



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

End-point assessment plan for Mastic Asphalter apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0750	2	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Mastic Asphalter apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Mastic Asphalter apprentices, their employers and training providers.

Full time apprentices will typically spend 34 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices must spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

For level 2 apprenticeships, apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

EPA must be conducted by an organisation approved to offer services against this apprenticeship standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-point assessment Organisations (RoEPAO).

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Practical assessment

- Pass
- Fail

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

- Pass
- Fail
- Distinction

Assessment method 3: Knowledge test

- Pass
- Fail
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Pass
- Fail
- Distinction

EPA summary table

On-programme (typically 34 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 1 and 2, if required Compilation of a portfolio of evidence.
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics at Level 2 attempted and level 1 achieved. <p>Apprentice to submit:</p> <ul style="list-style-type: none"> • A portfolio of evidence
End-point assessment (which will typically take 3 months)	<p>Assessment method 1: Practical assessment</p> <p>With the following grades:</p> <p>· Fail · Pass</p> <p>Assessment method 2: Professional interview underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <p>· Fail · Pass · Distinction</p> <p>Assessment Method 3: Knowledge test</p> <p>With the following grades:</p> <p>· Fail · Pass · Distinction</p> <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <p>· Fail · Pass · Distinction</p>

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of assessment methods

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

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

Apprentices without English and mathematics at level 1 will need to achieve this and those without level 2 will need to take the tests for level 2 prior to taking the EPA.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional interview
- the portfolio of evidence will typically contain 5 discrete pieces of evidence
- evidence should be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- it should not include 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; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio is not directly assessed. It underpins the professional interview and therefore should not be marked by the EPAO. EPAOs should review the portfolio in preparation for the professional interview but are not required to provide feedback after this review of the portfolio. The portfolio must be submitted to the EPAO at the gateway.

Assessment methods

Assessment method 1: Practical assessment (This method has 1 component.)

Overview

Apprentices must be observed by an independent assessor. The assessment can take place in a simulated environment or in a live workplace environment in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the assessment to take place in consultation with the employer. Practical assessments must be carried out over a total assessment time of 6 hours with comfort breaks as necessary. Where breaks occur, they will not count towards the total assessment time. The independent assessor has the discretion to increase the time of the practical assessment by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

The EPAO should take precautions to ensure any breaks are suitably controlled to preserve the integrity of the assessment.

Rationale

As mastic asphalter is a practical role, a practical assessment is the most valid method of assessing the knowledge, skills and behaviours attributed to this method.

The independent assessor may observe up to 6 apprentices at a time during the assessment method as long as they can be monitored simultaneously. The rationale for this ratio is that constant 1-on-1 observation is not required to gain assurance of competence and work outputs will provide evidence of competence. The EPAO must ensure that apprentices cannot gain an advantage from seeing what the other apprentices being assessed are doing or by hearing questioning.

Delivery

The following activities must be observed during the assessment, that is an assessment without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method. These should be set out in a specification provided to the apprentice at the start of the assessment. The time allocated to read the specification is exclusive of the assessment time.

Prepare for application of mastic asphalt including consideration of:

- health, safety and welfare
- the materials, tools and equipment required, based on the specification given and how they should be prepared
- the backgrounds and their suitability for application
- the need for clean working areas and waste disposal

Tasks should include:

- the application of mastic asphalt to flat and inclined surfaces
- the application of mastic asphalt to a special feature
- evaluating surface condition and carrying out repairs as required
- reporting requirements for all activities undertaken

The given specification must also cover the following aspects, specifying the number of coats for each aspect and the required thickness:

- vertical application
- horizontal application
- skirting
- drip edge
- capping
- polished flat in narrow widths
- bullnose to horizontal edges
- collar

KSBs observed must be documented by the independent assessor. The independent assessor must ask a minimum of 3 questions to clarify work undertaken or processes followed. Questions will be asked after the apprentice has completed their tasks within the total assessment time. The independent assessor will make all grading decisions.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

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

Venue

Assessments will typically be conducted in a simulated environment but can also be conducted in a live work environment should it offer the opportunity for the apprentice to demonstrate the KSBs assigned to this method. If the assessment is conducted in a simulated environment, the apprentice must be provided with a specification simulating a typical roofing contract imitating what they would receive in a live work scenario. Venues must be selected in consultation with the EPAO to ensure the prospect of sufficient coverage of KSBs. The EPAO is responsible for ensuring all of the required equipment is available for the assessment.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the practical assessment with questioning will operate
- practical assessment specification bank. The practical assessment specification bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs. It is recommended specification banks are developed in consultation with employers of this occupation. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.
- assessment recording documentation

Assessment method 2: Professional interview underpinned by a portfolio of evidence (This method has 1 component.)

Overview

A professional interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor leads this process to obtain information from the apprentice to enable a structured assessment decision-making process.

Rationale

The rationale for this assessment method is:

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers
- it is cost effective, as whilst seeking assurance of competence across a range of KSBs, it does not require the independent assessor to directly observe all of them thus reducing their time cost.

Delivery

Independent assessors must conduct and assess the professional interview on a one-to-one basis. The professional interview must be appropriately structured to draw out the best of the apprentice's competence.

Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in mapping of KSBs.

EPAOs must make arrangements for the professional interview with the apprentice's employer. The EPAO will ensure the independent assessor has a minimum of 1 week to review the portfolio prior to the professional interview. The EPAO will ensure the apprentice has a minimum of 2 weeks' notice prior to the professional interview in order to prepare.

The professional interview must last for 45 minutes. The independent assessor has the discretion to increase the time of the professional interview by up to 10%, to allow the apprentice to complete their last answer.

The independent assessor must ask a minimum of 6 open questions. Additional follow up questions are allowed, to seek clarification.

The EPAO must produce a bank of sample questions to assist the independent assessor, but these are for illustration only and the independent assessor should adapt their questions to the apprentice's individual circumstances following a review of their portfolio of evidence. EPAOs must ensure the independent assessor has sufficient time to review the portfolio ahead of the professional interview.

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

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional interview.

Evidence from the professional interview underpinned by a portfolio of evidence must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

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

Independent assessors must be developed and trained by the EPAO in the conduct of professional interviews and reaching consistent judgement.

Venue

The professional interview underpinned by a portfolio of evidence must take place in a quiet room, free from distractions and influence.

The professional interview underpinned by a portfolio of evidence can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO, for example a training provider's premises or another employer's premises

Video conferencing can be used to conduct the professional interview underpinned by a portfolio of evidence, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way for example, by using a 360-degree camera.

Support material

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

- guidance for apprentices, employers and training providers that outlines in detail how the professional interview underpinned by portfolio of evidence will operate
- professional interview question bank. The professional interview question bank must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that questions are developed in consultation with employers of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers
- assessment recording documentation

Assessment method 3: Knowledge test (This method has 1 component.)

Overview

A knowledge test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

Rationale

A knowledge test is the most effective way of assessing the legislative and theoretical knowledge mapped to this method at this level.

Test Format

The knowledge test can be:

- computer based
- paper based

It will consist of 40 questions. These questions will consist of closed response questions (e.g. multiple-choice questions) and be based upon the KSBs mapped to this method.

Test administration

Apprentices must have a maximum of 60 minutes to complete the knowledge test.

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

Apprentices must take the knowledge test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the knowledge test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of the testing they administer to ensure the knowledge test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where question types allow this, to improve marking reliability.

Correct answers must be awarded 1 mark. Any incorrect or missing answers must be assigned 0 marks.

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop a test specification and question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The test questions must be varied yet assess the relevant KSBs. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Required supporting material

As a minimum, EPAOs will produce the following material to support this method:

- a test specification

- question bank
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Grading

Assessment method 1: Practical assessment

KSBs	Fail	Pass
K2 S1 S2 S4 S5 S6 S7 S8 S9 S10 S11 B1	Does not meet the pass criteria	<p>Correctly prepares for the task including wearing the correct PPE. Identifies health and safety risks and takes steps to mitigate against them. Describes the correct deployment of control equipment. Completes tasks to the standard specified. (S1, B1)</p> <p>Interprets the data in the work brief, summarising and explaining the data in a clear manner, including explaining organisational procedures for incorrect or inappropriate information. Calculates and measures lengths, areas, quantities and wastage for the task. Selects correct resources and protects them throughout the task. Disposes of waste in accordance with legislation. Reports on-site findings using appropriate written records. (K2, S2, S4, S5, S11)</p> <p>Safely uses hand tools to prepare resources for mastic asphalt, cuttings and fixings. (S6)</p> <p>Prepares backgrounds as per the given specification for substrates and primers, including any remedial work required. (S7)</p> <p>Applies mastic asphalt as per given specification including a special feature. (S8, S10)</p> <p>Evaluates and repairs mastic asphalt as per given specification. (S9)</p>

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

KSBs	Fail	Pass	Distinction – all must be achieved
K11 S3 B2 B3 B4	Does not meet the pass criteria	<p>Describes how they tailor their approach to the different stakeholders they may come across, and how they ensure they are able to react to changing customer needs. Explains the principles of equality and diversity and how they have implemented them in</p>	<p>Demonstrates a thorough consideration of the implications of their actions by explaining contingency and problem-solving steps taken during their work.</p> <p>Provides descriptions of their working processes including the rationale for the order of work, materials and equipment chosen.</p>

		<p>their own working relationships (K11, B3)</p> <p>Demonstrates an ability to overcome problems in a cost-efficient manner without sacrificing the quality or efficiency of the work. Explains how taking initiative with own learning has benefitted their work. (B2)</p> <p>Communicates clearly throughout and presents complex, technical information in a clear and understandable manner. (S3, B4)</p>	<p>Provides alternative suggestions to achieve an end result when provided with differing parameters such as time and cost.</p>
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Assessment method 3: Knowledge test

KSBs	Fail	Pass	Distinction
K1 K3 K4 K5 K6 K7 K8 K9 K10	29 or fewer correct answers	30-34 correct answers	35 or more correct answers

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall. A distinction must be achieved in both methods in which a distinction is available (professional interview and knowledge test) in order to achieve a distinction overall.

Practical Assessment	Professional Interview	Knowledge Test	Overall grading
Pass	Distinction	Distinction	Distinction
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass

Pass	Pass	Pass	Pass
Any grade	Any grade	Fail	Fail
Any grade	Fail	Any grade	Fail
Fail	Any grade	Any grade	Fail

Any grade = fail, pass, or distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 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.

All assessment methods must be taken within a 3-month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace to provide the opportunities to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • select the EPAO • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer specific documentations as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete any post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • agree the EPA price • understand the occupational standard • appoint administrators (and invigilators where required) to administer the EPA as appropriate

	<ul style="list-style-type: none"> • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • deliver the EPA as outlined in this EPA plan in a timely manner • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to required resources and liaise with the employer to agree this if necessary • use appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • conform to the requirements of the nominated external quality assurance provider (EQAP) • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • deliver induction training for independent assessors, and for invigilators and markers where used • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with their malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA

	<ul style="list-style-type: none"> • have, maintain and be able to evidence up to date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider. • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and assessment recording documentation provided by the EPAO in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor apprentices progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA.

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who have experience in a role at least one level above that of the apprentice in a role relevant to the occupation
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - holds relevant assessor qualifications such as A1 or equivalent
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

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

- Up to 6 apprentices assessed simultaneously in the practical assessment
- Option of using employer premises for the assessments
- Flexibility over delivery of assessment methods

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Practical assessment

Knowledge
K2 Interpreting Information: Understanding of plans, works specifications, drawings, risk assessments, oral instructions, manufacturers instructions, and method statements. Understanding organisational procedures for incorrect or inappropriate information.
Skills
S1 Health and Safety: Ability to identify, anticipate and mitigate health, safety and welfare risks in the working environment, including the correct use of relevant PPE; ability to correctly deploy control equipment e.g. fire extinguishers.
S2 Literacy and Numeracy: Ability to understand and interpret data and information using literacy and numeracy skills. Ability to undertake correct calculations with regard to the measurement of lengths, areas, quantities and wastage.
S4 Recording Information: Ability to produce concise and accurate written records in a timely manner.
S5 Preparation: Ability to select the correct occupational resources; protect the occupational resources and their surrounding area from damage; dispose of waste and packaging in accordance with legislation; and maintain a clean work space.
S6 Activity: Ability to measure, cut, prepare, check, monitor, use and maintain hand tools and ancillary equipment; prepare resources and materials to given working instructions for mastic asphalt, fittings and fixings, plant and equipment.
S7 Backgrounds: Prepare backgrounds for mastic asphalt to given working instructions for substrates; primers; and undertake remedial work to backgrounds.
S8 Mastic Asphalt: Ability to apply mastic asphalt to given working instructions for flat and inclined surfaces; perimeter details; outlets and intrusions; and surface applications.
S9 Repairs and Maintenance: Ability to evaluate surface condition and repair and maintain mastic asphalt to given working instructions with cracks, splits and blisters; removal of debris and freeing blockages
S10 Special Features: Ability to apply mastic asphalt to given working instructions for sumps; tanking; curved and/or overhead surfaces; flat, inclined and vertical surfaces; and decorative surface finishes
S11 Measurements and Evaluations: Ability to accurately measure, mark out, evaluate, and report on site findings.
Behaviours
B1 Positive and Professional: A positive and professional attitude to work. Demonstrating appropriate preparation for the workplace, punctuality, correct attire (including PPE); a serious

attitude to health, safety and welfare in the workplace, questioning unsafe behaviours and incorrect work practices and procedures. Pro-active mindset, committed to undertaking work to a high standard.

Assessment method 2: Professional Interview

Knowledge

K11 Working Relationships: Understand how to apply the principles of equality and diversity and how to maintain good working relationships.

Skills

S3 Communication: Good listening, written and verbal communication skills, with the ability to communicate complex or technical information in a clear and understandable manner.

Behaviours

B2 Self-Motivated: Self - motivated to undertake work to the required standard and within the allocated time. Working with minimal supervision and demonstrating an enquiring mind with a willingness to learn. Showing initiative, able to identify potential problems and suggest solutions to overcome problems in a practical and cost-effective manner.

B3 Customer Care: A commitment to meeting the needs of customers to the required standard, including an understanding that customer needs may change at short notice and being able to respond to these changes in a positive and constructive way. Understanding that there will be a range of customers, colleagues, other trades, and stakeholders (e.g. users of a building) to work with and alongside. A commitment to the principles of equality and diversity.

B4 Communication: Committed to listening and applying learning. Patient and methodical approach to communication skills, understanding that complex information will need to be communicated to people with varying levels of knowledge of technical issues, and being able to tailor communication as appropriate to the knowledge of the recipient.

Assessment method 3: Knowledge Test

Knowledge

K1 Health and Safety. Understanding of relevant health, safety, welfare and environmental legislation*, safe working practices including when working at height. * Health and Safety at Work Act 1974 Control of Substances Hazardous to Health 2002 (including Asbestos Containing Materials). Working at Height Regulations 2005 Provision and Use of Work Equipment 1998 Manual Handling Operations Regs 1992. Reporting Injuries Diseases and Dangerous Occurrence 2013. Construction Design Management Regs 2015 Code of Practice for Mastic Asphalt BS 8218:1998

Note: Extant legislation and guidance is listed. This may be replaced by subsequent legislation and guidance that the individual would understand.
K3 Programme of Works: Understanding the purpose of a Programme of Work and why deadlines should be kept.
K4 Disposal of Waste: Understanding of environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance regarding the disposal of waste.
K5 Resources. Understanding of organisational procedures for the selection, security and storage of resources; the use and characteristics of resources, including potential hazards and their control (CoSHH); organisational procedures for incorrect or inappropriate information. Understanding of relevant resources and materials used in Mastic Asphalt work e.g. asphalt, felt, control layers, solar protection, primers.
K6 Backgrounds and Structures Understanding of the types and characteristics of the structures, substrates and backgrounds, where mastic asphalt can be applied.
K7 Minimise the Risk of Damage: Understanding of how to protect work from damage and the purpose of protection.
K8 Mastic Asphalt: Understanding of the composition of mastic asphalt, its preparation and application in the workplace.
K9 Repair and Maintenance: Understanding of the causes of damage to mastic asphalt, and the measures that can be taken to repair and maintain mastic asphalt.
K10 Special Features: Identification of Special Features and how mastic asphalt is applied to these features.