

ST1385/

DRAFT END-POINT ASSESSMENT PLAN FOR THE CRAFT PLASTERER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST1385	3	No

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Key Fields

This EPA has options. Display the EPA for:

All Craft Solid Plasterer Craft Fibrous Plasterer Test Option

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the [craft plasterer](#) apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

[Craft Plasterer](#) apprentices, their employers and training providers should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- [Craft Solid Plasterer](#)
- [Craft Fibrous Plasterer](#)
- [Test Option](#)

A full-time [craft plasterer](#) apprentice typically spends **18** months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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

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

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

This EPA has 3 assessment methods.
The grades available for each assessment method are below.

Assessment method 1 - multiple-choice test:

- fail
- pass
- distinction

Assessment method 2 - practical assessment with questions:

- fail
- pass
- distinction

Assessment method 3 - interview underpinned by a portfolio of evidence:

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

EPA summary table

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

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

Duration of end-point assessment period

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

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

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

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

Portfolio of evidence requirements:

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

Evidence sources may include:

- **workplace documentation and records**
- **workplace policies and procedures**

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

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

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

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

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

Order of assessment methods

The assessment methods can be delivered in any order.

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

Multiple-choice test

Overview

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

Rationale

This assessment method is being used because:

- it can assess knowledge it is easy to administer
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost

Delivery

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

The test can be computer or paper based.

The test will consist of **40 multiple-choice** questions.

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

The apprentice must be given at least **14 days'** notice of the date and time of the test.

Test administration

The apprentice must have 70 minutes to complete the test.

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

The following equipment is allowed to be used during the test:

- scientific calculator
- pen and paper

The test administrator should provide this equipment in readiness for the test.

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

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

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

Marking

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

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the test.

Assessment location

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

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

Question and resource development

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

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

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

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

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

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

Practical assessment with questions

Overview

In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The EPAO decides in which of the simulated environments it takes place. The assessment environment must closely relate to the apprentice's natural working environment. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- this is a practical role, which can be demonstrated through completing tasks
- it allows for consistency of opportunity for apprentices to demonstrate their competence against the mapped KSBs
- it assesses KSBs holistically and objectively
- it is a valid assessment because it involves direct testing under controlled conditions

Delivery

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

An independent assessor must conduct and assess the **practical assessment with questions**. The independent assessor must only observe up to four apprentices at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give an apprentice **14 days'** notice of the **practical assessment with questions**.

The **practical assessment with questions** must take **12** hours.

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

The **practical assessment with questions** may take place in parts but must be completed over **2** working day. A working day is typically considered to be 7.5 hours long. The reason for this split is **to allow apprentices to complete all aspects of the practical assessment**.

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

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

The independent assessor must observe the following during the practical assessment:

Craft solid plasterer option:

Task 1:

Setting out and application of plaster to form a concave or convex curved surface. The curve must include floating coat and setting coat. The curve must be a minimum radius of 0.5m and 2m in length..

Optional criteria – incorporate a non-standard (non 90 degree) acute or obtuse angle in plaster

Task 2:

Application of a polymer-based thin coat render system to EWI (external wall insulation) or cement particle board, including a minimum of one anomaly, for example a window with reveals, doorway with reveal, protruding pipework and service boxes. The application should include priming, base coat, reinforcement and complex render finish. The area to render must be a minimum of 4 metres squared excluding anomalies.

Optional criteria – incorporate a non-standard (non 90 degree) acute or obtuse angle in render

The apprentice must carry out one of the optional criteria in task 1 or task 2

To ensure reliable assessment the tasks will vary but must provide equal challenge. The EPAO will provide the apprentice with a practical assessment specification. Where more than one apprentice is being observed in the same location, each apprentice must be provided with a different practical assessment specification.

Preparation for the EPA:

Where the EPA is administered at the employers or training provider's premises, the EPAO may liaise with the employer or training provider to provide resources, set up and equipment requirement information in preparation for the practical activity. Where this is the case, the EPAO must put measures in place to prevent malpractice and reduce predictability.

Practical areas and resources required for the practical assessment such as EWI or cement particle board and curved timber profiles must be pre made or pre-installed by the EPAO or on behalf of the EPAO prior to the assessment.

The EPAO is ultimately responsible for the preparation and quality of installations, resources and equipment to ensure fair assessment.

Tolerances and criteria

Task 1:

- curve length and height to specification: Pass, + or - 3mm or Distinction, + or - 1mm
- curve plumb or level: Pass, + or - 4mm or Distinction, + or - 2mm
- curve radius to specification across length: Pass, + or - 4mm or Distinction, + or - 2mm
- setting coat plaster visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 15mm in diameter or length, such as trowel marks, fat marks, gauls, or blemishes.)

Task 2:

- render finish applied to specification: Pass only
- thickness of polymer floating coat to manufacturer's instruction: Pass, + or - 3mm or Distinction, + or - 1mm
- reinforcement installed to manufacturer's instructions: Pass only
- thickness of polymer finishing coat to manufacturer's instruction: Pass, + or - 3mm or Distinction, + or - 1mm
- polymer finishing coat render visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 15mm in diameter or length, such as trowel marks, gauls,, blemishes or irregularities in finish.)

Optional criteria:

- angle to specification: Pass, + or - 4 degrees or Distinction , + or - 2 degrees
- angle visual discrepancies: Pass, no more than 3, Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 15mm in diameter or length, such as trowel marks, fat marks, gauls, blemishes or irregularities in finish.)

Craft fibrous Plasterer option:

Setting out, formation and fixing of a fibrous plaster arch, The arch must be a single centre point arch with keystone or an arch with two or more centre points.

The arch task must:

- minimum of 900mm in span
- minimum 300mm rise
- minimum width of architrave 100mm
- architrave stepped profiled with minimum depth of 25mm
- finished to stepped capping mould with mitred returns
- use cold pour and coring and muffling techniques

To ensure reliable assessment the tasks will vary but must provide equal challenge. The EPAO will provide the apprentice with a practical assessment specification. Where more than one apprentice is being observed in the same location, each apprentice must be provided with a different practical assessment specification.

Preparation for the EPA:

Where the EPA is administered at the employers or training providers premises, the EPAO may liaise with the employer or training provider to provide resource, set up and equipment requirement information in preparation for the practical activity. Where this is the case, the EPAO must put measures in place to prevent malpractice and reduce predictability.

Resources required for the practical assessment such as moulds and centre point production resources must be pre-fabricated by the EPAO or on behalf of the EPAO prior to the assessment and provided to the apprentice on the day.

The EPAO is ultimately responsible for the preparation and quality of resources and equipment to ensure fair assessment.

Tolerances and criteria:

- arch span to specification: Pass, + or - 4mm at any point or Distinction, + or - 2mm
- arch rise to specification: Pass, + or - 4mm at any point or Distinction, + or - 2mm
- setting out of radius to specification: Pass, + or - 4mm at any point or Distinction, + or - 2mm
- external mitres are aligned with true mitre line: Pass, + or - 3mm or Distinction, + or - 1 mm
- mitres flush: Pass, + or - 3mm or Distinction, + or - 1 mm
- stopping in completed with no gaps exceeding Pass, + or - 3mm or Distinction, + or - 1 mm
- arch visual discrepancies: Pass, no more than 3 or Distinction, no more than 1:

(Note a visual discrepancy should be measured as a defect greater than 10mm in diameter or length, such as chattering, scratch lines, blemishes, tears or misses)

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

The independent assessor must ask questions.
The purpose of the questions is:

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

Questioning must occur **during the practical assessment**. The time for questioning is included in the overall assessment time.

The independent assessor must ask at least **3** questions during the practical assessment. To remain as unobtrusive as possible, the independent assessor should ask questions during natural breaks in work rather than disrupting the apprentice's flow. The independent assessor must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training.

The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the **practical assessment with questions**.

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

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

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

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

Assessment location

The **practical assessment with questions** must take place in a simulated environment selected by the EPAO for example, the EPAO's premises, a training provider's premises, a training facility in the employer's premises, a test centre or a similar simulated environment. This simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the **practical assessment with questions** must be confirmed to be available by the EPAO, who can liaise with the employer to provide these. They must be in good and safe working condition.

Question and resource development

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

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions

are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of tasks and questions in the case of re-sits and retakes, to minimise predictability.

The EPAO must produce the following materials to support the [practical assessment with questions](#):

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

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

Interview underpinned by a portfolio of evidence

Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

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

Delivery

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

An independent assessor must conduct and assess the [interview](#).

- (core) safe systems of work
- (core) environment and sustainability
- (core) interpreting information and planning
- (core) documentation
- (core) stock

- (core) power tools
- (craft solid plasterer) complex solid plastering techniques
- (craft fibrous plasterer) complex fibrous plastering techniques
- (core) quality assurance
- (core) wellbeing, inclusion and CPD

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

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

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

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

The interview must last for 90 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 9 questions. The independent assessor must use the questions from the EPAO's question bank. Follow-up questions are allowed where clarification is required.

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

The independent assessor must make the grading decision.

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

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

Assessment location

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

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

Question and resource development

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

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

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

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

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

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

Grading

Practical assessment with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTIVE APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTIVE DESCRIPTORS
(Core) Health and safety S1 S2 B1	Takes responsibility for their own health and safety and works in compliance with regulations, standards and guidance. (S1, B1)	Explains the benefits for individuals and the business of compliance with health and safety regulations and standards and the consequences of non-

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	Uses safety control equipment in line with manufacturer's instructions , organisational and statutory requirements. (S2)	compliance. (S1)
(Craft Solid Plasterer) Solid K24 K25 K28 K31 K32 K33 S14 S15 S18 S21 S22	Applies techniques to set out and form a plaster concave or convex curved surface including floating coat and finishing coat in line with task requirements and pass tolerances	Optimises the quality of the craft solid plastering tasks by completing the tasks in line with distinction tolerances and criteria. (S14, S15, S18, S21, S22)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTIVE APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTIVE DESCRIPTORS
	<p>and criteria. (K24, K25, S14, S15)</p> <p>Applies a polymer based thin coat render system including complex render finish in line with task requirements and pass tolerances and criteria. (K31, K32, K33, S21, S22)</p> <p>Applies techniques to form a non-standard (non-90 degree) acute or obtuse angle in plaster or render in line with</p>	

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	task requirements and pass tolerances and criteria. (K28, S18)	
(Craft Fibrous Plasterer) Fibrous K38 K39 K40 K41 K42 K43 K44 K45 S24 S25 S26 S27 S28 S29 S30 S31	Applies setting out techniques and uses centre points to set out curved and stepped fibrous arch components in line with task requirements and pass tolerances and criteria. (K38, K40, S24, S26) Prepares bench and positive moulds for cold pour compounds	Optimises the quality of the craft fibrous plastering task by completing the task in line with distinction tolerances and criteria. (S24, S25, S26, S27)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>including mould coring and muffling in line with task requirements. (K42, K43, K45, S28, S29, S31)</p> <p>Applies techniques to mix and gauge cold pour components in line with manufacturer's instructions and task requirements. (K44, S30)</p> <p>Forms stepped and curved complex arch components using positive</p>	

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTIVE APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTIVE DESCRIPTORS
	<p>mould in line with task requirements and pass tolerances and criteria. (K39, S25)</p> <p>Applies complex fixing techniques to fix fibrous components in line with task requirements and pass tolerances and criteria. (K41, S27)</p>	

Interview underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Safe systems of work K3 S3</p>	<p>Describes how they implement and monitor safe systems of work and control measures for plastering tasks to ensure they are fulfilled and applied continuously throughout the task. (K3, S3)</p>	<p>Explains how chosen control measures and safe systems of work have the potential to minimise risks or hazards to themselves and others. (K3, S3)</p>
<p>(Core) Environmental and sustainability S4</p>	<p>Describes how they apply environmental and sustainability principles to plastering tasks in compliance with environmental regulations and standards. (S4)</p>	<p>Explains how their application of environmental and sustainability principles contribute to reducing the impact of construction works on the environment. (S4)</p>
<p>(Core) Interpreting information and planning K12 K13 S7 S9 S12 B4 B6</p>	<p>Describes how they interpret and extract information from drawings, specifications and the production plan via paper based or digital means. Explains how</p>	<p>None.</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>they use the information gathered to provide clear work instructions which promote health and safety and environmental and sustainability principles to the team. (K12, S7, B6)</p> <p>Explains how they apply planning, work scheduling and time management techniques to identify and agree targets for themselves and others, in line with the production plan. (K13, S9)</p> <p>Describes how they communicate and report issues in the production plan. Explains how they promote teamwork by</p>	

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	collaborating across disciplines and external stakeholders to find solutions to issues. (S12, B4)	
(Core) Documentation K16 K17 S11 S13	Explains how they apply written communication techniques to complete paper based or digital documentation relevant to the plastering role, in plain English and in line with organisational requirements. (K16, K17, S11, S13)	None.
(Core) Stock K15 S6	Describes how they obtain, monitor and rotate stock and supplies in line with organisational procedures. Explains stock value, lead times and their organisational process for	Explains how they would manage a difficulty with sourcing stock or supplies in a typical plastering based scenario provided by the independent assessor. (K15, S6)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	returning faulty stock. (K15, S6)	
(Core) Power tools K20 S10	Describes how they check, use and store power tools in line with task requirements, manufacturer's instructions and organisational procedures. (K20, S10)	None.
(Craft Solid Plasterer) Complex solid plastering techniques K26 K27 K29 K30 K34 S16 S17 S19 S20 S23	<p>Describes how they install complex plastering components, for example plastic trims, expanded metal lath (EML) rib lath in line with task requirements. (K34, S23)</p> <p>Describes how they machine apply plaster or render in line with task requirements. (K30, S20)</p> <p>Describes how they fix insulated plasterboard to</p>	None.

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>solid backgrounds in line with task requirements. (K27, S17)</p> <p>Describes how they prepare composite and non-standard back grounds in readiness for plastering or rendering in line with task requirements. (S16, K26)</p> <p>Describes how they set out and apply beading in readiness for plastering or rendering multiple beams or piers in line with task requirements. (K29, S19)</p>	
<p>(Craft Fibrous Plasterer) Complex fibrous plastering techniques K46 K47 K48 K49 S32 S33 S34 S35</p>	<p>Describes how they produce complex decorative fibrous plaster components for example,</p>	<p>None.</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>uplighters, panel mouldings, niches, column capitals, brackets and corbels in line with task requirements. (K46, S32)</p> <p>Describes how they construct rigid and flexible complex moulds in line with task requirements. (K47, S33)</p> <p>Describes how they produce enriched cornicing including enriched cornice models in line with task requirements. (K49, S35)</p> <p>Describes how they apply techniques to repair and match fibrous components in line with task requirements. (K48, S34)</p>	

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>(Core) Quality assurance K11 S5 B3</p>	<p>Describes how they take responsibility for the quality of work and encourage others to work to high standards by the application of quality assurance principles and techniques in line with organisational procedures. (K11, S5, B3)</p>	<p>Justifies the importance of quality assurance procedures when carrying out plastering tasks, identifying potential issues that could arise and how the use of quality assurance procedures prevents them. (K11, S5)</p>
<p>(Core) Wellbeing, inclusion and CPD K18 K19 B2 B5</p>	<p>Describes mental and physical health considerations of themselves and others and identifies sources of support available for themselves and others. (K18)</p> <p>Explains the learning they have completed and recorded to support competence in their role, showing a</p>	<p>None.</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	commitment to future. CPD. (B5) Explains how they are supportive of the needs and concerns of others, especially where this relates to equity, diversity and inclusion. (K19, B2).	

Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	23
Pass	24	31
Distinction	32	40

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the [practical assessment with questions and interview underpinned by a portfolio of evidence](#) in line with this EPA plan.

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an EPA merit, the apprentice must achieve a distinction in the practical assessment as well as a distinction in one other method and a pass in the other method. To achieve an EPA distinction, the apprentice must gain a distinction in all the assessment methods.

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

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

Re-sits and re-takes

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

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

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

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles

ROLES	RESPONSIBILITIES
	<p>involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</p> <ul style="list-style-type: none"> • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider,

ROLES	RESPONSIBILITIES
	<p>specifically, they must not receive a personal benefit or detriment from the result of the assessment</p> <ul style="list-style-type: none"> • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • mark test answers in line with the EPAO's mark scheme and procedures
Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • not invigilate an assessment, solely, if they have delivered the assessed content to the apprentice • invigilate and supervise the apprentice during tests and in breaks during assessment methods to prevent malpractice in line with the EPAO's invigilation procedures
An additional person required during the practical assessment	<p>As a minimum, the competent person must:</p> <ul style="list-style-type: none"> • be occupationally competent to perform the required role • follow a brief provided by the independent assessor which confirms what is required • be at the assessment venue and be in situ prior to the assessment • adhere to confidentiality about all aspects of the assessment • not provide guidance or influence the assessment outcome in any way • provide a written statement to confirm that the task is attributable to the apprentice

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

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

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

Internal quality assurance

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

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

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector

Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- conducting assessment methods on the same day

Professional recognition

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1: Core. Awareness of health and safety regulations, standards, and guidance and impact on role of the team and other construction trades. Employer and employee responsibilities. Control of Substances Hazardous to Health (CoSHH). Building safety act. Fire safety. Health and Safety at Work Act. Asbestos awareness. Manual handling. signage, fire extinguishers. Safety signage. Situational awareness. Slips, trips, and falls. Working in confined spaces. Working at height. Electrical safety respiratory protective equipment (RPE), dust suppression. Reporting injuries, diseases</p>	<p>Multiple-choice test</p>

KNOWLEDGE	ASSESSMENT METHODS
and dangerous occurrences regulations (RIDDOR), Provision and use of work equipment regulations (PUWER) & near miss reporting, signage and meaning.	
K2: Core. Types incidents - accidents, near misses. Mitigation methods. Incident management techniques.	Multiple-choice test
K3: Core. Safe systems of work, control measure implementation and monitoring techniques.	Interview underpinned by a portfolio of evidence
K4: Core. Environmental management systems and standards. Environmental Protection Act. Environmental signage and notices. Types of pollution and environmental control measures: noise, smells, spills, waste and disposal of hazardous waste. Types of pollution: Water, noise and air pollution.	Multiple-choice test
K5: Core. The importance and considerations of the environment: Thermal bridging achieving U-values, condensation, interstitial and surface and applicable building regulations.	Multiple-choice test
K6: Core. Insulation products and their energy efficiencies: mineral wool, foil, fibre glass, polyisocyanurate, expanded polystyrene.	Multiple-choice test
K7: Core. Modern Methods of Construction: Timber frame, steel frame, Insulated Concrete Forms (ICF), modular and concrete frames and cross laminated timber frames.	Multiple-choice test
K8: Core. The principles of building construction: Fire safety, Building information modelling (BIM), Computer aided design (CAD) and environmental and sustainability considerations Construction Design Management (CDM) regulations.	Multiple-choice test
K9: Core. The principles of heritage building, considerations and techniques applicable to the traditional and heritage plastering including haired lime plasters.	Multiple-choice test
K10: Core.	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
Standards and regulations associated with craft plastering: British standards, building regulations, warranty provider standards, manufacturers instructions.	
K11: Core. Quality assurance principles and techniques.	Interview underpinned by a portfolio of evidence
K12: Core. Methods of interpreting information from drawings, specifications and the production plan and producing work instructions, utilising traditional and digital methods.	Interview underpinned by a portfolio of evidence
K13: Core. Planning, work scheduling, and time management techniques for self and others.	Interview underpinned by a portfolio of evidence
K14: Core. Resource quantity calculation techniques, costing, wastage and recycling allowance.	Multiple-choice test
K15: Core. Stock, material stock and considerations: availability, stock lead times. stock value. faulty stock and returns process and quality control.	Interview underpinned by a portfolio of evidence
K16: Core. Written communication techniques. Plain English principles.	Interview underpinned by a portfolio of evidence
K17: Core. Documentation methods and requirements - digital and paper based.	Interview underpinned by a portfolio of evidence
K18: Core. Well-being: mental and physical health considerations in self and others and how to access support.	Interview underpinned by a portfolio of evidence
K19: Core. Inclusion, equity and diversity in the workplace.	Interview underpinned by a portfolio of evidence
K20: Core. Plastering power tools, use and storage techniques.	Interview underpinned by a portfolio of evidence
K21: Craft Solid Plasterer.	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
Craft solid: Types, characteristics and use of non-standard of plasterboard, acoustic, fire retarding, moisture resistant, thermal, impact, vapour control.	
K22: Craft Solid Plasterer. Craft solid: Types, characteristics and use of specialised plasters and renders, sands, limes, cements, acrylic, monocouche, spray plaster and render and additives.	Multiple-choice test
K23: Craft Solid Plasterer. Craft solid: Mitigating factors that impact setting, curing, and hardening times for plaster and renders.	Multiple-choice test
K24: Craft Solid Plasterer. Craft solid: Setting out techniques for plastered curved surfaces: concave and convex surfaces.	Practical assessment with questions
K25: Craft Solid Plasterer. Craft solid: Hand application techniques for plastered curved surfaces: concave and convex surfaces.	Practical assessment with questions
K26: Craft Solid Plasterer. Craft solid: Preparation techniques for composite and non-standard backgrounds: existing rib lath metal, textured backgrounds and lime-based.	Interview underpinned by a portfolio of evidence
K27: Craft Solid Plasterer. Craft solid: Fixing techniques for insulated plaster board.	Interview underpinned by a portfolio of evidence
K28: Craft Solid Plasterer. Craft Solid: Techniques for forming non-standard (non 90 degree) angles in plaster and render: obtuse and acute angles.	Practical assessment with questions
K29: Craft Solid Plasterer. Craft solid: Setting out and beading application techniques for multiple beams and piers, plaster and render	Interview underpinned by a portfolio of evidence
K30: Craft Solid Plasterer. Craft solid: Machine application techniques for plaster and render, internal and external.	Interview underpinned by a portfolio of evidence
K31: Craft Solid Plasterer. Craft solid: Polymer based thin coat render hand application techniques.	Practical assessment with questions

KNOWLEDGE	ASSESSMENT METHODS
<p>K32: Craft Solid Plasterer. Craft solid: Polymer based render: Priming, base coat, reinforcement, finish coat and background surfaces, including EWI (external wall insulation) and cement particle board.</p>	<p>Practical assessment with questions</p>
<p>K33: Craft Solid Plasterer. Craft solid: Complex render finishing techniques : Plain ashlar, raised ashlar, dry dash, wet dash, rough casting, cottage, scraped texture, pebble dashing and tyrolean.</p>	<p>Practical assessment with questions</p>
<p>K34: Craft Solid Plasterer. Craft solid: Complex plastering components, type and fixing techniques: plastic trims, expanded metal lath (EML) and rib lath.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K35: Craft Fibrous Plasterer. Craft fibrous: Types, characteristics and use of Geometric fibrous plastering techniques: classical orders of architecture, Roman profiles, arches and arch components Grecian profiles, domes, vaults, lunettes, circular work, and columns.</p>	<p>Multiple-choice test</p>
<p>K36: Craft Fibrous Plasterer. Craft fibrous: Types of complex reverse moulds: run reverse mould with undercut, piece mould, case mould, flood mould and run loose piece mould.</p>	<p>Multiple-choice test</p>
<p>K37: Craft Fibrous Plasterer. Craft Fibrous: Mitigating factors that impact setting, curing, and hardening times for fibrous plasters and adhesives.</p>	<p>Multiple-choice test</p>
<p>K38: Craft Fibrous Plasterer. Craft fibrous: Setting out techniques for fibrous arch components: curves and stepped.</p>	<p>Practical assessment with questions</p>
<p>K39: Craft Fibrous Plasterer. Craft fibrous: Positive mould curved and stepped arch component formation techniques.</p>	<p>Practical assessment with questions</p>
<p>K40: Craft Fibrous Plasterer. Craft fibrous: Centre point production techniques: gig sticks, trammel, plasters oval and peg mould.</p>	<p>Practical assessment with questions</p>
<p>K41: Craft Fibrous Plasterer. Craft fibrous: Complex fixing techniques: wad and wire, metal reinforcement, fibre strands and tie wires.</p>	<p>Practical assessment with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K42: Craft Fibrous Plasterer. Craft fibrous: Bench preparation techniques for positive moulds.</p>	<p>Practical assessment with questions</p>
<p>K43: Craft Fibrous Plasterer. Craft fibrous: Positive mould preparation techniques for cold pour compounds.</p>	<p>Practical assessment with questions</p>
<p>K44: Craft Fibrous Plasterer. Craft fibrous: Gauging and mixing techniques for cold pour compounds.</p>	<p>Practical assessment with questions</p>
<p>K45: Craft Fibrous Plasterer. Craft fibrous: Mould coring out and muffling techniques.</p>	<p>Practical assessment with questions</p>
<p>K46: Craft Fibrous Plasterer. Craft fibrous: Complex decorative fibrous components production techniques: uprighters, panel mouldings, niches, column capitals, brackets and corbels.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K47: Craft Fibrous Plasterer. Craft fibrous: Techniques for producing complex moulds: turning mould, double hinged moulds, twin slipped mould and rebated mould piece.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K48: Craft Fibrous Plasterer. Craft fibrous: Fibrous plaster repair techniques: in-situ moulding (taking a squeeze) and pattern matching.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>K49: Craft Fibrous Plasterer. Craft fibrous: Methods of producing enriched cornicing and cornice model.</p>	<p>Interview underpinned by a portfolio of evidence</p>
SKILL	ASSESSMENT METHODS
<p>S1: Core. Comply with health and safety regulations, standards, and guidance.</p>	<p>Practical assessment with questions</p>
<p>S2: Core. Use safety control equipment for example, RPE, dust suppression and PPE.</p>	<p>Practical assessment with questions</p>
<p>S3: Core. Implement and monitor safe systems of work and control measures.</p>	<p>Interview underpinned by a portfolio of evidence</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S4: Core. Apply environmental and sustainable principles in compliance with environmental regulations standards and systems.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S5: Core. Apply quality assurance principles and techniques.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S6: Core. Monitor, obtain and check stock and supplies.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S7: Core. Interpret and extract information using paper based or digital techniques from drawings, specifications and provide work instructions.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S8: Core. Calculate resource and cost quantities from site measurements.</p>	<p>Multiple-choice test</p>
<p>S9: Core. Apply planning, work scheduling and time management techniques to identify and agree production plan targets.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S10: Core. Check, use and store power tools.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S11: Core. Complete documentation - paper based and digital. For example, job sheets, time sheets, risk assessments, method statements, equipment service records, handover documents, work sheets, checklists, incident reports, requisition sheets and quality records.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S12: Core. Communicate and report issues against the production plan and contribute to the solutions.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S13: Core. Core: Communicate in written form.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S14: Craft Solid Plasterer. Craft Solid: Set out for concave and convex plaster curved surfaces.</p>	<p>Practical assessment with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S15: Craft Solid Plasterer. Craft solid: Form concave and convex plastered curved surfaces, including floating coat and finishing coat.</p>	<p>Practical assessment with questions</p>
<p>S16: Craft Solid Plasterer. Craft solid: Prepare composite and non-standard backgrounds, for example existing rib lath metal, textured back grounds and lime-based.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S17: Craft Solid Plasterer. Craft solid: Fix insulated plasterboard to solid backgrounds.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S18: Craft Solid Plasterer. Craft solid: Form non- standard (non 90 degree obtuse and acute angles), in plaster and render.</p>	<p>Practical assessment with questions</p>
<p>S19: Craft Solid Plasterer. Craft Solid: Set out and apply beads for plaster or render to multiple piers and beams.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S20: Craft Solid Plasterer. Craft solid: Machine apply plaster and render.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S21: Craft Solid Plasterer. Craft solid: Apply polymer based thin coat render systems to EWI and cement particle board back ground surface,</p>	<p>Practical assessment with questions</p>
<p>S22: Craft Solid Plasterer. Craft Solid : Form complex render finishes for example, Plain ashlar, raised ashlar, dry dash, wet dash, rough casting, cottage, scraped texture, pebble dashing and tyrolean.</p>	<p>Practical assessment with questions</p>
<p>S23: Craft Solid Plasterer. Craft solid: Install complex plastering components, including plastic trims, expanded metal lath and (EML) rib lath</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S24: Craft Fibrous Plasterer. Craft fibrous: Set out curved and stepped arch components.</p>	<p>Practical assessment with questions</p>
<p>S25: Craft Fibrous Plasterer. Craft fibrous: Form curved and stepped fibrous arch components using positive mould.</p>	<p>Practical assessment with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>S26: Craft Fibrous Plasterer. Craft fibrous: Use centre points, for example gig sticks, trammel, plasters oval and peg mould.</p>	<p>Practical assessment with questions</p>
<p>S27: Craft Fibrous Plasterer. Craft fibrous: Fix fibrous components, using complex techniques for example, wad and wire, metal reinforcement, fibre strands and tie wires.</p>	<p>Practical assessment with questions</p>
<p>S28: Craft Fibrous Plasterer. Craft fibrous: Prepare bench for positive mould.</p>	<p>Practical assessment with questions</p>
<p>S29: Craft Fibrous Plasterer. Craft fibrous: Prepare positive mould for cold pour components.</p>	<p>Practical assessment with questions</p>
<p>S30: Craft Fibrous Plasterer. Craft fibrous: Mix and gauge cold pour compounds.</p>	<p>Practical assessment with questions</p>
<p>S31: Craft Fibrous Plasterer. Craft fibrous: Core out and muffle fibrous moulds.</p>	<p>Practical assessment with questions</p>
<p>S32: Craft Fibrous Plasterer. Craft fibrous: Produce complex decorative fibrous plaster components. For example uplighters, panel mouldings niches, column capitals, brackets and corbels.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S33: Craft Fibrous Plasterer. Craft fibrous: Construct ridged and flexible complex plaster reverse moulds. For example turning mould, double hinged moulds, twin slippered mould, rebated mould, piece mould and waste mould.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S34: Craft Fibrous Plasterer. Craft fibrous: Repair complex fibrous plaster components including in situ moulding (take a squeeze) and pattern match.</p>	<p>Interview underpinned by a portfolio of evidence</p>
<p>S35: Craft Fibrous Plasterer. Craft fibrous: Produce an enriched cornice model and enriched corning.</p>	<p>Interview underpinned by a portfolio of evidence</p>
BEHAVIOUR	ASSESSMENT METHODS
<p>B1: Core. Take personal responsibility for their own health and safety.</p>	<p>Practical assessment with questions</p>

BEHAVIOUR	ASSESSMENT METHODS
B2: Core. Support an inclusive culture.	Interview underpinned by a portfolio of evidence
B3: Core. Take responsibility for the quality of work and encourage others to work to high standards.	Interview underpinned by a portfolio of evidence
B4: Core. Collaborate and promote teamwork across disciplines and external stakeholders.	Interview underpinned by a portfolio of evidence
B5: Core. Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice.	Interview underpinned by a portfolio of evidence
B6: Core. Promotes health, safety, environment and sustainability principles to others.	Interview underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

Practical assessment with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Health and safety S1 S2 B1	None	Comply with health and safety regulations, standards, and guidance. (S1) Use safety control equipment for example, RPE, dust suppression and PPE. (S2)	Take personal responsibility for their own health and safety. (B1)
(Craft Solid Plasterer) Solid K24 K25 K28 K31 K32 K33 S14 S15 S18 S21 S22	Craft solid: Setting out techniques for plastered curved surfaces: concave and convex surfaces. (K24) Craft solid: Hand application techniques for plastered curved surfaces:	Craft Solid: Set out for concave and convex plaster curved surfaces. (S14) Craft solid: Form concave and convex plastered curved surfaces, including floating coat and finishing coat. (S15)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>concave and convex surfaces. (K25)</p> <p>Craft Solid: Techniques for forming non- standard (non 90 degree) angles in plaster and render: obtuse and acute angles. (K28)</p> <p>Craft solid: Polymer based thin coat render hand application techniques. (K31)</p> <p>Craft solid: Polymer based render: Priming, base coat, reinforcement, finish coat and background surfaces, including EWI (external wall insulation) and cement particle board. (K32)</p> <p>Craft solid: Complex render finishing techniques : Plain ashlar, raised ashlar, dry dash, wet dash, rough casting, cottage, scraped texture, pebble dashing and tyrolean. (K33)</p>	<p>Craft solid: Form non-standard (non 90 degree obtuse and acute angles), in plaster and render. (S18)</p> <p>Craft solid: Apply polymer based thin coat render systems to EWI and cement particle board back ground surface, (S21)</p> <p>Craft Solid : Form complex render finishes for example, Plain ashlar, raised ashlar, dry dash, wet dash, rough casting, cottage, scraped texture, pebble dashing and tyrolean. (S22)</p>	
<p>(Craft Fibrous Plasterer) Fibrous K38 K39 K40 K41 K42 K43 K44 K45 S24 S25 S26 S27 S28 S29 S30 S31</p>	<p>Craft fibrous: Setting out techniques for fibrous arch components: curves and stepped. (K38)</p> <p>Craft fibrous: Positive mould curved and stepped arch component formation techniques. (K39)</p> <p>Craft fibrous: Centre point production techniques: gig sticks, trammel, plasters oval and peg mould. (K40)</p> <p>Craft fibrous: Complex fixing techniques: wad and wire, metal reinforcement,</p>	<p>Craft fibrous: Set out curved and stepped arch components. (S24)</p> <p>Craft fibrous: Form curved and stepped fibrous arch components using positive mould. (S25)</p> <p>Craft fibrous: Use centre points, for example gig sticks, trammel, plasters oval and peg mould. (S26)</p> <p>Craft fibrous: Fix fibrous components, using complex techniques for example, wad and wire, metal</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>fibre strands and tie wires. (K41)</p> <p>Craft fibrous: Bench preparation techniques for positive moulds. (K42)</p> <p>Craft fibrous: Positive mould preparation techniques for cold pour compounds. (K43)</p> <p>Craft fibrous: Gauging and mixing techniques for cold pour compounds. (K44)</p> <p>Craft fibrous: Mould coring out and muffling techniques. (K45)</p>	<p>reinforcement, fibre strands and tie wires. (S27)</p> <p>Craft fibrous: Prepare bench for positive mould. (S28)</p> <p>Craft fibrous: Prepare positive mould for cold pour components. (S29)</p> <p>Craft fibrous: Mix and gauge cold pour compounds. (S30)</p> <p>Craft fibrous: Core out and muffle fibrous moulds. (S31)</p>	

Interview underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Safe systems of work K3 S3	Safe systems of work, control measure implementation and monitoring techniques. (K3)	Implement and monitor safe systems of work and control measures. (S3)	None
(Core) Environmental and sustainability S4	None	Apply environmental and sustainable principles in compliance with environmental regulations standards and systems. (S4)	None
(Core) Interpreting information and planning K12 K13 S7 S9 S12 B4 B6	Methods of interpreting information from drawings, specifications and the production plan and producing work instructions, utilising	Interpret and extract information using paper based or digital techniques from drawings, specifications and provide work instructions. (S7)	Collaborate and promote teamwork across disciplines and external stakeholders. (B4)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>traditional and digital methods. (K12)</p> <p>Planning, work scheduling, and time management techniques for self and others. (K13)</p>	<p>Apply planning, work scheduling and time management techniques to identify and agree production plan targets. (S9)</p> <p>Communicate and report issues against the production plan and contribute to the solutions. (S12)</p>	<p>Promotes health, safety, environment and sustainability principles to others. (B6)</p>
<p>(Core) Documentation K16 K17 S11 S13</p>	<p>Written communication techniques. Plain English principles. (K16)</p> <p>Documentation methods and requirements - digital and paper based. (K17)</p>	<p>Complete documentation - paper based and digital. For example, job sheets, time sheets, risk assessments, method statements, equipment service records, handover documents, work sheets, checklists, incident reports, requisition sheets and quality records. (S11)</p> <p>Core: Communicate in written form. (S13)</p>	<p>None</p>
<p>(Core) Stock K15 S6</p>	<p>Stock, material stock and considerations: availability, stock lead times. stock value. faulty stock and returns process and quality control. (K15)</p>	<p>Monitor, obtain and check stock and supplies. (S6)</p>	<p>None</p>
<p>(Core) Power tools K20 S10</p>	<p>Plastering power tools, use and storage techniques. (K20)</p>	<p>Check, use and store power tools. (S10)</p>	<p>None</p>
<p>(Craft Solid Plasterer) Complex solid plastering techniques K26 K27 K29 K30 K34</p>	<p>Craft solid: Preparation techniques for composite and non-standard backgrounds: existing rib lath metal,</p>	<p>Craft solid: Prepare composite and non-standard backgrounds, for example existing rib lath metal, textured back</p>	<p>None</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
S16 S17 S19 S20 S23	<p>textured back grounds and lime-based. (K26)</p> <p>Craft solid: Fixing techniques for insulated plaster board. (K27)</p> <p>Craft solid: Setting out and beading application techniques for multiple beams and piers, plaster and render (K29)</p> <p>Craft solid: Machine application techniques for plaster and render, internal and external. (K30)</p> <p>Craft solid: Complex plastering components, type and fixing techniques: plastic trims, expanded metal lath (EML) and rib lath. (K34)</p>	<p>grounds and lime-based. (S16)</p> <p>Craft solid: Fix insulated plasterboard to solid backgrounds. (S17)</p> <p>Craft Solid: Set out and apply beads for plaster or render to multiple piers and beams. (S19)</p> <p>Craft solid: Machine apply plaster and render. (S20)</p> <p>Craft solid: Install complex plastering components, including plastic trims, expanded metal lath and (EML) rib lath (S23)</p>	
(Craft Fibrous Plasterer) Complex fibrous plastering techniques K46 K47 K48 K49 S32 S33 S34 S35	<p>Craft fibrous: Complex decorative fibrous components production techniques: uplighters, panel mouldings, niches, column capitals, brackets and corbels. (K46)</p> <p>Craft fibrous: Techniques for producing complex moulds: turning mould, double hinged moulds, twin slipped mould and rebated mould piece. (K47)</p>	<p>Craft fibrous: Produce complex decorative fibrous plaster components. For example uplighters, panel mouldings niches, column capitals, brackets and corbels. (S32)</p> <p>Craft fibrous: Construct ridged and flexible complex plaster reverse moulds. For example turning mould, double hinged moulds, twin slipped mould, rebated mould, piece mould and waste mould. (S33)</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>Craft fibrous: Fibrous plaster repair techniques: in-situ moulding (taking a squeeze) and pattern matching. (K48)</p> <p>Craft fibrous: Methods of producing enriched cornicing and cornice model. (K49)</p>	<p>Craft fibrous: Repair complex fibrous plaster components including in situ moulding (take a squeeze) and pattern match. (S34)</p> <p>Craft fibrous: Produce an enriched cornice model and enriched cornicing. (S35)</p>	
<p>(Core) Quality assurance K11 S5 B3</p>	<p>Quality assurance principles and techniques. (K11)</p>	<p>Apply quality assurance principles and techniques. (S5)</p>	<p>Take responsibility for the quality of work and encourage others to work to high standards. (B3)</p>
<p>(Core) Wellbeing, inclusion and CPD K18 K19 B2 B5</p>	<p>Well-being: mental and physical health considerations in self and others and how to access support. (K18)</p> <p>Inclusion, equity and diversity in the workplace. (K19)</p>	<p>None</p>	<p>Support an inclusive culture. (B2)</p> <p>Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice. (B5)</p>

Supporting information

External quality assurance

Option selected: Ofqual

Involved employers

Cambridge Regional College, Barratt Developments PLC, Bordercraft Construction, Bordercraft Group, Carlisle College, City and Guilds, Construction EPA, George Cook, Kilwaughter, Langton, Lyons & Annot Ltd, Manchester United, McCarthy and Stone, Plasterace, Saint Gobain, West Dale Services, Leeds College of building

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EPA menu