



FITTED INTERIORS INSTALLER

Key information

Reference: ST0980

Version: 1.0

Level: 2

Typical duration to gateway: 18 months

Typical EPA period: 3 months

Maximum funding: £11000

Route: Construction and the built environment

Date updated: 18/10/2023

Approved for delivery: 18 October 2023

Lars code: 733

EQA provider: Ofqual

Example progression routes:

Fitted furniture design technician

Review: This apprenticeship standard will be reviewed after three years

End-point assessment plan

V1.0

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the fitted interiors installer apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Fitted interiors installer apprentices, their employers and training providers should read this document.

A full-time fitted interiors installer apprentice typically spends 18 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 3 months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - observation with questions:

- fail
- pass

Assessment method 2 - interview underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Assessment method 3 - multiple-choice test:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass

- distinction

EPA summary table

<p>On-programme - typically 18 months</p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's occupational standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
<p>End-point assessment gateway</p>	<p>The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the interview underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.</p>
<p>End-point assessment - typically 3 months</p>	<p>The grades available for each assessment method are below</p> <p>Observation with questions:</p> <ul style="list-style-type: none"> • fail

	<ul style="list-style-type: none">• pass <p>Interview underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none">• fail• pass• distinction <p>Multiple-choice test:</p> <ul style="list-style-type: none">• fail• pass• distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none">• fail• pass• distinction
Re-sits and re-takes	<ul style="list-style-type: none">• Re-take and re-sit grade cap: pass• Re-sit timeframe: typically 3 months• Re-take timeframe: typically 6 months

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the interview underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the interview. The independent assessor should review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.

The apprentice must submit the gateway evidence to their EPAO, including any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

Observation with questions

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of the employer's resources and equipment which will be familiar to the apprentice and thus allows them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and are valid
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- it is a holistic assessment method.

Delivery

The observation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the observation with questions.

The independent assessor must only observe one apprentice at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give the apprentice 2 weeks' notice of the observation with questions.

The observation must take 3 hours.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questions cannot be split, except for comfort breaks or to allow the apprentice to move from one location to another. Such breaks will not count towards the total observed time.

The EPAO must manage invigilation of the apprentice during the assessment, to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor should observe the following during the observation:

- comply with health, safety and environmental regulations, standards and guidance
- select and use PPE (personal protective equipment)
- use and store hand and power tools
- interpret information from drawings, specifications and functional designs
- carry out pre-installation inspection and checks
- assemble and install fitted furniture
- dry fit and install ancillary products

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions. Questioning can occur both during and after the observation.

The purpose of the questions is to:

- seek clarification where required
- assess the level of competence against the grading descriptors

The time for questioning is included in the overall assessment time. The independent assessor must ask at least 5 questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the above set number of questions for the observation with questions and should be kept to a minimum.

The independent assessor must make the grading decision. The independent assessor must assess the observation and responses to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs observed
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The observation with questions must take place in the apprentice's normal place of work for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must produce the following materials to support the observation with questions:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Interview underpinned by a portfolio of evidence

Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the observation with questions
- it is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skills and behaviours as well as knowledge
- it allows for testing of responses where there are a number of potential answers that could not be tested through a multiple-choice test

- it is cost-effective.

Delivery

The interview must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the interview.

The purpose of the independent assessor's questions will be to assess the following themes:

- snagging and fault rectification
- product removal
- pre and post installation structures
- documentation and handover
- collaborative working
- CPD and well-being

The EPAO must give an apprentice 2 weeks' notice of the interview.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the interview.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The interview must last for 60 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 8 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The interview must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The interview can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the interview underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials

- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Multiple-choice test

Overview

In the multiple-choice test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

Rationale

This assessment method is being used because:

- it allows for the efficient testing of knowledge where there is an objectively correct answer;
- it allows for flexibility of delivery administration in terms of when and how it is taken;
- it allows for larger volumes of apprentices to be assessed at one time.

Delivery

The multiple-choice test must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method to the highest available grade.

The test can be computer or paper based.

The test will consist of 40 multiple-choice questions.

Multiple-choice questions must have four options, including one correct answer.

The apprentice must be given at least 2 weeks' notice of the date and time of the test.

Test administration

The apprentice must have 60 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

The EPAO is responsible for the security of the test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the test.

Marking

The test must be marked by an independent assessor or marker employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question types support this.

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the test. The EPAO must ensure standardisation and moderation of tests with written answers.

Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The test could take place remotely if the appropriate technology and systems are in place to prevent malpractice.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO

should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the test:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Grading

Observation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS
Health and safety K3 S4 S6 S13 B3	<p>Prioritises health and safety and complies with health and safety regulations, standards and guidance. (S4, B3)</p> <p>Selects and uses personal protective equipment in line with organisational and statutory requirements. (K3, S6)</p> <p>Maintains a safe work area throughout the activity and restores the work area to a safe condition upon completion of tasks in line with organisational procedures. (S13)</p>
Environment and sustainability K17 S17	Complies with environmental and sustainability regulations, standards and guidance through the efficient use of resources, recycling and safe disposal of waste. (K17, S17)
Hand and power tools K21 S5	Uses and stores hand and power tools in line with organisational procedures and manufacturer's instructions. Explains their organisational procedure for escalating tool or equipment faults and defects. (K21, S5)
Pre-installation K6 K7 S1 S2 S3	<p>Interprets information from drawings, specifications and functional designs to support task completion. (K7, S3)</p> <p>Inspects the building fabric for the suitability to support the weight of the installation and carries out pre-installation location, product, material and dimensional checks. Carries out inspection and checks in line with industry guidance and task requirements. (K6, S1, S2)</p>
Installation K10 K22 S8 S10	<p>Applies techniques to assemble and install fitted furniture, in sequence and in line with task requirements and manufacturer's instructions. (K10, S8)</p> <p>Applies techniques to install and dry fit ancillary products in line with task requirements and manufacturer's instructions. (K22, S10)</p>

Interview underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Snagging and fault rectification K15 K16 S11 S12	<p>Describes how they identify and report faults, snags and issues in line with organisational procedures. (K15, S11)</p> <p>Describes how they carry out rectification work that follows a root cause analysis, in line with their limits of competence and organisational procedures. (K16, S12)</p>	<p>Explains the impact to the customer and the business of snag, fault and issue identification. (K15, S11)</p> <p>Explains their choice of methods and techniques when carrying out rectification work which follows a root cause analysis. (K16, S12)</p>
Product removal S7 B4	Describes how they remove pre-existing products and consider the environment and sustainability when removing, re-using and disposing of assemblies in line with organisational procedures. (S7, B4)	None.
Pre and post installation structures K11 S9	Describes how they install and adjust boxing, boarding and frameworks, ensuring the best fit in line with task requirements. (K11, S9)	Explains their choice of methods and techniques when installing and adjusting boxing, boarding and frameworks to ensure the best fit. (K11, S9)

<p>Documentation and handover K20 K23 S14 S19</p>	<p>Describes the documentation they complete, using written techniques, in line with organisational procedures. (K20, K23, S19).</p> <p>Describes how they carry out customer handovers including providing product guidance, upon completion of work, in line with organisational procedures. (S14)</p>	<p>Outlines the benefits to the business of completing documentation correctly and accurately. (K20, S19)</p>
<p>Collaborative working K19 K24 S15 S16 S18 B1</p>	<p>Describes how they apply team working principles to meet their team's work goals and support an inclusive workplace when working with others. (K24, S18, B1)</p> <p>Describes how they work collaboratively with stakeholders or clients to solve role related problems. (S16)</p> <p>Describes how they communicate verbally with others in a way that is suitable for the context, audience and supports activity completion. (K19, S15)</p>	<p>Explains how their team focus supports wider teams to achieve their goals. (K24, S18)</p> <p>Explains how their collaborative approach to solving role related problems improved the quality of outcomes. (S16)</p>
<p>CPD and well-being K18 B2</p>	<p>Outlines how they seek learning and development opportunities relevant to their role. (B2)</p> <p>Describes mental and physical health considerations for themselves and others and identifies sources of support available for themselves and others. (K18)</p>	<p>None.</p>

Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	24
Pass	25	32
Distinction	33	40

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the observation with questions and interview underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall distinction, the apprentice must achieve a distinction in the interview underpinned by a portfolio of evidence and multiple-choice test assessment methods and a pass in the observation with questions assessment method.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

OBSERVATION WITH QUESTIONS	INTERVIEW UNDERPINNED BY A PORTFOLIO OF EVIDENCE	MULTIPLE-CHOICE TEST	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. 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.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place

- ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments
- remain independent from the delivery of the EPA
- pass the certificate to the apprentice upon receipt

EPAO

As a minimum, the EPAO must:

- conform to the requirements of this EPA plan and deliver its requirements in a timely manner
- conform to the requirements of the apprenticeship provider and assessment register
- conform to the requirements of the external quality assurance provider (EQAP)
- understand the apprenticeship including the occupational standard and EPA plan
- make all necessary contractual arrangements including agreeing the price of the EPA
- develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material
- maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover:
 - apprentices
 - employers
 - independent assessors
 - any other roles involved in delivery or grading of the EPA
- have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes
- appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan
- appoint administrators, invigilators and any other roles where required to facilitate the EPA

- deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required
- conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year
- conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors
- monitor the performance of all their independent assessors and provide additional training where necessary
- develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
- use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship
- arrange for the EPA to take place in a timely manner, in consultation with the employer
- provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
- confirm the gateway requirements have been met before they start the EPA for an apprentice
- arrange a suitable venue for the EPA
- maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials
- where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
- confirm the overall grade awarded
- maintain and apply a policy for conducting appeals

Independent assessor

As a minimum, an independent assessor must:

- be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment
- have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation

	<ul style="list-style-type: none"> • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA

Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • mark test answers in line with the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice • invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 5 years or significant experience of the occupation or sector

Value for money

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

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the assessment method permits this
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Awareness of health and safety regulations, standards and guidance and the impact on the role. Control of Substances Hazardous to Health (COSHH). Fire safety. Hazards and risks. Health and Safety at Work Act. Provision and Use of Work Equipment Regulations (PUWER). Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</p>	Multiple-choice test
<p>K2 Safe systems of work: site inductions, toolbox talks, risk assessments, method statements and hazard identification in the work area.</p>	Multiple-choice test
<p>K3 Personal protective equipment (PPE): types and use.</p>	Observation with questions
<p>K4 Functional safety: voltage requirements of electrical fittings, manual and mechanical lifting techniques, Portable Appliance Testing (PAT).</p>	Multiple-choice test
<p>K5 Principles of building: roofs, walls, floors, utilities and services, insulation, fire, moisture, traditional and modern methods of construction (SIPs (structurally insulated panels), timber frame, ICF (insulated concrete form) and modular).</p>	Multiple-choice test
<p>K6 Pre-installation checks and inspection, methods and techniques.</p>	Observation with questions
<p>K7 Methods of Interpreting and extracting information drawings, specifications and functional designs.</p>	Observation with questions
<p>K8</p>	Multiple-choice test

Basic principles of digital design and modelling systems.	
K9 Features of different interiors and how these affect placements.	Multiple-choice test
K10 Fitted furniture assembly and installation methods and techniques and the importance of sequential assembly.	Observation with questions
K11 Boxing, boarding and framework: installation, fixing and adjustment processes, methods and techniques.	Interview underpinned by a portfolio of evidence
K12 The basic principles of carpentry: tools, natural and manufactured materials, adhesives, fixing methods and limits of competence.	Multiple-choice test
K13 The basic principles of plumbing: tools, water and waste fittings, water and waste pipe types, isolating water supply and limits of competence.	Multiple-choice test
K14 The basic principles of electrical installation, plug and lighting circuits and ring circuits, fitting facias, consumer unit, isolating electrical supply and limits of competence.	Multiple-choice test
K15 Common faults, snags and issues identification and reporting methods.	Interview underpinned by a portfolio of evidence
K16 Faults and snags rectification: methods and techniques and how to follow a root cause analysis.	Interview underpinned by a portfolio of evidence

<p>K17 Awareness of environmental and sustainability regulations, impact of the sector on the environment. Efficient use of resources. Recycling, reuse and safe disposal of waste.</p>	<p>Observation with questions</p>
<p>K18 Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K19 Verbal communication: giving and receiving information. Matching style to audience. Barriers in communication and how to overcome them. Construction terminology.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K20 Written communication techniques.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K21 Tools and equipment: types, safe use and storage techniques and how to escalate defects and faults.</p>	<p>Observation with questions</p>
<p>K22 Ancillary products installation and dry fit methods and techniques</p>	<p>Observation with questions</p>
<p>K23 Documentation requirements</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K24 Principles of good team working.</p>	<p>Interview underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
S1 Carry out location, product, material and dimensional checks prior to installation.	Observation with questions
S2 Inspect the fabric of the building for suitability of weight of installation.	Observation with questions
S3 Interpret information from drawings, specifications and functional designs.	Observation with questions
S4 Comply with health and safety regulations, standards, and guidance.	Observation with questions
S5 Use and store hand and power tools.	Observation with questions
S6 Select and use personal protective equipment.	Observation with questions
S7 Remove and dispose of pre-existing products.	Interview underpinned by a portfolio of evidence
S8 Assemble and install fitted furniture components in sequence.	Observation with questions
S9 Install boxing, boarding and frameworks, adjusting to ensure best possible fit.	Interview underpinned by a portfolio of evidence

<p>S10 Install and dry-fit ancillary products, for example, hinges, handles, appliances, media equipment or bathroom suite fixtures.</p>	<p>Observation with questions</p>
<p>S11 Identify and report faults, snags and issues.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S12 Carry out rectification work following a root cause analysis, within limits of competence.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S13 Maintain a safe working area and return to a safe condition.</p>	<p>Observation with questions</p>
<p>S14 Carry out a customer handover, including providing product guidance.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S15 Communicate with others verbally, for example internal and external customers, colleagues and managers.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S16 Works collaboratively with clients or stakeholders to solve problems</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S17 Comply with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal.</p>	<p>Observation with questions</p>
<p>S18 Applies team working principles.</p>	<p>Interview underpinned by a portfolio of evidence</p>

S19 Complete documentation.	Interview underpinned by a portfolio of evidence
BEHAVIOUR	ASSESSMENT METHODS
B1 Support an inclusive workplace, respectful of different views.	Interview underpinned by a portfolio of evidence
B2 Seek learning and development opportunities.	Interview underpinned by a portfolio of evidence
B3 Puts health and safety first.	Observation with questions
B4 Considers the environment and sustainability.	Interview underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Observation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and safety K3 S4 S6 S13 B3	Personal protective equipment (PPE): types and use. (K3)	Comply with health and safety regulations, standards, and guidance. (S4) Select and use personal protective equipment. (S6) Maintain a safe working area and return to a safe condition. (S13)	Puts health and safety first. (B3)
Environment and sustainability K17 S17	Awareness of environmental and sustainability regulations, impact of the sector on the environment. Efficient use of resources. Recycling, reuse and safe disposal of waste. (K17)	Comply with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal. (S17)	None
Hand and power tools K21 S5	Tools and equipment: types, safe use and storage techniques and how to escalate defects and faults. (K21)	Use and store hand and power tools. (S5)	None
Pre-installation K6 K7 S1 S2 S3	Pre-installation checks and inspection, methods and techniques. (K6) Methods of Interpreting and extracting information drawings, specifications and functional designs. (K7)	Carry out location, product, material and dimensional checks prior to installation. (S1) Inspect the fabric of the building for suitability of weight of installation. (S2)	None

		Interpret information from drawings, specifications and functional designs. (S3)	
Installation K10 K22 S8 S10	Fitted furniture assembly and installation methods and techniques and the importance of sequential assembly. (K10) Ancillary products installation and dry fit methods and techniques (K22)	Assemble and install fitted furniture components in sequence. (S8) Install and dry-fit ancillary products, for example, hinges, handles, appliances, media equipment or bathroom suite fixtures. (S10)	None

Interview underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Snagging and fault rectification K15 K16 S11 S12	Common faults, snags and issues identification and reporting methods. (K15) Faults and snags rectification: methods and techniques and how to follow a root cause analysis. (K16)	Identify and report faults, snags and issues. (S11) Carry out rectification work following a root cause analysis, within limits of competence. (S12)	None
Product removal S7 B4	None	Remove and dispose of pre-existing products. (S7)	Considers the environment and sustainability. (B4)
Pre and post installation structures K11 S9	Boxing, boarding and framework: installation, fixing and adjustment processes, methods and techniques. (K11)	Install boxing, boarding and frameworks, adjusting to ensure best possible fit. (S9)	None
Documentation and handover K20 K23 S14 S19	Written communication techniques. (K20) Documentation requirements (K23)	Carry out a customer handover, including providing product guidance. (S14) Complete documentation. (S19)	None
Collaborative working K19 K24 S15 S16 S18 B1	Verbal communication: giving and receiving information. Matching style to audience. Barriers in communication and how to overcome them. Construction terminology. (K19)	Communicate with others verbally, for example internal and external customers, colleagues and managers. (S15) Works collaboratively with clients or stakeholders to solve	Support an inclusive workplace, respectful of different views. (B1)

	Principles of good team working. (K24)	problems (S16) Applies team working principles. (S18)	
CPD and well-being K18 B2	Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available. (K18)	None	Seek learning and development opportunities. (B2)

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.0	Approved for delivery	18/10/2023	Not set	Not set

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