

Wall and Floor Tiler Apprenticeship, Level 2: End-point Assessment Plan

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Introduction & Overview

Wall and Floor Tilers operate in domestic and commercial properties undertaking all types of wall and floor tiling. Premises include houses, schools, offices, airports hospitals, factories and construction sites. This is varied work; tilers utilise and install a wide range of ceramic and natural stone tiles using different techniques. Tilers work both internally and externally; they work individually and/or as part of a team.

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

Full time apprentices will typically spend 30 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, that the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. As a gateway requirement, apprentices must complete a portfolio of work evidencing their knowledge, skills and behaviours in support of the Professional Discussion prior to taking their EPA. Wall and Floor Tiler 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 for Wall and Floor Tiler Level 2 Apprenticeship.

The EPA must be completed over a maximum total assessment time of 4 weeks, within a 3-month period, after the apprentice has met the EPA gateway requirements.

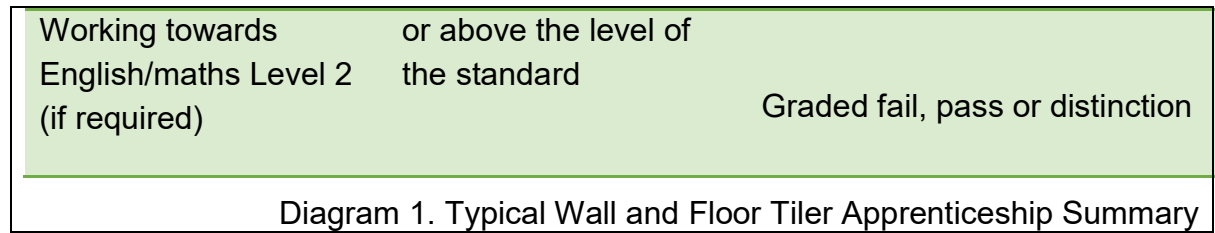
EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End Point Assessment Organisations (RoEPAO).

The EPA consists of 3 distinct assessment methods

- Knowledge Test
- Skills Test
- Professional Discussion (supported by portfolio)

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

Summary of Assessment		
<p>The end point assessment (EPA) will assess how an apprentice can apply their skills, knowledge and behaviours acquired in their apprenticeship, through the following three assessments carried out after the gateway point of the apprenticeship:</p> <ol style="list-style-type: none"> 1. Knowledge test –this test will consist of 50 multiple-choice questions on a computer-based platform or paper-based. 2. Skills test – this test will consist of practical activities to assess the apprentice’s skills and behaviours 3. Professional Discussion – assessed by an Independent Assessor, this discussion will consist of 15 questions that clarify and probe the apprentice’s knowledge, skills and behaviours based on the portfolio of evidence developed by the apprentice. <p>The EPA can only be taken after the conditions of the Assessment Gateway have been successfully achieved.</p>		
On-programme (typically 30 months)	End Point Assessment Gateway	End Point Assessment (maximum 4 weeks)
Training to develop the occupational standard’s knowledge, skills and behaviours	Achieved English and maths Level 1 & attempted Level 2 tests	Knowledge Test (multiple choice paper)
Development of portfolio of completed work	Completed portfolio submitted for use in professional discussion Employer satisfied apprentice is consistently working at	Skills Test Professional Discussion



End Point Assessment Overview			
Assessment Method	Area Assessed	Assessed by	Grading
Knowledge test (multiple-choice questions)	Knowledge	EPAO	Distinction/ Pass / Fail
Skills test	Skills / Behaviours	Independent Assessor	Distinction/ Pass / Fail
Professional discussion	Knowledge/ Skills/ Behaviours	Independent Assessor (employer representative in attendance to offer clarification only)	Distinction/ Pass / Fail
*Please see Grading section for more specific details including how the overall apprenticeship grade is calculated.			
End Point Assessment Gateway			
<p>The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. Employers may wish to take advice from their apprentice's training provider(s).</p> <p>Gateway requirements:</p> <ul style="list-style-type: none"> • Achieved level 1 English and Mathematics and have taken the tests for level 2 • Completed portfolio of work and submitted to EPAO at the Gateway point to support professional discussion. <p>The portfolio must:</p> <ul style="list-style-type: none"> • document off-the-job training that the apprentice has completed to demonstrate competence in the knowledge, skills and behaviours aligned to the Professional Discussion(See Annex A); • contain evidence demonstrating competence against the knowledge, skills and behaviours (KSBs). • Include a minimum of 30 individual pieces of evidence to demonstrate competence against one or more KSBs and no more than 60 pieces of evidence overall. • Evidence sources may include evidence of work undertaken which may be supported by: client feedback, witness testimonies, employer/trainer feedback, training records, appraisal records, training course completion. This list is not definitive, other evidence sources are permissible however reflective accounts and self-evaluations are not allowed. 			

End Point Assessment Methods, Timescales and Locations

The EPA consists of the following three assessments and these can take place in any order:

- knowledge test
- skills test
- professional discussion

The end-point assessment must be completed over a maximum period of 3 months, after the apprentice has met the EPA gateway requirements.

Method 1: Knowledge test

- Apprentices must complete a knowledge test during the EPA period.
- The knowledge test must assess apprentices against the standard's knowledge statements as shown in annex A.
- The knowledge test must consist of 50 multiple-choice knowledge based questions of which 10 must be short scenario based questions of no more than 5 lines.
- Each question must present the apprentice with 4 options, from which the apprentice must select one or multiple correct options.
- Each question answered correctly must be assigned 1 mark, any incorrect or missing answers must be assigned 0 marks.
- Apprentices must have a maximum of 90 minutes to complete the knowledge test.
- Appropriate support should be made available for those apprentices with additional needs.
- The knowledge test must be closed book i.e. the apprentice can't refer to reference books or materials.
- Knowledge tests can be either electronic or a paper-based.
- Apprentices must take the knowledge test in the presence of an EPAO administrator/invigator.
- The maximum administrator/invigator to apprentice ratio must be 1 to 15 if face-to-face; or 1 to 5 if remote.
- Knowledge tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is permissible.
- Independent assessors must award a grade using the following grading boundaries.

Grading boundaries	Fail	Pass	Distinction
Marks	0-29	30-44	45-50

- EPAOs must develop the bank of questions. It is recommended that this is done in consultation with representative employers.
- EPAOs must ensure the knowledge test is available for apprentices within their 3 month EPA time period.
- EPAOs must develop and maintain a knowledge test question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Method 2: Skills Test

- Apprentices must be observed by an independent assessor completing two tasks which provide the opportunity to assess KSBs as per Annex A. These tasks are the tiling of a wall area and tiling of a floor area. All set tasks must include as a minimum the skills of surface preparation, setting out, marking, measuring, tiling using adhesive, grouting and replacing broken tiles.
- During or after completion of the tasks, the independent assessor must ask 6 set open questions to assess related underpinning knowledge. They may ask follow up questions where clarification is required. Questioning must be completed within the total time allowed for the observation.
- KSBs observed and answers to questions must be documented by the independent assessor.
- Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales.
- Observations must be carried out over a maximum total assessment time period of 12 hours (+30 minutes at the discretion of the independent assessor to provide opportunity for apprentices to demonstrate their full abilities) (Day 1 : 8 hours, day 2 : 4 hours). This is due to the drying time for tile adhesive and therefore being unable to complete grouting until the next day.
- There may be breaks during the observation to allow the apprentice to move from one location to another.
- The skills test must be conducted in a realistic work situation under normal conditions wherever possible.
- It is anticipated that end point assessment organisations will use the apprentice's normal work environment to carry out the skills test. If however the employer cannot offer the opportunity for the task at the time of assessment, the EPAO may choose a suitable offsite venue where this can be simulated to reflect a realistic work situation.

- Independent assessors may observe up to a maximum of 2 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.
- Due to the physical nature of some of the tasks requiring two persons to lift certain materials, a person not being assessed should be made available by the employer. This person must not direct any activity and must take instruction from the apprentice.
- Skills test specifications must be determined and standardised by the EPAO.
- After the task completion the independent assessor must ask 6 set open questions to assess related underpinning knowledge. They may ask follow up questions where clarification is required. Questioning must be completed within the total time allowed for the observation.

Method 3: Professional Discussion

- This will consist of fifteen questions posed by the Independent Assessor that confirm knowledge, skills and behaviours as shown in appendix A.
- The assessor will ask questions that refer to evidence in the portfolio (submitted at Gateway, see page 5) of completed work developed during the apprenticeship in real work environments (e.g. photographs, witness statements and written description of task) and in line with Appendix A.
- The portfolio as a minimum must include evidence of projects that have required the apprentice to demonstrate the full range of knowledge, skills and behaviours listed in appendix A relevant to the professional discussion. This should include photographic evidence, witness testimonies and a written report on each project undertaken.
- There will be a bank of questions for the professional discussion which will allow the Independent Assessor to tailor the questioning to individual apprentices portfolio.
- The professional discussion will be completed in 45 minutes (+/-10% at the discretion of the independent assessor to provide opportunity for apprentices to demonstrate their full abilities) at an employer work site. The room must be in a quiet location and free from distraction.
- The apprentice may refer to their on-programme portfolio during the discussion.

The way in which these assessments will cover the content of the apprenticeship standard is outlined in appendix A.

Apprenticeship Grading

The apprenticeship will be graded distinction, pass or fail. The final grade will be determined by collective performance in the three assessment elements in the end-point assessment.

Overall Distinction:	Distinction in all 3 methods
Overall Pass:	At least Pass in all 3 methods
Overall Fail:	Fail in 1 or more methods

Apprentices must achieve a minimum of a Pass in all of the above assessments to achieve the Apprenticeship.

Table 1 below outlines the scoring criteria that will be applied for each assessment method.

In order to achieve the End-Point Assessment and complete the apprenticeship, all pass criteria must be evidenced. Distinction criteria build on the knowledge, skills and behaviour demonstrated to reach the pass criteria.

Table 1

End-Point Assessment Element	Fail	Pass Criteria	Distinction Criteria
Knowledge Test	Score 0-29	Score 30-44	Score 45-50
Skills Test	An apprentice that fails does not provide sufficient evidence to meet the skills and behavioural requirements of the apprenticeship listed in the pass criteria.	<p>To achieve a pass, the apprentice must be able to:</p> <p>Complete the tasks within the allocated time (+10% tolerance) and achieve less than 5% unplanned wastage of materials and resources (S2, B3)</p> <p>Correctly select, use, maintain and store tiling tools and equipment according to manufacturers guidelines(S3)</p> <p>Correctly prepare backgrounds, install wall and floor tiles and produce finished work that conforms to British Standards BS5385:1-5 and BS8000:11.(S4, B3, K4, K13, K20)</p> <p>Correctly identify substrate type and condition and apply appropriate preparation methods/products (S6)</p> <p>Correctly select materials according to specifications and codes of practice (S7, K2)</p>	<p>To achieve a distinction, in addition to the pass criteria, the apprentice must be able to achieve at least seven of the following:</p> <p>Complete the task within the allocated time and evidence planning of the work to reduce both their own and company expected wastage of materials and resources</p> <p>Can explain the reasons and importance of maintaining and storing equipment according to manufacturers guidelines.</p> <p>Prepare backgrounds, install wall and floor tiles and produce finished work that better than the maximum tolerances stated in British Standards BS5385:1-5 and BS8000:11.</p> <p>Correctly identify substrate type and condition and can suggest alternative methods/products to overcome problems or improve the finish</p>

			<p>Select suitable hand and power tools and appropriate Personal Protective Equipment (PPE) (S8)</p> <p>Accurately calculate required amounts of tiles, materials and resources for the work requirements according to specification and codes of practice. (S9)</p> <p>Correctly prepare wall and floor backgrounds according to drawings and specifications (S10)</p> <p>Accurately set-out for tiling wall and floor areas according to specification and drawings, minimising small cut tiles with joint widths meeting the recommendations of the code of practice (S11)</p> <p>Accurately measure, mark & cut tiles in accordance with work requirements to include cutting around obstacles such as pipes, sockets and drains (S12)</p> <p>Correctly apply adhesives and fix tiles to wall and floor surfaces according to manufacturers guidelines. (S13, K26)</p> <p>Grout and finish tiles to wall and floor areas leaving clean tiles, free from excess grout. (S14)</p> <p>Remove and replace individual damaged tiles without causing damage to adjacent finishes (S17)</p> <p>Communicate and co-operate with colleagues to help produce work which meets the requirements of the customer and specification (B6)</p>	<p>Correctly select materials and offer alternative suggestions which achieve the same or better finish</p> <p>Select suitable tools and explain why they were the most appropriate as well as the purpose of the PPE.</p> <p>Accurately calculate required materials and identify ways of reducing waste</p> <p>Explain methods and tools chosen to prepare wall and floor backgrounds and offer alternative suggestions to achieve the same or better results.</p> <p>Describe ways to improve provided specifications to maximise quality and/or cost.</p> <p>Measure and cut tiles to maximise use and reduce wastage.</p> <p>Describe the types of adhesives and grouts, their purpose and use.</p>
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<p>Professional Discussion</p>	<p>An apprentice that fails does not provide sufficient evidence to meet the knowledge, skills and behavioural requirements of the apprenticeship listed in the pass criteria.</p>	<p>To achieve a Pass, the apprentice must :</p> <p>Describe different types of communication and demonstrate an understanding of customer requirements (K6)</p> <p>Describe measuring and cutting out procedures to achieve the optimum results (K23)</p> <p>Explain different handling, measuring and cutting techniques and how product type/size affects this. (K27)</p> <p>Identify Health & safety welfare, compliance and environmental procedures and policies (S1)</p> <p>Explain the reporting process for accidents or incidents in the workplace (S5)</p> <p>List the removal and installation techniques and methods (including remedial works) for removing and fixing different types of wall and floor tiles and accessories including trim (K25)</p> <p>List the steps taken to grout and finish tiles to wall and floor areas (S14)</p> <p>Describe the method to install tanking systems, decoupling membranes and electric under-tile heating (S15)</p> <p>Undertake remedial work in accordance with specification.(S16)</p> <p>Work in a safe manner, following workplace procedures and does not</p>	<p>To achieve a Distinction, in addition to the pass criteria the apprentice must be able to achieve at least six of the following:</p> <p>Explain company communication protocol and provide examples of where they have used this to achieve positive outcomes</p> <p>Provide examples of work (of various product type/size) where they have measured and cut out to achieve an outcome which has reduced wastage or optimised product useage.</p> <p>Provide examples of work for a range of wall and floor tile types and witness testimonies which reflect that the quality of the finish at least conforms to British Standards.</p> <p>Can explain why the key elements of health & safety welfare, compliance and environmental procedures and policies and why they are in place including the consequences of unreported accidents or incidents</p> <p>Provide examples of grouting work for 3 wall and floor tile types and witness testimonies which reflect that the quality of the finish at least conforms to British Standards</p> <p>Can describe how to maximise performance of tanking systems or decoupling membranes or under-tile heating</p> <p>Explain all of the business mission, aims, markets, products and services in full</p>
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		<p>compromise the safety of self and others (B1)</p> <p>Demonstrates a strong work ethic and customer focus and is motivated, reliable and adaptable (B2, B5)</p> <p>Explain the overall business's mission, aims, and list the key markets, products and services (B4)</p> <p>Communicate clearly, succinctly and effectively convey answers to questions. (B6)</p>	<p>Offer context to answers without prompting or need for follow on questions.</p>
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Re-sit and Re-take information

Apprentices who fail one or more EPA method will be offered the opportunity to take a re-sit/retake. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

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

An individual EPA method re-sit/re-take must be taken during the maximum EPA period i.e. 3 months/within 1 month of the original test, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail

For the knowledge test, apprentices will need to retake the full set of questions again and different questions must be used.

For the skills test, EPAO's must ensure that apprentices complete a different set of tasks when taking a re-sit/re-take.

If an apprentice fails the professional discussion, they can retake/resit it.

End-point Assessment Organisations

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education & Skills Funding Agency's (ESFA's) Register of End Point Assessment Organisations (RoEPAO).

Requirements for Independent Assessors, Invigilators and Markers

EPAOs must appoint:

- administrators/invigilators and markers to administer/invigilate and mark the knowledge test
- independent assessors to grade the knowledge test, skills test and professional discussion.
- quality assurance staff to undertake moderation of EPA

Independent Assessors should be qualified and experienced wall and floor tilers and have proven experience in the field of wall and floor tiling training and educational assessment. The minimum mandatory requirements for approval as a Wall and Floor Tiler Independent Assessor are to -

Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest
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Be occupationally competent with a minimum of 5 years' relevant industrial experience, with a minimum of 2 years in the last 5 years working in the wall and floor tiling Industry or have taken relevant and current CPD in wall and floor tiling in the last 5 years
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Hold or working towards (supported and counter-signed by qualified mentor) Level 3 Certificate in Assessing Vocational Achievement (or equivalent qualification)
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Hold a minimum of NVQ L2 in Wall & Floor Tiling or equivalent qualification.
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Undertake a minimum of 1-days' EPAO standardisation training per year

EPAO's must appoint administrators/invigilators and markers to administer/invigilate and mark the knowledge test. They must have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for administrators/invigilators/markers. They must be trained in the task(s) by their EPAO and operate according to their guidance.

Quality assurance staff must hold or be working towards quality assurance qualifications. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

Quality Assurance – internal

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

- appoint independent assessors that meet the requirements as detailed in this plan – see independent assessor requirements above

- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate regular standardisation events that enable assessors to attend a minimum of 1 event per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 15% of each independent assessors' assessments moderated

Assessment tools and materials

EPAOs must produce assessment tools and supporting materials for the EPA, as follows:

- Knowledge test question bank
- Sample questions for professional discussion
- Bank of practical specifications for the skills test
- Documentation for recording assessment evidence and decisions
- Guidance for independent assessors on conducting the EPA
- Guidance for apprentices, their employers and training providers on the EPA

Quality Assurance – external

External quality assurance for this apprenticeship standard will be undertaken by the Construction Industry Training Board (CITB).

Implementation

Affordability

The following factors should ensure the EPA is affordable:

- Employers premises should be used for EPA venues where possible
- Remote assessment is permissible, reducing travel costs
- The professional discussion is based on real work completed for the apprentice's employer (evidenced by portfolio), adding value to the employer.
- Materials used in the skills test are those of the Employer and therefore there will be limited waste.

Volumes

It is anticipated that there will be 30 starts per year on this apprenticeship and 60 per year once established.

Annex A: Knowledge, Skills and Behaviours to be assessed by each method.

Key

knowledge test (KT)

skills test (ST)

professional discussion (PD)

Knowledge: A Wall and Floor Tiler knows and understands:	KT	ST	PD
K1 The purpose, characteristics and application of materials, tools and equipment	X		
K2 Safe handling, storage and protection of materials and equipment and work area		X	
K3 Safe and efficient working methods and appropriate work requirements in accordance with Health and Safety legislation	X		
K4 Methods and techniques for the installation of porcelain, stone, agglomerate and mosaics in accordance with British Standards		X	
K5 The most appropriate products for each application and relevant factors influencing selection in different settings	X		
K6 Different types of communication and understanding of customer requirements to include formal and informal methods with the ability to respond to customer needs	X		X
K7 Key factors and systems of work appropriate to different work environments i.e. basic workmanship for conventional types of building works.	X		
K8 Different industry sectors such as private residential, new construction, commercial and refurbishment	X		
K9 Differences between modern and traditional construction methods including specific tiling techniques	X		
K10 Those aspects of relevant British Standards BS5385:1-5, BS8000:11 and Codes of Practice, which	X		

apply directly to their work and substrates including the movement of joints and tolerances.			
K11 Relevance of technical data sheets, specifications, CoSHH sheets, method statements and risk assessments	X		
K12 Differences between product types, their characteristics, qualities, uses, sustainability and limitations	X		
K13 The reasons for selecting and preparing the appropriate type of background; wall and floor boards, plaster, screed, render and concrete to receive wall and floor tiling		X	
K14 The implications that can arise from the installation and use of under floor heating	X		
K15 Factors affecting tanking & tiling to wet room installations.	X		
K16 Causes of common problems and how these can be prevented	X		
K17 Difference in types of common preparation methods, make-up and application; screed, levelling compounds, priming and surface preparation depending on substrate	X		
K18 Different types of resources, tools and equipment for preparing backgrounds and fixing wall and floor tiles	X		
K19 Different types & weight limits of wall & floor substrates	X		
K20 How to protect the work and its surrounding area from damage		X	
K21 Different types of screeds/render & specialist preparations such as waterproof tanking, decoupling/uncoupling and anti-fracture membranes	X		
K22 The impact of Drying and Curing times for various backgrounds	X		
K23 Measuring and setting out procedures	X		
K24 How to estimate and calculate required amounts of tiles, materials and resources including allowing for wastage			X
K25 Removal and Installation techniques and methods (including remedial works) for removing and fixing			X

different types of wall and floor tiles and accessories including trim			
K26 Different types of adhesives & grouts (i.e. cementitious/epoxy)		X	
K27 Handling, measuring cutting techniques and how product type/size affects this			X
K28 Types of under floor heating and how and when to tile	X		
Skills: A Wall and Floor Tiler can:	KT	ST	PD
S1 Identify and minimise hazards and risks in the workplace, ensuring a safe environment is maintained at all times. Follow safety procedures, risk assessments, method statements and work instructions			X
S2 Make the most efficient and effective use of resources, time and materials.		X	
S3 Select, use, maintain and store tiling tools and equipment		X	
S4 Prepare backgrounds, install wall and floor tiles and produce finished work that conforms to British Standards BS5385:1-5 and BS8000:11.		X	
S5 Report accidents or incidents in the workplace in accordance with organisational and legislative requirements			X
S6 Identify substrate type and condition to determine appropriate preparation methods/products		X	
S7 Select materials including: wall and floor tiles, primers, levelling compounds, screeds, adhesives, grouts, trims and ancillaries suitable for the substrates, tile products and installation environment		X	
S8 Select suitable hand and power tools and appropriate Personal Protective Equipment (PPE)		X	
S9 Calculate required amounts of tiles, materials and resources for the work requirements		X	
S10 Prepare wall and floor backgrounds (including level and plumb) using primers, renders, levelling compounds and screeds		X	

S11 Set-out for tiling wall and floor areas, ensuring small cut tiles are avoided as far as practical and joint widths are consistent, parallel and plumb.		X	
S12 Measure, mark & cut tiles in accordance with work requirements to include cutting around obstacles such as pipes, sockets and drains		X	
S13 Apply adhesives and fix tiles to wall and floor surfaces		X	
S14 Grout and finish tiles to wall and floor areas		X	
S15 Install tanking systems, decoupling membranes and electric under-tile heating			X
S16 Undertake remedial work in accordance with specification.		X	
S17 Be able to remove and replace individual damaged tiles without causing damage to adjacent finishes			X
Behaviours : A Wall and Floor Tiler demonstrates:	KT	ST	PD
B1 Their responsibilities towards own and others safety in the workplace			X
B2 A strong work ethic, motivated, reliable and adaptable			X
B3 Attention to detail, quality and continuous improvement		X	
B4 Awareness of the business's mission, aims, markets, products and services			X
B5 A customer focused attitude			X
B6 Effective communication in a team, with clients or with management		X	X