



# PLASTERER

## Key information

**Reference:** ST0096

**Version:** 2.1

**Level:** 2

**Typical duration to gateway:** 24 months

**Typical EPA period:** 3 months

**Maximum funding:** £13000

**Route:** Construction and the built environment

**Date updated:** 24/01/2024

**Approved for delivery:** 18 December 2019

**Lars code:** 529

**EQA provider:** Ofqual

**Review:** This apprenticeship standard will be reviewed after three years

This apprenticeship has options. This document is currently showing the following option:

All



## End-point assessment plan

V2.1

### Introduction and overview

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

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

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

- solid Plasterer
- fibrous Plasterer

A full-time plasterer apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

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

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

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

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - multiple-choice test:

- fail
- pass
- distinction

Assessment method 2 - practical assessment with questions:

fail

- pass
- distinction

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

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

## **EPA summary table**

<p><b>On-programme - typically 24 months</b></p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard</li> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a portfolio of evidence</li> </ul>
<p><b>End-point assessment gateway</b></p>	<p>The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> </ul> <p>For the interview underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO along with any organisation specific policies and procedures requested by the EPAO.</p>
<p><b>End-point assessment - typically 3 months</b></p>	<p><b>The grades available for each assessment method are below</b></p> <p>Multiple-choice test:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Practical assessment with questions:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Interview underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul>
<p><b>Re-sits and re-takes</b></p>	<p>re-take and re-sit grade cap: pass</p>

- re-sit timeframe: typically 2 months
- re-take timeframe: typically 4 months

## Duration of end-point assessment period

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

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

## EPA gateway

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

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

They must:

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

### Portfolio of evidence requirements:

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

Evidence sources may include:

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

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

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

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

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

## Order of assessment methods

The assessment methods can be delivered in any order.

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

## Multiple-choice test

### Overview

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

## Rationale

This assessment method is being used because:

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost

## Delivery

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

The test can be computer or paper based.

The test will consist of 40 multiple-choice questions.

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

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

## Test administration

The apprentice must have 60 minutes to complete the test.

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

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

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

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

## Marking

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

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

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

## Assessment location

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

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

Question and resource development

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

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

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

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

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

- 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 and moderation.

## Practical assessment with questions

### Overview

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

### Rationale

This assessment method is being used because:

- 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 is a holistic assessment method

### Delivery

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

An independent assessor must conduct and assess the practical assessment with questions.

The independent assessor must observe up to four apprentices at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must ensure that an apprentice cannot gain advantage from seeing what the other apprentices being assessed are doing or by hearing answers to questions.

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

The practical assessment with questions must take 12 hours.

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

The practical assessment with questions may take place in parts but must be completed over 2 working day. A working day is typically considered to be 7.5 hours long. The reason for this split is to provide sufficient time for the apprentice to complete all elements of the practical task.

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

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

Practical work area must include the following:

**Solid Plasterer: solid plastering area (solid plastering activity 1 – 4):**

A non-plastered, dense blockwork bay with timber joist ceiling, measuring 2.4m height x 2.2m width x 2.6m depth. The dense blockwork bay must consist of the following:

- timber joist ceiling with joists spaced at equal centres. Joists should run parallel with one wall and the first joist should not exceed 75mm from the adjacent wall (activity 1)
- three unfinished dense blockwork walls:
  - wall 1: must include a window opening of minimum 0.9m x 0.9m size, with soffit and window reveals (activity 2)
  - wall 2: must include scratch coat render and bell cast bead pre-applied. This wall must include a dense block pillar, measuring 2.4m height x 0.3m width x 0.2m depth, (the pillar must be located at the far end of the wall to allow for the formation of one external hard angle) (activity 3)
  - wall 3: must include one double plug back box and one single light switch back box (activity 4)

**Fibrous plasterer: fibrous plastering area (fibrous plastering activity 1 – 3):**

A Fully plastered bay or similar area with wall and ceiling, which must consist of the following:

- two internal and one external corner (activity 1, 2 and 3)
- allow for a total of 4m of continuous fibrous plaster cornice to be applied (including angles, stop ends and one length a minimum of 2.4m) (activity 1, 2 and 3)
- a minimum 3m length, fully sealed, plasterer's bench with straight running rule and vice (activity 1, 2 and 3)

The work area details are provided to ensure that common constructional complexities are included in the practical assessment and to ensure reliable assessment. Where the EPA is administered at the employers or training providers premises, the EPAO may liaise with the employer or training provider to provide resources, set up and equipment requirement information in preparation for the practical assessment. Where this is the case, the EPAO must put measures in place to prevent malpractice and reduce predictability.

For the solid plasterer option only, an additional person should be present to mix plaster products as and when requested by the apprentice.

The EPAO is responsible for ensuring work area is comparable in quality for all apprentices, prior to the practical assessment with questions taking place.

**Activities:**

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

**General (applies to all activities):**

- interpretation and use of drawings, specifications or work instructions
- compliance with health and safety standards and guidance
- selection and use of personal protective equipment (PPE)
- estimate material requirements
- select and use tools and equipment

**Solid plasterer only activities:**

**Activity 1: Plaster timber joist ceiling area**

- mechanical attachment of square edge 1200mm x 900mm (12.5mm thickness) plasterboard, with screws at 150mm spacings
- cut plasterboard
- apply joint reinforcement
- apply setting coat plaster

**Activity 2: Plastering dense block wall area with window opening**

- fix beads
- apply floating coat plaster to wall area, window soffit and all reveals
- apply setting coat plaster to wall area, and window soffit and all reveals

**Activity 3: Render dense blockwork wall and dense blockwork two-sided pillar with plain face render and form hard angle**

- apply plain face render to wall area and pillar
- form one hard angle to pillar external corner

**Activity 4: Install plasterboard 2400mm x 1200mm (12.5mm thickness) with adhesive to dense blockwork wall**

- set out plasterboard
- cut around switch and socket
- apply plasterboard to wall area with adhesive

To minimise predictability, the EPAO should produce alternative versions of the assessment. The alternative versions must vary but be of equal complexity and take a competent solid plasterer 12 hours to complete. A range of different scenarios may be incorporated into the alternative versions; for example, switch and socket positions, bead types, joint reinforce type and size, render thickness and joist centres.

**Fibrous plasterer only activities:****Activity 1: Construct and prepare reverse mould ready to produce cornice**

- construct reverse mould, including cutting and shaping a metal template and horsing up running mould complete with metal template stock, horse or slipper and brace
- prepare reverse mould to include coring out
- seal reverse mould and apply release agent

**Activity 2: Produce cornice**

- gauge and mix casting plaster
- cut canvas and laths ready for casting
- produce casts from reverse mould
- remove and store, ready for fixing

**Activity 3: Fix and stop 4m total length of cornice.**

- prepare ceiling and wall line
- measure and cut mouldings to lengths including mitres and stop ends
- fix 4m total length of cornice moulding in position with adhesive and mechanical fixings. The total length of 4m must include fixing of two internal mitres, one external mitre, two stop ends and one length of cornice a minimum of 2.4m long
- fix two stop ends check moulding details for alignment and match at intersections
- stop and finish all joints, walls and ceiling lines

To minimise predictability, the EPAO should produce alternative versions of the assessment. The alternative versions must vary but be of equal complexity and take a competent fibrous plasterer 12 hours to complete. A range of different scenarios may be incorporated into the alternative versions; for example: layouts, lengths to angles and stop ends, component patterns and component size.

**Activity tolerances and criteria**

The independent assessor must use the following tolerances and criteria in conjunction with the grading descriptors to make grading decisions.

**Solid plasterer only: tolerances and criteria****Activity 1: Plaster timber joist ceiling area:**

Plasterboard:

- plasterboards staggered to span joists (pass only)
- cut edge against walls, bound edge to bound edge: Pass, + or – 4mm or Distinction, + or – 2mm
- gaps in plasterboard not greater than: Pass, 4mm or Distinction, 2mm
- screw spacings (150mm): Pass, + or – 15mm or Distinction, + or – 10mm
- joint reinforcement covers all joints including ceiling and wall joint (pass only)

Setting coat plaster:



- flatness of setting coat plaster, bumps and voids when tested with a 2m straight edge, no greater than: Pass, + or - 4mm or Distinction, + or - 2mm
- setting coat plaster, visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 25mm in diameter or length, such as trowel marks, fat marks, gauls, or blemishes.)

### **Activity 2: Plaster dense block wall area with window opening:**

Angle beads:

- reveal and soffit beads plumb and level: Pass, + or - 3mm or Distinction, + or - 1mm
- parallel margins: Pass, + or - 3 mm or Distinction, + or - 1mm

Floating coat plaster:

- plumb and level at soffit: Pass, + or - 3mm or Distinction, + or - 1mm
- angles square at reveal: Pass, + or - 3mm or Distinction, + or - 1mm
- flatness of floating coat plaster, bumps and voids when tested with a 2m straight edge, no greater than: Pass, + or - 4mm or Distinction, + or - 2mm
- consolidated and keyed in line with industry standard (Pass only)

Setting coat plaster:

- flatness of setting coat plaster, bumps and voids when tested with a 2m straight edge on each flat edge, no greater than: Pass, + or - 4mm or Distinction, + or - 2mm
- setting coat plaster, visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 25mm in diameter or length, such as trowel marks, fat marks, gauls, or blemishes.)

### **Activity 3: Render dense blockwork wall and dense block work two-sided pillar with plain face render and form hard angle:**

- flatness of plain face render coat, bumps and voids when tested with 2m straight edge on each flat edge, no greater than: Pass, + or - 4mm or Distinction, + or - 3mm
- thickness of render to specification: Pass, + or - 3mm, Distinction, + or - 1mm
- render coat visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 25mm in diameter or length, such as trowel marks, gauls, or blemishes.)

Hard angle:

- plumb: Pass, + or - 3mm, Distinction, + or - 1mm

### **Activity 4: Install plasterboard 2400mm \* 1200mm (12.5mm thickness) with adhesive to dense blockwork wall:**

Board installation:

- adhesive dabs in line with manufacturer's instructions (Pass only)
- gaps in plasterboard and around obstacles not greater than: Pass, 4mm or Distinction, 2mm
- sealed around services in line with industry standards (Pass only)
- flatness of board application, bumps and voids when tested with 2m straight edge no greater than: Pass, + or - 3 mm or Distinction, + or - 1mm
- plasterboard visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 15mm in diameter or length, such as adhesive marks or damaged boards)

### **Fibrous plasterer only: tolerances and criteria**

#### **Activity 1: Construct and prepare reverse mould, and produce cornice:**

Running mould:

- moulding outline is transferred accurately to metal template: Pass, + or - 3mm at any point or Distinction, + or - 1mm at any point
- metal template is cut and shaped to moulding profile accurately: Pass, + or - 3mm at any point or Distinction, + or - 1mm at any point
- timber stock is the correct shape and splayed back for clearance: Pass, + or - 3mm at any point or Distinction, + or - 1mm at any point

Reverse mould materials:

- mould is straight throughout its length: Pass, + or - 5 mm or Distinction, + or - 3mm
- mould is cut square across its width at both ends: Pass, + or - 3 mm or Distinction, + or - 1mm
- finished surface is smooth: Pass, no more than 3 visual discrepancies: or Distinction, no more than 1 visual discrepancies:

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

### Activity 2: Produce cornice:

Casting:

- casting plaster mixed in line with manufacturer's instructions (pass only)
- casting visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 10mm in diameter or length, such as face free from canvas, free from air holes, grease marks, cockling or shelling casts)

### Activity 3: Fix and stop 4m total length of cornice:

Setting out:

- mark ceiling and wall lines to receive cornice: Pass, + or - 3mm or Distinction, + or - 1mm
- wall and ceiling keyed to industry standard (pass only)

Fixing:

- cut cornices to length, including internal and external mitres: Pass, + or - 5mm or Distinction, + or - 2mm
- fix using adhesive and mechanical fixings cornice with moulding sections to backgrounds in line with industry standard (Pass only)
- joints to ceiling and wall lines are flush: Pass, + or - 3mm or Distinction, + or - 1mm
- cornice fixed to specified length: Pass, + or - 3mm or Distinction, + or - 1mm

Joints and stop ends:

- internal mitres are aligned with true mitre lines: Pass, + or - 3mm or Distinction, + or - 1 mm
- external mitres are aligned with true mitre line: Pass, + or - 3mm or Distinction, + or - 1 mm
- mitres flush: Pass, + or - 3mm or Distinction, + or - 1 mm
- stop ends are aligned: Pass, + or - 3mm or Distinction, + or - 1 mm
- stopping in completed with no gaps exceeding Pass, + or - 3mm or Distinction, + or - 1 mm

Appearance:

- cornice fitting visual discrepancies: Pass, no more than 3 or Distinction, no more than 1

(Note a visual discrepancy should be measured as a defect greater than 15mm in diameter or length, such as gathering-ons, sinkings and other installation defects)

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

The independent assessor must ask questions.

The purpose of the questions is:

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

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

The independent assessor must ask at least 6 questions during the practical assessment. To remain as unobtrusive as possible, the independent assessor should ask questions during natural breaks in work rather than disrupting the apprentice's flow. The independent assessor must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training.

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

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

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

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

### Assessment location

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

### Question and resource development

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

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

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

The EPAO must produce the following materials to support the practical assessment with questions:

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

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

## Interview underpinned by a portfolio of evidence

### Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

### Rationale

This assessment method is being used because:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the practical assessment
- it is underpinned by a portfolio of evidence, enabling the apprentice to demonstrate the application of skills and behaviours as well as knowledge
- it allows for testing of responses where there are a number of potential answers that could not be tested through a multiple-choice test
- it is cost-effective

## Delivery

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

An independent assessor must conduct and assess the interview.

The purpose of the independent assessor's questions is to assess the following themes:

- (core) environment and sustainability
- (core) health and safety
- (core) power tools and work protection
- (core) team working, communication and equity, diversity and inclusion
- (solid plasterer) solid plastering techniques and repair
- (fibrous plasterer) fibrous plastering techniques and repair
- (core) continuing professional development and well-being

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

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

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

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

The interview must last for 60 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 6 questions. The independent assessor must use the questions from the EPAO's question bank.

The independent assessor must make the grading decision.

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

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

## Assessment location

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

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

## Question and resource development

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

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

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

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

- independent assessor assessment materials which include:
    - training materials
    - administration materials
    - moderation and standardisation materials
    - guidance materials
    - grading guidance
    - question bank
  - EPA guidance for the apprentice and the employer
- The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Practical assessment with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Health and safety <a href="#">K2</a> <a href="#">S1 S2 S7 B1</a>	<p>Prioritises health and safety and complies with health and safety regulations, standards and guidance. (S1, B1)</p> <p>Selects and uses personal protective equipment in line with organisational requirements and statutory requirements. (K2, S2)</p> <p>Prepares and maintains a safe work area in line with industry guidance. (S7)</p>	Explains why it is important to comply with and prioritise health and safety regulations, standards and guidance. (S1)
(Core) Drawings, specifications <a href="#">K9 S5</a>	Interprets drawings and specifications as required to support task completion. (K9, S5)	None.
(Solid Plasterer) Solid plasterer tools, equipment and material estimation <a href="#">K20 K23 S13 S14</a>	<p>Estimates solid plastering and render materials, including wastage as required for task completion in line with the specification. (K20, S13)</p> <p>Selects and uses solid plastering hand tools as required for task completion and in line with industry guidance. Stores hand tools in line with organisational requirements. (K23, S14)</p>	None.
(Solid Plasterer) Solid plastering techniques <a href="#">K24 K25 K26 K29 K30 S16 S17 S18 S19 S22 S23 S24</a>	<p>Uses floating coat plaster hand application techniques to apply floating coat plaster to solid backgrounds, including the formation of 90-degree angles with beads, consolidation and mechanical key, in line with industry standards, task requirements and activity pass tolerances and criteria. (K25, S16)</p> <p>Uses setting coat plaster hand application and finishing techniques to apply setting coat plasters to plasterboard surfaces and floating coat surfaces, including, the formation of 90-degree angles with beads, in line with task requirements and activity pass tolerances and criteria. (K24, S17, S18)</p> <p>Uses plain face render hand application and finishing techniques to apply plain face render to scratch coat surfaces, including the formation of a hard angle, in line with task requirements and activity pass tolerances and criteria. (K26, S19)</p> <p>Applies techniques to install plasterboard to timber surfaces, ensuring joint reinforcement is applied and direct bond plasterboard to solid back grounds including cutting and sealing around obstacles. Completes tasks in line with task requirements and activity pass tolerances and criteria. (K29, K30, S22, S23, S24)</p>	Optimises the quality of the solid plastering and rendering activities by achieving at least 15 out of the 19 distinction tolerances and criteria in total, with no more than one distinction tolerance and criteria not achieved from any activity. (K25, K26, K29, K30, S16, S18, S19, S22, S23, S24)

<p>(Fibrous Plasterer) Fibrous plasterer tools, equipment and materials <a href="#">K36</a> <a href="#">K39</a> <a href="#">S26</a> <a href="#">S27</a></p>	<p>Estimates quantities fibrous plastering materials, including wastage as required for task completion in line with the specification (<a href="#">K36</a>, <a href="#">S27</a>)</p> <p>Selects and uses fibrous plastering hand tools as required for task completion and in line with industry guidance. Stores hand tools in line with organisational requirements. (<a href="#">K39</a>, <a href="#">S26</a>)</p>	<p>None.</p>
<p>(Fibrous Plasterer) Fibrous plastering techniques <a href="#">K37</a> <a href="#">K40</a> <a href="#">K41</a> <a href="#">K42</a> <a href="#">K43</a> <a href="#">K44</a> <a href="#">S28</a> <a href="#">S29</a> <a href="#">S30</a> <a href="#">S31</a> <a href="#">S32</a> <a href="#">S33</a> <a href="#">S34</a> <a href="#">S35</a></p>	<p>Applies techniques to prepare and hand mix fibrous plaster material to ratio in line with task requirements, manufacturer's instructions and activity pass tolerances and criteria. (<a href="#">K37</a>, <a href="#">S28</a>)</p> <p>Applies to techniques to produce fibrous components, including mould construction, mould and bench preparation and mould running and release, in line with task requirements, and activity pass tolerances and criteria. (<a href="#">K41</a>, <a href="#">K42</a>, <a href="#">S30</a>, <a href="#">S31</a>, <a href="#">S32</a>)</p> <p>Uses measuring, marking out and cutting techniques to form straight and mitred cuts in fibrous components in line with task requirements and activity pass tolerances and criteria. (<a href="#">K44</a>, <a href="#">S33</a>)</p> <p>Uses mechanical and direct bond techniques to fix cornice, ensuring the surface is prepared, set and marked out in line with industry standards, task requirements and activity pass tolerances and criteria. (<a href="#">K40</a>, <a href="#">K43</a>, <a href="#">S29</a>, <a href="#">S34</a>, <a href="#">S35</a>)</p>	<p>Optimises the quality of the fibrous plastering activities by achieving at least 14 out of the 17 distinction tolerances and criteria in total, with no more than one distinction tolerance and criteria not achieved from any activity. (<a href="#">K40</a>, <a href="#">K41</a>, <a href="#">K42</a>, <a href="#">K43</a>, <a href="#">K44</a>, <a href="#">S29</a>, <a href="#">S30</a>, <a href="#">S31</a>, <a href="#">S32</a>, <a href="#">S33</a>, <a href="#">S34</a>, <a href="#">S35</a>).</p>

### Interview underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
(Core) Environment and sustainability K7 S3 B2	Describes how they comply with environmental and sustainability legislation and guidance, sort resources for re-use, recycling and disposal. Explains impact of the construction industry on the environment and how this can be reduced when carrying out processes and by efficient use of resources. (K7, S3, B2)	Explains how following sustainability regulations standards, and guidelines reduces the impact on the wider environment. (K7, S3)
(Core) Health and safety K15 K19 S4 S9	Describes how they work safely at height and use access equipment in line with industry standards and regulations. (K19, S4)  Describes how they apply manual and mechanical lifting techniques to move and handle plastering materials and equipment in line with industry standards and regulations. (K15, S9)	None.
(Core) Power tools and work protection K16 K17 K18 S6 S8 S10	Explains how they check, use and store power tools in line with manufacturer's instructions and industry guidance. Describes how they escalate power tool fault or defects in line with organisational procedures. (K16, S8)  Describes how they store materials, considering stock rotation and use by dates in line with manufacturers instructions and organisations procedures. (K18, S6)  Describes how they protect, completed work and the surrounding work area, from damage in line with industry standards. Explains the impact that plastering operations can have on the customers property, other trades and the overall project. (K17, S10)	Explains the importance of checking power tools before use and storing after use. (K16, S8)  Explains the impact that not storing plastering materials in date order can have on plastering operations. (K18, S6)
(Core) Team working, communicatio n and equity, diversity and inclusion K4 K5 K12 S11 S12 B3 B5	Describes how they apply team working principles to achieve their own teams' goals and contribute to the wider team's project goals. (K4, S12, B5)  Describes how they take account of individual needs and follow guidance in relation to equity, diversity, and inclusion in line with regulations. (K12, B3)  Describes how they communicate with others using verbal techniques and construction terminology in a way that is suitable for the context and supports task completion. (K5, S11)	Explains why equity, diversity and inclusivity legislation is important in the construction industry. (K12)  Explains how their team focus supports wider teams to meet their goals. (K4, S12)
(Solid Plasterer) Solid plastering techniques and repair K21 K22 K28 S15 S20 S21 S25	Describes how they apply hand and mechanical mixing techniques to mix plaster and render to ratio in line with manufacturer's instruction and industry guidance. (K21, S15)  Describes how they prepare background surfaces to receive plaster and render, including the application of primers and sealers in line with task requirements and manufacturer's instructions. (S21)	Justifies their choice of repair for the defect being repaired. (K22, S25)



	<p>Describes how they hand apply scratch coat renders including application of the mechanical key, dubbing out coats and render beads in line with task requirements. (K28, S20)</p> <p>Describes how they repair common solid plastering defects in line with task requirements. (K22, S25)</p>	
<p>(Fibrous Plasterer) Fibrous plastering techniques and repair <a href="#">K38</a> <a href="#">K49</a> <a href="#">S36</a> <a href="#">S37</a> <a href="#">S38</a></p>	<p>Describes how they repair common fibrous plaster defects in line with task requirements. (K38, S36)</p> <p>Describes how they, set out and fix dados and ceiling centres in line with drawing and specifications or task requirements. (K49, S37, S38)</p>	Justifies their choice of repair for the defect being repaired. (K38, S36)
<p>(Core) Continuing professional development and well-being <a href="#">K13</a> <a href="#">B4</a></p>	<p>Outlines how they seek, and record learning and development to support continuous improvement in their role. (B4)</p> <p>Describes mental and physical health considerations of themselves and others and identifies sources of support available for themselves and others. (K13)</p>	None.

### Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	24
Pass	25	32
Distinction	33	40

### Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

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

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall EPA merit, the apprentice must gain a distinction in the practical assessment with questions and a distinction in the interview underpinned by a portfolio of evidence or the multiple choice test, and a pass in the remaining assessment method. To achieve an overall EPA distinction, the apprentice must gain a distinction in all the assessment methods.

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

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

### Re-sits and re-takes

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 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 4 months of the EPA outcome notification.

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

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

The apprentice will get a maximum EPA grade of pass 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"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• 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</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where</li> <li>• provide the EPAO with access to any employer-specific documentation as required for example, company policies</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the apprenticeship including the occupational standard and EPA plan</li> <li>• make all necessary contractual arrangements including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> <li>• apprentices</li> <li>• employers</li> <li>• independent assessors</li> <li>• any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA)</li> </ul>

	<p>purposes</p> <ul style="list-style-type: none"> <li>• appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• appoint administrators, invigilators and any other roles where required to facilitate the EPA</li> <li>• deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> <li>• conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year</li> <li>• conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors</li> <li>• monitor the performance of all their independent assessors and provide additional training where necessary</li> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• arrange for the EPA to take place in a timely manner, in consultation with the employer</li> <li>• provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm the gateway requirements have been met before they start the EPA for an apprentice</li> <li>• arrange a suitable venue for the EPA</li> <li>• maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials</li> <li>• where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• confirm the overall grade awarded</li> <li>• maintain and apply a policy for conducting appeals</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the apprenticeship's occupational standard and EPA plan</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year</li> <li>• use language in the delivery of the EPA that is appropriate to the level of the apprenticeship</li> <li>• work with other personnel, where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan</li> <li>• make final grading decisions in line with this EPA plan</li> <li>• record and report assessment outcome decisions</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> </ul>

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

## 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.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

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

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

## Internal quality assurance

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

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

They must also appoint independent assessors who:

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

### **Value for money**

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

- completing applicable assessment methods online, for example computer-based assessment
- assessing multiple apprentices simultaneously where the assessment method permits this
- conducting assessment methods on the same day

### **Professional recognition**

This apprenticeship is not aligned to professional recognition.

### **KSB mapping table**

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K1:</b> Core. Core: Awareness of health and safety regulations, standards, and guidance and impact on role. Employer and Employee responsibilities under the Health and Safety at Work Act (HASWA) Control of Substances Hazardous to Health (COSHH). Lifting Operations and Lifting Equipment Regulations (LOLER). Reporting of Injuries Diseases and Dangerous Occurrences (RIDDOR). Provision and Use of Work Equipment Regulations (PUWER). Fire safety. Health and Safety at Work Act. Asbestos awareness. Fire extinguishers. Safety signage. Situational awareness. Slips, trips, and falls. Working in confined spaces. Working at height. Electrical safety.</p>	Multiple-choice test
<p><b>K2:</b> Core. Core: Types of personal protective equipment (PPE) and how to use.</p>	Practical assessment with questions
<p><b>K3:</b> Core. Core: Employment types (self-employed and employed), small business start up principles, tax responsibilities, roles and responsibilities.</p>	Multiple-choice test
<p><b>K4:</b> Core. Core: Principles of good team working.</p>	Interview underpinned by a portfolio of evidence
<p><b>K5:</b> Core. Core: Verbal communication techniques and construction terminology.</p>	Interview underpinned by a portfolio of evidence
<p><b>K6:</b> Core. Core: Safe systems of work: Site inductions, toolbox talks, risk assessments, method statements and hazard identification techniques.</p>	Multiple-choice test
<p><b>K7:</b> Core. Core: Awareness of environmental and sustainability regulations, standards, and guidance. Impact of the sector on the environment: Efficient use of resources. Recycling, reuse, surface water contamination and safe disposal of waste.</p>	Interview underpinned by a portfolio of evidence
<p><b>K8:</b> Core. Core: The importance and considerations of the environment and sustainability: Thermal qualities, acoustics, U-values, airtightness and ventilation in buildings.</p>	Multiple-choice test
<p><b>K9:</b> Core. Core: Methods of interpreting and extracting relevant information from drawings and specifications.</p>	Practical assessment with questions
<p><b>K10:</b> Core. Core: Principles of building: Foundations, roofs, walls, floors, utilities and services, insulation, fire, damp proof courses (DPC) and quality of materials, Damp Proof Membrane (DPM), fire protection and insulation and expansion joints.</p>	Multiple-choice test
<p><b>K11:</b> Core. Core: Basic principles of digital design and modelling systems.</p>	Multiple-choice test
<p><b>K12:</b> Core. Core: Inclusion, equity and diversity in the workplace.</p>	Interview underpinned by a portfolio of evidence
<p><b>K13:</b> Core. Core: Well-being: Mental and physical health considerations in self and others and how to access support.</p>	Interview underpinned by a portfolio of evidence

<p><b>K14:</b> Core. Core: Standards and regulations associated with plastering activities: British standards, building regulations and manufacturers' instructions and warranty.</p>	Multiple-choice test
<p><b>K15:</b> Core. Core: Techniques to move and handle plastering materials and equipment, manually and with lifting equipment.</p>	Interview underpinned by a portfolio of evidence
<p><b>K16:</b> Core. Core: Use of power tools and equipment: pre user checks, use, maintenance, defect or fault escalation.</p>	Interview underpinned by a portfolio of evidence
<p><b>K17:</b> Core. Core: Methods of protecting work and the surrounding work areas, the impact of plastering work on customers' properties, other trades and the project.</p>	Interview underpinned by a portfolio of evidence
<p><b>K18:</b> Core. Core: Material storage techniques, stock rotation and date order.</p>	Interview underpinned by a portfolio of evidence
<p><b>K19:</b> Core. Core: Principles and practices of working at height safely and the use of access equipment.</p>	Interview underpinned by a portfolio of evidence
<p><b>K20:</b> solid Plasterer. SP: Basic Material estimation techniques for internal plastering and external rendering.</p>	Practical assessment with questions
<p><b>K21:</b> solid Plasterer. SP: Mixing techniques for solid plastering and rendering: Ratios, pre-mixed, hand mixing and mechanical mixing.</p>	Interview underpinned by a portfolio of evidence
<p><b>K22:</b> solid Plasterer. SP: Defects and repair: solid Plaster defects and repair methods.</p>	Interview underpinned by a portfolio of evidence
<p><b>K23:</b> solid Plasterer. SP: Hand tools, types, use and storage techniques, for internal solid plastering and rendering.</p>	Practical assessment with questions
<p><b>K24:</b> solid Plasterer. SP: Setting coat plaster hand application and finishing techniques: setting coat on floating coat, setting coat on plasterboard and use of beads.</p>	Practical assessment with questions
<p><b>K25:</b> solid Plasterer. SP: Floating coat plaster hand application, consolidation, mechanical key and beading techniques</p>	Practical assessment with questions
<p><b>K26:</b> solid Plasterer. SP: Plain face render hand application and finishing techniques: plain face render coat and forming hard angles.</p>	Practical assessment with questions
<p><b>K27:</b> solid Plasterer. SP: Principles of machine application of plastering and rendering materials.</p>	Multiple-choice test
<p><b>K28:</b> solid Plasterer. SP: Render base coat hand application techniques: render dubbing out, scratch coat and render bead application.</p>	Interview underpinned by a portfolio of evidence



<p><b>K29:</b> solid Plasterer. SP: Fixing techniques of plasterboards to backgrounds: direct bond with adhesive, mechanical fixing, reinforcement of joints, spanning joists and staggering.</p>	Practical assessment with questions
<p><b>K30:</b> solid Plasterer. SP: Methods of measuring, marking out and cutting plasterboard using hand tools.</p>	Practical assessment with questions
<p><b>K31:</b> solid Plasterer. SP: Principles of dry lining: application, joint reinforcement, jointing compound and finishing.</p>	Multiple-choice test
<p><b>K32:</b> solid Plasterer. SP: Principles of levelling compound use and materials: sands, cement, ready mixed screeds, timber rail screed and self-levelling.</p>	Multiple-choice test
<p><b>K33:</b> solid Plasterer. SP: Principles and characteristics of solid plastering and rendering surface preparation and beading: render beads, solid plaster beads, keying (mechanical bonding), clean surface, expanded Metal Lath (EML), Rib lath, solid plastering and render primers and sealers.</p>	Multiple-choice test
<p><b>K34:</b> solid Plasterer. SP: Types and characteristics of setting plaster and plasterboards, tapered edge, square edge, size, plasterboard adhesives, lightweight backing plasters, finishing plasters, bonding compounds, joint reinforcement.</p>	Multiple-choice test
<p><b>K35:</b> solid Plasterer. SP: Types and characteristics of traditional and modern rendering materials: sands and cements, silicone-based renders, render reinforcement mesh, pebble dash, accelerators, limes, plasticisers and waterproofer.</p>	Multiple-choice test
<p><b>K36:</b> fibrous Plasterer. FP: Basic material estimation techniques for fibrous plastering.</p>	Practical assessment with questions
<p><b>K37:</b> fibrous Plasterer. FP: Mixing techniques for fibrous plastering and moulding applications: ratios, gauging and reinforcement.</p>	Practical assessment with questions
<p><b>K38:</b> fibrous Plasterer. FP: Defects and repair: fibrous Plaster defects and repair methods.</p>	Interview underpinned by a portfolio of evidence
<p><b>K39:</b> fibrous Plasterer. FP: Hand tools, types, use and storage techniques, for fibrous plastering.</p>	Practical assessment with questions
<p><b>K40:</b> fibrous Plasterer. FP: Setting and marking out techniques for fibrous plaster cornice application.</p>	Practical assessment with questions
<p><b>K41:</b> fibrous Plasterer. FP: Moulding production techniques.</p>	Practical assessment with questions
<p><b>K42:</b> fibrous Plasterer. FP: Mould Casting and release techniques to produce fibrous plaster components: reinforcements, firstings and seconds, application of materials, sealing and release agent application and component removal.</p>	Practical assessment with questions
<p><b>K43:</b> fibrous Plasterer. FP: Mechanical and direct bond securing and finishing techniques for fibrous plastering components.</p>	Practical assessment with questions

<p><b>K44:</b> fibrous Plasterer. FP: Methods of measuring, marking out and cutting fibrous plastering products to produce straight and 90 degree (mitred) joints and stops.</p>	Practical assessment with questions
<p><b>K45:</b> fibrous Plasterer. FP: Background surface preparation techniques for fibrous plastering component application: keying (mechanical bonding), clean surface, Expanded Metal Lath (EML), Rib lath, surface primers and sealers.</p>	Multiple-choice test
<p><b>K46:</b> fibrous Plasterer. FP: Types and characteristics of materials, for fibrous moulding: timber, zinc, flexible moulds, cold pour compounds, release agents, grease, pre-mixed plasters, benches, running rules, busks, casting plaster, canvas, laths, sealants, shellac, retarders and adhesives.</p>	Multiple-choice test
<p><b>K47:</b> fibrous Plasterer. FP: Production methods of positive and negative fibrous moulding: running mould, reverse moulds, flexible moulds, plain reverse mould, loose piece moulds, insertion mould, metal template, horsing up running mould, metal template stock, horse or slipper and brace.</p>	Multiple-choice test
<p><b>K48:</b> fibrous Plasterer. FP: Types and characteristics of fibrous components: cornice, dados, skirtings, ceiling centres.</p>	Multiple-choice test
<p><b>K49:</b> fibrous Plasterer. FP: Setting out techniques for fibrous plaster dados and ceiling centres.</p>	Interview underpinned by a portfolio of evidence

SKILL	ASSESSMENT METHODS
<b>S1:</b> Core. Core: Comply with health and safety regulations, standards, and guidance.	Practical assessment with questions
<b>S2:</b> Core. Core: Identify and use personal protective equipment (PPE).	Practical assessment with questions
<b>S3:</b> Core. Core: Comply with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal.	Interview underpinned by a portfolio of evidence
<b>S4:</b> Core. Core: Use access equipment for example, hop ups, podiums or low-level scaffolding.	Interview underpinned by a portfolio of evidence
<b>S5:</b> Core. Core: Interpret information from drawings and specifications.	Practical assessment with questions
<b>S6:</b> Core. Core: Store materials considering date order for rotation of stock.	Interview underpinned by a portfolio of evidence
<b>S7:</b> Core. Core: Prepare and maintain a safe working area.	Practical assessment with questions
<b>S8:</b> Core. Core: Check, use and store power tools and equipment, escalate faults or defects.	Interview underpinned by a portfolio of evidence
<b>S9:</b> Core. Core: Move and handle materials and equipment manually and with lifting equipment.	Interview underpinned by a portfolio of evidence
<b>S10:</b> Core. Core: Protect finished work and the surrounding area.	Interview underpinned by a portfolio of evidence
<b>S11:</b> Core. Core: Verbally communicate with others, for example colleagues, other tradespeople, managers and customers.	Interview underpinned by a portfolio of evidence
<b>S12:</b> Core. Core: Applies team working principles to their own and the wider build team.	Interview underpinned by a portfolio of evidence
<b>S13:</b> solid Plasterer. SP: Estimate quantities and select solid plastering and render materials.	Practical assessment with questions
<b>S14:</b> solid Plasterer. SP: Select, use and store hand tools for solid plastering and rendering.	Practical assessment with questions
<b>S15:</b> solid Plasterer. SP: Mix materials for solid plastering and render to ratio.	Interview underpinned by a portfolio of evidence
<b>S16:</b> solid Plasterer. SP: Apply floating coat plaster to solid back grounds, including the formation of 90 degree angles with bead, consolidation and mechanical key application.	Practical assessment with questions
<b>S17:</b> solid Plasterer. SP: Apply setting coat plaster to floating coat plasters, including forming 90 degree angles with bead.	Practical assessment with questions

<b>S18:</b> solid Plasterer. SP: Apply setting coat plaster to plasterboard surfaces.	Practical assessment with questions
<b>S19:</b> solid Plasterer. SP: Apply plain face render to scratch coat renders, including forming a hard angle.	Practical assessment with questions
<b>S20:</b> solid Plasterer. SP: Apply scratch coat renders, including mechanical key, dobbing out coats and application of render beads.	Interview underpinned by a portfolio of evidence
<b>S21:</b> solid Plasterer. SP: Prepare background surfaces to receive solid plasters, and renders, including the application of solid plastering and render primers and sealers.	Interview underpinned by a portfolio of evidence
<b>S22:</b> solid Plasterer. SP: Measure, mark out and cut plasterboard to fit area and obstacles, using hand tools.	Practical assessment with questions
<b>S23:</b> solid Plasterer. SP: Install plasterboard to timber surfaces and reinforce joints.	Practical assessment with questions
<b>S24:</b> solid Plasterer. SP: Direct bond plasterboard to solid backgrounds, including sealing around obstacles.	Practical assessment with questions
<b>S25:</b> solid Plasterer. SP: Carry out solid plaster repair: For example, replace plasterboard, patch plaster to solid background.	Interview underpinned by a portfolio of evidence
<b>S26:</b> fibrous Plasterer. FP: Select, use and store hand tools for fibrous plastering applications.	Practical assessment with questions
<b>S27:</b> fibrous Plasterer. FP: Estimate quantities and select fibrous plastering materials.	Practical assessment with questions
<b>S28:</b> fibrous Plasterer. FP: Prepare and mix fibrous plaster materials, including reinforcement.	Practical assessment with questions
<b>S29:</b> fibrous Plasterer. FP: Prepare and mark out background surfaces to receive fibrous plaster components.	Practical assessment with questions
<b>S30:</b> fibrous Plasterer. FP: Construct moulds.	Practical assessment with questions
<b>S31:</b> fibrous Plasterer. FP: Prepare bench and moulds for casting.	Practical assessment with questions
<b>S32:</b> fibrous Plasterer. FP: Run mould and release casts.	Practical assessment with questions
<b>S33:</b> fibrous Plasterer. FP: Measure and cut fibrous components to form straight and mitred cuts.	Practical assessment with questions
<b>S34:</b> fibrous Plasterer. FP: Set and mark out for cornice installation.	Practical assessment with questions

<b>S35:</b> fibrous Plasterer. FP: Fix cornice including straight runs, stops and 90 degree internal and external angles.	Practical assessment with questions
<b>S36:</b> fibrous Plasterer. FP: Carry out fibrous plaster repair, for example, replacement or patching.	Interview underpinned by a portfolio of evidence
<b>S37:</b> fibrous Plasterer. FP: Set out for fibrous plaster dados and ceiling centres.	Interview underpinned by a portfolio of evidence
<b>S38:</b> fibrous Plasterer. FP: fix fibrous plaster dados and ceiling centres.	Interview underpinned by a portfolio of evidence
<b>BEHAVIOUR</b>	<b>ASSESSMENT METHODS</b>
<b>B1:</b> Core. Put health, safety and wellbeing first.	Practical assessment with questions
<b>B2:</b> Core. Consider the environment and sustainability when using resources and carrying out processes.	Interview underpinned by a portfolio of evidence
<b>B3:</b> Core. Contribute to an inclusive and diverse culture.	Interview underpinned by a portfolio of evidence
<b>B4:</b> Core. Seeks to maintain and enhance competence of self through continuous improvement.	Interview underpinned by a portfolio of evidence
<b>B5:</b> Core. Team-focus to meet team goals including, considering the wider team.	Interview underpinned by a portfolio of evidence

## Mapping of KSBs to grade themes

### Practical assessment with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Health and safety K2 S1 S2 S7 B1	Core: Types of personal protective equipment (PPE) and how to use. (K2)	Core: Comply with health and safety regulations, standards, and guidance. (S1)  Core: Identify and use personal protective equipment (PPE). (S2)  Core: Prepare and maintain a safe working area. (S7)	Put health, safety and wellbeing first. (B1)
(Core) Drawings, specifications K9 S5	Core: Methods of interpreting and extracting relevant information from drawings and specifications. (K9)	Core: Interpret information from drawings and specifications. (S5)	None
(Solid Plasterer) Solid plasterer tools, equipment and material estimation K20 K23 S13 S14	SP: Basic Material estimation techniques for internal plastering and external rendering. (K20)  SP: Hand tools, types, use and storage techniques, for internal solid plastering and rendering. (K23)	SP: Estimate quantities and select solid plastering and render materials. (S13)  SP: Select, use and store hand tools for solid plastering and rendering. (S14)	None
(Solid Plasterer) Solid plastering techniques K24 K25 K26 K29 K30 S16 S17 S18 S19 S22 S23 S24	SP: Setting coat plaster hand application and finishing techniques: setting coat on floating coat, setting coat on plasterboard and use of beads. (K24)  SP: Floating coat plaster hand application, consolidation, mechanical key and beading techniques (K25)  SP: Plain face render hand application and finishing techniques: plain face render coat and forming hard angles. (K26)  SP: Fixing techniques of plasterboards to backgrounds: direct bond with adhesive, mechanical fixing, reinforcement of joints, spanning joists and staggering. (K29)  SP: Methods of measuring, marking out and cutting plasterboard using hand tools. (K30)	SP: Apply floating coat plaster to solid back grounds, including the formation of 90 degree angles with bead, consolidation and mechanical key application. (S16)  SP: Apply setting coat plaster to floating coat plasters, including forming 90 degree angles with bead. (S17)  SP: Apply setting coat plaster to plasterboard surfaces. (S18)  SP: Apply plain face render to scratch coat renders, including forming a hard angle. (S19)  SP: Measure, mark out and cut plasterboard to fit area and obstacles, using hand tools. (S22)  SP: Install plasterboard to timber surfaces and reinforce joints. (S23)  SP: Direct bond plasterboard to solid backgrounds, including sealing around obstacles. (S24)	None
(Fibrous Plasterer) Fibrous plasterer tools, equipment	FP: Basic material estimation techniques for fibrous	FP: Select, use and store hand tools for fibrous plastering	None

and materials K36 K39 S26 S27	plastering. (K36)  FP: Hand tools, types, use and storage techniques, for fibrous plastering. (K39)	applications. (S26)  FP: Estimate quantities and select fibrous plastering materials. (S27)	
(Fibrous Plasterer) Fibrous plastering techniques K37 K40 K41 K42 K43 K44 S28 S29 S30 S31 S32 S33 S34 S35	<p>FP: Mixing techniques for fibrous plastering and moulding applications: ratios, gauging and reinforcement. (K37)</p> <p>FP: Setting and marking out techniques for fibrous plaster cornice application. (K40)</p> <p>FP: Moulding production techniques. (K41)</p> <p>FP: Mould Casting and release techniques to produce fibrous plaster components: reinforcements, firstings and seconds, application of materials, sealing and release agent application and component removal. (K42)</p> <p>FP: Mechanical and direct bond securing and finishing techniques for fibrous plastering components. (K43)</p> <p>FP: Methods of measuring, marking out and cutting fibrous plastering products to produce straight and 90 degree (mitred) joints and stops. (K44)</p>	<p>FP: Prepare and mix fibrous plaster materials, including reinforcement. (S28)</p> <p>FP: Prepare and mark out background surfaces to receive fibrous plaster components. (S29)</p> <p>FP: Construct moulds. (S30)</p> <p>FP: Prepare bench and moulds for casting. (S31)</p> <p>FP: Run mould and release casts. (S32)</p> <p>FP: Measure and cut fibrous components to form straight and mitred cuts. (S33)</p> <p>FP: Set and mark out for cornice installation. (S34)</p> <p>FP: Fix cornice including straight runs, stops and 90 degree internal and external angles. (S35)</p>	None

**Interview underpinned by a portfolio of evidence**

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
(Core) Environment and sustainability K7 S3 B2	Core: Awareness of environmental and sustainability regulations, standards, and guidance. Impact of the sector on the environment: Efficient use of resources. Recycling, reuse, surface water contamination and safe disposal of waste. (K7)	Core: Comply with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal. (S3)	Consider the environment and sustainability when using resources and carrying out processes. (B2)
(Core) Health and safety K15 K19 S4 S9	Core: Techniques to move and handle plastering materials and equipment, manually and with lifting equipment. (K15)  Core: Principles and practices of working at height safely and the use of access equipment. (K19)	Core: Use access equipment for example, hop ups, podiums or low-level scaffolding. (S4)  Core: Move and handle materials and equipment manually and with lifting equipment. (S9)	None
(Core) Power tools and work protection K16 K17 K18 S6 S8 S10	Core: Use of power tools and equipment: pre user checks, use, maintenance, defect or fault escalation. (K16)  Core: Methods of protecting work and the surrounding work areas, the impact of plastering work on customers' properties, other trades and the project. (K17)  Core: Material storage techniques, stock rotation and date order. (K18)	Core: Store materials considering date order for rotation of stock. (S6)  Core: Check, use and store power tools and equipment, escalate faults or defects. (S8)  Core: Protect finished work and the surrounding area. (S10)	None
(Core) Team working, communication and equity, diversity and inclusion K4 K5 K12 S11 S12 B3 B5	Core: Principles of good team working. (K4)  Core: Verbal communication techniques and construction terminology. (K5)  Core: Inclusion, equity and diversity in the workplace. (K12)	Core: Verbally communicate with others, for example colleagues, other tradespeople, managers and customers. (S11)  Core: Applies team working principles to their own and the wider build team. (S12)	Contribute to an inclusive and diverse culture. (B3)  Team-focus to meet team goals including, considering the wider team. (B5)



(Solid Plasterer) Solid plastering techniques and repair K21 K22 K28 S15 S20 S21 S25	<p>SP: Mixing techniques for solid plastering and rendering: Ratios, pre-mixed, hand mixing and mechanical mixing. (K21)</p> <p>SP: Defects and repair: solid Plaster defects and repair methods. (K22)</p> <p>SP: Render base coat hand application techniques: render dubbing out, scratch coat and render bead application. (K28)</p>	<p>SP: Mix materials for solid plastering and render to ratio. (S15)</p> <p>SP: Apply scratch coat renders, including mechanical key, dobbling out coats and application of render beads. (S20)</p> <p>SP: Prepare background surfaces to receive solid plasters, and renders, including the application of solid plastering and render primers and sealers. (S21)</p> <p>SP: Carry out solid plaster repair: For example, replace plasterboard, patch plaster to solid background. (S25)</p>	None
(Fibrous Plasterer) Fibrous plastering techniques and repair K38 K49 S36 S37 S38	<p>FP: Defects and repair: fibrous Plaster defects and repair methods. (K38)</p> <p>FP: Setting out techniques for fibrous plaster dados and ceiling centres. (K49)</p>	<p>FP: Carry out fibrous plaster repair, for example, replacement or patching. (S36)</p> <p>FP: Set out for fibrous plaster dados and ceiling centres. (S37)</p> <p>FP: fix fibrous plaster dados and ceiling centres. (S38)</p>	None
(Core) Continuing professional development and well-being K13  B4	Core: Well-being: Mental and physical health considerations in self and others and how to access support. (K13)	None	Seeks to maintain and enhance competence of self through continuous improvement. (B4)

## Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
2.1	Occupational standard, end-point assessment plan and funding band revised.	18/01/2024	Not set	Not set
2.0	Standard and end-point assessment plan revised	18/12/2019	17/01/2024	Not set
1.0	Retired	18/12/2018	17/12/2019	Not set

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