



# End-point assessment plan for Bricklayer apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0095	2	n/a

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## Introduction and overview

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

Full time apprentices will typically spend 30 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

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

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

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

The EPA must be completed within an EPA period lasting typically 4 month(s), beginning when the apprentice passes through the EPA gateway.

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

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1: Knowledge Test**

- Fail
- Pass
- Distinction

**Assessment method 2: Skills Test**

- Fail
- Pass
- Distinction

**Assessment method 3: Oral Questioning – underpinned by portfolio**

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 30 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics at level 1 achieved</li> <li>• English/mathematics at Level 2 attempted</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>• Portfolio of evidence to underpin Oral Questioning (see details below)</li> </ul>
<b>End Point Assessment</b> (which would typically take 4 months)	<p>Assessment Method 1: Knowledge Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment Method 2: Skills Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment Method 3: Oral Questioning – underpinned by portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>

## Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically 4 months from the Gateway point.

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

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

## Order of assessment methods

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

## Gateway

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

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

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

Portfolio of evidence requirements:

- Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship, typically during the last 10 months of their apprenticeship
- It must contain sufficient evidence, gathered within the workplace, to demonstrate the KSBs that will be assessed by the oral questions
- It will typically contain 15 pieces of evidence.
- Evidence must be mapped against the KSBs
- Evidence sources may include (this is not a definitive list):
  - Workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records
  - Annotated specifications, for example drawings, cutting lists, work instructions
  - Annotated photographs
  - Video clips (maximum duration in total of 10 minutes), supported by clear timestamps detailing when key pieces of evidence occur.
- It should not include any methods of self-reflection or self-assessment
- Any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions
- The evidence provided must be valid and attributable to the apprentice; the portfolio must contain a statement from the employer and the apprentice confirming this and confirmation from the employer that there is sufficient evidence to meet the pass criteria.
- The portfolio of evidence must be submitted to the EPAO at the gateway point.

# Assessment methods

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

### Method 1 Component 1: Knowledge Test

#### Overview

The rationale for this assessment method is:

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

#### Test Format

The test will be:

- computer based

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

It will consist of 40 questions.

These questions will consist of:

- Multiple-choice questions

#### Test administration

Apprentices must have 60 minutes to complete the test.

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

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

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

This assessment method will be carried out as follows:

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

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

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

### Marking

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

Any incorrect or missing answers must be assigned 0 marks.

### Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with occupationally competent technical experts such as; employers, professional bodies and qualified tradespeople who have experience of working within the current sector climate. EPAOs should also maintain the security and confidentiality of their questions when consulting. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. EPAOs must follow the test spec in Appendix 1 of this document to create the questions for these tests.

### Required supporting material

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

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

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

### Method 2 Component 1: Skills Test

#### Overview

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

One assessor may observe up to a maximum of 6 apprentices at any one time, to allow for cost effective use of resources.

The rationale for this assessment method is:

the occupation involves practical activity best assessed through observation; it would be difficult to assess that an apprentice has these practical skills in a valid way except through this method and employers would doubt the occupational competence of an individual not assessed in this way. This method standardises the assessment across all bricklayer apprentices and a controlled environment ensures that all apprentices are assessed against the same criteria in a fair setting.

### Delivery

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

In advance of the skills test, apprentices must be provided with information on the format of the skills test, including timescales.

The task will holistically assess the skills, knowledge and behaviours described in the Occupational Standard and in the mapping of the knowledge, skills and behaviours in this document.

All Skills tests will feature the following elements:

- interpreting information;
- annotation of diagrams; planning and organising work (including materials and other resources);
- setting out/marketing out as appropriate;
- tool skills (including hand and powered tools);
- producing work to specification in accordance with building requirements;
- working to deadlines; and working safely.

An example of what an apprentice would be required to do in a Skills test is:

- Build a small section of cavity wall, forming an opening, bridging the opening with a small return and a T-junction to form a solid wall that will require an applied finish to the mortar joints.

The Skills test is designed with an assumption that a competent bricklayer of this level will be able to handle 25 bricks per hour or 10-12 blocks per hour.

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

Questions must be asked during the skills test. The independent assessor will ask a minimum of 5 questions. They may ask follow up questions where clarification is required. The questions must all be asked within a time period not exceeding 15 minutes, however, they must not all be asked at one time but throughout the duration of the Skills test with a minimum of 15 minutes between each. The assessor must keep a log of questions asked and time taken for each to ensure the 15 minutes is not exceeded. The purpose of the questioning is to assess or clarify underpinning knowledge and behaviours based on what the assessor has observed and to assist in determining whether the apprentice has reached pass or distinction criteria. Where a distinction grading criteria requires a question to be asked all apprentices must be asked this in order to give equal opportunity to reach a higher grade.

Activities not observed by the independent assessor during the skills test can instead be covered by questioning after the skills test, but these questions must be asked within a time period not exceeding



20 minutes (in addition to the 12 hour skills test). These questions may be a combination of those from the EPAO question bank and those generated by the independent assessor. Questioning should take place in a quiet room, free from distractions and influence.

KSBs observed, and answers to questions must be documented by the independent assessor. The independent assessor will make all grading decisions.

### Other relevant information

There may be breaks during the skills test to allow the apprentice to move from one location to another as required.

### Support material

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

- Outline of the assessment method's requirements
- Marking materials
- Resource requirements
- Question Bank
- Scenario and task specifications including diagrams

### Venue

The observation can take place in:

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

### Question development

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

## Assessment Method 3: Oral Questioning (This Method has 1 component.)

### Method 3 Component 1: Oral Questioning

#### Overview

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

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

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

During the oral questioning session the assessor must ask a minimum of 12 questions to enable the apprentice to evidence the mapped KSBs. Assessors may ask follow up questions where clarification is required.

The rationale for this assessment method is:

- It allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis, would take too long to observe or do not lend themselves to direct observation.
- The oral questions are underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skill and behaviours as well as knowledge.
- It allows for testing of responses where there are several potential answers that couldn't be tested through the multiple-choice test
- It assesses an apprentice's depth of knowledge
- It is cost effective, as it makes use of the employer's premises, or can be conducted remotely, and does not require additional resources.
- An assessment using a portfolio of evidence is required to gain CSCS card accreditation and approval.

## Delivery

The independent assessor will conduct and assess the oral questioning session.

The oral questioning session must last for 35 minutes. The independent assessor has the discretion to increase and reduce the time of the discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

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

The oral questioning session will be conducted as set out here:

The apprentice must use their portfolio to support their answers that demonstrate how they have achieved the knowledge, skills and behaviours mapped to this assessment method. All apprentice responses must reference the evidence in their portfolio.

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

The independent assessor will make all grading decisions.

## Venue

The oral questioning session should take place in a quiet room, free from distractions and influence. Video conferencing can be used to conduct the oral questioning session, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

### Other relevant information

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

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

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

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

- sample questions to support a discussion must be developed by EPAOs.
- assessment recording documentation
- guidance for apprentices and employers
- question bank

It is recommended that questions are developed in consultation with employers and occupational technical experts of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers.

## Weighting of assessment methods

The assessment methods are weighted as follows in their contribution to the overall grade and this is reflected in the overall grading table.

Method 1 Knowledge Test 30%

Method 2 Skills Test 60%

Method 3 Oral Questioning 10%

## Grading

### Assessment method 1: Knowledge Test

KSBs	Fail	Pass	Distinction
<b>K1, K2, K3, K4, K5, K6, K7, K9, K10</b>	1-22	23 - 31	32-40

### Assessment method 2: Skills Test

KSBs	Fail	Pass	Distinction
		Apprentices must demonstrate all of the following descriptors:	Apprentices must achieve all of the pass criteria and demonstrate at least 9 of the following 13 descriptors:
<b>K8, S1, S2, S3, S4, S5, S6, S7. B2</b>	Does not meet pass criteria	The apprentice can: select materials of suitable quality, correctly calculate areas, volumes, quantities of materials and resources to be able to carry out the work. (S1) carry out the work in a manner that will protect the safety of themselves and those affected by the work (S2) select the appropriate range of tools to carry out the work that	The apprentice can: plan material useage in order to minimise wastage (S1)  explain why the selected tools and equipment are most suitable for the completion of the set task and offer alternative suggestions for different situations (S3)

		<p>are suitable and fit for purpose (S3)</p> <p>work in a clean manner and avoid excess wastage (S3)</p> <p>interpret information from drawings and specifications (S4)</p> <p>produce masonry structures that are :</p> <ul style="list-style-type: none"> <li>• level should be correct within +/- 4mm over a length of 2m</li> <li>• plumb wall to be built plumb within a tolerance of +/- 4mm per metre</li> <li>• gauge should be consistent and not vary more than +/-4mm per metre</li> <li>• face plane below plumb over 2m within a tolerance of +/- 5mm</li> <li>• square should be square to within a tolerance of +/- 5mm in 2m (S4)</li> </ul> <p>set out openings to correct size and position to a tolerance of 6mm (S4)</p> <p>bed damp course with minimum lap of 100mm (S4)</p> <p>using appropriate gauged methods, mix proportions correctly for mortar. (S4)</p> <p>ensure face joints and pointing have no more than 8 visual defects (S7)</p> <p>ensure rear joints are flush from the trowel and cut clean</p>	<p>produce masonry structures that are:</p> <ul style="list-style-type: none"> <li>• level should be correct within a tolerance of +/- 2mm over a length of 2m</li> <li>• plumb wall to be plumb within a tolerance +/- 2mm per metre</li> <li>• gauge should be consistent and not vary more than +/- 2mm per metre</li> <li>• face plane below plumb over 2m within a tolerance of +/- 3mm</li> <li>• square within a tolerance of +/- 3mm in 2m (S4)</li> </ul> <p>set out openings to correct size and position to a tolerance of 3mm (S4)</p> <p>ensure face joints and pointing have no more than 4 visual defects (S7)</p> <p>accurately cut bricks and blocks to correct size to ensure minimal wastage (10% maximum) (S4)</p> <p>set out and build brickwork to length and proportions according to drawings/specification to a tolerance of +/- 2mm in 2m (S4)</p> <p>set out and build segmental and semi-circular arches and surrounding brickwork to size and dimensions specified using appropriate equipment to a tolerance of +/- 4mm (S5)</p>
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		<p>from the trowel with less than 10 hollows (S7)</p> <p>accurately cut bricks and blocks to correct size to ensure minimal wastage (15% maximum) (S4)</p> <p>use leveling equipment to check the accuracy of the work throughout construction (S4)</p> <p>leave work area clean and tidy and dispose of waste appropriately (B2)</p> <p>use accurate methods to set out and build radial work using appropriate equipment (S5)</p> <p>set out brickwork to length and proportions according to drawings/specification provided to a tolerance of +/- 4mm in 2m (S4)</p> <p>set out and build segmental and semi-circular arches and surrounding brickwork to size and dimensions specified using appropriate equipment to a tolerance of +/- 6mm (S5)</p> <p>set out and build decorative features including oversailing and simple corbels to a tolerance of +/- 4mm (S6)</p> <p>understands and is able to explain and describe a method</p>	<p>set out and build decorative features including oversailing and simple corbels tolerance +/- 2mm (S6)</p> <p>can explain and accurately describe multiple methods to be able to curve brickwork (K8)</p> <p>set out and build Blockwork to solid and cavity walls ensuring;</p> <ul style="list-style-type: none"> <li>• work is Plumb and within a tolerance of +/- 2mm in 1 metre</li> <li>• work is Level and within a tolerance of +/- 2mm in 2m</li> <li>• gauge is regular as the work proceeds and within a tolerance of +/- 2mm in 1 metre</li> <li>• face plane below plumb over 2m within a tolerance of +/- 3mm</li> <li>• work is Square and within a tolerance of +/- 3mm in 2m (S7)</li> </ul> <p>set out openings accurately and in the correct position as required by the drawing and specification allowing stated tolerance for the frame +/- 3mm (S7)</p>
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		<p>to be able to curve brickwork (K8)</p> <p>interpret drawing and specification to determine the position for placing reinforcement (S4)</p> <p>set out and build Blockwork to solid and cavity walls ensuring</p> <ul style="list-style-type: none"> <li>• work is Plumb and within a tolerance of +/- 4mm in 1 metre</li> <li>• work is Level and within a tolerance of +/- 4mm in 2m</li> <li>• gauge is regular as the work proceeds and within a tolerance of +/- 4mm in 1 metre</li> <li>• face plane below plumb over 2m within a tolerance of +/- 5mm</li> <li>• work is Square and within a tolerance of +/- 5mm in 2m (S7)</li> </ul> <p>set out openings accurately and in the correct position as required by the drawing and specification allowing stated tolerance for the frame +/- 6mm (S7)</p> <p>set out and build inspection chambers to required size as per drawing and including abridged access to pipework (S7)</p> <p>joint work to the required finish as per the specification/ drawing (S7)</p>	
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		set out to a gauge rod and to fixed profiles (S7)	
		<p>Ensure work is completed with a quality mindset, considering the customer, other trades, specifications and project timelines (B2)</p> <p>Use materials and equipment with care and economy of waste (B2)</p>	describes the impact that the quality of their work has on the organisation, other trades and customers (B2)



## Assessment method 3: Oral Questioning

KSBs	Fail	Pass	Distinction
	Apprentices have not fulfilled all of the pass criteria	Apprentices must demonstrate all of the following descriptors:	Apprentices must achieve all of the pass criteria and demonstrate at least 4 out of 5 of the following:
<b>S4 (repair only), S8, B1, B3, B4</b>		<p>Provides examples and describes the repair and renewal of masonry structures and explains how they carried these out. (S4)</p> <p>Provides examples and describes the selection of the correct materials and resources to set out and lay concrete, drainage and other substructure materials and can explain why those chosen were most appropriate to the task. (S8)</p> <p>Describes examples of, and can give detail of situations in which they have done the following and can explain the benefits of taking the actions they did for each. (B1):</p> <ol style="list-style-type: none"> <li>Taken responsibility for judgements and actions</li> <li>Met deadlines</li> <li>Taken proactive steps to address a problem they have encountered</li> <li>Developed the trust of colleagues and customers including the application of equality and diversity</li> </ol> <p>Describes examples of changes in best practice or</p>	<p>Explains how to plan work in order to optimise the use of materials and resources and the effect of optimisation on the organisation (S8)</p> <p>Describes the impact of CPD on their own work and the organisation and how they identify their own development needs (B4)</p> <p>Explains the changes and developments in the industry and the effect these have had on their work and the wider organisation (B4)</p> <p>Explains when they have collaborated with others on-site and provide understanding as to the benefits of collaborating with others on-site and the impact of poor communication(B3)</p> <p>Explains when they have communicated effectively orally, using writing, body language and presentation and understanding as to the benefits of different types of communication and their uses on-site and the impact of poor communication(B3)</p>

		<p>technology in the sector and explains how these would affect their area of responsibility (B4)</p> <p>Describes examples of CPD undertaken (B4)</p> <p>Describes an example of independent problem solving and describes the actions taken and the outcome. (B4)</p> <p>Describes when they have collaborated on-site with colleagues effectively (B3)</p> <p>Describes when they have communicated effectively orally, using writing, body language and presentation (B3)</p>	
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## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

The final grade will be determined by collective performance in the three assessment methods in the EPA, calculated using the table below. Each element is separately graded according to the grading descriptors.

Knowledge Test	Skills Test	Oral Questions	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction

## Roles and responsibilities

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

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

## Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas: Assessors must have 5 years industry experience after having completed a minimum level 3 NVQ or advanced craft qualification in bricklaying with up-to-date CPD
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only (as long as the retake/re-sit is within the typical 4 month EPA period). Should this not be taken within the typical 4 month period then the full EPA must be re-taken/re-sat.

Any assessment method re-sit or re-take must be taken during the EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

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

## Affordability

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

- online assessment
- using an employer's premises
- assessing multiple apprentices simultaneously during the Skills test

## Reasonable adjustments

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

## Professional body recognition

On completion of this Apprenticeship, the apprentice will have satisfied the requirements to obtain a Construction Skills Certification Scheme (CSCS) Card. As a result of achieving the Apprenticeship, there will be an entitlement to join the Federation of Master Builders' continuous professional development (CPD) scheme for individual tradespeople.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Knowledge Test

Knowledge
<b>K1</b> Health and safety: Health and safety hazards, current regulations and legislation including COSHH/risk assessments and understanding the importance of method statements. Codes of practice and safe working practices, including asbestos awareness and correct use of personal protective equipment (PPE).
<b>K2</b> Customer service: The principles of high quality customer service. Establishing the needs of others (colleagues, customers and other stakeholders). Respect the working environment including customers' properties, impact on other trades and the project. Gaining and keeping a valued reputation in industry with clients, colleagues and industry representatives such as suppliers and manufacturers.
<b>K3</b> Communication: Different communication methods. How to communicate in a clear, articulate and appropriate manner. How to adapt communication style to different situations.
<b>K4</b> Buildings: Different eras, types of construction methods, insulation considerations, sustainability, facilities management, fire, moisture and air protection. Fireplaces and chimneys. Damp proof courses and the use of brick ties. An awareness of the location of trees and services, and their impact on foundation types.
<b>K5</b> Energy efficiency: The importance and considerations of thermal qualities, airtightness and ventilation to buildings.
<b>K6</b> Materials: Types of materials, their uses and their value. Types of bonds and their uses. Concrete and drainage. Cost awareness and environmental considerations/waste awareness e.g. surface water management and recycling.
<b>K7</b> Alternative construction techniques: Modern methods of construction, rapid build technology, alternative block, masonry, steel and timber based cladding systems.
<b>K9</b> Feature and reinforced brickwork: Set out and build brickwork, including complex decorative features, obtuse/acute angle quoins and reinforced brickwork
<b>K10</b> Fireplaces and chimneys: Select materials and resources required to set out and build fireplaces and chimneys using materials such as hearths, plinths, flue liners, chimney pots and other modern methods.



## Assessment method 2: Skills Test

### Knowledge

**K8** Radial and battered brickwork: Set out and build brickwork, including complex arches and surrounding brickwork, curved on plan, concave and convex brickwork and battered brickwork.

### Skills

**S1** Preparation of materials: Determine quality and quantities of building material including mix ratios of mortar and concrete. Areas and volumes of materials and resources

**S2** Safe working: Adhere to relevant health and safety legislation, codes of practice and apply safe working practices, including when working at heights. Safe use of 'disc cutters' and power cutters.

**S3** Working area: Select appropriate tools, equipment and materials (eg trowel, levels, brick ties, DPC, insulation, mixers, lintels etc) for use when setting out and erecting masonry walling . Maintain a clean working environment.

**S4** Masonry structures: Interpret drawings and specifications. Measure the work area and set out level first courses of bricks to a plan, including bonds for openings and the damp course. Mix mortar by hand or with a mechanical mixer. Lay bricks to set dimensions and apply mortar with a trowel to completion. Shape and trim bricks/blocks using hammers, chisels and power tools. Use of laser levels, spirit levels, optical levels and string lines to check that courses are straight, horizontally and vertically, and laid to a gauge. Ensure thermal qualities, airtightness and ventilation are maintained. Remove waste materials.

**S5** Radial and battered brickwork: Set out and build brickwork, including simple arches and surrounding brickwork.

**S6** Feature and reinforced brickwork: Set out and build brickwork, including common decorative features such as oversailing courses and simple corbels.

**S7** Other brickwork: Block laying. Cavity walling to include openings, brick inspection chambers, joint finishes, set out to square, set out to a gauge rod and/or profiles.

### Behaviours

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

## Assessment method 3: Oral Questioning

Skills
<b>S4</b> Repair and renew masonry structures. (the rest of S4 is assessed in the skills test)
<b>S8</b> Building technology: Select materials and resources to be able to set out and lay concrete, drainage and other substructure materials.

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