

# Level 3 Plasterer Assessment Plan

## Summary of Assessment

The End-point Assessment (EPA) will assess how an apprentice can apply skills, knowledge and behaviours acquired in their apprenticeship, through the following three assessments, carried out at the end of the apprenticeship, after the apprentice has completed the 36 month duration of on-programme learning:

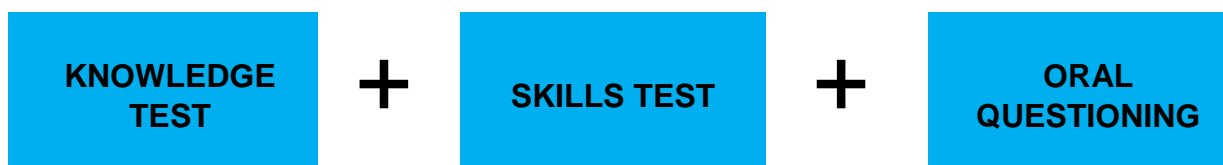
1. Knowledge test – assessed by an End-point Assessment Organisation (EPAO), this test will consist of multiple-choice questions on a computer-based platform. Provisions can be made for paper-based assessments to be made available if reasonable adjustments require this.
2. Skills test – assessed over 2 days by an Independent End-point Assessor (IEPA), this assessment will holistically assess skills, knowledge and behaviours acquired throughout the apprenticeship.
3. Oral questioning – assessed by an IEPA following the skills test, to confirm the learners understanding and to obtain further evidence of knowledge. It will extend and amplify the ability demonstrated in the skills test.

The EPA can only be taken after the conditions of the Assessment Gateway have been successfully achieved.

### Assessment gateway:



### End-point Assessment (EPA):



<b>EPA Overview</b>				
<b>Assessment Method</b>	<b>Area Assessed</b>	<b>Assessed by</b>	<b>Grading</b>	<b>Overall Grade Weighting*</b>
Knowledge test (multiple-choice questions)	Knowledge	End-point Assessment Organisation (EPAO)	Pass/Merit/Distinction/Fail	30%
Skills test	Skills/ Knowledge/ Behaviour	IEPA on behalf of the EPAO	Pass/Merit/Distinction/Fail	60%
Oral questioning	Knowledge/ Behaviour	IEPA on behalf of the EPAO (provider and employer representative may be in attendance)	Pass/Merit/Distinction/Fail	10%

**\*Please see Grading section for more specific details, including how the overall apprenticeship grade is calculated.**

## On-programme Assessment

As part of this standard, apprentices will complete the following qualifications:

- Level 2 English (this could be GCSE, Functional Skills or other)
- Level 2 Mathematics (this could be GCSE, Functional Skills or other)

There is no mandatory on-programme assessment in relation to the Plasterer standard, however a recommended training specification and assessment strategy will be freely accessible. Please contact the Trailblazer for further information.

Employer representatives will conduct regular professional reviews with each apprentice to compare their progress to the Apprenticeship Standard (including behaviours) and, if used, the Plasterer Training Specification. These professional reviews will be conducted at least once a year, but can be completed more often if the employer representative and/or the training provider feel that it is necessary. The training provider will facilitate these professional reviews. See the roles and responsibilities of training providers and employer representatives below for more details.

## Assessment Gateway

The following conditions will allow an apprentice to be put forward for the EPA:

- The Apprentice's employer and training provider must believe the apprentice has met all the KSBS within the Plasterer apprenticeship standard, and believe that the apprentice has reached the level of competence.
- Achievement of level 2 English and level 2 Maths (this could be GCSE, Functional Skills or other)

## End-point Assessment (EPA)

The EPA consists of the following three assessments:

- knowledge test
- skills test
- oral questioning.

The **knowledge test** will consist of sixty multiple-choice questions. Each question will have one stem and four options to choose from with one correct answer. Ten of these questions must be scenario-based which will stretch apprentices by assessing higher order thinking skills such as analysis, evaluation and synthesis.

These questions will assess knowledge synoptically through scenarios that resemble real life situations apprentices could encounter in the role. The questions will be looking for apprentices to be able to problem solve, formulate and make a judgement and written assuming the candidate has prior knowledge and understanding of the topic.

These questions, set by the approved EPAO, will holistically assess the knowledge described in the apprenticeship standard. The duration of the test will be ninety minutes allowing apprentices sufficient time to read the question and options, eliminate options and make a decision. Some questions such as the scenario-based questions will require additional reading, this is already incorporated into the duration.

It will be sat at a pre-arranged venue with at least one invigilator present for each group of 30 apprentices or fewer, and marked by an EPAO.

The knowledge test will focus on knowledge-only aspects from across the entire breadth of the standard, but will also cover underpinning knowledge for the skills. The scenario-based questions will ensure apprentices are able to apply knowledge from across the Standard in an incorporated way (not in isolation). These will typically replicate real-life issues and problems encountered in the industry.

The **skills test** will be tailored to the pathways the apprentice has chosen to study. It will consist of 3 simulated practical tasks that will holistically assess the skills, knowledge and behaviours described in the Apprenticeship Standard.

Apprentices will be presented with a scenario or task and asked to complete it within the allocated time. Skills and knowledge tested will include:

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

The skills test will be completed over two days (twelve hours) at a training provider or employer work site with a ratio of one IEPA to a maximum of six apprentices, and will be observed by the IEPA. Due to space and time limitations, it is highly recommended that the skills test be completed at the training provider.

There should be five versions of the skills test available to the IEPA to allocate to Apprentices and they should be renewed on an annual basis. Advice may be sought from the professional body in developing the content of these. The new versions of the skills test will replace existing versions to ensure the assessment remains unseen. The tasks will vary across the pathways and versions but could include; applying plaster to solid backgrounds, cutting and fixing angle beads, working with in-situ cornice moulds, working with reverse moulds, producing squeezes, producing run casts, applying external rendering etc. 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 Apprentice Standard.

The **oral questioning** will consist of approximately fifteen questions posed by the IEPA that confirm knowledge and behaviours shown in the skills test as well as skills that were not included in the skills test due to the breadth of skills in the apprenticeship. These questions will clarify an apprentice's choices and/or will ask them to evaluate their process and performance, asking for alternative methods and how they would do things differently if presented with the same task again. Additionally, the IEPA will ask more generic questions that may be scenario-based and/or that refer to different areas of a work site. This will allow apprentices to demonstrate how they would apply their problem solving skills on site. For example, an apprentice may be asked to plaster a ceiling as the main focus of the skills test. The oral questioning would cover other skills, such as fixing decorative features to the ceiling.

There will be a bank of questions for the oral questioning, which will allow the IEPA to tailor the questioning to individual apprentices depending on the outcomes of the other assessment components. EPAOs may consult the professional body when developing the bank of questions.

The oral questioning will be completed in 45-60 minutes at a training provider or an employer work site. Both the employer representative and training provider may participate in this. If they were to attend, this allows them to support the apprentice and provide validation of the apprentice's responses increasing the authenticity of the assessment and the grading outcome. The employer and training provider will not have an input into the assessment decision/outcomes of this assessment. Usually the oral questioning will take place the day following the skills test, however if this is not feasible it should be attempted within 10 working days.

The ways in which these assessments will cover the content of the apprenticeship standard are outlined in the table below.

	Knowledge test	Skills test	Oral questioning
<b>Knowledge</b>			
Relevant to both pathways			
Health and safety	✓	✓	✓
Customer service	✓		✓
Communication	✓		✓
Buildings	✓	✓	✓
Materials	✓	✓	✓
Considerations when completing plastering work	✓	✓	✓
Dry lining	✓	✓	✓
And any knowledge that directly underpins the skills below	✓		✓
<b>Skills</b>			
There are two pathways within this standard, both have a common core skill set which is required of all apprentices on this standard, plus a skill set relevant to the specialism the apprentice is working within either: Solid or Fibrous.			
<b>Core Skills (applicable to both pathways)</b>			
Use of materials	✓	✓	✓
Work safely	✓	✓	✓
Construct in-situ moulds	✓	Fibrous only	✓
Construct reverse moulds	✓	Fibrous only	✓
Construct running moulds	✓	Fibrous only	✓
Repair existing plaster	✓		✓

Install cast mouldings	✓	✓	✓
Apply one and two coat plastering to ceiling and walls	✓	✓	✓
Mechanical install plaster board to timber and light weight metal furrings	✓	✓	✓
Direct bond plaster board to masonry	✓	✓	✓
Jointing and taping systems	✓	✓	✓
<b>Solid plastering only</b>			
Apply three coat plastering	✓	✓	✓
Install machine applied plaster/render systems	✓		✓
Use additives and form mechanical keys as required	✓		✓
Re-instate plastering systems after chemical damp proof injection	✓		✓
Run in-situ moulding in sand and cement	✓		✓
Mechanically fix EML, riblath and timber lath	✓	✓	✓
<b>Fibrous plastering only</b>			
Produce and install reverse moulds	✓	✓	✓
Cast from reverse moulds	✓	✓	✓
Take squeezes of mouldings	✓	✓	✓
Reproduce mouldings to match original	✓	✓	✓
Produce and install mouldings for restoration and conservation	✓		✓
<b>Behaviours</b> relevant to both pathways			
Positive and mature attitude		✓	✓
Quality focused		✓	✓
Effective communication		✓	✓
Self-motivated learner		✓	✓

## End-point – final judgement

Once the apprentice has achieved a minimum of a Pass against each assessment component within the EPA, the EPAO will calculate the final overall apprenticeship grade using the grading model specified within this assessment plan. This grading model is based on weightings of the assessments and the grades achieved against each assessment component.

The grading for the assessment components will be determined as follows;

- the knowledge test will be graded electronically and dependent on the score achieved by the Apprentice. Grade boundaries have been defined within the Grading section of this assessment plan.
- the skills test will be graded by an IEPA on behalf of the EPAO.
- the oral questioning will be graded by an IEPA on behalf of the EPAO.

See the section on grading below which identifies how to determine the final apprenticeship grade and the grade descriptors for each assessment component.

## Independence

Large and small employers may need to work with training providers to offer the apprenticeship and the EPA. This relationship could include help with planning, training and assessing (for both the on-programme and EPA).

EPAs will be assessed by an EPAO, or an IEPA on behalf of the EPAO, as they will have had no involvement in the management or training of the apprentice prior to the assessment. This is to ensure that the apprentice is assessed fairly and objectively, as well as to guarantee a high quality apprenticeship.

## End-point – summary of roles and responsibilities

Assessor	Role
Employer representative	<ul style="list-style-type: none"> <li>• Represents employer, i.e. works directly with the apprentice and may not be at a level that controls pay, projects, etc.</li> <li>• Creates opportunities for the apprentice to carry out work and produce outcomes, supervising practical work as necessary.</li> <li>• Mentors the apprentice throughout the apprenticeship by:               <ul style="list-style-type: none"> <li>○ offering guidance and support</li> <li>○ ensuring that the apprentice adheres to Health and Safety at all times</li> <li>○ providing opportunities to network with others</li> <li>○ developing the apprentice in any other way that he/she needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Supports the production of workplace evidence that shows how the apprentice has developed the skills, knowledge and behaviours described on the Apprenticeship Standard.</li> <li>• Conducts an apprentice's professional reviews at least annually with support from the training provider.</li> <li>• Meets with training provider at least four times a year to discuss what apprentice is working on now, what they will be working on in the future, any improvements to focus on, etc.</li> <li>• Signs off that an apprentice has consistently shown the behaviours listed in the Apprenticeship Standard throughout the apprenticeship.</li> <li>• Confirms that the apprentice is prepared for the EPA, with the support of the training provider.</li> <li>• Potentially attend the oral questioning as part of the EPA.</li> </ul>
Training Provider	<ul style="list-style-type: none"> <li>• Registers and retains registration on the Education and Skills Funding Agency's (ESFA) Register of Apprenticeship Training Providers (RoATP).</li> <li>• Delivers the on-programme training in plastering by mapping and assessing work against the Apprenticeship Standard.</li> <li>• Facilitates an apprentice's professional reviews at least annually by scheduling the reviews at the training provider and assisting the employer representative as necessary.</li> <li>• Works with the employer representative to carry out a continuous review of the evidence generated by the apprentice against the standard.</li> <li>• Provides support and updates to the employer representative on progress of apprenticeship.</li> <li>• Confirms that the apprentice meets the KSBs within the standard and believes that they are occupationally competent and ready to attempt EPA.</li> <li>• Delivers on-programme training and uses necessary support and formative assessments to monitor progress.</li> <li>• Signs off that an apprentice has consistently shown the behaviours listed in the Apprenticeship Standard throughout the apprenticeship.</li> <li>• Potentially attends the oral questioning as part of the EPA.</li> <li>• Potentially provides the facilities/hosts the EPA (but does not make any assessment decisions as part of the EPA).</li> </ul>



<p>End-point Assessment Organisation (EPAO)</p>	<ul style="list-style-type: none"> <li>• Independent view, as they will have had no involvement in the management and/or training of the apprentice prior to the assessment.</li> <li>• Brings added rigour and consistency to the assessment through their wider industry knowledge and experience.</li> <li>• Develops, delivers and marks the knowledge test in line with common test specification.</li> <li>• Conducts quality assurance practices (outlined below).</li> <li>• Provides training providers/employer representatives with instructions on best practice for the creation of evidence logs.</li> <li>• Grades the knowledge test as part of the EPA.</li> <li>• Observes and grades the skills test as part of the EPA.</li> <li>• Conducts and grades the oral questioning as part of the EPA.</li> <li>• Engages in standardisation of various versions of the EPA.</li> <li>• Determines apprenticeship grade against the three components Pass/Merit/Distinction.</li> <li>• Selected from the Education and Skills Funding Agency's (ESFA) Register of Apprentice Assessment Organisations (RoAAO).</li> </ul>
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## Quality Assurance – internal

The EPAOs will ensure the consistency and validity of their assessment decisions by;

- Recruiting IEPAs who meet the following requirements;
  - a competent plasterer with sufficient and current industry experience
  - qualified to at least level 3 or equivalent in plastering
  - holds a/ working towards a relevant recognised assessor qualification such as a Level 3 Certificate in Assessing Vocational Achievement 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.
- Providing training to their IEPAs on;
  - the overall apprenticeship
  - the apprenticeship standard
  - the grading standards and marking schemes
  - examples of relevant evidence.

- Ensuring IEPAs undergo bi-annual standardisation activities which allows them to practice and standardise the approach to assessment decisions and marking
- Conducting sampling of the assessment decisions of their IEPAs
- Having a performance management process in place for IEPAs that do not meet the required standards.

The EPAOs will be responsible for the delivery of the assessments around the country. To ensure consistency in the assessment process the EPAOs will ensure;

- all apprentices undertake an assessment instrument that has been developed and verified as valid meeting the common assessment approach.
- they enforce the criteria for providers to become approved assessment centres by using definitions of staff, resources, procedures, invigilation and quality assurance in line with assessment requirements
- they have a Reasonable Adjustment policy. This will allow adjustments to the assessment or arrangements. This will enable apprentices, irrespective of any permanent or temporary disability to access the assessment without undermining the consistency of the assessment
- they publish assessment arrangements and supporting guidance for external stakeholders
- they undertake internal quality assurance activity to monitor the delivery of the assessments. This will be critical for EPAOs that outsources elements of the assessment delivery
- they have policies in place to gather feedback from apprentices to inform a review of their assessment arrangements
- any appeals in relation to the outcome of the EPA are initially managed by the EPAO, and escalated to the external quality assurance body as appropriate.

## **Quality Assurance – external**

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

## Grading

The apprenticeship will be graded Distinction, Merit, Pass or Fail.

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

The final grade will be determined by collective performance in the three assessment elements in the EPA, calculated using a points system. Each element is separately graded according to minimum requirements as described in Tables 1 and 2 below.

The required contribution of each assessment element to the overall apprenticeship grade is applied by weighting the number of points available for each component, as shown below;

Required contribution	Max points available per element (% of total points)
30% from the knowledge test	9 (30%)
60% from the skills test	18 (60%)
10% from the oral questioning	3 (10%)
Total	30 (100%)

The points given for each grade per assessment element are shown below.

**Table 1**

Knowledge Test outcome contributes to 30% of End-point Assessment Grade			Skills Test outcome contributes to 60% of End-point Assessment Grade			Oral Questioning outcome contributes to 10% of End-point Assessment Grade		
Requirement	Points	Grade	Requirement	Points	Grade	Requirement	Points	Grade
85 – 100%	9	Distinction	See grade descriptors in Table 2 below	18	Distinction	See grade descriptors in Table 2 below	3	Distinction
70 – 84%	6	Merit		12	Merit		2	Merit
55 - 69%	3	Pass		6	Pass		1	Pass

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Less than 55%	0	Fail		0	Fail		0	Fail
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The points achieved for each element are totalled to determine the overall **apprenticeship** grade as follows:

<b>Points achieved</b>	<b>Apprenticeship Grade</b>
25 to 30 points	<b>Distinction</b>
16 to 24 points	<b>Merit</b>
All 3 element at pass (10 to 15 points)	<b>Pass</b>
One or more elements below pass (Less than 10 points)	<b>Not yet achieved</b>

For example, if an apprentice achieves a Pass in the knowledge test (3 points), a Merit in the skills test (12 points) and a Pass in the oral questioning (1 point), they will have 16 points in total, equating to a Merit overall.

Or, if an apprentice achieves a Merit in the knowledge test (6 points), a Distinction in the skills test (18 points) and a Pass in the oral questioning (1 point) they will have 25 points in total, equating to a Distinction overall.

Table 2 below outlines the qualitative and quantitative criteria that will be used to determine grades for each assessment method.

In order to achieve the EPA and complete the apprenticeship, all Pass criteria must be evidenced. Merit criteria build on the knowledge, skills and behaviour demonstrated to reach the pass criteria; distinction criteria build on both Pass and Merit.

**Table 2**

<b>Assessment Element</b>	<b>Distinction Criteria</b>	<b>Merit Criteria</b>	<b>Pass Criteria</b>	<b>Fail</b>
Knowledge Test	Score $\geq 85\%$ $\geq 51$ marks	Score 70-84% 42 - 50 marks	Score 55-69% 33 - 41 marks	Score $< 55\%$ 32 marks or less

Skills Test	<p>A 'distinction apprentice', in addition to meeting the merit criteria, is confident, organised and proactive in their approach to work, they continually manage and use time effectively and demonstrate a constant attention to detail in all aspects of their work. They are capable of combining and adapting techniques, methods and tools consistently, taking into consideration relevant factors - thinking both about the immediate effects and the longer term maintenance and management. They are consistently able to respond to any questions asked with full justification for any decisions made, further evidencing a full depth of understanding. Candidates at this level show a higher degree of confidence and accuracy. They demonstrate excellent planning skills and adapt their skills and techniques naturally when working. Tasks are methodically planned, prepared and completed to meet all aspects of required specifications. Choices and</p>	<p>A 'merit apprentice', in addition to meeting the pass criteria, will complete the skills test without requesting further materials due to errors or miscalculation and will avoid damage to fittings, components, and to building fabric and surfaces. Work sequence will be well structured with good housekeeping procedures followed when working. All completed tasks show evidence of planning and preparation and are completed to meet required specifications. Candidates at this level show a good attention to detail, evident through checks completed to ensure work is accurate, clean and defect free. There is some consideration for other trades activities and their requirements.</p>	<p>A 'pass apprentice' is capable of working within the time provided, meeting expected industry timescales, working safely at all times in accordance with health and safety procedures and has a professional approach to work. They will have maintained a safe and clear working environment for the duration of the skill test and worked without damage to fittings and components. They can use a range of techniques, materials, methods and tools to achieve accurate finished work. They are able to respond to any questions. Candidates at this level show some awareness of planning and procedure. Decisions on tools, equipment, technique and product may show only some consideration before being implemented.</p>	<p>An apprentice that fails does not provide sufficient evidence to meet skill and behavioural requirements of the apprenticeship or works in an unsafe manner.</p>
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	<p>decisions are well informed, considered and implemented consistently. When working, candidates are fully focused, showing extreme care, following excellent housekeeping procedures and generating minimal waste. Candidates consistently and carefully check to ensure work is accurate, clean and defect free and work with full consideration for other trades activities and their requirements.</p>			
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Oral Questioning	To achieve a Distinction on the oral questioning, in addition to the pass and merit criteria the apprentice must be able to give fully detailed descriptions of their working processes including rationale for their order of work, materials and equipment chosen as well as being able to demonstrate a thorough consideration of the implications of their actions and explain contingency and problems solving steps taken. In addition they will be able to provide alternative suggestions for how to achieve the end results given alternative job parameters such as time and cost.	To achieve a Merit on the oral questioning, in addition to meeting the pass criteria, the apprentice must demonstrate consideration of why they have gone about their work in a particular way, with detailed explanation of their thought process including the consideration they have made to other trades and client satisfaction.	To achieve a Pass on the oral questioning, the apprentice must demonstrate general knowledge of the trade, a positive and mature attitude and approach to their work, be focused on producing quality outputs, be able to communicate effectively and demonstrate self-motivation for learning beyond the completion of their apprenticeship. An apprentice must achieve a Pass in the oral questioning in order for the apprenticeship to be awarded.	An apprentice that fails does not provide sufficient evidence to meet the knowledge, understanding and behavioural requirements of the apprenticeship.
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## Retakes

Unless specified, for the knowledge test, apprentices will need to retake the full set of questions again and a different version of the test must be used. For the skills test, apprentices will need to retake the full test and a different version of the skills test must be used.

If an apprentice fails the oral questioning, they can retake it, however they will need to be assessed against a different question set. It should be noted that this retake will **not** affect an apprentice's grade on the skills and knowledge tests.

The number of resits is not limited but it is important that apprentices are not put forward for EPA until the employer and training provider agree the apprentice is ready and believe they can achieve all assessments on their first attempt.

## Implementation

### Affordability

The percentage proportion of the EPA against the overall cost of the apprenticeship will be a maximum of 20%.

### 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.

### Consistency

This apprenticeship and its assessment will be consistently delivered across providers and in a variety of businesses to the same standard of competence.

This will be achieved by:

- continued standardisation
- external quality assurance.

Standardisation and external quality assurance have been described in detail above.

The Plasterer Standard will details the knowledge, skills and behaviours expected to be deemed competent in the role. Only KSBs from within the standard can form part of the EPA (transparency). An optional training specification is available to employers and training providers to support on-programme learning if they wish. The training specification will be reviewed annually to ensure it remains current and up-to-date, and fit for purpose for the construction industry.

**Volumes**

The Plasterer apprenticeship will have approximately 1,000 to 1,500 starts per year.