



End-point assessment plan for Plasterer apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0096_V02	2	n/a

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Plasterer 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 Plasterer apprentices, their employers and training providers.

Full time apprentices will typically spend 36 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

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

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 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 typically lasting 4 months, beginning when the apprentice has passed 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: Knowledge Test

- Fail
- Pass
- Distinction

Assessment method 2: Skills Test

- Fail
- Pass
- Distinction

Assessment method 3: Oral Questioning underpinned by portfolio

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 36 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics at Level 1 achieved • English/mathematics at Level 2 attempted <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • Portfolio of evidence to underpin Oral Questioning (see details below)
End Point Assessment (which would typically take 4 months)	<p>Assessment Method 1: Knowledge Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment Method 2: Skills Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment Method 3: Oral Questioning underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction

Length of end-point assessment period:

The EPA must be completed within an EPA period typically lasting 4 months, beginning when the apprentice has passed the EPA gateway.

The portfolio must be completed on-programme and submitted to the EPAO as part of the Gateway submission. An apprentice cannot pass their Gateway without this submission.

If an EPA assessment method is failed, it should be retaken/resat within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not have to be known before an apprentice starts the next one. Apprentices must attempt all three assessment methods before being told any grades.

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, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and have taken the tests for level 2
- For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.
- For the oral questioning, the apprentice must have completed and submitted a portfolio - see requirements below

Portfolio requirements:

- Apprentices must compile a portfolio during the on-programme period of the apprenticeship.
- It must contain sufficient evidence to demonstrate the KSBs that will be assessed by the oral questions.
- It will typically contain up to 13 pieces of evidence.
- Evidence must be mapped against the KSBs. One piece of evidence can be mapped to more than one KSB.
- Evidence sources may include (but is not a definitive list):
 - Workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records
 - Annotated specifications, for example drawings, cutting lists, work instructions
 - Annotated photographs
 - Video clips (maximum duration in total 10 minutes). The apprentice must be identifiable at all times during video clips.
- It should not include any methods of self-assessment
- Any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions
- The evidence provided must be valid and attributable to the apprentice; the portfolio must contain a statement from the employer and the apprentice confirming this and confirmation from the employer that there is sufficient evidence to meet the pass criteria.
- The portfolio must be submitted to the EPAO at the gateway point
- The portfolio will not be directly assessed but will underpin the Oral Questioning conducted in Assessment Method 3.

Assessment methods

Assessment Method 1: Knowledge Test (This Method has 1 component.)

Method 1 Component 1: Knowledge Test

Overview

The rationale for this assessment method is:

There are core knowledge areas in the occupation which a plasterer needs to be able to recall from memory and put into practice. e.g. Health and Safety. Therefore a multiple choice knowledge test will enable the testing of this ability.

Test administration

Apprentices must have 60 minutes to complete the test.

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

The test will be:

- computer based

A paper-based version must be available on request for reasonable adjustments.

It will consist of 40 questions of which 10 must be scenario based. These questions will consist of:

- Closed response questions (multiple-choice questions)

Apprentices must choose one correct answer from a choice of four.

Each question answered correctly will be awarded one mark. Any incorrect or missing answers will be assigned nil marks.

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

This assessment method will be carried out as follows:

Each question will have one stem and four options to choose from, with one correct answer and each question will be worth 1 mark. 30 of these questions will be 'Knowledge' questions. Knowledge questions will ask apprentices to recognize and recall facts and basic concepts across the knowledge criteria detailed within the standard.

10 questions within the test will be used to assess the apprentice's understanding. These questions will present a scenario that the apprentice could experience within the workplace and ask them to answer in context of that scenario.

There must be a minimum of 6 questions in relation to Health and Safety (K1), 2 of which should be scenario questions.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The test must be taken 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 test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

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

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

Marking

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

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 and employer settings. It is recommended that this be done in consultation with employers and occupationally competent technical experts 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 banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain, are fit for purpose.

Required supporting material

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

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

Assessment Method 2: Skills Test (This Method has 1 component.)

Method 2 Component 1: Skills Test

Overview

Apprentices must be observed by an independent assessor completing work in an environment that reflects the realistic working environment in which they will demonstrate the KSBs assigned to this assessment method. The EPAO will arrange for the skills test to take place, in consultation with the employer.

One assessor may observe up to a maximum of 4 apprentices at any one time to allow for cost effective use of resources.

The rationale for this assessment method is:

the occupation involves practical activity best assessed through a skills test; it would be difficult to assess that an apprentice has these practical skills in a valid way except through this method, and employers would doubt the occupational competence of an individual not assessed in this way.

Delivery

The skills test will take 12 hours. The observation may be split into discrete sections held over a maximum of 2 working days. The length of a working day is typically considered to be 7.5 hours. The assessor has the discretion to increase the time of the skills test by up to 10% to allow the apprentice to complete a task at the end of each component of the EPA.

In advance of the skills test, apprentices must be provided with information on the format of the skills test, including timescales (but not the content of the test).

All Skills tests will feature the following elements:

- interpreting information;
- planning and organising work (including materials and other resources);
- tool skills;
- producing work to specification in accordance with building requirements;
- working to deadlines; and working safely.

The skills test will be tailored to the option the apprentice has chosen to study (Solid or Fibrous). The task will be one holistic task but must feature and assess elements from both the Core Skills and Core Knowledge (K7, S1, S2, S3, S4, S5, S6, S7, S9) as well as the option chosen (Solid- K8, K10, S10, S12, Fibrous K11, K12, S13, S14) in the form of sub-tasks.

The sub-tasks will vary across the options but could include; applying plaster to solid backgrounds, cutting and fixing angle beads, working with in-situ cornice moulds, working with reverse moulds, producing squeezes and producing run casts.

As the apprentice, their employer and training provider will be unaware of the tasks required for the skills test, it is vital apprentices are proficient in all skills listed within the Occupational Standard. Apprentices will be presented with a task and asked to complete it within the allocated time.

The test should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

As not every element of the KSB's mapped to the Skills Test can be guaranteed to be met in all cases a small number of oral questions should be asked during the test to assess those elements of the Occupational Standard not assessed practically. EPAO's should create an oral question bank tailored to each practical test so that they are relevant to the skills test being assessed, for example, if a solid plastering skills test was in action and a heritage application method was not required, an oral question may be asked about heritage mortar or finish in relation to a scenario. Questions may be asked both during and after the test is complete, however they must be completed within the overall skills test time. The independent assessor must ask a minimum of 3 questions. The independent assessor does not

need to ask all the questions in one session but as and when appropriate throughout the duration of the Skills Test.

KSBs observed, and answers to questions must be documented by the independent assessor. The EPAOs will be creating oral question banks to assess elements not practically assessed in each practical test, with a minimum of 3 questions asked to each learner. The independent assessor can use their professional judgement to tailor the question based on what the assessor has observed and to assist in determining whether the apprentice has reached pass or distinction criteria. Where a distinction grading criteria requires a question to be asked all apprentices must be asked this in order to give equal opportunity to reach a higher grade. Question banks should be reviewed at least once a year, in conjunction with the skills tests themselves.

The independent assessor will make all grading decisions.

Other relevant information

There may be breaks during the observation to allow the apprentice to move from one location to another as required. During these breaks, the clock must be stopped and restarted to ensure that the assessment duration is not reduced.

Where more than 1 apprentice is being assessed at once for the Skills Test, all apprentices must take breaks at the same time to maintain exam conditions and to ensure that the assessor is able to maintain visibility over all apprentices. Every resource required for the assessment should be included in one area.

Support material

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

- Outline of the assessment method's requirements
- Marking materials (including oral question bank)
- Resource requirements

Venue

The skills test can take place in:

- employer's premises – provided the environment can be controlled and aligns to the resource specification set out by the EPAO
- workplace other than the employer's own premises (e.g. premises of a client) – provided the environment can be controlled and aligns to the resource specification set out by the EPAO
- training provider premises (independent to those of the apprentice)

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. They must develop skills test specifications, test banks and question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Assessment Method 3: Oral Questioning underpinned by portfolio

(This Method has 1 component.)

Method 3 Component 1: Oral Questioning underpinned by portfolio

Overview

This assessment will take the form of an oral questioning, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity evidenced in the apprentice's portfolio of evidence. Apprentices must refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio evidence is not directly assessed. The apprentice must use their portfolio to supplement their answers to all questions.

The oral questioning can take place in any of the following:

- Employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)
- Remote via video conferencing

The rationale for this assessment method is:

- It allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis, would take too long to observe or do not lend themselves to direct observation.
- The oral questions are underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge.
- It allows for testing of responses where there are a number of potential answers that couldn't be tested through the multiple-choice test.
- It is considered more appropriate than a written test requiring long answers for level 2 learners in a practical role.
- It is cost effective, as it makes use of the employers premises or can be conducted virtually and does not require additional resources.

Delivery

The independent assessor will conduct and assess the oral questioning. They must ask a minimum of 9 questions to enable the apprentice to evidence the KSBs mapped to this method.

Apprentices who have chosen the Solid Plastering Option must be asked as a minimum 2 questions on K9, 1 question on S8, 2 questions on S11, 2 questions on B1, 1 question on B3 and 1 question on B4.

Apprentices who have chosen the Fibrous Plastering option must be asked as a minimum 1 question on K13, 1 question on K14, 1 question on S8, 2 questions on S15, 2 questions on B1, 1 question on B3 and 1 question on B4.

Assessors may ask follow up questions where clarification is required.

The oral questioning must last for 45 minutes. The independent assessor has the discretion to increase the time by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustment Policy.

During this method, the independent assessor must use questions devised from their EPAO question bank. The EPAO question bank should consider the level of English that the apprentice is working at and pitch questions using appropriate language to ensure inclusivity. Apprentices are expected to understand and use relevant occupational language.

The oral questioning will be conducted as set out here:

The apprentice must use their portfolio to underpin their answers which demonstrate how they have achieved the knowledge, skills and behaviours mapped to this assessment method.

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

The independent assessor will make all grading decisions.

Venue

The oral questioning should take place in a quiet room, free from distractions and influence. Video conferencing can be used to conduct the oral questioning, 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.

Other relevant information

A question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

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

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

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

- a question bank must be developed by EPAOs
- Assessment recording documentation
- Guidance for apprentices and employers

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.

Grading

Assessment method 1: Knowledge Test

KSBs	Fail	Pass	Distinction
K1 K2 K3 K4 K5 K6	0-21	22- 34	35-40

Assessment method 2: Skills Test

KSBs	Fail	Pass	Distinction
		Apprentices must achieve all of these tolerances and grade descriptors below to achieve a pass	Apprentices must achieve all of the tolerances and at least one of each grade descriptor per box to achieve distinction
K7, K8, K10 K11, K12 S1-7 S9, S10, S12 S13, S14 B2	Does not meet pass criteria	<p>K7, S4 Dry lining: materials, methods, and finishes</p> <p>Tolerances</p> <p>Metal frame- stud height +/- 3mm over 2.4m</p> <p>Metal frame- track length +/- 3mm over 2.4m</p> <p>Metal frame – openings – plumb/level +/- 3mm</p> <p>Metal stud centres – plumb +/- 3mm</p> <p>Studs require adjustment to attain correct centres</p> <p>Plasterboard joints: 2mm gap</p> <p>Plasterboard fixing centres: 300mm +/- 6mm</p> <p>Fixings: less than 20% of fixings too deep or proud of the surface</p> <p>Plasterboard service penetration points: +/- 6mm</p>	<p>K7, S4 Dry lining: materials, methods, and finishes</p> <p>Tolerances</p> <p>Metal frame- stud height +/- 2mm over 2.4m</p> <p>Metal frame- track length +/- 2mm over 2.4m</p> <p>Metal frame – openings – plumb/level +/- 2mm</p> <p>Metal stud centres – plumb +/- 2mm</p> <p>Studs set out in correct position</p> <p>Plasterboard joints: less than 2mm gap</p> <p>Plasterboard fixing centres: 300mm +/- 3mm</p> <p>Less than 10% of fixings too deep or proud of the surface</p> <p>Plasterboard service penetration points: +/- 3mm</p>

		<p>S5</p> <p>Internal solid floating walls: plumb +/- 5mm Forming right angles: square +/- 5mm Scratch coat: flat and adequately keyed Floating coat: Cut back the undercoat plaster to allow for the 2mm skim finish on angles and openings (more than 60%) Devil Floating coat: Consolidated with adequate key</p> <p>S4 and S5</p> <p>Finishing surfaces: Flat, smooth, less than 5 visual defects which do not affect functionality</p> <p>Grade Descriptors</p> <p>Selects appropriate material, components and equipment for the task.</p> <p>Identifies a logical installation order, conducts checks and identifies any issues.</p> <p>Mechanically installs plasterboard to timber and lightweight metal framing in accordance with manufacturer's specification, instruction and method statements</p> <p>Correctly applies direct bond plasterboard to masonry.</p> <p>Uses hand applied and machine applied tape and jointing systems in accordance with manufacturer's specification, instruction and method statements</p>	<p>S5</p> <p>Internal solid floating walls: plumb +/- 3mm Forming right angles: square +/- 3mm Scratch coat: flat, straight and evenly keyed Floating coat: Cut back in all areas Devil Floating coat: Consolidated with uniform key</p> <p>S4 and S5</p> <p>Finishing surfaces: Flat, smooth, defect free</p> <p>Grade Descriptors</p> <p>Justifies the chosen order of work and the chosen installation procedures</p>
		<p>S1 Materials: Identify and prepare surfaces for plastering. Determine quantities and ratios of materials. Move, handle and store materials</p> <p>Grade Descriptors</p> <p>Identifies the correct background surfaces according to the specification</p>	<p>Grade Descriptors</p> <p>Identifies background surfaces and justifies preparation and installation methods.</p>

		<p>Selects correct materials according to the specification</p> <p>Correctly calculates ratios and quantities of materials for the task.</p> <p>Prepares the surface appropriate to the surface type</p> <p>Correct manual handling procedures followed</p>	<p>Specifies and selects materials with consideration for cost reduction and reduction of waste.</p>
		<p>S2 Safe Working: Adhere to relevant health and safety legislation, codes of practice and apply safe working practices, including when working at heights.</p> <p>Grade Descriptors</p> <p>Works in a way that does not endanger themselves or others</p> <p>Uses appropriate PPE.</p> <p>Identifies risks associated with the work method</p>	
		<p>S3 Working environment: Select appropriate tools, equipment, materials and components where necessary. Interpret and use drawings and specifications. Maintain a clean working area.</p> <p>Grade Descriptors</p> <p>Uses tools appropriate for the task and used in line with manufacturer's instructions, specifications and method statements.</p> <p>Interprets drawings and/or specifications correctly in order to carry out the task</p> <p>Separates waste and recycling according to company procedures</p>	<p>Grade Descriptors</p> <p>Suggests alternative tools and equipment that would achieve the same outcome.</p> <p>Minimises wastage by optimising use or re-use of materials</p>

	<p>S5 Plastering: Apply solid plastering systems using one and two coat plastering to internal surfaces.</p> <p>Grade Descriptors</p> <p>Correctly applies one and two coat plastering to internal surfaces. Method of installation carried out in accordance with manufacturer's specification, instruction and method statements</p>	
	<p>S6 In-situ moulds: Construct running moulds to match existing moulding design, set up running rules and plaster screeds, run in-situ moulding work including coring out using bracketing on solid backgrounds. Assemble benches, run short breaks and form stop ends, make good internal and external mitres and returned ends.</p> <p>Grade Descriptors</p> <p>Constructed moulds match existing design and are installed appropriately according to the background.</p> <p>All work is made good to meet specifications and work instructions.</p>	<p>Grade Descriptors</p> <p>Work is completed right first time without the need for correction.</p>
	<p>S7 Running moulds: Construct positive or negative running moulds. Set down running rules correctly. Run reverse moulds and prepare for casting. Run panel moulds. Take casts from reverse moulds.</p> <p>Grade Descriptors</p> <p>Constructed moulds meet specification in terms of tolerance and quality of finish.</p>	<p>Grade Descriptors</p> <p>Work is completed right first time without the need for correction.</p>

	<p>S9 Install cast mouldings: Install cornice mouldings including forming internal and external mitred angles.</p> <p>Grade Descriptors</p> <p>All mouldings cast and installed to required specification.</p>	<p>Grade Descriptors</p> <p>All mouldings cast and installed correctly first time without the need for correction.</p>
	<p>S10 Plastering: Apply three coat plastering, including heritage lime mortars and finishes, and machine applied plaster; re-instate plastering systems after chemical damp proof injection.</p> <p>K8 Application methods for different types of mortars and finishes, including heritage and how to re-instate plastering systems post chemical damp-proof injection.</p> <p>Grade Descriptors</p> <p>All mortars and finishes (ie 3 coat, heritage lime and machine applied) meet required specification, manufacturers guidelines and method statements in terms of tolerance and quality of finish.</p> <p>Plastering system reinstated according to specification after chemical damp proofing injection.</p>	<p>Grade Descriptors</p> <p>Justifies the chosen method, order of work and the chosen installation procedures</p> <p>Evidences planning of work to reduce both their own and company expected wastage of materials and resources</p>
	<p>S12 Ancillary works: Fix beads and trims, use additives and form mechanical keys as required, mechanically fix EML, rib lath and timber lath.</p> <p>K10 How to fix ancillary works including beads, trims and how to use additives, form a mechanical key.</p> <p>Grade Descriptors</p>	<p>Grade Descriptors</p> <p>All work completed right first time without the need for correction.</p> <p>Explains the consequences on the job and wider stakeholders of using different types of beads, installation and methods of fixing to</p>

		<p>All ancillary works fitted according to specification and method statements.</p> <p>Correctly forms mechanical key in substrates according to specification.</p> <p>Identifies correct additive to increase performance levels of plastering materials</p>	<p>accommodate different plasters and surfaces on backgrounds</p> <p>Compares and contrasts between background surfaces and the effect on improved adhesion and mechanical key.</p>
		<p>K11 How to produce reverse moulds such as enriched cornices, arches, columns, pilasters, corbels ceiling centre and beam case.</p> <p>S13 Reverse moulds: Produce reverse moulds (e g enriched cornices, arches, columns, pilasters, corbels ceiling centre and beam case).</p> <p>Grade Descriptors</p> <p>Constructed moulds meet specification in terms of tolerance and quality of finish</p>	<p>Grade Descriptors</p> <p>Work is completed right first time without the need for correction.</p> <p>Describes typical poor workmanship when producing reverse moulds and how they can be avoided.</p>
		<p>K12 How to cast from reverse moulds in fibrous plaster, GRG (glass fibre reinforced gypsum) and GRC (glass fibre reinforced concrete)</p> <p>S14 Casting: Cast from reverse moulds in fibrous plaster, GRG and GRC (glass fibre reinforced cement) Fixing cast mouldings: install cast mouldings (e g enriched cornice, arches, columns, pilasters, corbels, ceiling centre and beam casing).</p> <p>Grade Descriptors</p>	<p>Grade Descriptors</p> <p>Justifies the chosen order of work and installation procedure.</p>

		<p>All castings (fibrous plaster, GRG and GRC) produced to specification and installed according to manufacturers guidelines and method statements.</p> <p>Castings produced meet specification in terms of tolerance and quality of finish.</p>	
		<p>B2 Quality focused: Be reliable, productive, efficient and quality focussed in work and in personal standards to current industrial standards. Awareness and consideration of other trades, e g plaster walls in a way that allows for pipes and electrical wiring. Keep work area clean and tidy. Provide protection to adjacent finishes to avoid possible damage. Provide good customer service. Give consideration to the appropriate use of resources and personal actions in regards to environmental, social and economic factors and their impacts.</p> <p>Grade Descriptors</p> <p>Work produced is completed within the time allocated and meets the requirements of specifications, manufacturers guidelines and method statements.</p> <p>Work area is kept clean and tidy at all times</p> <p>Work produced considers the requirements of other trades and the needs of the customer.</p> <p>Appropriate protection is applied to surrounding finishes to prevent damage.</p> <p>Maximises the use of materials and resources and correctly disposes of waste</p>	<p>Grade Descriptors</p> <p>Evidences planning of work to reduce both their own and company expected wastage of materials and resources</p> <p>Surrounding finishes are undamaged in completion without the need for corrective work.</p>

		depending on whether it can be recycled, reused or disposed of.	
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Assessment method 3: Oral Questioning, underpinned by portfolio

KSBs	Fail	Pass	Distinction
		Apprentices must achieve all of these grade descriptors to achieve a pass	Apprentices must achieve pass and at least one of the grade descriptors in each box to achieve distinction
K9, K13, K14, S8, S11, S15, B1, B3, B4	Does not meet pass criteria	<p>K9 Application methods for different types of render systems including colour rendering; run in situ moulding work in sand and cement</p> <p>S11 Rendering: Apply traditional, modern and machine applied render systems including colour rendering; run in situ moulding work in sand and cement.</p> <p>Grade Descriptors</p> <p>Describes the range of rendering systems, materials and resources used in industry providing examples of completed work from the portfolio.</p> <p>Explains methods used for mixing, applying and finishing</p> <p>Explains the differences in application methods</p> <p>Describes how to form in-situ moulding work in sand and cement, providing examples from the portfolio of work.</p>	<p>Grade Descriptors</p> <p>Describes the decision making process to select appropriate traditional and modern systems</p> <p>Explains the consequences of not meeting building regulations</p> <p>Describes the benefit of each render system</p>

		<p>S8 Repairing existing plaster: Renovate and restore internal and external effected surfaces back to original state.</p> <p>Grade Descriptors</p> <p>Provides portfolio examples of where they have repaired/made good damaged plaster and external finishes and explains the process followed.</p>	<p>Grade Descriptors</p> <p>Describes typical poor workmanship and defects in the sector.</p> <p>Describes the cause of the damage, the ways that it could have been prevented and the consequences if not rectified.</p>
		<p>B1 Positive and mature attitude: Conscientious, punctual, enthusiastic, reliable and professional including appearance. Take responsibility for personal judgements and actions. Be aware of the limits of personal competence. Show drive and energy in fulfilling requirements of role, including deadlines and being proactive not reactive. Show honesty and integrity by developing the trust of customers and colleagues and undertaking responsibilities in an ethical and empathetic manner. Demonstrate awareness of equality and diversity in all aspects of role.</p> <p>Grade Descriptors</p> <p>Explains and provides evidence of effective time management both in terms of personal punctuality and completion of work.</p> <p>Explains and provides examples of where they have had to respond to variations/changes</p> <p>Describes and provides examples of feedback from customers and colleagues and how they worked to gain their trust.</p>	<p>Grade Descriptors</p> <p>Explains the importance of effective time management in terms of self, customer and organisation</p> <p>Describes the consequences of not meeting contract deadlines both to themselves and stakeholders (eg customer, company).</p>

		Describes how equality and diversity applies to their role and how they can act as a role model for the organisation.	
		<p>B3 Effective communication: Oral (including listening), written, body language and presentation. Collaborate with others, e.g. colleagues, clients, architects, contract managers, other trades, clients, suppliers and the public regardless of differences in race, gender, sexual orientation, or other characteristics.</p> <p>Grade Descriptors</p> <p>Describes when they have collaborated on-site with colleagues or other stakeholders effectively</p> <p>Describes when they have communicated effectively orally, using writing, body language and presentation</p>	
		<p>B4 Self-motivated learner: Identify personal development needs and take action to meet those needs. Keep up-to-date with best practice and new technology. Show initiative to independently complete work and solve problems by seeking out critical information.</p> <p>Grade Descriptors</p> <p>Provides portfolio examples of CPD activity undertaken and explains the importance of CPD in their occupation.</p>	<p>Grade Descriptors</p> <p>Describes two examples of emerging technology in the occupation and explains what difference this will make to their working methods.</p>

		Provides an example of work where a problem was encountered and explains how they overcame it.	
		<p>K13 How to fix a range of cast mouldings such as enriched cornice, arches, columns, pilasters, corbels, ceiling centre and beam casing.</p> <p>Grade Descriptors</p> <p>Explains the process to fix 3 different cast mouldings, using portfolio examples to support their response.</p>	<p>Grade Descriptors</p> <p>Describes the consequences of incorrect fixing methods.</p>
		<p>K14 How to restore existing mouldings including how to take squeezes of different types of mouldings using plaster, clay and silicone rubber to reproduce mouldings to match the original.</p> <p>S15 Restoration of existing mouldings: Take squeezes of different types of mouldings using plaster, clay and silicone rubber to reproduce mouldings to match the original; produce and install mouldings for the repair of existing mouldings</p> <p>Grade Descriptors</p> <p>Uses portfolio examples to explain how to take squeezes of existing mouldings and reproduce them to match the original</p> <p>Describes the process to install the mouldings.</p>	<p>Grade Descriptors</p> <p>Compares and contrasts the different types of mouldings and explains the decision making process for the selection of method appropriate to the task.</p>

		Provides portfolio examples of having repaired existing mouldings and explains the considerations needed to ensure the finish met specification.	
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Overall EPA grading

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

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

Apprentices who fail one or more assessment method will be awarded an EPA 'fail.'

In order to 'pass' apprentices must achieve a pass in all three assessment methods.

In order to achieve a 'distinction' apprentices must achieve a distinction in the skills test and in at least one other method.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 – multiple choice test	Assessment method 2 – skills test	Assessment method 3 – oral questioning, underpinned by portfolio	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Distinction	Pass	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the KSBs outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training and CPD to the independent assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis

	<ul style="list-style-type: none"> • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • understand the standard and assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway <p>• Plays no part in the EPA itself</p>

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas
 - comprehensive verifiable experience of plastering i.e. three years or more experience in the sector
 - recent relevant experience of the occupation/sector at least a level above that of the apprentice i.e. worked in the sector in the last three years or can demonstrate current knowledge and skills developed through continued professional development
 - qualified to at least level 3 or equivalent in plastering;
- appoint independent assessors who are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does. Apprentices must attempt all assessment methods before receiving any grade decisions and can only resit or retake an assessment method after they have attempted every assessment method.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome

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

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

Affordability

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

- online assessment
- using an employer's premises
- assessing multiple apprentices simultaneously

Reasonable adjustments

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

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge Test

Knowledge
K1 Health and safety: Health and safety hazards, current regulations and legislation. Codes of practice and safe working practices, including asbestos awareness and correct use of personal protective equipment (PPE).
K2 Customer service: The principles of high quality customer service. Establishing the needs of others (colleagues, customers and other stakeholders). Respect the working environment including customers' properties, impact on other trades and the project.
K3 Communication: Different communication methods. How to communicate in a clear, articulate and appropriate manner. How to adapt communication style to different situations. How to interpret and use drawings and specifications.
K4 Buildings: Different eras, types of construction methods, insulation considerations, facilities, fire protection. The importance of thermal/insulation to buildings, damp proofing/tanking, renovation and restoration.
K5 Materials: Types of traditional and modern materials; moving, handling and storage of them; their uses and characteristics, e.g. types, condition, strength and compatibility. Cost awareness and environmental considerations/waste awareness, e.g. surface water management and recycling. Chemical damp proofing installation, moisture effects and damage.
K6 Considerations before completing plastering work: u-values, insulation, impact, fire proofing around steel work.

Assessment method 2: Skills Test

Knowledge
K7 Dry lining: materials, methods, and finishes.
K8 Application methods for different types of mortars and finishes, including heritage and how to re-instate plastering systems post chemical damp-proof injection.
K10 How to fix ancillary works including beads, trims and how to use additives, form a mechanical key.
K11 How to produce reverse moulds such as enriched cornices, arches, columns, pilasters, corbels ceiling centre and beam case.
K12 How to cast from reverse moulds in fibrous plaster, GRG (glass fibre reinforced gypsum) and GRC (glass fibre reinforced concrete)

Skills
S1 Materials: Identify and prepare surfaces for plastering. Determine quantities and ratios of materials. Move, handle and store materials.
S2 Safe Working: Adhere to relevant health and safety legislation, codes of practice and apply safe working practices, including when working at heights.
S3 Working environment: Select appropriate tools, equipment, materials and components where necessary. Interpret and use drawings and specifications. Maintain a clean working area.
S4 Fixing and jointing plasterboard: Construct metal framed partitions, wall linings and openings in preparation for boarding. Mechanically install plasterboard to timber and lightweight metal framing. Direct bond plasterboard to masonry. Use hand applied and machine applied tape and jointing systems.
S5 Plastering: Apply solid plastering systems using one and two coat plastering to internal surfaces.
S6 In-situ moulds: Construct running moulds to match existing moulding design, set up running rules and plaster screeds, run in-situ moulding work including coring out using bracketing on solid backgrounds. Assemble benches, run short breaks and form stop ends, make good internal and external mitres and returned ends.
S7 Running moulds: Construct positive or negative running moulds. Set down running rules correctly. Run reverse moulds and prepare for casting. Run panel moulds. Take casts from reverse moulds.
S9 Install cast mouldings: Install cornice mouldings including forming internal and external mitred angles.
S10 Plastering: Apply three coat plastering, including heritage lime mortars and finishes, and machine applied plaster; re-instate plastering systems after chemical damp proof injection.
S12 Ancillary works: Fix beads and trims, use additives and form mechanical keys as required, mechanically fix EML, rib lath and timber lath.

S13 Reverse moulds: Produce reverse moulds (e g enriched cornices, arches, columns, pilasters, corbels ceiling centre and beam case).

S14 Casting: Cast from reverse moulds in fibrous plaster, GRG and GRC (glass fibre reinforced cement) Fixing cast mouldings: install cast mouldings (e g enriched cornice, arches, columns, pilasters, corbels, ceiling centre and beam casing).

Behaviours

B2 Quality focused: Be reliable, productive, efficient and quality focussed in work and in personal standards to current industrial standards. Awareness and consideration of other trades, e g plaster walls in a way that allows for pipes and electrical wiring. Keep work area clean and tidy. Provide protection to adjacent finishes to avoid possible damage. Provide good customer service. Give consideration to the appropriate use of resources and personal actions in regards to environmental, social and economic factors and their impacts.

Assessment method 3: Oral Questioning, underpinned by portfolio

Knowledge
K9 Application methods for different types of render systems including colour rendering; run in situ moulding work in sand and cement.
K13 How to fix a range of cast mouldings such as enriched cornice, arches, columns, pilasters, corbels, ceiling centre and beam casing.
K14 How to restore existing mouldings including how to take squeezes of different types of mouldings using plaster, clay and silicone rubber to reproduce mouldings to match the original.

Skills
S8 Repairing existing plaster: Renovate and restore internal and external effected surfaces back to original state.
S11 Rendering: Apply traditional, modern and machine applied render systems including colour rendering; run in situ moulding work in sand and cement.
S15 Restoration of existing mouldings: Take squeezes of different types of mouldings using plaster, clay and silicone rubber to reproduce mouldings to match the original; produce and install mouldings for the repair of existing mouldings.

Behaviours
B1 Positive and mature attitude: Conscientious, punctual, enthusiastic, reliable and professional including appearance. Take responsibility for personal judgements and actions. Be aware of the limits of personal competence. Show drive and energy in fulfilling requirements of role, including deadlines and being proactive not reactive. Show honesty and integrity by developing the trust of customers and colleagues and undertaking responsibilities in an ethical and empathetic manner. Demonstrate awareness of equality and diversity in all aspects of role.
B3 Effective communication: Oral (including listening), written, body language and presentation. Collaborate with others, e g colleagues, clients, architects, contract managers, other trades, clients, suppliers and the public regardless of differences in race, gender, sexual orientation, or other characteristics.
B4 Self-motivated learner: Identify personal development needs and take action to meet those needs. Keep up-to-date with best practice and new technology. Show initiative to independently complete work and solve problems by seeking out critical information.