requirements.
Machinery, tools and equipment K12, S12, S16	<p>Explains how they have created at least one complex jig and template to meet organisation specifications.</p> <p>Outlines how they have maintained furniture machinery, tools and equipment within limits of responsibility, for example pre-start check to organisation schedules.</p>	Explains how they have evaluated jigs for performance and safety.
Assemble Components K17, K18, S20	<p>Explains how they have produced at least two joints to meet organisation specifications, for example tongue and groove or dowel joint.</p> <p>Outlines at least two adhesives used and what they are used for, for example hot-melt or solvent-bourne.</p>	Outlines how they have produced at least one complex joint to organisation specifications for example dovetail.
Quality S23	Explains identified trends in furniture making faults, for example substandard materials or wrongly placed fittings.	Explains how they have proposed at least one solution to identify trends in furniture making faults.
Team work K23, S27, B12, B13	Establishes and maintains communications with relevant colleagues to meet their expectations, for example	Establishes and maintains communications with relevant colleagues to exceed their

	<p>provides sufficient information on tasks to be completed.</p> <p>Explains how they have actively participated in discussions with colleagues, for example offering advice and support.</p> <p>Gives at least one example of how they have helped and supported colleagues to achieve objectives.</p>	<p>expectations, for example through colleague feedback mechanisms.</p>
<p>Develop self and others K24, S28, S29, S30, S31, S32, B10, B11, B14</p>	<p>Gives at least one example of how they have developed their own skills to improve performance through CPD.</p> <p>Gives at least one example of demonstrating ambition and drive in the workplace, for example taking on a problem or task without being asked or becoming a product expert at work.</p> <p>Outlines how they support, coach and mentor team members and give feedback.</p> <p>Describes how they have identified training needs of self and others, for example through performance reviews, seeking constructive feedback from others.</p> <p>Gives at least one example of how they are friendly and approachable to colleagues and customers, for example colleagues turn to them for help.</p>	<p>Develops own skills beyond company requirements, for example keeping up to date with new technical advancements.</p> <p>Gives at least one example of how they have motivated and supported team members, for example through recognition of achievements.</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 the Multiple choice test and professional discussion.

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 – Observation	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	Pass	Distinction	Pass
Distinction	Pass	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 their 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/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • 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's IQA section • organise and conduct moderation of independent 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 • hold or be working towards an independent 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 the capability to assess the apprentice at this level • attend the required number of EPAO's standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <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 • plays no part in the EPA itself

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: Bespoke furniture making
- appoint independent assessors who have recent relevant experience of the occupation/sector at a higher level than 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 re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit 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
- assessing multiple apprentices simultaneously

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 Dangerous Occurrences Regulations (RIDDOR) and manual handling	Assessment method 1
K2	furniture making drawings, specifications, scales, technical terms related to furniture making, for example terms such as bunching, beading, chamfer, marquetry	Assessment method 3
K3	visualisation of final furniture making designs	Assessment method 3
K4	furniture making industry materials - limitations and uses of materials, defects – characteristics including wood and timber, manmade composite materials including plywood, MDF (Medium Density Board) and MFC (Melamine Faced Chipboard), veneers, laminates, edging materials, stains and finishes, fixtures and fittings (including glass, plastics, electrical components and fittings), fabrics, springs, manmade and natural fillings and adhesives	Assessment method 1
K5	how to reduce waste in furniture making	Assessment method 3
K6	furniture manufacturing/production methods for example cutting, bending, molding, laminating and assembly	Assessment method 3
K7	drawings, specifications, scales, technical terms related to furniture making	Assessment method 2
K8	construction methods for furniture produced for example doweling, jointing, gluing	Assessment method 2
K9	quality standards and control methods for example British and European standards	Assessment method 1
K10	current legislation related to furniture machinery and equipment used in your workplace for example Safe Use of Woodworking Machinery Approved Code of Practice	Assessment method 1
K11	Safe Systems of Work, the formal procedures for safe methods and procedures adopted during work activities, for relevant processes, including use and maintenance of machinery used	Assessment method 2

K12	how to create complex jigs and templates to meet furniture making specifications	Assessment method 3
K13	machine tooling used for example drills, blades or profile cutters	Assessment method 2
K14	how to operate furniture making machinery, tools and equipment used	Assessment method 2
K15	fixtures and fittings used in furniture making, for example brackets, hinges, runners and handles	Assessment method 2
K16	assembly methods used in furniture making	Assessment method 2
K17	joints used in furniture making	Assessment method 3
K18	adhesives used in furniture making	Assessment method 3
K19	quality standards you need to meet	Assessment method 2
K20	faults and problems that could occur and problem-solving techniques for example plan-do-check-act or root cause analysis	Assessment method 2
K21	furniture finishing preparation methods for example sanding	Assessment method 2
K22	different furniture finishes, their limitations and uses for example stains, sealers, lacquers/UV (ultraviolet), primers, solvents and water-based materials, paints, waxes, oils, grain fillers, patinas, varnish and polish	Assessment method 1
K23	effective communication skills and techniques including verbal, written and physical non-verbal	Assessment method 3
K24	coaching, mentoring and feedback techniques	Assessment method 3
Skills		
S1	work safely at all times, wearing appropriate PPE, adhering to COSHH records and completing health and safety records and reports	Assessment method 2
S2	operate equipment to PUWER regulations	Assessment method 2
S3	carry out health and safety risk assessments	Assessment method 3
S4	create furniture making specifications, cutting lists and other relevant information from designs	Assessment method 3
S5	identify any problems and issues that may occur such as feasibility or cost	Assessment method 3
S6	challenge furniture making designs and offer solutions to any problems identified, for example can the design be made, is it the wrong wood species	Assessment method 3
S7	identify materials used in furniture making for example wood and timber, manmade composite materials	Assessment method 2

S8	select appropriate materials to meet furniture making specification for example wood and timber, manmade composite materials	Assessment method 2
S9	manage furniture production including setting timescales and priorities to meet company objectives and delegating furniture making work tasks to others	Assessment method 3
S10	cut, sand, bore, drill, create joints, mould, saw and plane wood and components	Assessment method 2
S11.	calibrate measuring equipment and use accurately	Assessment method 2
S12	create complex jigs and templates to meet furniture making specifications for example Lock Jigs, Jigs for making Arcs as well as Jigs for making Frieze and Dentil Moulding	Assessment method 3
S13	set up appropriate tooling to meet furniture making specifications	Assessment method 2
S14	set up machinery, tools and equipment to meet furniture making specifications	Assessment method 2
S15	operate and use machinery, tools and equipment to meet furniture making specifications	Assessment method 2
S16	maintain furniture machinery, tools and equipment within limits of responsibility for example lubricating machinery, keeping machinery clean, sharpening tools	Assessment method 3
S17	fit, fix and assemble components to meet furniture making specifications	Assessment method 2
S18	use cramps to assemble components	Assessment method 2
S19	attach fixtures and fittings to meet furniture making specifications	Assessment method 2
S20	create joints to meet furniture making specifications	Assessment method 3
S21	test and check furniture and components against specifications for example open and close drawers	Assessment method 2
S22	rectify and remedy any faults, for example marking and blisters, defects, scratches, marks, density, holes, weave	Assessment method 2
S23	identify trends in furniture making faults	Assessment method 3
S24	prepare surfaces for furniture finishes for example sanding	Assessment method 2
S25	repair any defects identified for example blooming, moisture, temperature, blotching, runs, streaks, curing, and silicones – orange peel, fish eye	Assessment method 2
S26	apply appropriate finishes including by hand and by spray gun for example stains, sealers, lacquers/UV, primers,	Assessment method 2

	solvents and water-based materials, paints, waxes, oils, grain fillers, patinas, varnish and polish	
S27	apply effective communication techniques at all levels including written and verbal communication skills	Assessment method 3
S28	identify training needs of self and others	Assessment method 3
S29	maintain own continued professional development (CPD)	Assessment method 3
S30	give appropriate feedback and support to others	Assessment method 3
S31	seek constructive feedback on own skills and techniques against current standards	Assessment method 3
S32	evaluate own skills and expertise	Assessment method 3
Behaviours		
B1	have a safety-first attitude, ensuring the safety of self and others as appropriate	Assessment method 2
B2	be flexible in changing environment and demands	Assessment method 3
B3	maintain focus and concentration during furniture making activities	Assessment method 3
B4	demonstrates a positive can-do attitude by looking at every situation with a sense of enthusiasm	Assessment method 3
B5	has a methodical approach to furniture making tasks	Assessment method 3
B6	is decisive when accomplishing furniture making tasks	Assessment method 2
B7	thorough and accurate when accomplishing furniture making tasks	Assessment method 2
B8	shows integrity, aims for excellence and manages time effectively	Assessment method 3
B9	works safely at all times	Assessment method 2
B10	sets an example to others, is fair, consistent and reliable	Assessment method 3
B11	be friendly and approachable in a furniture making environment	Assessment method 3
B12	willing to help and support others	Assessment method 3
B13	actively participates in discussions	Assessment method 3
B14	shows ambition, drive and is self-motivated	Assessment method 3