

DRAFT END-POINT ASSESSMENT PLAN FOR THE INTERIOR DESIGNER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATION
ST1361	6	None

Introduction and overview

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

Interior designer apprentices, their employers and training providers should read this document.

A full-time interior designer apprentice typically spends 36 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 work with the training provider to select an approved EPAO.

This EPA has 2 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Assessment method 2 - project report, presentation and questions :

- 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

Change

EPA summary table

<p>On-programme - typically 36 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 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 is occupationally competent.</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 professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>For the project report, presentation and questions , the apprentice must submit a Project brief . To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project’s title and scope at the gateway to confirm it is suitable.</p>

	Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.
End-point assessment - typically 3 months	<p>The grades available for each assessment method are below Professional Discussion underpinned by a Portfolio of Evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Project report, presentation and questions :</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	<p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 3 months • re-take timeframe: typically 3 months

Show summary change sections

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.

Change

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. 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 [professional discussion underpinned by a portfolio of evidence](#)

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 the professional discussion. It will typically contain 20 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB as a qualitative rather than quantitative approach is suggested.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list and 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 must be valid and attributable to the apprentice and 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 **discussion**. The independent assessor should review the portfolio of evidence to prepare questions for the **discussion**. They are not required to provide feedback after this review.

- submit a [Project brief](#) for the [project report, presentation and questions](#)

The project brief would entail:

- Project title
- Issue the apprentice is being asked to resolve including timeline, listed building and a description of the site or structure
- Client profile, requirements and ambitions for the intended space
- Location, budget and special constraints of the brief

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Change

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.

Change

Professional Discussion underpinned by a Portfolio of Evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. 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

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The professional discussion 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 professional discussion.

- Design Process and Principles
- Environmental and Sustainable
- Technical Design
- Project Management and Business acumen
- Communication and relationship management

The EPAO must give an apprentice 14 days' notice of the professional discussion.

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 professional discussion.

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 professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion 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 10 questions. The independent assessor must use the questions from the EPAO's question bank. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

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

Change

Project report, presentation and questions

Overview

The project assessment method involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. This process may include for example, research, analysis and the completion of tasks or activities to achieve the outcome. The assessment method will have an output at the end of the defined piece of work. The work completed for the project assessment method must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship.

This assessment method has 2 components:

- completion of the defined piece of work for the project with a project output
- completion of the defined piece of work for the presentation with questions and answers

Together, these components give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it allows for the assessment of KSBs that take place over a long period of time
- it allows for a broad set of KSBs to be evidenced during the post-gateway period
- it assesses KSBs holistically
- it can produce something that is of genuine business benefit to the apprentice's employer
- it allows the apprentice to directly demonstrate KSBs relating to communication and presentation
- it allows for the presentation of evidence and testing of responses where there are a range of potential answer
- it can be conducted remotely, potentially reducing cost

Delivery

The apprentice must complete a project based on:

- A design proposal in the form of a report. A design proposal is a detailed plan that explains how a space will be transformed to meet a specific set of client requirements. It will demonstrate that the client's requirements including timeline and budgets have been addressed and show how the project will meet specific project client and stakeholder needs.
- Evidence will be provided through such elements as plans, elevation and section drawings, technical drawings and specifications, material schedules, design concept/mood boards and sketches to show the layout and appearance of the space.
- The proposal should include appropriate choices of applied finishes, materials, furniture and lighting. The design proposal should give the client a clear vision of how the space will function including its visual appearance before any actual project work begins

To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO must sign-off the project's title and scope at the gateway to confirm it is suitable. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

The project output must be in the form of a report and presentation.

The apprentice must start the project after the gateway. The employer should ensure the apprentice has the time and resources, within the project period, to plan and complete their project.

The apprentice may work as part of a team to complete the project, which could include internal colleagues or technical experts. The apprentice must however, complete their project report and presentation unaided and they must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the report and any presentation materials are submitted.

Component 1: Project report

The report must include at least:

- an executive summary (or abstract)
- an introduction
- the scope of the project (including key performance indicators, aims and objectives)
- a project plan
- research outcomes
- data analysis outcomes
- project outcomes
- discussion of findings
- recommendations and conclusions
- references
- appendix containing mapping of KSBs to the report.

The report must also include:

- Design proposal - Report
- Research outcomes - precedent images
- Brief-understanding of clients requirement
- Mood and sample board -physical or digital
- Diagrams, spec sheets, schedules and drawings
- 3D visuals – Hand or computer generated.

The project report must have a word count of 5000 words. A tolerance of 10% above or below is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the KSBs mapped to this assessment method. The apprentice must complete and submit the report and any presentation materials to the EPAO by the end of week 8 of the EPA period.

Component 2: Presentation with questions

The presentation 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.

The apprentice must prepare and deliver a presentation to an independent assessor. After the presentation, the independent assessor must ask the apprentice questions about their project, report and presentation.

The presentation should cover:

- an overview of the project
- the project scope (including key performance indicators)
- summary of actions undertaken by the apprentice
- project outcomes and how these were achieved

The presentation with questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 10 questions. They 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 purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report, although these should be kept to a minimum

- to assess level of competence against the grading descriptors

The apprentice must submit any presentation materials to the EPAO at the same time as the report - by the end of week 8 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review the project report and any presentation materials, to allow them to prepare questions.

The apprentice must be given at least 14 days' notice of the presentation with questions.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

Assessment decision

The independent assessor must make the grading decision. They must assess the project components holistically when deciding the grade.

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

- the KSBs demonstrated in the report and presentation with questions
- the apprentice's answers to questions
- the grade achieved

Assessment location

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

EPAO must produce the following materials to support the project:

- independent assessor EPA 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.

Change

Grading

Professional Discussion 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
Design Principles K1 K3 K6 K7 S2 S19 S23 B1	<p>Discusses how they use the design process, including computer-aided and hand-sketched drawings and diagrams, to explore and develop design ideas for client presentations and generate interior design proposals of various scales and types, including feasibility studies (K1, S2)</p> <p>Discusses how they apply design principles, including balance, unity, rhythm, emphasis, contrast, scale, and proportion, together with technical constraints,</p>	<p>Evaluates how their use of design processes, principles and research techniques has contributed to generating interior design proposal for the client needs (K1, S2)</p>

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
	<p>in their design work. (K3, K6, S19)</p> <p>Discusses how they keep up to date with trends in industry and CPD participation to progress their professional development and use their learning to contribute to wider debates in the profession. (B1)</p> <p>Discusses how they use data analysis and research techniques to conduct research and analyse the size of the target market, including demographic and psychographic profiles and develop project briefs. (K7, S23)</p>	

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
Environmental and Sustainable K4 K19 S6 S8 B2	<p>Explains how they incorporated evolving design trends, including products, technology, sustainability, and health and well-being together with inclusivity, diversity, environmental, and sustainability considerations into the design process to create interior design proposals or schemes that positively impact the wider community and address social issues (K4, K19, S6, B2)</p> <p>Analyses how they evaluate materials, products, processes and techniques and their</p>	<p>Critically evaluates how their approach to evaluating materials, products, processes and techniques and their application within interior and spatial design ensure the needs of the client are met. (S8)</p>

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
	application within interior and spatial design, and where appropriate integrate alternative materials, processes and techniques (S8)	
Technical Design K2 K18 S3 S5 S7 S14	<p>Explains their use of drafting and editing sketches, computer-aided drawings, and 3D models using relevant software, including Computer-Aided Design (CAD) software, to coordinate with input from other professionals (K2, S3)</p> <p>Explains how they adhere to organizational protocols, collaborate with personnel, and follow regulations and</p>	Evaluates their use of drafting and editing sketches, computer-aided drawings, and 3D models using relevant software, including Computer-Aided Design (CAD) software, to coordinate with input from other professionals (K2, S3)

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
	<p>procedures to translate design concepts into completed interior spaces. This includes conducting site visits and accurately interpreting third-party drawings and schedule information (K18, S5, S14)</p> <p>Demonstrates how they develop project designs of varying scales, ensuring alignment with buildability and modern methods of construction (S7)</p>	
<p>Project Management and Business Acumen K10 K12 K13 K15 K21 S11 S13 S16 S21 B3</p>	<p>Explains how they have implemented project budgeting and cost management techniques in order to manage Furniture</p>	<p>Justifies the communication strategies used to present and discuss project information , justifications,</p>

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
	<p>Fixtures & Equipment (FF&E) quotes and estimates from contractors and sub-contractors as well as financial record keeping (K10)</p> <p>Explains how they present different types of contractors, procurement routes and different business models for design studios when discussing proposals and their rationale and drawing conclusions with the project team and client. (K12, K21, S21)</p> <p>Explains how they apply project management techniques to accurately analyse and assess project information while</p>	<p>and conclusions to clients, design teams and contractors. (S21)</p>

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
	<p>overseeing delivery and installation (K13 S16)</p> <p>Assesses the tools and techniques used for problem-solving in design challenges, daily operations, and change management within the business. This includes evaluating target markets, demographics, and psychographics, while also incorporating accessibility, diversity, and inclusion.(K15, S13, B3)</p> <p>Explains procedures they use for inspecting and reporting defects to appropriate contractor and assist the project manager in preparing and issuing the practical completion certificate (S11)</p>	

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
<p>Communication and Relationship Management K14 K23 S10 S12 S15 S18 S26 B4 B5 B6</p>	<p>Describes their influence on change and negotiates to promote best practices when collaborating with clients, colleagues, and external stakeholders (K14, S26, S12, B5)</p> <p>Explains how they maintain professionalism and confidentiality while using relevant questioning techniques to gather desired information during technical design team meetings and recording any outputs. (S10, S15, B6)</p> <p>Assesses the impact of their CPD on their career aspirations. Explains how they will continue to develop and maintain</p>	<p>Evaluates and justifies approaches and styles used to influence change and educate clients and stakeholders to promote best practice. (K14, S12)</p>

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
	professional competence, acquire new processes and technical skills, and manage their ongoing professional development (S18, K23, B4)	

Project report, presentation and questions

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
Design Principles K11 S1	Describes how they tailor design principles to align with practice and client brand, in order to develop and assess new design projects, client requirements, and written briefs. (K11, S1)	Discusses stakeholder requirements, any conflicts with client requirements and how these were resolved. (K11, S1)
Environmental and Sustainable K8 K20 S25	<p>Uses suitable materials, based on costs, characteristics, sustainability, performance and application in accordance with project goals. (K8)</p> <p>Demonstrates an application of responsible design, project sustainability, ethical sourcing and supply chains and environmental goals and how these are defined, actioned</p>	Critically evaluates their selected materials, based on costs, characteristics, sustainability, performance and application in accordance with project goals. (K8)

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
	and assessed at each project stage. (K20, S25)	
Technical Design K5 K9 K16	<p>Discusses selection criteria for construction and manufacturing techniques including modern methods of construction, constraints and maintenance requirements. (K5)</p> <p>Discusses the impact of building regulations and CDM regulations on the design (K9)</p> <p>Evidences safe systems for design and a health and safety risk assessment complying with health, safety and environmental standards and legislation (K16)</p>	<p>Discusses alternative selection criteria for construction and manufacturing techniques including modern methods of construction, constraints and maintenance requirements and how these have influenced the sustainability strategy for the project. (K5)</p>

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
<p>Project Management and Business Acumen K17 K22 S9 S20 S22 B7</p>	<p>Assess the importance of procurement route, tender process and the stages necessary to complete as part of a comprehensive interior design tender proposal (K22)</p> <p>Explains the importance of using scheduling software to produce, discuss and refine schedules and quotations for their project. (S20)</p> <p>Discusses project management tools and techniques that were used to organise, manage and adapt to the changing needs of the project to ensure deadlines are met (S9, S22, B7)</p> <p>Discusses project management techniques and principles of quality assurance processes and techniques. Ensuring that the interior design meets the requirements, standards, and expectations of the client, the stakeholders, and the end-users throughout the project lifecycle. (K17)</p>	<p>Discusses use of advanced project management techniques such as BIM for federated models. Evaluates and justifies proposals and their rationales allowing client and project team to make informed decisions (K17, S22)</p>

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
<p>Communication and Relationship Management K24 S4 S17 S24</p>	<p>Justifies the approach taken to produce and coordinate design information with the consultant project team. (S4)</p> <p>Presents coordinated design proposals to align with client requirements as detailed in project brief. (S17)</p> <p>Uses selected research, analyses and presents findings to stakeholders using the appropriate communication and presentation techniques such as project CDM and safety plans (S24, K24)</p>	<p>Recommend improvements for their delivery when used selected research, analysis and delivered their findings. (S24)</p>

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the professional discussion underpinned by a portfolio of evidence, project report and presentation and questions 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. Performance in the EPA determines the overall grade of: fail pass distinction An independent assessor must individually grade the project report and presentation and professional discussion supported 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 EPA distinction, the apprentice must achieve a distinctions in all the assessment methods. Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

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

Change

PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	PROJECT REPORT, PRESENTATION AND QUESTIONS	OVERALL GRADING
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Pass	Distinction	Pass
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

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 3 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 4 weeks to rework and submit the amended report.

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 if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Change

Roles and responsibilities

Change

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

ROLES	RESPONSIBILITIES
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • 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: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • 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 • 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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 • work with the employer to select the EPAO

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • 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

Reasonable adjustments

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a 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.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

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

Change

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 6 gained in the last 5 years or significant experience of the occupation or sector

Change

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
- using the employer's premises
- conducting assessment methods on the same day

Change

Professional recognition

This apprenticeship is not aligned to professional recognition.

Change

Mapping of KSBs to assessment methods

Change

KNOWLEDGE	ASSESSMENT METHODS
K1 Design processes and techniques including hand-sketched drawings and diagrams; to explore and develop design ideas and for use in client presentations.	Professional Discussion underpinned by a Portfolio of Evidence
K2 Information technology: 2D and 3D computer-aided design (CAD) using software packages, building information modelling (BIM), virtual and augmented reality software.	Professional Discussion underpinned by a Portfolio of Evidence
K3 Design principles including balance, unity, rhythm, emphasis, contrast, scale and proportion, and details.	Professional Discussion underpinned by a Portfolio of Evidence
K4 Evolving design trends: products, technology, sustainability, health and well-being.	Professional Discussion underpinned by a Portfolio of Evidence
K5 Construction and manufacturing techniques including modern methods of construction, constraints and maintenance requirements.	Project report, presentation and questions
K6 Principles of ergonomics and anthropometrics.	Professional Discussion underpinned by a Portfolio of Evidence

KNOWLEDGE	ASSESSMENT METHODS
<p>K7 Data analysis and research techniques including qualitative and quantitative research for the sourcing of market insights, demographics, fixtures fittings & equipment (FFE), materials and finishes, building technology throughout the interior design process.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K8 Materials including their origins, costs, characteristics, sustainability, performance, and application.</p>	<p>Project report, presentation and questions</p>
<p>K9 Building regulations, construction (design and management) regulations and fire safety.</p>	<p>Project report, presentation and questions</p>
<p>K10 Financial and economic strategies: knowledge of interior design project fee structures, project budgets, furniture fixtures & equipment (FF&E) quotes and other quotations and estimates from contractors and sub-contractors and financial record keeping.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K11 Awareness of tailoring design principles to practice and client brand.</p>	<p>Project report, presentation and questions</p>
<p>K12 Different business models for design studios. Business to consumer, business to business.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K13 Project management techniques including, planning and organising project schedules, managing orders and overseeing delivery and installation.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K14 Approaches and styles to influence and educate clients and stakeholders.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K15 Commercial awareness: day to day running and change management of the business, target markets, demographics and psychographics.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K16 Health and safety and risk assessment: health, safety and environmental standards and legislation. Risk assessment and safe systems for design.</p>	<p>Project report, presentation and questions</p>
<p>K17 Project management and quality assurance principles and techniques.</p>	<p>Project report, presentation and questions</p>
<p>K18 The range of organisations, personnel, regulations and procedures involved in translating design concepts into completed interior spaces.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K19 Importance of interior design on the environment, wider community and social issues and how to source and design for sustainability and social equity.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>K20</p>	<p>Project report, presentation and questions</p>

KNOWLEDGE	ASSESSMENT METHODS
Environmental issues and sustainability: How to incorporate principles of social, economic and environmental sustainability and provide input to assess the environmental impact of projects and build resilience. How to adapt and mitigate the consequences of climate change.	
K21 Types of contractors, building contracts available and procurement routes.	Professional Discussion underpinned by a Portfolio of Evidence
K22 Procurement route, tender process and the stages necessary to complete as part of a comprehensive interior design tender proposal.	Project report, presentation and questions
K23 How to source continuous professional development (CPD) opportunities to establish measurable and achievable CPD goals that align with personal career aspirations.	Professional Discussion underpinned by a Portfolio of Evidence
K24 Communication techniques for interacting with stakeholders including appropriate presentation techniques.	Project report, presentation and questions
SKILL	ASSESSMENT METHODS
S1 Develop and assess new design projects, client requirement and written briefs.	Project report, presentation and questions
S2	Professional Discussion underpinned by a Portfolio of Evidence

KNOWLEDGE	ASSESSMENT METHODS
Generate interior design proposals of diverse scales and type, including conducting feasibility studies.	
S3 Draft and edit sketch and computer aided drawings and 3D models (plans, sections, elevations, and details) using relevant software, including computer aided design software, to enable co-ordination with other professional's input.	Professional Discussion underpinned by a Portfolio of Evidence
S4 Produce and coordinate design information with the consultant project team.	Project report, presentation and questions
S5 Conduct site visits for the development of the design.	Professional Discussion underpinned by a Portfolio of Evidence
S6 Undertake the design process incorporating inclusivity and diversity, environmental and sustainability considerations into an interior design proposal or scheme.	Professional Discussion underpinned by a Portfolio of Evidence
S7 Develop the design of projects of varying scales in line with buildability and modern methods of construction.	Professional Discussion underpinned by a Portfolio of Evidence
S8 Evaluate materials, products, processes and techniques and their application within interior and spatial design, and where appropriate integrate alternative materials, processes and techniques.	Professional Discussion underpinned by a Portfolio of Evidence

KNOWLEDGE	ASSESSMENT METHODS
<p>S9 Adapt to changing needs of the project.</p>	<p>Project report, presentation and questions</p>
<p>S10 Participate in technical design team meetings and accurately document key outputs, including design specifications, decision rationales, and action items.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S11 Inspect and report defects to appropriate contractor and assist the project manager in preparing and issuing the practical completion certificate.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S12 Influence change and promote best practice.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S13 Apply problem solving tools and techniques to address design challenges such as space planning, 3D visualisation and rendering, mood and concept boards and building information modelling (BIM).</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S14 Interpret and accurately understand third party drawn and scheduled information.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S15 Apply relevant questioning techniques to ascertain desired information.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S16 Analyse and assess project information accurately.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S17 Proposal writing and design.</p>	<p>Project report, presentation and questions</p>
<p>S18 Develop and maintain own professional competence, with the willingness to learn new processes and technical skills, and manage own continuous professional development (CPD).</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S19 Analyse and apply ergonomic, anthropometric and psychological data.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S20 Produce, discuss and refine schedules and quotations.</p>	<p>Project report, presentation and questions</p>
<p>S21 Present and discuss proposals and their rationale and draw conclusions with project team and client.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>S22 Use project management techniques and tools to manage projects.</p>	<p>Project report, presentation and questions</p>
<p>S23 Identify, research and analyse size of target market, demographic and psychographic profiles.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S24 Use of research, analysis and presentation techniques to evaluate, plan, communicate and deliver findings.</p>	<p>Project report, presentation and questions</p>
<p>S25 Assess and apply principles of social, economic and environmental sustainability to projects.</p>	<p>Project report, presentation and questions</p>
<p>S26 Manage relationships with clients, design team professionals, project stakeholders and suppliers. Including negotiation, advising and influencing.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
BEHAVIOUR	ASSESSMENT METHODS
<p>B1 Keep up to date with relevant interior design trends, developments in interior design techniques and technology and contribute to wider debates within the organisation and profession.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>B2 Take personal responsibility for and promote sustainable working practices.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>B3 Promotes accessibility, diversity and inclusion.</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>
<p>B4 Commitment to maintaining and enhancing competence of self through continuous professional development (CPD).</p>	<p>Professional Discussion underpinned by a Portfolio of Evidence</p>

BEHAVIOUR	ASSESSMENT METHODS
B5 Collaborate with others for example, within teams, across disciplines, and external stakeholders.	Professional Discussion underpinned by a Portfolio of Evidence
B6 Always maintain a high level of professional conduct including a high degree of integrity, responsibility, discretion and confidentiality.	Professional Discussion underpinned by a Portfolio of Evidence
B7 Organised and able to ensure project deadlines are met.	Project report, presentation and questions

Mapping of KSBs to grade themes

Change

Professional discussion underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Design Principles K1 K3 K6 K7 S2 S19 S23 B1	Design processes and techniques including hand-sketched drawings and diagrams; to explore and develop design ideas and for use in client presentations. (K1) Design principles including balance, unity, rhythm,	Generate interior design proposals of diverse scales and type, including conducting feasibility studies. (S2) Analyse and apply ergonomic, anthropometric and psychological data. (S19)	Keep up to date with relevant interior design trends, developments in interior design techniques and technology and contribute to wider debates within the

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>emphasis, contrast, scale and proportion, and details. (K3)</p> <p>Principles of ergonomics and anthropometrics. (K6)</p> <p>Data analysis and research techniques including qualitative and quantitative research for the sourcing of market insights, demographics, fixtures fittings & equipment (FFE), materials and finishes, building technology throughout the interior design process. (K7)</p>	<p>Identify, research and analyse size of target market, demographic and psychographic profiles. (S23)</p>	<p>organisation and profession. (B1)</p>
<p>Environmental and Sustainable K4 K19 S6 S8 B2</p>	<p>Evolving design trends: products, technology, sustainability, health and well-being. (K4)</p> <p>Importance of interior design on the environment, wider community and social issues and how to source and design for sustainability and social equity. (K19)</p>	<p>Undertake the design process incorporating inclusivity and diversity, environmental and sustainability considerations into an interior design proposal or scheme. (S6)</p> <p>Evaluate materials, products, processes and techniques and their application within interior and spatial design, and where appropriate integrate alternative</p>	<p>Take personal responsibility for and promote sustainable working practices. (B2)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		materials, processes and techniques. (S8)	
Technical Design K2 K18 S3 S5 S7 S14	<p>Information technology: 2D and 3D computer-aided design (CAD) using software packages, building information modelling (BIM), virtual and augmented reality software. (K2)</p> <p>The range of organisations, personnel, regulations and procedures involved in translating design concepts into completed interior spaces. (K18)</p>	<p>Draft and edit sketch and computer aided drawings and 3D models (plans, sections, elevations, and details) using relevant software, including computer aided design software, to enable co-ordination with other professional's input. (S3)</p> <p>Conduct site visits for the development of the design. (S5)</p> <p>Develop the design of projects of varying scales in line with buildability and modern methods of construction. (S7)</p> <p>Interpret and accurately understand third party drawn and scheduled information. (S14)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Project Management and Business Acumen K10 K12 K13 K15 K21 S11 S13 S16 S21 B3</p>	<p>Financial and economic strategies: knowledge of interior design project fee structures, project budgets, furniture fixtures & equipment (FF&E) quotes and other quotations and estimates from contractors and sub-contractors and financial record keeping. (K10)</p> <p>Different business models for design studios. Business to consumer, business to business. (K12)</p> <p>Project management techniques including, planning and organising project schedules, managing orders and overseeing delivery and installation. (K13)</p> <p>Commercial awareness: day to day running and change management of the business, target markets, demographics and psychographics. (K15)</p>	<p>Inspect and report defects to appropriate contractor and assist the project manager in preparing and issuing the practical completion certificate. (S11)</p> <p>Apply problem solving tools and techniques to address design challenges such as space planning, 3D visualisation and rendering, mood and concept boards and building information modelling (BIM). (S13)</p> <p>Analyse and assess project information accurately. (S16)</p> <p>Present and discuss proposals and their rationale and draw conclusions with project team and client. (S21)</p>	<p>Promotes accessibility, diversity and inclusion. (B3)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	Types of contractors, building contracts available and procurement routes. (K21)		
<p>Communication and Relationship Management K14 K23 S10 S12 S15 S18 S26 B4 B5 B6</p>	<p>Approaches and styles to influence and educate clients and stakeholders. (K14)</p> <p>How to source continuous professional development (CPD) opportunities to establish measurable and achievable CPD goals that align with personal career aspirations. (K23)</p>	<p>Participate in technical design team meetings and accurately document key outputs, including design specifications, decision rationales, and action items. (S10)</p> <p>Influence change and promote best practice. (S12)</p> <p>Apply relevant questioning techniques to ascertain desired information. (S15)</p> <p>Develop and maintain own professional competence, with the willingness to learn new processes and technical skills, and manage own continuous professional development (CPD). (S18)</p> <p>Manage relationships with clients, design team professionals, project</p>	<p>Commitment to maintaining and enhancing competence of self through continuous professional development (CPD). (B4)</p> <p>Collaborate with others for example, within teams, across disciplines, and external stakeholders. (B5)</p> <p>Always maintain a high level of professional conduct including a high degree of integrity, responsibility, discretion and confidentiality. (B6)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		stakeholders and suppliers. Including negotiation, advising and influencing. (S26)	

Project report, presentation and questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Design Principles K11 S1	Awareness of tailoring design principles to practice and client brand. (K11)	Develop and assess new design projects, client requirement and written briefs. (S1)	None
Environmental and Sustainable K8 K20 S25	Materials including their origins, costs, characteristics, sustainability, performance, and application. (K8) Environmental issues and sustainability: How to incorporate principles of social, economic and environmental sustainability and provide input to assess the environmental impact of projects and build resilience. How to adapt and mitigate the consequences of climate change. (K20)	Assess and apply principles of social, economic and environmental sustainability to projects. (S25)	None
Technical Design K5 K9 K16	Construction and manufacturing techniques including modern methods of	None	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>construction, constraints and maintenance requirements. (K5)</p> <p>Building regulations, construction (design and management) regulations and fire safety. (K9)</p> <p>Health and safety and risk assessment: health, safety and environmental standards and legislation. Risk assessment and safe systems for design. (K16)</p>		
<p>Project Management and Business Acumen K17 K22 S9 S20 S22 B7</p>	<p>Project management and quality assurance principles and techniques. (K17)</p> <p>Procurement route, tender process and the stages necessary to complete as part of a comprehensive interior design tender proposal. (K22)</p>	<p>Adapt to changing needs of the project. (S9)</p> <p>Produce, discuss and refine schedules and quotations. (S20)</p> <p>Use project management techniques and tools to manage projects. (S22)</p>	<p>Organised and able to ensure project deadlines are met. (B7)</p>
<p>Communication and Relationship Management K24 S4 S17 S24</p>	<p>Communication techniques for interacting with stakeholders including appropriate presentation techniques. (K24)</p>	<p>Produce and coordinate design information with the consultant project team. (S4)</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		<p>Proposal writing and design. (S17)</p> <p>Use of research, analysis and presentation techniques to evaluate, plan, communicate and deliver findings. (S24)</p>	

Supporting information

External quality assurance

Option selected: Ofqual

Involved employers

Jacobs, SCENE, Homebase, Scott Brownrigg, BoConcept, Chapman Taylor, Scott Brownrigg, TP Bennett, Lester Bennett Design Consultancy, Homebase, Tessuto