

DRAFT END-POINT ASSESSMENT PLAN FOR THE SCAFFOLDER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0359	2	No

Contents

Hide menu

1. [Introduction and overview](#)
2. [EPA summary table](#)
3. [Length of end-point assessment period](#)
4. [EPA gateway](#)
5. [Assessment methods](#)
6. [Multiple-choice test](#)
7. [Individual Practical Assessment](#)
8. [Group Practical Assessment](#)
9. [Grading](#)
10. [Overall EPA grading](#)
11. [Re-sits and re-takes](#)
12. [Roles and responsibilities](#)
13. [Reasonable adjustments](#)
14. [Internal quality assurance \(IQA\)](#)
15. [Value for money](#)
16. [Professional recognition](#)
17. [Mapping of KSBs to assessment methods](#)
18. [Mapping of KSBs to grade themes](#)

Introduction and overview

Edit introduction and overview form

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

Scaffolder apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends [18 months on-programme \(this means in training before the gateway\)](#) working towards competence as a scaffolder. All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing off-the-job training. This EPA has [3](#) assessment methods.

The grades available for each assessment method are:

Assessment method 1 - multiple-choice test:

- fail
- pass

Assessment method 2 - individual practical assessment:

- fail
- pass

Assessment method 3 - group practical assessment :

- fail
- pass

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

- fail
- pass

EPA summary table

On-programme (typically 18 months)	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and mathematics qualifications at Level 2¹, if required.</p> <p>The apprentice must complete training towards any other qualifications listed in the occupational standard.</p> <p>The qualification(s) required are:</p> <p>CISRS Part 1a, 1b CISRS Part 2a, 2b, 2c CISRS Foundation</p>
End-point assessment gateway	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none">• is working at or above the occupational standard as a scaffolder• has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have passed any other qualifications listed in the scaffolder occupational standard ST0359.</p> <p>The qualification(s) required are:</p> <p>CISRS Part 1a, 1b The qualification(s) required are:</p> <p>CISRS Part 2a, 2b, 2c The qualification(s) required are:</p> <p>CISRS Foundation</p> <p>The apprentice must have passed English and mathematics qualifications at Level 1 and have taken the tests for Level 2¹. (For those</p>

	<p>with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
End-point assessment (typically 3 months)	<p>Grades available for each assessment method:</p> <p>Multiple-choice test</p> <ul style="list-style-type: none"> • fail • pass <p>Individual Practical Assessment</p> <ul style="list-style-type: none"> • fail • pass <p>Group Practical Assessment</p> <ul style="list-style-type: none"> • fail • pass <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass
Professional recognition	<p>This apprenticeship aligns with Construction Industry Scaffolders Record Scheme (CISRS) for Scaffolder.</p> <p>The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.</p>
Re-sits and re-takes	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 3 months • Re-take timeframe: typically 3 months

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Length of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically [3](#) months. The EPAO should confirm the gateway requirements have been met and the EPA should start as quickly as possible.

EPA gateway

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

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

These are:

- achieved English and mathematics Level 1 and taken the tests for Level 2¹.
- achieved CISRS Part 1a, 1b
- achieved CISRS Part 2a, 2b, 2c
- achieved CISRS Foundation

Assessment methods

The assessment methods can be delivered in any order.

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

Multiple-choice test

Overview

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

Rationale

This assessment method is being used because:

- it allows for the efficient testing of knowledge where there is an objectively correct answer.
- it allows for flexibility of delivery
- it allows for larger volumes of apprentices to be assessed at one time

There are core areas in the occupation which a scaffolder needs to be able to recall from memory and put into practice e.g., health and safety and the safety critical elements of safe systems of work to enable operatives and others who either work from the completed structures or enter the work area whilst construction work is taking place.

Delivery

The test must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The **multiple-choice test** can be **computer based**.

The **multiple-choice test** will consist of **50 multiple-choice** questions.

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

The apprentice must be given at least **7 days** notice of the date and time of the **multiple-choice test**.

Test administration

The apprentice must have **75** minutes to complete the test.

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

The **multiple-choice test** must be taken in the presence of an invigilator who is the responsibility of the EPAO.

The EPAO must have an invigilation policy setting out how the **multiple-choice test** must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the identity of the apprentice.

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

Marking

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

A correct answer gets **1** mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking. The EPAO must ensure standardisation and moderation of written response test.

Assessment location

The apprentice must take the **multiple-choice test** in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence.

The EPAO must check the venue is suitable.

The multiple-choice test could take place remotely if the appropriate technology and systems are in place to prevent malpractice. The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example with, and not limited to, 360-degree cameras and screen sharing facilities.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation.

The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

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

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

The EPAO must produce the following materials to support the **multiple-choice test**:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes

- question bank
- EPA guidance for the apprentice and the employer

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

Individual Practical Assessment

Overview

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

Rationale

This assessment method is being used because:

- it allows for a varied range of tasks to be observed, that could not be guaranteed to be achieved through a single observation in the workplace;
- this is a practical role, best demonstrated through completing tasks in a realistic work setting;
- it allows for consistency of activities to be completed and efficiency in scheduling;
- it allows for the testing of related underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred;
- it is a holistic assessment method.

The practical assessment involves an independent assessor observing an apprentice undertaking a task or series of tasks individually in a controlled environment due to the safety critical nature of the occupation. This must be complemented by questioning from the independent assessor during or/and after the observation. The practical assessment is deemed the most appropriate assessment method for practical skills; by observing the apprentice complete a task, they can demonstrate their occupational competence.

Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales.

Practical assessments must be conducted in a realistic work setting under normal conditions simulated at an offsite venue. The offsite venue selected must be at an approved CISRS centre due to the safety critical nature of the scaffolding role.

Independent assessors may observe up to a maximum of 6 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The individual practical assessment must allow assessment of the assessment criteria annexe and include the following:

Construct, inspect, and dismantle:

- independent scaffold with a cantilever section to a maximum 2m high working platform.

The independent scaffold must allow for the:

- Installation of spurs and rakers
- Checking of fittings and puncheons.

It is recommended that the EPAO will work with the professional body to develop question banks of sufficient size relating to underpinning knowledge, to ensure sufficient variation; observation specifications must be reviewed annually.

EPAOs must develop practical specification banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose..

Delivery

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

An independent assessor must conduct and assess the **individual practical assessment**.

The EPAO must give an apprentice **7 days** notice of the **individual practical assessment**.

The **individual practical assessment** must take **4** hours.

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

The **individual practical assessment** may take place in parts but must be completed over **2** working day(s). A working day is typically considered to be 7.5 hours long. The reason for this split is **to allow the assessor to observe the candidate maintain momentum and naturally progress through basic to complex structures due to safety critical importance of the scaffolding working platforms for other trades to use.**

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

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

The independent assessor must ask questions. **The purpose of the questions is to allow the assessor to adapt a holistic view of the candidate's KSBs'.**

Questioning can occur **both during and after the practical assessment**.

The time for questioning is included in the overall assessment time. The independent assessor must ask at least **3** questions.

To remain as unobtrusive as possible, the independent assessor should ask questions when safe to do so during natural stops between tasks and after

completion of work rather than disrupting the apprentice's flow. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the **individual practical assessment** and should be kept to a minimum.

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

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

The independent assessor must make the grading decision. The practical assessment and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade.

Assessment location

The **individual practical assessment** will take place in a simulated environment selected by the EPAO. The simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the **individual practical assessment** must be provided by the EPAO, who can liaise with the employer to provide these.

Questioning that occurs after the **individual practical assessment** should take place in a quiet room, free from distractions and influence.

Question and resource development

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

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

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

The EPAO must produce the following materials to support the **individual practical assessment**:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance

- question bank
- EPA guidance for the apprentice and the employer

Group Practical Assessment

Overview

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

Rationale

This assessment method is being used because:

- it allows for a varied range of tasks to be observed, that could not be guaranteed to be achieved through a single observation in the workplace;
- this is a practical role, best demonstrated through completing tasks in a realistic work setting;
- it allows for consistency of activities to be completed and efficiency in scheduling;
- it allows for the testing of related underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred; it is a holistic assessment method.

The group practical involves an independent assessor observing two teams of three apprentices undertaking a task or series of tasks as part of a group in a controlled environment due to the safety critical nature of the occupation. This must be complemented by questioning from the independent assessor during or/and after the observation. A group practical assessment is deemed the most appropriate assessment method for practical skills; by observing the team of apprentices complete a task, they can demonstrate their occupational competence.

Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales.

Group practical assessments must be conducted in a realistic work setting under normal conditions simulated at an offsite venue. The offsite venue selected must be at an approved CISRS centre due to the safety critical nature of the scaffolding role.

Independent assessors may observe up to two teams of three apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The group practical assessment must allow assessment of the assessment criteria annexe and include:

Construct, inspect and dismantle:

- Independent and feature, for example:
 - birdcage
 - towers
 - chimney stacks
 - truss outs with beams
 - loading bay with or without beams,
 - splay,
 - gantry scaffolds
 - bridging sections with beams
- The Independent and feature must also include:
 - scaffolding on a simulated pavement or public place
 - a prefabricated aluminium mobile tower

The independent assessor can rotate the roles in the group assessment to ensure each apprentice has equal opportunity to demonstrate competence in the assigned KSBs.

It is recommended that the EPAO work with the professional body to develop a question bank of sufficient size relating to underpinning knowledge, to ensure sufficient variation; observation specifications must be reviewed annually.

Delivery

The **group practical assessment** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. An independent assessor must conduct and assess the **group practical assessment**. The EPAO must give an apprentice **7 days** notice of the **group practical assessment**. The **group practical assessment** must take **8 hours**. The independent assessor can increase the time of the **group practical assessment** by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary. The **group practical assessment** cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total EPA time.

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

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

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

The independent assessor must ask questions. **The purpose of the questions is to allow the assessor to adapt a holistic view of the candidate's KSBs'. The assessor will choose the timing of the questions to suit the candidates progress with the tasks. Questions must vary between apprentices to ensure individual responses.**

Questioning can occur **both during and after the practical assessment**. The time for questioning is included in the overall assessment time. The independent assessor must ask at least **3** questions. To remain as unobtrusive as possible, the independent assessor should ask questions when safe to do so during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the **group practical assessment** and should be kept to a minimum.

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

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

The independent assessor must make the grading decision. The practical assessment and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade.

Assessment location

The **group practical assessment** will take place in a CISRS approved simulated environment selected by the EPAO. The simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the **group practical assessment** must be provided by the EPAO, who can liaise with the employer to provide these.

Questioning that occurs after the **group practical assessment** should take place in a quiet room, free from distractions and influence.

Question and resource development

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

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

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

The EPAO must produce the following materials to support the **group practical assessment** :

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials

- guidance materials
- grading guidance
- question bank
- EPA guidance for the apprentice and the employer

Grading

Individual Practical Assessment

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS
Independent working K10 K18 K23 K24 S1 S3 S4 S5 S7 S13 S16 B3 B4 B5	<p>0 of B (major fault) or less than 4 of A (fault) as per the Assessment Criteria Annex below.</p> <p>Applies and interprets appropriate scaffolding principles, theoretical and technical knowledge, and techniques.</p> <p>Interprets the given instruction/information to carry out the task.</p> <p>Plans appropriate actions and organises the suitable resources and equipment required to undertake the task.</p> <p>Sets out/marks out materials and components from the supplied drawing to carry out the task.</p> <p>Produces work to the given specification and drawing.</p> <p>Completes the work in the allocated time.</p> <p>Works safely using appropriate PPE where and when required.</p>

Group Practical Assessment

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS
<p>Teamwork K9 K14 K16 K19 K20 K25 K27 K28 K31 S2 S8 S11 S14 S15 S17 S18 S20 B2</p>	<p>0 of B (major fault) or less than 4 of A (fault) as per the Assessment Criteria Annex below.</p> <p>Applies and interprets appropriate scaffolding principles, theoretical and technical knowledge, and techniques.</p> <p>Interprets the given instruction/information to carry out the task.</p> <p>Plans appropriate actions and organises the suitable resources and equipment required to undertake the task.</p> <p>Sets out/marks out materials and components from the supplied drawing to carry out the task.</p> <p>Produces work to the given specification and drawing.</p> <p>Completes the work in the allocated time Works safely using appropriate PPE where and when required.</p>
<p>Effective communication K13 S6 S9 S10 S12 S19 B1 B6</p>	<p>0 of B (major fault) or less than 4 of A (fault) as per the Assessment Criteria Annex below.</p> <p>Applies and interprets appropriate scaffolding principles, theoretical and technical knowledge, and techniques.</p> <p>Interprets the given instruction/information to carry out the task.</p> <p>Works as part of a team to reach set aim and objectives through use of verbal and tactile communication, follows set safe system of works from training received.</p>

Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	37
Pass	38	50

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass

An independent assessor must individually grade the: **individual practical assessment and group practical assessment** in line with this EPA plan.

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

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

Assessment Criteria Annex

A = Fault

B = Major Fault

HEALTH & SAFETY Fault	Grade
Standard supported at one fitting	B
Material leaning on structure, left unattended	A
Working platform not fully boarded for working	B
Throwing materials up or down	B
STANDARD	
Standards not founded correctly	A
Loose fitting on the standards	B
Standard not plumb within the required tolerances (20mm in 2m)	A
Incorrect size tube used for standard	A
Standards not parallel/square at the base	A
LEDGER	
Loose fitting at ledger	A

More than one loose fitting at ledger	B
Ledger not level within the required tolerances (20mm in 2m)	A
Ledger lengths overhang causing hazard	A
Tube not projecting through the entire body of the fitting	B
Incorrect fitting used	B

TRANSOM

Tube not projecting sufficiently through the fitting	B
Transoms not level within the required tolerances	A
Loose fitting on the transom	A
More than one loose fitting on the transom	B
Transom length overhang causing hazard	B

BRACING/SPURS

Overhang length causing hazard	A
More than 300mm from node point	B
Fixed at none load bearing tube or loose fitting	B
Incorrect fitting used	B
Tube not projecting through the full body of the fitting	B
Check fitting omitted or fixed incorrectly	B
Brace omitted	B

LADDER

Not secured correctly	B
Ladder damaged	B
Not founded correctly	B
Incorrect angle	A
Incorrect angle of rungs	B
Unsafe ladder opening	B
Gate installed incorrectly/omitted	B
Ladder not projecting sufficiently past the landing platform	A

GUARDRAILS AND TOE-BOARDS

Guardrail missing	B
Less than 950mm from platform	B
No gaps greater than 470mm	B

Toe-Board Missing	B
Toe-boards not secured	A
Incorrect fittings used	A
Dead men installed incorrectly	A
Loose fittings at guardrail	B

MEASUREMENTS

Scaffold width more than +/- 50mm	B
Bay length more than +/- 50mm	B
Lift height more than +/- 50mm	A

SCAFFOLD BOARDS

Excessive splits in the board	A
Band missing	A
Warped	A
Projection, less than 50mm beyond end support	B
Projection, more than 150mm beyond end support	B
Boards support more than 1.2m	B

HAND OVER OF SCAFFOLD

Over set time for task	A
Every 10 minutes thereafter	A
Job NOT completed as per drawing	A

Re-sits and re-takes

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

The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

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

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

The apprentice will get a maximum EPA grade of **pass** for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs • remain independent from the delivery of the EPA

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the register of end-point assessment organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation • deliver the end-point assessment in-line with this EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan • make the grading decisions

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard • conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from the delivery of the EPA

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

Internal quality assurance (IQA)

Internal quality assurance refers to how the EPAO ensures valid, consistent and reliable EPA decisions. The EPAO must adhere to the requirements within the roles and responsibilities section:

The EPAO must also:

- have quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:

- have recent relevant experience of the occupation or sector to at least occupational level 2 gained in the last 10 years or significant experience of the occupation or sector
- meet the following minimum requirements:
 - hold a cisrs scaffolder card for more than 10 years and a cisrs advanced scaffolder card for more than 5 years
 - hold a recognised training award or instructional qualification suitable to the scheme.
 - cisrs accredited registered instructor/assessor
 - occupational competence deemed as having sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. this must also be of sufficient depth to be effective and reliable when judging candidates' competence.
 - competent to assess – have achieved a relevant recognised assessor qualification such as a level 3 award in assessing competence in the workplace and continue to practice to that standard. assessors who hold earlier qualifications (d32 or d33 or a1 or tqfe/tqse) should have cpd evidence to the most current standards.
 - and
 - undertake cpd each year, to confirm their technical knowledge of the subject area (scaffolding) and practical assessment requirements, as identified by the epao.
- operate induction training for anyone involved in the delivery or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades

- have no direct connection with the apprentice, their employer or training provider.

Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the method of assessment permits this
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

Construction Industry Scaffolder Record Scheme (CISRS) for Scaffolder

Mapping of KSBs to assessment methods^E

KNOWLEDGE	ASSESSMENT METHODS
K1 Awareness of health and safety regulations, relevance to the occupation and the operative's responsibilities. Health and Safety at Work Act Control of Substances Hazardous to Health (COSHH). Manual handling. Personal Protective Equipment (PPE). Working at height. Working in confined spaces. Situational awareness. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls. Safety equipment: guards, signage, fire extinguishers.	Multiple-choice test
K2 Scaffold guidance: manufacturer's instructions, NASC guidance SG4, TG20, SG6, National Access and Scaffolding Confederation (NASC) guidance e.g. Technical Guidance (TG)20 (Good Practice guidance for Tube and fitting Scaffolding Safety Guidance, system manufacturer's user guides, SG4, (Preventing Falls in Scaffolding Operations) SG6 (Manual Handling in the Scaffolding Industry) statutory regulations, British and European Standards.	Multiple-choice test
K3 Purpose of site induction and toolbox talks.	Multiple-choice test
K4 Provision for the safety of themselves, the workforce, the public affected by scaffolding work, and future users of the scaffold structure: use of personal fall protection equipment correctly, use of warning signs and physical barriers, making scaffold structures	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
safe from access when incomplete during breaks and end of the day.	
K5 The types and uses of scaffolding material tools, fittings, tube, boards, equipment.	Multiple-choice test
K6 Common scaffold materials: tubes, boards, prefabricated components, and fittings, purpose and use.	Multiple-choice test
K7 The methods of inspection and servicing scaffold materials, components and tools.	Multiple-choice test
K8 The methods of founding scaffolds on differing types of surfaces: soft ground, concrete, and steel.	Multiple-choice test
K9 Scaffolding in public places and pavements: local authority regulations, safety methods and walkways.	Group Practical Assessment
K10 The different techniques and methods used to move, handle and store materials, components and equipment.	Individual Practical Assessment
K11 The methods and principles for protecting the public and others during work activities and site security arrangements.	Multiple-choice test
K12 Methods of interpreting and extracting relevant information from drawings, specifications, work instructions manufacturer's instructions including the basic principles of Computer Aided Design (CAD) and Building Information Modelling (BIM). Procedures for when this information may be incorrect.	Multiple-choice test
K13 Verbal communication techniques.	Group Practical Assessment
K14 Team working techniques.	Group Practical Assessment

KNOWLEDGE	ASSESSMENT METHODS
K15 Methods of attaching and spacing transoms, ledgers and bracing to support working platforms and strengthen the scaffold structure.	Multiple-choice test
K16 Methods of erecting, altering, and dismantling independent scaffolds with feature, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds.	Group Practical Assessment
K17 Methods of erecting, altering, and dismantling independent with stairway access and returns and putlog scaffolds	Multiple-choice test
K18 Methods of erecting, dismantling independent scaffolds.	Individual Practical Assessment
K19 Methods of raising and lowering materials using rope & gin wheel & rope, light lines, and safety knots.	Group Practical Assessment
K20 Access and work at height equipment: safe use of industry recognised safe systems of work, use of scaffolding steps, personal safety harness, inertia reels.	Group Practical Assessment
K21 The statutory requirements for access: ladder towers, stairways, and external ladders.	Multiple-choice test
K22 The types, uses and purpose of prefabricated components, and the rules for their assembly and connection to scaffold structures.	Multiple-choice test
K23 Methods of attaching spurs, rakers and checking fittings and puncheons to scaffolds.	Individual Practical Assessment
K24 The purpose, types, uses and loadings of cantilever sections. The methods of transferring cantilever section loadings back to the main scaffold structure.	Individual Practical Assessment

KNOWLEDGE	ASSESSMENT METHODS
K25 The spacing of scaffold ties to restrain sheeted and un-sheeted scaffolds from bespoke design drawing.	Group Practical Assessment
K26 The regulations governing the inspection of basic scaffolds: working at height regulations, inspection frequency, report details, date time, position of scaffold inspected, name of the inspector, document storage and retention.	Multiple-choice test
K27 Awareness of risk assessments, method statements and safe systems of work, and implementing control measures.	Group Practical Assessment
K28 Methods of safely erecting, moving, and dismantling prefabricated aluminium towers.	Group Practical Assessment
K29 Environmental responsibilities: organisational procedures, manufacturers' information, statutory regulations, and official guidance regarding the disposal of waste and types of practices necessary to support achievement of UK's sustainability and net zero goals.	Multiple-choice test
K30 Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available.	Multiple-choice test
K31 Equity, diversity and inclusion, and its impact on built environment solutions.	Group Practical Assessment
SKILL	ASSESSMENT METHODS
S1 Follow procedures in line with health and safety and environmental regulations, standards, and guidance.	Individual Practical Assessment
S2 Comply with risk assessments, method statements and safe systems of work.	Group Practical Assessment
S3	Individual Practical Assessment

KNOWLEDGE	ASSESSMENT METHODS
Inspect and select serviceable materials, components, tools, and tethers before use.	
S4 Carry, raise, lower, scaffold materials correctly and safely on a working platform.	Individual Practical Assessment
S5 Install scaffold cantilevered structural components according to requirements of industry guidance and manufacturer's instructions.	Individual Practical Assessment
S6 Erect scaffolds on pavements and public places safely and correctly.	Group Practical Assessment
S7 Install spurs and rakers and check fittings and puncheons in the correct positions to scaffolds.	Individual Practical Assessment
S8 Select, space, and install the correct number of ties to restrain un-sheeted scaffolds to industry guidance and manufacturer's instructions.	Group Practical Assessment
S9 Determine the material requirements for independent scaffolding with feature for example towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds.	Group Practical Assessment
S10 Organise materials to operate within the industry and manufacturers configurations and tolerances.	Group Practical Assessment
S11 Use lifting equipment safely to haul up scaffold components and equipment to working platform.	Group Practical Assessment
S12 Lay out materials, set out scaffolds to erect and dismantle scaffolds in a safe sequence.	Group Practical Assessment
S13	Individual Practical Assessment

KNOWLEDGE	ASSESSMENT METHODS
Inspect basic scaffolds with cantilever.	
S14 Inspect scaffolding with features.	Group Practical Assessment
S15 Use access and work at height equipment in accordance with training, relevant regulations and employer's and manufacturer's instructions.	Group Practical Assessment
S16 Erect and dismantle independent with cantilever section to a maximum height of 2m working platform.	Individual Practical Assessment
S17 Erect and dismantle prefabricated aluminium mobile towers for example, for potential rescue purposes.	Group Practical Assessment
S18 Erect and dismantle independent scaffolds, with features for example, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds.	Group Practical Assessment
S19 Communicate with others verbally for example, internal and external customers, colleagues, and managers.	Group Practical Assessment
S20 Apply team working principles.	Group Practical Assessment
BEHAVIOUR	ASSESSMENT METHODS
B1 Demonstrate commitment to strong health and safety culture.	Group Practical Assessment
B2 Takes personal responsibility for outcomes when carrying out duties within the limits of own competence and when to seek advice.	Group Practical Assessment
B3 Collaborate and communicate effectively, as part of a team.	Individual Practical Assessment

BEHAVIOUR	ASSESSMENT METHODS
B4 Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice.	Individual Practical Assessment
B5 Use own time effectively to complete the work instructions to schedule.	Individual Practical Assessment
B6 Apply equity, diversity, and inclusion principles in dealing with others.	Group Practical Assessment

Mapping of KSBs to grade themes

Individual Practical Assessment – Practical Assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Independent working K10 K18 K23 K24 S1 S3 S4 S5 S7 S13 S16 B3 B4 B5	<p>The different techniques and methods used to move, handle and store materials, components and equipment. (K10)</p> <p>Methods of erecting, dismantling independent scaffolds. (K18)</p> <p>Methods of attaching spurs, rakers and checking fittings and puncheons to scaffolds. (K23)</p> <p>The purpose, types, uses and loadings of cantilever sections. The methods of transferring cantilever section loadings back to the main scaffold structure. (K24)</p>	<p>Follow procedures in line with health and safety and environmental regulations, standards, and guidance. (S1)</p> <p>Inspect and select serviceable materials, components, tools, and tethers before use. (S3)</p> <p>Carry, raise, lower, scaffold materials correctly and safely on a working platform. (S4)</p> <p>Install scaffold cantilevered structural components according to requirements of industry guidance and manufacturer's instructions. (S5)</p> <p>Install spurs and rakers and check fittings and puncheons in the</p>	<p>Collaborate and communicate effectively, as part of a team. (B3)</p> <p>Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice. (B4)</p> <p>Use own time effectively to complete the work instructions to schedule. (B5)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		<p>correct positions to scaffolds. (S7)</p> <p>Inspect basic scaffolds with cantilever. (S13)</p> <p>Erect and dismantle independent with cantilever section to a maximum height of 2m working platform. (S16)</p>	

Group Practical Assessment – Practical Assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Teamwork K9 K14 K16 K19 K20 K25 K27 K28 K31 S2 S8 S11 S14 S15 S17 S18 S20 B2</p>	<p>Scaffolding in public places and pavements: local authority regulations, safety methods and walkways. (K9)</p> <p>Team working techniques. (K14)</p> <p>Methods of erecting, altering, and dismantling independent scaffolds with feature, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds. (K16)</p> <p>Methods of raising and lowering materials using rope & gin wheel & rope, light lines, and safety knots. (K19)</p> <p>Access and work at height equipment: safe</p>	<p>Comply with risk assessments, method statements and safe systems of work. (S2)</p> <p>Select, space, and install the correct number of ties to restrain un-sheeted scaffolds to industry guidance and manufacturer's instructions. (S8)</p> <p>Use lifting equipment safely to haul up scaffold components and equipment to working platform. (S11)</p> <p>Inspect scaffolding with features. (S14)</p> <p>Use access and work at height equipment in accordance with training, relevant regulations and employer's and manufacturer's instructions. (S15)</p>	<p>Takes personal responsibility for outcomes when carrying out duties within the limits of own competence and when to seek advice. (B2)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>use of industry recognised safe systems of work, use of scaffolding steps, personal safety harness, inertia reels. (K20)</p> <p>The spacing of scaffold ties to restrain sheeted and un-sheeted scaffolds from bespoke design drawing. (K25)</p> <p>Awareness of risk assessments, method statements and safe systems of work, and implementing control measures. (K27)</p> <p>Methods of safely erecting, moving, and dismantling prefabricated aluminium towers. (K28)</p> <p>Equity, diversity and inclusion, and its impact on built environment solutions. (K31)</p>	<p>Erect and dismantle prefabricated aluminium mobile towers for example, for potential rescue purposes. (S17)</p> <p>Erect and dismantle independent scaffolds, with features for example, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds. (S18)</p> <p>Apply team working principles. (S20)</p>	
<p>Effective communication K13 S6 S9 S10 S12 S19 B1 B6</p>	<p>Verbal communication techniques. (K13)</p>	<p>Erect scaffolds on pavements and public places safely and correctly. (S6)</p> <p>Determine the material requirements for independent scaffolding with feature for example towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with</p>	<p>Demonstrate commitment to strong health and safety culture. (B1)</p> <p>Apply equity, diversity, and inclusion principles in dealing with others. (B6)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		beams and gantry scaffolds. (S9) Organise materials to operate within the industry and manufacturers configurations and tolerances. (S10) Lay out materials, set out scaffolds to erect and dismantle scaffolds in a safe sequence. (S12) Communicate with others verbally for example, internal and external customers, colleagues, and managers. (S19)	

Supporting information

External quality assurance

Option selected: Ofqual

Notice period

28 days

Involved employers

Kaefer Ltd, LTC Group 87 Ltd, Connect Scaffolding Ltd, Malvern Scaffolding Ltd, Allied Scaffolding Ltd, Altrad Services, Brogan Group, Chris Sedgeman Scaffolding Ltd, Inner City Scaffolding, Lyndon/SGB Ltd, NASC, CISRS, JMA Ltd, Simian Training Provider

Crown copyright 2022 You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence.