

End-point assessment plan for Advanced Upholsterer apprenticeship standard

Apprenticeship standard reference number	Level of this apprenticeship	Integrated end-point assessment
ST0656	3	No

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period:	4
Order of assessment methods	4
Gateway	4
Assessment methods.....	6
Weighting of assessment methods	13
Grading.....	13
Roles and responsibilities	18
Internal Quality Assurance (IQA).....	19
Re-sits and re-takes.....	19
Affordability.....	21
Professional body recognition	21
Reasonable adjustments	21
Mapping of knowledge, skills and behaviours (KSBs)	22

Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Advanced Upholsterer 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 Advanced Upholsterer 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.

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 educational, 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.

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 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. This must be submitted at Gateway. 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:
 - 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 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

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 Advanced Upholsterer 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. Papers will be drawn at random from the question bank and the EPAO should ensure any re-sit/re-take papers are different to the initial one. Predictability of questions may also be reduced by EPAO's 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: 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; employers would doubt the occupational competence of an individual not assessed in this way
- 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. 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, B1)
- managing upholstery resources effectively (K10, S10)
- quality assuring upholstery products (K6, S6)

In addition:

For option 1: traditional upholsterer:

- upholstering products using traditional materials and methods (K16, S14, S15, S16)

For option 2: modern upholsterer:

- upholstering products using advanced modern methods (K21, S20, S21, B9)

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 the knowledge, skills and behaviours set out for this assessment method in the mapping section of this EPA plan.

A pause in the observation is acceptable between tasks if appropriate, where this is required, the clock should be stopped for the duration of the pause to ensure that the assessment duration is not reduced. The apprentice must not communicate about the assessment with anyone else during any breaks.

The independent assessor will ask a minimum of 5 questions within a time period not exceeding 30 minutes, in addition to the scheduled observation time. One of the questions must be on quality standards and relevant industry specific regulations, legislation and standards for products produced (K6). 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 questioning at the end of the observation.

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

Assessment Method 3: Professional Discussion supported by 'Portfolio of evidence'

This assessment method has one component: 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 in 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 prior learning or activity and will focus on key topics cover the KSBs detailed below.

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. 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 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.

Questions must cover the following core topics:

- Preparing, cutting and sewing fabric components (K3, S2, S3, B2, B3, B6)
- Evaluating construction of/repair of upholstery frames (K4, S4)
- Identification of faults and proposed solutions (K5, S5)
- Adherence to company values (B7)
- Application of basic project management techniques (S8)
- Effective communication (S9)
- Realising and maintaining customer expectations (K7, S7)
- Developing furniture product specifications (K11, K12, S11)
- Selecting and applying upholstery fillings (S12, S13, B4, B5).

Along with covering the KSBs assigned to the chosen option.

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, K2, K8, K9, K13, K14 and: K15 or K23 depending on option	Does not meet the pass criteria	18 to 23 correct answers out of 30	24 or more correct answers out of 30

Assessment method 2: Observation with questioning

Fail	Pass
Apprentice does not meet Pass criteria	Apprentice meets all core Pass criteria and all Pass criteria for the chosen option

KSBs	Pass
Core criteria	
S1, B1	Works in a safe manner, following health and safety procedures, relevant legislation and regulations and can demonstrate how they do not compromise the safety of self and others, for example keeping walkways clear.
K6, S6	Checks products meet organisation quality standards and specifications. Describes quality standards and relevant industry specific regulations, legislation and standards for products produced.
K10, S10	Uses resources efficiently to meet organisation budgets, for example materials used with minimum wastage.
Option 1: Traditional upholsterer criteria	
S14, K16, S15, S16	Produces first and second stuffed and stitched foundation work to meet customer requirements using traditional methods, for example hand stitching, tacking and stuffing. Applies traditional upholstery materials and fabrics to meet customer requirements for example hessian and linen to repair antique/old furniture

Option 2: Modern upholsterer criteria	
K21, S20, S21	Upholsters products to specification and within acceptable organisation tolerances using advanced modern methods and power tools/machinery, for example stapling, machine sewing.
B9	Completes tasks to meet organisational requirements for example shows no hesitation.

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

Fail	Pass	Distinction
Apprentice does not meet Pass criteria	Apprentice meets all core Pass criteria and all Pass criteria for the chosen option	Apprentice meets all Pass criteria and fully achieves all core Distinction criteria and all Distinction criteria for the chosen option.

KSBs	Pass	Distinction
Core criteria		
K3, S2, S3, B2, B3, B6	<p>Gives at least one example of how they have prepared and sewed fabric components using advanced methods to meet organisation specifications, for example fluting, float or deep buttoning.</p> <p>Gives at least one example of how they have created templates, lay and cut fabric components to meet specifications.</p> <p>Describes how they are committed to achieving and maintaining upholstery quality standards and efficiency rates whilst putting the customer first and being thorough and accurate when accomplishing tasks.</p>	n/a
K4, S4	Outlines how they have evaluated upholstery frames for repair and carried out repairs to meet organisation specifications.	Explain what the other repair options were and why they used the chosen method for example treating woodworm or repairing cracks in frames.

K5, S5	Gives an example of how they have identified faults in hides of leather and proposed solutions so it can be used in upholstery.	n/a
B7	Describes how they have adhered to the company values for example commitment to customers.	n/a
K7, S7	Identifies how they have realised and managed customers' expectations on at least one occasion to company standards.	Identifies how they have realised and managed customers' expectations beyond what is expected on at least one occasion, for example products produced earlier than anticipated.
S8	Gives at least one example of how they have planned, organised and managed an upholstery project to successful completion within budgets.	n/a
S9	Gives one example of how they have established and maintained communications with relevant colleagues to meet their expectations. Outlines how they have communicated information verbally and in writing in way that others understand.	Gives one example of how they have established and maintained communications with relevant colleagues that exceed their expectations through colleague feedback mechanisms.
K11, K12, S11	Reports how they have produced at least one furniture product specification. Outlines at least one manufacturing method and different materials used, for example fixing suspensions and types of suspension systems such as springs.	
S12, S13, B4, B5	Describes one example how they have selected and fixed filling materials and selected and applied suspensions to meet organisation specifications. Describes one example of how they have had a calm and reasonable approach when completing upholstery tasks with enthusiasm Describes one example of demonstrating a high level of	n/a

	motivation and resilience when facing challenges.	
Option 1: Traditional upholsterer criteria		
K17	Explains when and how to use replacement fillings or re-covers, for example when these are beyond repair.	Gives at least one example of good practice when using replacement fillings or re-covers, for example replacing damaged top fabric.
K18, S17	Describes at least two methods available when stripping back and repairing upholstered products, for example using ripping chisels and mallets.	Describes when and how to retain old/antique upholstery materials when restoring/repairing for example re-carding original hair or fibre fillings.
K19, S18	Outlines at least one example of how to provide accurate estimates to customers and cost projects.	n/a
K20, S19	Outlines how to finish the show wood frame to meet customers' requirements, for example French polishing.	n/a
Option 2: Modern upholsterer criteria		
K22, S22	Describes how they have produced and assembled at least one piece of modern upholstery to organisation specification. Explains at least 2 modern production and assembly methods, for example gluing frames and stapling.	n/a
K24, S23	Describes how they have designed and created at least one-piece of bespoke modern upholstery to organisation specification.	n/a
K25, K26, S24, S25	Outlines at least two materials, construction methods and product specifications used, for example fillings, fabrics. Describes one example of limitations relating to processes and end uses and how they have identified these. Describes how to set manufacturing processes, timescales and costings for furniture produced to organisation specification.	Provides at least one example of they have improved process, timescale or costings for furniture produced for example reducing time to manufacture a sofa produced.

K27, S26	Outlines how to provide accurate estimates to customers and gives one example.	n/a
K28, K29, S27, S28, S29, B8	Gives one example of leading, managing and coaching a team to achieve objectives, for example during the pre-Christmas rush. Develops own skills to improve performance and meet organisations requirements, for example CPD log. Trains others to use machinery safely. Demonstrates ability to be flexible in changing environment and demands. Describes how equality and diversity applies in the workplace. Describes one example of recognising and resolving a conflict.	Develops own skills beyond organisations requirements, for example CPD log evidence of attending relevant events and explains how this has helped them in their day to day role. Motivates and supports team members.

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 the 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 • have occupational expertise and knowledge, at the same level of 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 updating 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	<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
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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:
Experienced in either advanced traditional or modern upholstery depending on the option that is being assessed.
- appoint independent assessors who have recent relevant experience of the occupation/sector at 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 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 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
Core 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	fabric characteristics, identification and appropriate usage of fabrics	Assessment method 1
K3	how to create templates, lay, cut, prepare and sew fabric components	Assessment method 3
K4	upholstery frame construction and repair techniques for example jointing, gluing and replacing components	Assessment method 3
K5	leather faults and how to mark and resolve for example scuffs, scratches, stains, burn marks, water marks and discolouration in leather	Assessment method 3
K6	upholstery industry specific regulations, legislation and standards, covering flammability regulations, British Standards, CE Marks (Conformité Européenne), Intellectual Property and renewable practices	Assessment method 2
K7	how to realise and manage customer expectations for example statutory rights and responsibilities, consumer rights, lead times, after sales support	Assessment method 3
K8	basic project management including principles and techniques of good project management	Assessment method 1
K9	effective communication skills and techniques including verbal, written and physical non-verbal	Assessment method 1
K10	how to manage upholstery resources effectively to meet budgets for example raw materials	Assessment method 2
K11	industry materials including fabrics, springs, fillings, frames, linings, trimmings, legs, feet and castors	Assessment method 3

K12	modern and traditional manufacturing methods for example traditional hand techniques and modern machinery techniques	Assessment method 3
K13	ergonomic and aesthetic design principles in the upholstery industry	Assessment method 1
K14	different types of filling materials and when they should be used for example polyurethane foam, synthetic cotton and feathers	Assessment method 1
Option 1: Traditional upholsterer knowledge		
K15	styles, periods and iconic designers from pre-20th Century, 20th Century including 1930s art deco through to current trends and history of upholstered furniture, materials and methods	Assessment method 1
K16	traditional upholstery methods for example hand stitching, tacking and stuffing	Assessment method 2
K17	how to create, renovate or restore furniture pieces for example re-covering or replacement fillings	Assessment method 3
K18	how to strip back old/antique upholstery in order to start the restoration/repair	Assessment method 3
K19	budgeting, including providing customer estimates and costing projects	Assessment method 3
K20	how to finish show wood frames for example French polishing	Assessment method 3
Option 2: Modern upholsterer knowledge		
K21	modern upholstery techniques including the use of power tools and machinery	Assessment method 2
K22	modern methods of bespoke furniture production and assembly including stapling, machine sewing	Assessment method 3
K23	history of upholstered furniture and styles, periods and iconic designers of the 20th & 21st Century	Assessment method 1
K24	how to design, bespoke pieces of furniture using modern manufacturing methods	Assessment method 3
K25	materials, construction methods and product specifications used in modern upholstery, for example boards, springs, spring units, webbing, alternative support systems, fastenings and fabrics	Assessment method 3

K26	limitations relating to process and end uses and how to identify these	Assessment method 3
K27	how to provide estimates to customers and cost projects	Assessment method 3
K28	equality and diversity and how this applies in the workplace	Assessment method 3
K29	conflict management	Assessment method 3
Core skills		
S1	work safely at all times	Assessment method 2
S2	prepare and sew fabric components using advanced methods for example fluting, float, deep-buttoning and other decorative detailing.	Assessment method 3
S3	create templates, lay and cut fabric components	Assessment method 3
S4	evaluate upholstery frames and repair as required	Assessment method 3
S5	identify, mark and resolve faults in leather for example scuffs, scratches, stains, burn marks, water marks and discolouration	Assessment method 3
S6	quality assure upholstery products to meet relevant industry specific regulations, legislation and standards	Assessment method 2
S7	realise and manage customer expectations	Assessment method 3
S8	apply basic project management techniques	Assessment method 3
S9	apply effective communication techniques at all levels including written and verbal communication skills	Assessment method 3
S10	manage upholstery resources effectively to meet budgets including materials, components and time	Assessment method 2
S11	define materials, construction methods and product specifications for furniture to be produced	Assessment method 3
S12	select and fix different types of filling materials for example natural and manmade fillings	Assessment method 3
S13	select and apply materials for suspensions including springs, sprung units, suspension systems and webbing.	Assessment method 3
Option 1: Traditional upholsterer skills		
S14	upholster products using traditional materials and methods such as using materials like coil springs (post-1850), animal hair (horse, hog and cow), coir, fibres,	Assessment method 2

	hessians, linen scrims, wadding by hand, building each layer up	
S15	apply traditional upholstery techniques, for example hand stuffing, hand stitching and tacking in order to renovate/restore furniture pieces	Assessment method 2
S16	apply traditional upholstery materials and fabrics for example hessian and linen to repair antique/old furniture	Assessment method 2
S17	strip back upholstery to frames using appropriate tools and methods	Assessment method 3
S18	provide accurate estimates to customers	Assessment method 3
S19	identify the process to finish / repair show wood frames	Assessment method 3
Option 2: Modern upholsterer skills		
S20	upholster products using advanced modern methods for example stapling, machine sewing	Assessment method 2
S21	use power tools and machinery to upholster products for example CNC (Computer Numerically Controlled) cutting machinery and staple guns	Assessment method 2
S22	produce & assemble bespoke pieces of furniture using modern methods	Assessment method 3
S23	design and create bespoke pieces of furniture using modern manufacturing methods	Assessment method 3
S24	define manufacturing processes for furniture to be produced	Assessment method 3
S25	set timescales and costings for furniture to be produced	Assessment method 3
S26	provide accurate estimates to customers	Assessment method 3
S27	manage self and others to achieve objectives and lead teams by providing directions, instructions and guidance	Assessment method 3
S28	apply coaching, mentoring and team development techniques such as the GROW model (Goal, Current Reality, Options (or Obstacles) Will (or Way Forward) and apply basic conflict management skills including recognising and resolving conflicts	Assessment method 3
S29	apply basic conflict management skills including recognising and resolving conflicts	Assessment method 3
Core behaviours		

B1	have a safety-first attitude, ensuring the safety of self and others as appropriate	Assessment method 2
B2	is customer focused, demonstrate behaviour that puts the customer first	Assessment method 3
B3	commit to achieving and maintaining upholstery quality standards and efficiently rates	Assessment method 3
B4	has a calm and reasonable approach when completing upholstery tasks	Assessment method 3
B5	approaches each task with enthusiasm and demonstrates a high level of motivation and resilience when facing challenges	Assessment method 3
B6	thorough and accurate when accomplishing upholstery tasks	Assessment method 3
B7	adheres to company values	Assessment method 3
Option 2: Modern Upholsterer behaviours		
B8	be reflective on skills, knowledge and behaviours and seek opportunities to develop and advance skills in response to the evolving manufacturing environment and technologies	Assessment method 3
B9	demonstrate confidence in your ability and enthusiasm as an upholsterer	Assessment method 2