

# Floorlayer Apprenticeship, Level 2: End-Point Assessment Plan

## Introduction and overview

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

Full time apprentices will typically spend 30 to 36 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, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

As a gateway requirement, apprentices must complete a programme of training and a portfolio of floorlaying work-based evidence to support the EPA professional discussion prior to taking their EPA. In addition, 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 the level 2 apprenticeship.

The EPA must be completed within a 6 months period, after the apprentice has met the EPA gateway requirements, including re-sits or re-takes.

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 (ESFA's) Register of End-Point Assessment Organisations (RoEPAOs).

The EPA consists of 3 distinct assessment methods:

- Online multiple-choice knowledge tests (KT).
- Practical assessment (PA).
- Professional discussion (PD).

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

## Residential Requirement

Depending on where the EPA is carried out, if the centre is beyond reasonable commuting distance, there may be a need for overnight accommodation for between 1 and 3 nights to be provided.

## Typical Floorlayer Apprenticeship Summary:

On-programme (typically 30-36 months)	End-point assessment gateway	End-point assessment (maximum 6 months)
Training to develop the occupation standard's knowledge, skills and behaviours  Working towards English and maths Level 1 and 2 (if required)	English and maths Level 1 achieved and the tests taken at Level 2  Work-based portfolio of evidence to support professional discussion completed  Employer satisfied apprentice is consistently working at or above the level of the standard	Online multiple-choice knowledge test  Practical assessment  Professional discussion  Graded fail, pass or distinction
<b>Floorlayer standard</b>		

## End-point assessment gateway

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 EPAO. Employers may wish to take advice from their apprentice's training provider(s).

Gateway requirements:

- Achieved English and mathematics at level 1 and taken the tests for level 2.
- Completion of a work-based portfolio in order to support the EPA professional discussion.

Work-based portfolio requirements:

- Can be completed as part of and alongside the apprentice's normal work duties and responsibilities.
- Provides the opportunity for the apprentice to evidence the knowledge, skills and behaviours (KSBs) acquired in their workplace, to be assessed during the EPA professional discussion.

- Typically the portfolio should provide examples across the KSBs using a range of evidence types that best demonstrate competence for their job role and to ensure breadth to that evidence base:
  - Apprentice journal: The apprentices should record experiences gained through the learning journey and reflect on their development over the apprenticeship period; reviewing the impact of their activities and behaviours on the business and the team.
  - Examples of work-based evidence: This should include a range of evidence types from the following: factual evidence occurring from the work place which could include video of work being carried out, estimates, survey and test reports carried out by the apprentice; performance review information; workplace observations; learning record entries; development plan content; emails; customer comments, etc but should not include reflection.
  - An e-portfolio should be used for storing journal and work-based evidence. Further detail on the structure of the portfolio will be included in the assessment tools developed by the EPAO.
  - Evidence should be retained by the apprentice and uploaded to the e-portfolio once an EPAO is appointed and the e-portfolio is made available.
  - The portfolio will initially be reviewed at the gateway by the apprentice supported by the employer and training provider against the standard.
  - The EPAO shall ensure that the apprentice's e-portfolio of their work-based evidence is made available to their appointed independent assessor at least 48 hours prior to the PD
- When the employer is satisfied that the apprentice has met or is clearly on track to meet the pass criteria for the apprenticeship, then the EPAO can be approached to arrange the EPA.

## **End-point assessment methods, timescales and location**

The EPA consists of 3 distinct assessment methods:

- Online multiple-choice knowledge test (to be taken first)
- Practical assessment
- Professional discussion (to be taken last)

The EPA (including any resits or retakes) must be completed over a maximum period of 6 months, after the apprentice has met the EPA gateway requirement, giving an apprentice a minimum of 2-weeks' notice of the time, date and venue (if relevant) for each method of assessment.

A minimum grade of 'pass' is required for each assessment method and overall.

EPAOs must ensure that all 3 assessment methods are conducted in a suitable controlled environment, i.e. for the online knowledge test and professional discussion, this should be a quiet room, free from distraction and influence. Similarly, the room should have all the necessary equipment for each assessment method e.g. computer for the online test, appropriate floorlaying tools equipment and resources for the practical assessment.

The knowledge test must be carried out through an online platform. The PD can be carried out face to face or remotely, online. EPAOs must ensure appropriate methods to prevent misrepresentation are in place where an online method is used.

Requirements for each assessment method are detailed below.

### **Method 1 – Online multiple-choice knowledge test (KT)**

- The KT shall be conducted first.
- Apprentices must complete an online multiple-choice knowledge test, with an option for paper-based should a learner's needs necessitate this or as a back-up.
- EPAO to ensure that the test is conducted in a quiet room free from distractions and influence.
- The KT must assess apprentices against the standard's knowledge and skills as shown in the 'Mapping' in annex A.
- The KT must consist of 50 multiple-choice knowledge based questions.
- Each question must present the apprentice with 4 options, from which the apprentice must select one.
- Each question answered correctly must be assigned 1 mark.
- Apprentices must have 50 mins to complete the KT.
- The KT must be closed book i.e. the apprentice cannot refer to reference books or materials.
- Apprentices must take the KT in the presence of an EPAO assessor/invigator.
- The maximum assessor/invigator to apprentice ratio must be 1 to 10.
- The test must be electronically marked by the EPAO, or for paper based tests by the EPAO approved method.
- EPAO independent assessors must award a grade using the following grading boundaries.
- A pass will represent a competent understanding of the standard's knowledge requirements and distinction a deeper, more thorough, understanding.

<b>Grading boundaries</b>	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Marks</b>	0-29	30-39	40-50

- The EPAO should develop a bank of knowledge tests and it is recommended this is undertaken in consultation with representative employers.

- The EPAO must put in place measures to ensure question security and to maintain a question bank of sufficient size to mitigate predictability and review them regularly to ensure they are fit for purpose.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

## Method 2 – Practical assessment (PA)

- The PA should be carried out after the KT and before the PD.
- Apprentices must be observed by an independent assessor, providing the opportunity to assess both core and their chosen option KSBs, as shown in the 'Mapping' in annex A.
- EPAOs will develop a critical marking sheet to reflect the 'Mapping' in annex A and the grading criteria in Annex B. The independent assessor will complete the critical marking sheet during the PA.
- The PA must be carried out over a maximum total time period of 12 hours over 2 days, for whichever chosen option. The time period for assessment on each day should be no longer than a normal working day
- There should be an additional 30 minutes allocated each day during the assessment to allow the apprentice to eat lunch and for convenience breaks. EPAOs must put in place measures to ensure that apprentices do not communicate with each other during these breaks or at any time during the PA.
- During the PA allocated time, the assessor will ask each apprentice up to 30 questions, giving the apprentice the opportunity to expand on and explain their actions and decisions taken during the PA, where the grading criteria require an explanation or description. Assessors should ensure that other apprentices cannot overhear questions asked or answers given.
- KSBs observed during the PA and answers to any questions must be recorded by a reliable and auditable system and be in accordance with any EPAO requirement or guidance, including the critical marking sheet.
- Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales.
- For consistency and robustness, PA's must be conducted in a consistent and simulated work situation, at an EPAO approved centre.
- There may be times during the practical that the apprentice needs to ask for further guidance. When these questions relate to customer service, for example when there is a choice of material (such as the colour of a finishing ancillary), or laying pattern, if these are not specified, then the independent assessor will act as the customer. The EPAO shall ensure that there is at least one opportunity for the apprentice to demonstrate this aspect of customer service, and provide guidance for the independent assessors when acting as the 'customer', to ensure a consistent response (e.g, not to choose a material or method that could disadvantage one apprentice over another) in relation to the same queries and therefore consistency for the apprentices during the PA.
- An independent assessor may observe up to a maximum of 4 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

- The assessor will need to allocate marks, 0, 1 or 2 against the relevant KSBs indicated in Annex A, based on the quality of KSBs demonstrated during the PA and responses to questions, using the grading criteria in Annex B and the critical marking sheet. The marks for each relevant KSB are multiplied using the weighting multiplier indicated, where applicable.
- EPAO independent assessors must award a grade using the following grading boundaries based on an available 200 marks according to the grading criteria in Annex B and the critical marking sheet.

<b>Grading boundaries</b>	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Marks</b>	0-119	120-159	160-200

- The EPAOs should develop a bank of PA specifications, including questions to ask the apprentice where required by the grading criteria and critical marking sheets for use during the assessment. It is recommended this is undertaken in consultation with representative employers.
- The EPAO must put in place measures to ensure specification security and to maintain a specification bank of sufficient size to mitigate predictability and review them regularly to ensure they are fit for purpose.
- EPAOs must ensure that apprentices are asked different questions in the case of re-sits or re-takes.

## **Textile and Resilient EPA – Practical Assessment (PA) Scope.**

There are 4 parts to the PA; they may be completed in any order and concurrently.

For all parts the apprentice will be responsible for:

- interpreting available information and the PA brief
- selecting materials, tools and equipment
- safe use of resources, tools and equipment
- snagging/correcting any faults
- clearing up

In addition, for parts 1, 2 and 3 the apprentice will be responsible for:

- setting out
- laying flooring in accordance with the PA brief, manufacturer's instructions and to industry standards
- finishing/trims

In addition, for Part 4 the apprentice will be responsible for:

- applying sub-floor preparation in accordance with the PA brief, manufacturer's instructions and to industry standards

### **Part 1 – Resilient Sheet and Tile Floorcovering Installation**

This requires, on a suitably prepared timber based sub floor, a simulated room of 1.8m±0.1m x 2.3m±0.1m in size with room 'walls' and a doorway entrance and could be subdivided further.

The room should simulate a real life scenario for a resilient flooring installation, such as residential, restaurant kitchen or hospital.

The PA should incorporate the use of both sheet flooring resilient material and tiled flooring resilient material.

The installation of sheet material shall incorporate a simulated joint between 'sheets'

The tile material must be of a smaller size (maximum 914 x 101mm for plank tiles or 300 x 300mm for square tiles), installed using a pattern such as brick bond or herringbone, and could incorporate some or all at 45° to the square wall.

The PA should incorporate coving at walls, such as in a wet-room, welded corners and joints.

The PA should incorporate simulated obstructions or features:

- applying two simpler ones, such as a pipe box, a ventilation pipe or a radiator and it's feeds
- two more complex, such as a fixed toilet pan, a drainage area in a wet-room, a threshold with architrave, a bowed or irregular wall

The flooring materials should be fixed using manufacturer recommended adhesives in accordance with industry recognised techniques.

Suitable finishing of the work would be required.



## **Part 2 – Textile or Resilient Floorcovering Installation to Winder Staircase**

This requires a simulated wood winder staircase tread length  $0.8\text{m}\pm 0.2\text{m}$ . Flooring material, resilient or textile should, be used to cover 2 risers and one tread of this with appropriate underlay and finishing/trims.

## **Part 3 – Textile Sheet Floorcovering Installation**

This requires, on a suitably prepared timber based sub floor, a simulated room of  $1.8\text{m}\pm 0.1\text{m} \times 2.3\text{m}\pm 0.1\text{m}$  in size with room 'walls' and a doorway entrance and could be subdivided further.

The room should simulate a real life scenario for a textile flooring installation, such as residential, hotel or office boardroom.

The PA should incorporate the use of stretch-fit textile (broadloom carpet), appropriate underlay and gripper rods. To ensure that a joint will be necessary, this should be from 1m width rolls.

Any joint between the carpet material shall be joined using a recognised industry jointing method such as heat seamed, stitching or seaming (chemical seam).

The PA should incorporate simulated obstructions or features:

- two simpler ones, such as a pipe box, chimney breast or a radiator and it's feeds.
- two more complex, such as a threshold with architrave, drop in entrance mat, a bowed or irregular wall shape

The flooring materials should be fixed using industry recognised techniques in accordance with any manufacturer's guidance available.

Suitable finishing of the work would be required.

## **Part 4 – Sub-floor Preparation – Apply Smoothing Compound**

In order to simulate an element of sub-floor preparation, an area minimum  $1.2\text{m}\pm 0.1\text{m} \times 2.4\text{m} \pm 0.1\text{m}$  shall be made available to apply smoothing compound in accordance with manufacturer instructions and industry standards.

## Wood based flooring EPA – Practical Assessment (PA) Scope.

There are 3 parts to the PA; they may be completed in any order and concurrently

For parts 1, 2 and 3 the apprentice would be responsible for:

- interpreting available information and the PA brief
- selecting materials, tools and equipment
- safe use of resources, tools and equipment
- snagging/correcting any faults
- clearing up

In addition, for parts 1 and 2 the apprentice would be responsible for:

- setting out
- laying flooring in accordance with the PA brief, manufacturer's instructions and to industry standards
- finishing trim/ancillaries

In addition, for part 3 the apprentice would be responsible for:

- sanding flooring surface
- finishing the wood surface with primer and sealant

### Part 1 Wood Based Block Floorcovering Installation

This requires, on a suitably prepared timber based sub floor, a simulated room of 1.8m±0.1m x 2.3m±0.1m in size with room 'walls' and a doorway entrance and could be subdivided further.

The room should simulate a real life scenario for a wood based flooring installation, such as residential, restaurant or boardroom.

The PA should incorporate the use of a hardwood block flooring material.

The wood blocks should be laid using a non-straightforward laying pattern, typical of such installations, such as brick bond or herringbone, at 45° to the square wall, with a border.

The PA should incorporate an appropriate expansion strip.

The PA should incorporate one simulated but more complex obstruction or feature, such as an angled wall, a bowed wall, a threshold with architrave, a circular ventilation pipe.

The flooring materials should be fixed using manufacturer recommended adhesives in accordance with manufacturer's instructions using recognised industry techniques to industry standards.

The PA should include use of appropriate trim.

Suitable sanding and other finishing (e.g. skirting) of the work is **NOT** required.

### Part 2 Wood Based Engineered or Laminate Floorcovering Installation to Winder Staircase

This requires a simulated wood winder staircase minimum tread length  $0.7\text{m}\pm 0.2\text{m}$ .

Wood flooring material, such as engineered wood or laminate should, be used to cover the lowest riser and tread, using appropriate nosing/finishing, all adhered or fixed using manufacturer recommended adhesives or instructions.

Suitable sanding and other finishing (e.g. skirting) of the work is **NOT** required.

### Part 3 Hard Wood Floor Sanding

This requires a suitably prepared solid hard wood area of  $1\text{m}\pm 0.25\text{m}$  in width and  $5\text{m}\pm 0.5\text{m}$  in length simulating a 'middle of the room' area of hardwood flooring.

The hardwood should have been previously primed and sealed with a polyurethane coat, and allowed to dry.

There should be enough space around the hard wood area for manoeuvring equipment (minimum of 1m).

The PA requires that the existing wood surface, previously primed and sealed, should be machine sanded as per industry standards.

The PA should then include the priming of the bare wood and application of a single coat of sealant to industry standards.

## Method 3 – Professional Discussion (PD)

- The PD assessment shall be conducted last. The aim of the professional discussion is for the apprentice to demonstrate, through their workplace experience, that they have the required capability against the KSBs identified in the 'Mapping' in Annex A.
- EPAO's will develop a critical marking sheet to reflect the 'Mapping' in annex A and the grading criteria in Annex B. The independent assessor will complete the critical marking sheet during the PD.
- The professional discussion can be conducted face to face or via an online platform. The online platform must include a video link so that apprentices can see assessors and assessors can see the apprentice. The identity of the apprentice must be checked and confirmed. The location or platform will be sourced by the EPAO.
- The EPAO shall ensure that the apprentice's e-portfolio of their work-based evidence is made available to their appointed independent assessor at least 48 hours prior to the PD.
- The PD must take place on a one-to-one basis between an independent assessor, and an apprentice.
- Prior to the PD, the independent assessor must have reviewed the portfolio of work-based experience submitted.
- The apprentice can refer to their portfolio during the PD.
- The PD must last 60 minutes  $\pm 10\%$ .
- Where needed, the assessor needs to ask open questions based on factual recall to ensure the apprentice has the opportunity to cover all aspects of the KSBs identified in the 'Mapping' in Annex A. These should be adapted to the

context of the apprentices work-based evidence portfolio. The objective of the PD is to:

- Clarify the factual evidence in the portfolio, to verify that the apprentice was the author of the portfolio submitted.
- Confirm and validate judgements made by the assessor about the quality and appropriateness of the information presented.
- Confirm and validate understanding of the behaviours.
- Explore aspects of the work in more detail, including how it was carried out and why a course of action was taken.
- Explore the practical application of KSBs including the awareness of and/or use of IT software etc. in demonstrating KSBs.
- KSBs evidenced during the PD must be recorded by a reliable and auditable system and be in accordance with any EPAO requirement or guidance.
- The assessor will need to allocate marks, 0, 1 or 2 against the relevant KSBs indicated in the 'Mapping' in Annex A, based on the quality and range of information provided during the discussion, using the grading criteria in Annex B and the critical marking sheet. The marks for each relevant KSB are multiplied using the weighting multiplier indicated, where applicable.
- EPAO independent assessors must award a grade using the following grading boundaries based on an available 100 marks.

<b>Grading boundaries</b>	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Marks</b>	0-59	60-79	80-100

- The EPAOs should develop a bank of sample questions for the PD, which will need adapting by the independent assessor, to the context of the apprentices experience. It is recommended this is undertaken in consultation with representative employers.
- The EPAO must put in place measures to ensure question security and to maintain a question bank of sufficient size to mitigate predictability and review them regularly to ensure they are fit for purpose.
- EPAOs must ensure that apprentices are asked different questions in the case of re-sits or re-takes.

## Apprenticeship grading

Independent assessors must individually grade each assessment method – fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit or re-take an assessment method – see re-sit and re-take section below.

An independent assessor must combine the grades of all three assessment methods to determine the EPA grade. To achieve an EPA pass, apprentices must achieve a

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minimum of pass in all three assessment methods. To achieve an EPA distinction, apprentices must achieve a distinction in the PA and another assessment method. See grading combinations table below.

Where more than one independent assessor is involved, the independent assessor responsible for the PD will be responsible for combining the grades.

Independent assessors' decisions must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

<b>Knowledge test grade</b>	<b>Practical Assessment</b>	<b>Professional Discussion</b>	<b>EPA grade</b>
Fail	Fail	Fail	Fail
Fail	Fail	Pass	Fail
Pass	Fail	Fail	Fail
Fail	Pass	Fail	Fail
Pass	Fail	Pass	Fail
Fail	Pass	Pass	Fail
Pass	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Distinction
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

## Re-sit and re-take information

Re-sits or 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 or re-take is an appropriate course of action, taking into account how close the apprentice was to passing and in how many assessment methods. Apprentices should have a supportive action plan to prepare for the re-sit or re-take.

A re-sit or re-take of an assessment must be taken during the maximum EPA period i.e. within 6 months of passing the original gateway.

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

EPAOs must ensure that apprentices complete a different KT and PA, if taking a re-sit or re-take. Similarly, for a re-sit or re-take of the PD, whilst the work-based evidence portfolio could remain the same, EPAOs are to ensure that different questions are used.

## Construction industry recognition

On successful completion of the apprenticeship, if not already achieved, the apprentice will need to pass the CITB Health Safety and Environment Test, after which they will be eligible to apply for a Skilled Worker CSCS card.

## 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 (ESFAs) Register of End-Point Assessment Organisations (RoEPAOs).

### Requirements for independent assessors, invigilators and markers

EPAOs must appoint:

- Invigilators/assessors to administer and invigilate the KT.
- Markers/assessors to mark paper based KT's, should this option be necessary.
- Independent assessors to grade the KT.
- Independent assessors to assess and grade the PA.
- Independent assessors to assess and grade the PD.
- Internal quality assurance staff to ensure consistent (reliable) and accurate (valid) assessment decisions and undertake standardisation and internal quality assurance, including moderation of EPA

Independent assessors must meet the following requirements:

- Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest

- Hold or be working towards an assessor qualification such as:
  - RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement.
  - RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement.
  - RQF/QCF Level 3 Certificate in Assessing Vocational Achievement.
  - A1 Assess candidates using a range of methods.
  - D32/33 Assess candidate performance, using differing sources of evidence.
- If working towards an assessor qualification, this must be achieved within one year of registration.
- Assessors will have a sufficient, verifiable, relevant floorlaying experience, knowledge and understanding, at or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. Additionally, assessors will have completed a minimum of 3 continuing professional development (CPD) events relevant to the installation of floorcovering in the last year.
- Assessors' experience, knowledge and understanding could be verified by a combination of:
  - Curriculum vitae and employer endorsement.
  - References.
  - Possession of a relevant NVQ/SVQ, or vocationally related qualification.
  - Corporate membership of a relevant professional institution.
  - Interview.
  - CPD certificates or records.
- The verification process must be recorded and available for audit.
- Assessors need to undertake a minimum of 1-days' EPAO standardisation training per year.
- Assessors will have to complete a minimum of 3 continuing professional development (CPD) events, relevant to the installation of floorcovering, each subsequent year.

Independent administrators, invigilators and markers must meet the following requirements:

- 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 qualifications or experience requirements for administrators, invigilators and markers. However, they must be trained in the task(s) by their EPAO and operate according to their guidance.

Internal quality assurance staff must meet the following requirements:

- They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.
- Hold or be working towards quality assurance qualifications, e.g.:
  - RQF/QCF Level 4 Award in the Internal Quality Assurance of the Assessment RQF/QCF Process and Practice.

- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Process and Practice.
- V1 Conduct internal quality assurance of the assessment process.
- D34 Internally verify the assessment process.
- If working towards a quality assurance qualification, this must be achieved within one year of registration.
- Sufficient, verifiable, relevant up to date experience, knowledge and understanding of floorlaying, at or above, the level being verified. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience, knowledge and understanding could be verified by a combination of:
  - Curriculum vitae and employer endorsement or references.
  - Possession of a relevant NVQ/SVQ, or vocationally related qualification.
  - Corporate membership of a relevant professional institution.
  - Interview.
- The verification process must be recorded and available for audit.

### **Internal quality assurance**

Internal quality assurance refers to the requirements that EPAOs 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 'Requirements for independent assessors, invigilators and markers' 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 10% of each independent assessor's assessments moderated.
- A system to manage communication between all parties.
- Capacity to establish procedures to conform to the proposed external quality assurance process.

### **Assessment tools and materials**

EPAOs must produce assessment tools and supporting materials for the EPA that follow best assessment practice, as follows:

- An online (paper - by exception) questioning and marking system for the KT using questions developed and maintained by the EPAO.
- Documentation for recording assessment evidence and decisions.
- An online e-portfolio system to record work-based evidence upon which the PD is carried out.



- Arrange and agree suitable venues and facilities for each assessment method.
- Guidance for independent assessors on conducting the EPA.
- Guidance for apprentices, their employers and training providers on the EPA.

## **External quality assurance**

External quality assurance arrangements will ensure that EPAO's delivering EPA for this apprenticeship operate consistently and in line with this plan.

The employer led approach has been chosen as the EQA model, with the employers working in partnership with the Construction Industry Training Board (CITB).

## **Implementation**

### **Affordability**

The following factors should ensure the EPA is affordable:

- the KT can potentially be carried out at an EPAO approved test centre closer to the apprentice than the EPAO approved PA centre and in advance of the PA.
- the PA and PD can be completed within 2 days
- the remote assessment is permissible for the PD assessment method.

### **Volumes**

It is anticipated that there will be 450 starts per year on this apprenticeship and 700 per year once established.

## Annex A

### MAPPING FLOORLAYER STANDARD KSBs TO EACH ASSESSMENT METHOD

This chart provides an overview of which knowledge, skills and behaviours will be assessed by each assessment method and how each contributes towards the grading of each assessment method.

#### Assessment methods:

- Multiple-choice knowledge test = KT
- Practical assessment = PA
- Professional discussion = PD

#### Note:

- In each assessment method column, the number indicates:
  - which KSBs are assessed by which method
  - it represents the maximum assessment 'marks' available for each element of the standard against each assessment method
  - and where an element of the standard is considered to be of greater value, a weighting multiplier

	<b>Core Knowledge - Floorlayers need to understand:</b>	KT	PA	PD
CK1	current legislation and the principles of health, safety, welfare and environmentally responsible work practices and how they must be applied in relation to their work, self and to others	4		
CK2	employment rights and responsibilities, keeping floorlaying skills and knowledge up to date, career progression, industry card registration	1		2

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CK3	organisational policies, procedures and documentation and their relevance and importance for installing floorcovering	2		2 x2
CK4	when, why and what personal protective equipment should be used and how to use it correctly whilst floorlaying	2		
CK5	principles of construction, utility supplies, and their impact on installing floorcovering	2		2
CK6	how and when flooring installations need to be adapted to accommodate the needs of disabled people or people with learning disabilities	2		2
CK7	how flooring installations may be affected in older (pre-1919) buildings, but particularly in listed buildings of any age	2		2
CK8	how floorlaying materials and techniques may differ in different industry sectors e.g. residential, commercial, refurbishment, new build	1		2
CK9	interpreting different types of information, including Building Information Modelling (BIM), drawings (digital and hard copy), method statements, risk assessments, manufacturers' information, work schedules, specifications and relevant standards and their relevance in ensuring appropriate, safe and quality flooring installations	3		2
CK10	safe handling and moving of waste materials, flooring installation materials and equipment, manually and with mechanical aids or lifting equipment	1		2
CK11	why and how resources should be stored in a safe and secure manner e.g. different materials, tools and equipment	1		

CK12	assessing and testing existing floor surface conditions and evaluating results to ensure a successful installation e.g.: temperature (including presence of underfloor heating), moisture, level, surface and sub-floor condition	2		
CK13	planning methods appropriate for flooring installation including phasing work and acclimatisation of materials before laying; taking into account the type of contract and other works being undertaken	1		2
CK14	methods to estimate floorlaying materials and resources required based on the type of contract, manufacturers information and site conditions			2
CK15	the characteristics and correct uses of preparation methods for different sub-floor surfaces, ready for the installation of floorcoverings including; the mixing and application of repair and smoothing compounds, mixing and application of damp proof membranes, the installation of plywood underlays and sheet membranes	2		2
CK16	methods and techniques used in measuring, marking and setting out for installing floorcoverings to horizontal, inclined, stepped and shaped/coved surfaces; patterned and non-patterned materials	2		2
CK17	how testing and preparation of sub-floor tools and equipment should be safely used and maintained	1		2
CK18	how to finish the laid floorcovering, including thresholds, skirtings, coverstrips, stair nosings, trims and temporary protection of installed flooring	2		
CK19	how to work efficiently and minimise problems during flooring installation	1		2
CK20	how to dispose of or recycle floorlaying waste materials appropriately	1		

	<b>Core Skills - Floorlayers will be able to:</b>	KT	PA	PD
CS1	work safely and securely in compliance with given information, organisational policies and procedures, and current health, safety, environmental and welfare legislation		2 x7	2 x2
CS2	select and use appropriate personal protective equipment for the floorlaying task		2 x5	
CS3	plan the work to be carried out in accordance with the job specification, including; assessing the sub floor and work area, measuring, producing scale drawings, setting out, calculating material quantities and determining the resources needed (including the tools and equipment)		2 x8	
CS4	work efficiently and complete the floorlaying work in accordance with the agreed specification and timescales		2 x5	
CS5	prepare the work area including securing the site, the removal and appropriate disposal of existing floorcovering			2
CS6	assess and evaluate physical and environmental conditions to ensure successful installation e.g. temperature, humidity, condition of the site			2 x2
CS7	prepare the sub floor for the floorcovering, including; removal of contaminants by manual, mechanical and chemical means, disposal of waste materials, mixing and application of repair and smoothing compounds, mixing and application of damp proof membranes, the installation of plywood, underlays and sheet membranes		2 x5	2
CS8	carry out remedial works in line with the specification		2	2

CS9	dispose of and recycle waste materials appropriately		2 x3	2
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	<b>Option 1 Knowledge – Textile and Resilient Floorlayers need to understand:</b>	KT	PA	PD
TRK1	the different types of carpet floorcovering, including: woven, non-woven; felt, foam and rubber backed; sheet and tile forms	2	2	2
TRK2	when to use underlay and or interlay, their types and their characteristics	2	2	
TRK3	the importance of installing the correct textile pile direction and matching patterns	1	2	
TRK4	techniques and methods for installing underlay, interlay and different types of carpet (cutting, joining, stretching and securing) to a range of straightforward and complex areas e.g. upstands, straight and winding staircases	3	2 x3	
TRK5	the different materials used for resilient floorcovering, including: vinyl, linoleum, rubber; sheet and tile forms	1	2	2
TRK6	differences between domestic and contract resilient and textile installations, including the differences in information provided and client expectations	1		2 x2
TRK7	the importance of batch numbers, shuffling and tessellation and their effects on colour variation	1		2
TRK8	techniques and methods for installing resilient floorcovering (fitting, cutting, joining, rolling, taping, welding and seaming joints; installing pre-cut motifs and inlays) to straightforward and complex areas	4	2 x3	2

	e.g. falls and gradients to drains and gulleys in wet areas, upstands, tanking, straight and winding staircases, alongside and up to different types of floorings			
TRK9	appropriate finishing ancillaries and how to install	1	2 x2	
TRK10	how to safely use and maintain textile and resilient floorlaying tools and equipment	1	2 x2	2

	<b>Option 1 Skills – Textile and Resilient Floorlayers will be able to:</b>	KT	PA	PD
TRS1	safely use hand tools, portable power tools and equipment required for the preparation and installation of resilient and textile floorcovering		2 x5	2 x2
TRS2	determine correct textile pile direction for the installation area		2 x2	
TRS3	determine how patterns should be matched for textile or resilient floorcovering			2 x2
TRS4	install carpet sheet and tiles either in a domestic or contract situation including; cutting, joining, stretching, matching and securing; to horizontal, inclined, vertical, stepped and shaped surfaces		2 x12	2 x3
TRS5	install resilient sheet and tiles either in domestic or contract situations including; fitting, cutting, joining, rolling; taping, tanking, welding and seaming joints; geometric designs and borders; to horizontal, inclined, vertical, stepped and shaped surfaces and skirtings		2 x12	2 x3
TRS6	select and install appropriate finishing ancillaries, including thresholds, skirtings, coverstrips, profiles, stair nosings, and trims		2 x6	2

	<b>Option 2 Knowledge - Wood Floorlayers need to understand:</b>	KT	PA	PD
WK1	the basic properties of wood, grain direction and why this is important, cell type, grading and equipment used to identify	2		2
WK2	the different types of wood floorcovering including: wood block, solid wood, engineered wood, laminate	1		2
WK3	the differences between domestic and contract installations of wood including the differences in information provided and client expectations	1		2 x2
WK4	the need to provide and how to determine correct expansion gaps, taking into account the environment, area and wood type	2		
WK5	techniques and methods for installing wood based floorcovering to straightforward and complex areas e.g. falls and gradients, upstands, straight staircases; on floating, fixed, battens; alongside and up to different types of floorings	3	2 x4	2
WK6	the most appropriate installation methods for wood sports and dance floors e.g.: battens, matting, saddle systems, clip systems	2		
WK7	different laying techniques e.g.: straight lay, diagonal, borders	1	2 x2	
WK8	appropriate finishing ancillaries and how to install	1	2 x3	
WK9	sanding for newly installed wood floors or refurbishment	1	2	



WK10	recommended wood finishes e.g. stains, hard wax, oil, varnish, lacquering, marking	2		2
WK11	how wood floorlaying tools and equipment should be safely used and maintained	1	2 x3	2

<b>Option 2 Skills – Wood Floorlayers will be able to:</b>		KT	PA	PD
WS1	safely use hand tools, portable power tools and equipment required for the preparation for, refurbishment and installation of wood		2 x5	2 x2
WS2	determine correct expansion gaps taking into account environment, area and wood type		2 x3	2
WS3	install wood-based floorcoverings in a domestic and contract situation including; wood block, solid wood, engineered wood or laminate; including cutting, matching, securing and finishing of the wood to horizontal and inclined surfaces		2 x14	2 x5
WS4	select, reinstate or install appropriate finishing ancillaries, including thresholds, skirtings, coverstrips, profiles, stair nosings and trims		2 x5	2
WS5	sand newly installed or refurbished wood, taking into account the wood type and condition, thickness of removal, coarseness of sanding sheet, sharpness of equipment blades		2 x6	2
WS6	select and apply appropriate protective wood finishing stains, hard wax, oil, varnish, lacquering, marking		2 x5	2

<b>Behaviours – Floorlayers will demonstrate:</b>		KT	PA	PD
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B1	<b>effective communication:</b> oral and written, including digital, at the appropriate level, listening, body language, presentation, dealing with conflict, confirming instructions		2 x2	2
B2	<b>customer service:</b> putting the customer first, developing customer relationships and confidence; meeting customer expectations and contributing to the development of an ongoing relationship with the client		2	2 x2
B3	<b>respect:</b> apply equality, diversity and inclusion in dealing with others		2	2
B4	<b>team work:</b> work effectively and safely with others under minimum supervision including floorlaying business colleagues and other trades on construction sites		2	2 x2
B5	<b>independent working:</b> take responsibility for safe completion of your own floorlaying work		2 x4	
B6	<b>logical thinking:</b> use clear and valid reasoning when making decisions to undertake the floorlaying work instructions		2 x4	
B7	<b>reliability:</b> prompt and regular attendance		2 x2	2
B8	<b>adaptability:</b> be able to adjust to changes to the floorlaying work instructions			2 x2
B9	<b>assertiveness and confidence:</b> able to report unsafe working practices or any potential problems		2	2

## Annex B

### PRACTICAL ASSESSMENT (PA) AND PROFESSIONAL DISCUSSION (PD) GRADING CRITERIA

#### Practical Assessment (PA) grading criteria

Each KSB observed or discussed with the assessor during the PA has up to 2 marks allocated, with a multiplier to be applied as a weighting, if applicable. Details of the maximum assessment marks available and weighting multiplier are in Annex A.

The assessor should use the grading criteria below to score against each relevant KSB being assessed by the PA. The relevant KSB reference is listed against each descriptor.

The combined marks for all assessed KSBs in the PA determine the grade for the PA. Details of the grade boundaries can be found in the PA method section of this plan.

AVAILABLE MARKS per KSB	FAIL	PASS	DISTINCTION
2	0	1	2
KSB ref	FAIL	PASS	DISTINCTION
	<b>Apprentice carries out task and:</b>	<b>Apprentice carries out task and does:</b>	<b>Apprentice carries out task and in addition to 'Pass' does:</b>
CS1, CS2	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>carry out their task in accordance with current legislation, available guidance and information</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance and relevance to a business, self or others and give an example of how they keep skills and knowledge up to date</li> </ul>

TRK1, TRK2, TRK5	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• select materials in accordance with the task specification, available guidance and information</li> </ul>	<ul style="list-style-type: none"> <li>• select materials minimising wastage</li> <li>• choose materials appropriately where guidance and information is not specific, or will seek additional and appropriate clarification</li> <li>• describe alternatives and when appropriate to use</li> </ul>
CS3	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• carry out planning for the task including calculating and determining resources and sets out work according to the task specification and recognised floorlaying quality requirements and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>• documentation produced that records and explains how their planning and setting out of work has been carried out</li> <li>• explain how the planning and setting out has exceeded expected requirements</li> <li>• explain the importance of meeting expected requirements in relation to self, business, customer/client and others</li> </ul>
CS4	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• work efficiently, productively and completes the task to specification and industry standards.</li> </ul>	<ul style="list-style-type: none"> <li>• complete the task significantly ahead of schedule (&gt;10% of combined</li> </ul>

			practical test duration)
CS7	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>carry out surface preparation according to the task specification and industry standards, measures and tolerances such as: minimum thickness of hand applied smoothing compound 3mm; surface regularity of sub floor preparation 3mm maximum variation over 2m</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain how their work has been to a higher than industry standard</li> <li>explain the importance of quality preparation</li> </ul>
CS8	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>all out of specification work completed as part of the task (snags) identified and remedied</li> </ul>	<ul style="list-style-type: none"> <li>not require remedial works (snags), but can identify 2 examples where work quality could be improved and explains how</li> </ul>
CS9	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>dispose of waste appropriately</li> <li>clean test rig area appropriately on completion</li> </ul>	<ul style="list-style-type: none"> <li>explain the benefits to self, business, customer/client and others</li> </ul>
TRK3, TRS2	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>install textile with correct pile direction</li> </ul>	<ul style="list-style-type: none"> <li>explain why this is important</li> </ul>
WS2	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>install expansion gap correct for environment and wood flooring type</li> </ul>	<ul style="list-style-type: none"> <li>explain the need for an appropriate expansion gap</li> </ul>
TRK4, TRK8, TRS4, TRS5, WK5,	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>install floorcovering in accordance with the task specification and industry standards such as: cuts around door architrave, scribing etc. with a 2mm maximum gap; appropriate amounts of adhesive</li> </ul>	<ul style="list-style-type: none"> <li>highlight and explain how their work has exceeded industry standard and specification</li> </ul>

WK7, WS3		applied; seams or welds are continuous along joints; appropriate expansion gap for wood type	requirements in two instances
TRK10, TRS1, WK11, WS1	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>select, store and use appropriate resources, tools or equipment</li> </ul>	<ul style="list-style-type: none"> <li>explain why certain resources, tools and equipment are used rather than others</li> <li>explain maintenance of two tools or equipment</li> </ul>
TRK9, TRS6, WK8, WS4	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>install floorcovering trims and ancillaries in accordance with the task specification, manufacturer's instructions and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>highlight and explain how their work has exceeded industry standard and specification requirements in two instances</li> </ul>
WK9, WS5	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>sand solid wood based floorcovering to industry standards</li> </ul>	<ul style="list-style-type: none"> <li>exceed industry standard quality finish</li> <li>explain how the finish has been achieved</li> </ul>
WS6	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>select and apply appropriate protective wood finishes to industry standard</li> </ul>	<ul style="list-style-type: none"> <li>exceed industry standard quality finish</li> <li>explain the advantages and disadvantages of products used compared with alternatives</li> </ul>
B1	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate effective written communication; understanding, by completing the task, in accordance with briefing instructions and manufacturer's guidelines; clear and understandable</li> </ul>	<ul style="list-style-type: none"> <li>recognise and explain, giving two examples of how their communication demonstrated exceeds that normally</li> </ul>

		<p>written documentation, including resource lists, any calculations for setting out or determining quantities.</p> <ul style="list-style-type: none"> <li>• demonstrate effective verbal communication; appropriate acknowledgement or confirmation of any assessor instructions; making relevant and clear queries regarding the task, instructions or guidelines; giving clear and understandable answers to assessor questions</li> <li>• demonstrate appropriate body language, non-confrontational and calm; appropriately dressed; listens appropriately</li> </ul>	<p>expected, is otherwise exceptional in some way</p>
B2	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate good customer service; polite, confirming brief; giving choice of materials or installation approach, if and where appropriate; completing the task on time; providing a quality installation and clearing up well</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and explain, giving two examples of how the customer service demonstrated exceeds that normally expected, is otherwise exceptional in some way</li> </ul>
B3	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate respect for others before, during and after the task, with regards to the assessor, other apprentices and centre staff</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and explain, giving an example of how they have demonstrated respect for others either before, during or after the task</li> </ul>

B4	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate team work, by carrying out task whilst taking into account work being carried out by other apprentices and centre activities</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and explain giving an example of team work during the task</li> </ul>
B5	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate independent working, by fully completing the task safely, utilising available guidance and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• ask appropriate questions of the assessor or customer during the task when appropriate or can explain when this would be appropriate</li> </ul>
B6	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate logical thinking with appropriate planning for the installation task</li> </ul>	<ul style="list-style-type: none"> <li>• carry out planning highlighting clear and valid reasoning why they took their approach to the task or they can explain this</li> </ul>
B7	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate reliability, in attending on the correct date, in timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• complete the task within the allocated time and to industry standards</li> </ul>
B9	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate assertiveness and confidence, such as: reporting anything unsafe or potential problems regarding the task; not spending excessive time in making decisions, doing excessive checks</li> </ul>	<ul style="list-style-type: none"> <li>• utilise this behaviour to influence others such as: suggesting to the customer appropriate use of materials where the customer would have a choice, rather than just accept their decision</li> <li>• recognise their limits, such as; asking the</li> </ul>



			assessor for clarification regarding the task
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## Professional Discussion (PD) grading criteria

Each KSB observed or discussed with the assessor during the PD has up to 2 marks allocated, with a multiplier to be applied as a weighting, if applicable. Details of the maximum assessment marks available and weighting multiplier are in Annex A.

The assessor should use the grading criteria below to score against each relevant KSB being assessed by the PD. The relevant KSB reference is listed against each descriptor.

The combined marks for all assessed KSBs in the PD determine the grade for the PD. Details of the grade boundaries can be found in the PD method section of this plan.

AVAILABLE MARKS per KSB	FAIL	PASS	DISTINCTION
2	0	1	2
KSB ref	FAIL	PASS	DISTINCTION
	<b>Apprentice carries out their work and:</b>	<b>Apprentice carries out their work and can:</b>	<b>In addition to 'Pass', the Apprentice carries out their work and can:</b>
CK10, CK19	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>explain using an example how their work can impact the business, self, customers/clients and others</li> </ul>	<ul style="list-style-type: none"> <li>explain, using an example of how their work has had a positive effect on the business, self, customers/clients and others</li> </ul>
CK2, CK3, CK9, CS1, TRK6, WK3	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give three different examples of available guidance and information and what their responsibilities are in this regard, such as: differences between information provided for contract and domestic</li> </ul>	<ul style="list-style-type: none"> <li>explain for these examples their importance or relevance to the business and legislation and their impact on the flooring installation</li> </ul>

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		installations; advice on progression; industry card recognition; method statements; specifications; legislation	
CK5, CK6, CK7,	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give two examples of available guidance and information and what their responsibilities are in this regard, such as: utilities plans; principles of construction guidance; adapting installations for the needs of disabled; adapting installations for the needs of people with learning disabilities; older buildings; listed buildings</li> </ul>	<ul style="list-style-type: none"> <li>explain for these examples their importance or relevance to the business and legislation and their impact on the flooring installation</li> </ul>
CK10, CK17 TRS1, TRK10, WK11 WS1	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give three examples of why and how appropriate resources, tools or equipment are selected, stored, handled or used</li> </ul>	<ul style="list-style-type: none"> <li>explain why certain resources, tools and equipment are selected, stored or used, rather than others - giving at least 3 examples such as: effects of underfloor heating on materials selection</li> </ul>
TRK1, TRK5, TRK7, WK1, WK2,	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>explain the differences between flooring material properties and their usage, such as: <ul style="list-style-type: none"> <li>'barefoot' or slip resistant vinyl in wetrooms</li> <li>effects of batch numbers</li> <li>backing to carpet</li> <li>properties of wood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>can give at least two examples of where a particular material will be used rather than another because of particular properties</li> </ul>

		<ul style="list-style-type: none"> <li>○ wood floorcovering types</li> </ul>	
CK13, CK14, CK16, CS6	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• explain giving two examples of recognised industry methods and techniques for planning floorcovering installations including environment testing and setting out, such as: <ul style="list-style-type: none"> <li>○ determining and stating minimum and maximum temperatures to lay materials</li> <li>○ balance in appearance when setting out</li> <li>○ determining relative humidity of sub floor, stating acceptable level of moisture and what to do if this is exceeded</li> <li>○ appropriate testing techniques and equipment</li> <li>○ alignment of joints</li> <li>○ how the build of the structure can affect the floorlaying resource selected, installation method or technique</li> <li>○ how flooring installations planning can vary when meeting the needs of disabled people or those with learning difficulties</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• give an example of where there are more than one relevant recognised industry planning method or technique and when one might be more appropriate than the other</li> <li>• explain for one expected example what typical problems, can arise if planning not carried out to industry methods</li> </ul>
CK15, CS5, CS7	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• explain giving two examples of recognised industry methods and techniques for subfloor preparation for floorcovering installations such as: <ul style="list-style-type: none"> <li>○ identifying contaminants</li> <li>○ methods of removing contaminants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• give a full explanation for each example, including reasons as to why the method or technique is recognised by industry</li> </ul>

		<ul style="list-style-type: none"> <li>○ methods of applying smoothing compound, tools and/or equipment, finish, minimum thicknesses, compressive strength</li> <li>○ plywood subfloor installation</li> <li>○ securing the site</li> <li>○ protecting the site</li> </ul>	
TRS3	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• explain giving an example of recognised industry methods and techniques for matching patterns when installing floorcovering, such as: broadloom materials; sheet materials</li> </ul>	<ul style="list-style-type: none"> <li>• give a full explanation including reasons as to why the method or technique is industry recognised</li> </ul>
WS2	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• describe how correct expansion gap for wood installations are determined</li> </ul>	<ul style="list-style-type: none"> <li>• can explain the calculation used to determine a correct expansion gap</li> </ul>
TRK8, TRS4, TRS5, WK5, WS3	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• explain giving three examples of recognised industry methods and techniques for floorcovering installations such as for: <ul style="list-style-type: none"> <li>○ installing pre-cut motifs and inlays</li> <li>○ joining patterned broadloom or sheet materials</li> <li>○ rolling of resilient flooring</li> <li>○ scribing</li> <li>○ floating wood floors</li> <li>○ use of battens for wood flooring</li> <li>○ use of saddle systems for wood flooring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• give a full explanation, including reasons as to why the method or technique is industry recognised</li> </ul>
TRS6, WK8,	<ul style="list-style-type: none"> <li>• does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>• explain giving two examples of recognised industry methods and techniques for installing</li> </ul>	<ul style="list-style-type: none"> <li>• give an example of where there is more than one relevant</li> </ul>

<p>WK10, WS4, WS5, WS6</p>		<p>and applying finishing, trims and protection to the flooring installation, such as:</p> <ul style="list-style-type: none"> <li>○ application of protection to textile materials</li> <li>○ installation of stair nosings</li> <li>○ ancillaries to cover over expansion joint in wood installations</li> <li>○ sanding different wood installations</li> <li>○ different finishes to sanded wood installations</li> </ul>	<p>recognised industry method or technique and when one might be more appropriate than the other or how this can vary according to material</p> <ul style="list-style-type: none"> <li>● for each expected example given, a full understanding is explained, including reasons why the method or technique is recognised by industry</li> </ul>
<p>CS7</p>	<ul style="list-style-type: none"> <li>● does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>● explain tolerances and quality of workmanship and can describe at least 2 recognised industry standards such as: <ul style="list-style-type: none"> <li>○ surface regularity of sub floor preparation – 3mm max over 2m</li> <li>○ minimum thickness of hand applied smoothing compound 3mm</li> <li>○ cuts around door architrave, scribing etc. – 2mm max gap</li> <li>○ appropriate amounts of adhesive applied</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● describe the effects on the business, self, customers/clients and others in not achieving industry standards and give at least one example from their experience</li> </ul>
<p>CK8</p>	<ul style="list-style-type: none"> <li>● does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>● explain, giving an example of how materials and techniques may differ in different industry sectors such as: commercial; refurbishment; new build</li> </ul>	<ul style="list-style-type: none"> <li>● explain, giving 2 examples</li> </ul>

CS8	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give three examples of their own out of specification work (snags) identified and how remedied</li> </ul>	<ul style="list-style-type: none"> <li>explain giving two examples how out of specification work (snags) can be minimised</li> </ul>
CS9	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>dispose of waste appropriately, giving two different examples of disposing floorcovering materials taken up</li> </ul>	<ul style="list-style-type: none"> <li>explain the benefits to self, business, customer/client and others of appropriate waste disposal</li> <li>explain disposal of waste legislation and responsibility to recycle or dispose of appropriately</li> </ul>
B1	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>explain effectively, with an example where they have produced a readable and understandable written communication; either when confirming instructions, reporting problems, completing documentation; by hand or digitally</li> <li>explain effectively, with an example where they have had to deal with conflict and how they dealt with this in an appropriate manner</li> <li>explain effectively with an example how body language and presentation can effect communication and give a personal example</li> </ul>	<ul style="list-style-type: none"> <li>explain, giving two examples why their communication has exceeded that normally expected, is otherwise exceptional in some way</li> </ul>
B2	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give two examples of demonstrating their good customer service such as: confirming a</li> </ul>	<ul style="list-style-type: none"> <li>recognise and explain, giving two examples of how their customer</li> </ul>

		brief or job specification; giving guidance on materials; giving a choice of materials or installation approach, if and where appropriate; where they have kept the customer updated on progress; how they have satisfactorily rectified any customer identified problems; clearing up to customers satisfaction	service has exceeded that normally expected
B3	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>explain giving three examples of how they have demonstrated respect for others at work</li> </ul>	<ul style="list-style-type: none"> <li>explain and give an example, of how they have proactively adjusted their work practice to meet the needs of others</li> </ul>
B4	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>explain giving two examples of how they have worked effectively and safely with their team and other trades, on a construction site</li> </ul>	<ul style="list-style-type: none"> <li>explain giving an example, of how planning and other positive behaviours can help team work on a construction site</li> </ul>
B7	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>explain giving three examples of how they are considered to be reliable at work, such as: attendance and timekeeping; meeting business objectives or targets; quality of work; minimising materials wastage</li> </ul>	<ul style="list-style-type: none"> <li>explain giving an example how they have demonstrated a reliable behaviour and how this has benefited the business</li> </ul>
B8	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give an example of demonstrating adaptability, such as: how they reacted to a customer changing a brief or specification; what they did when</li> </ul>	<ul style="list-style-type: none"> <li>explain giving an example of demonstrating adaptability and how this was of benefit to the</li> </ul>



		ordered materials did not arrive on time	customer and the business
B9	<ul style="list-style-type: none"> <li>does not meet pass criteria</li> </ul>	<ul style="list-style-type: none"> <li>give an example of demonstrating assertiveness and confidence in their work, such as: reporting anything unsafe or potential problems at a site; not spending excessive time in making decisions, doing excessive checks</li> </ul>	<ul style="list-style-type: none"> <li>utilise this behaviour to influence others such as: suggesting to the customer use of more appropriate materials, rather than just accepting customer direction</li> <li>recognise their limits and seek guidance or clarification</li> </ul>