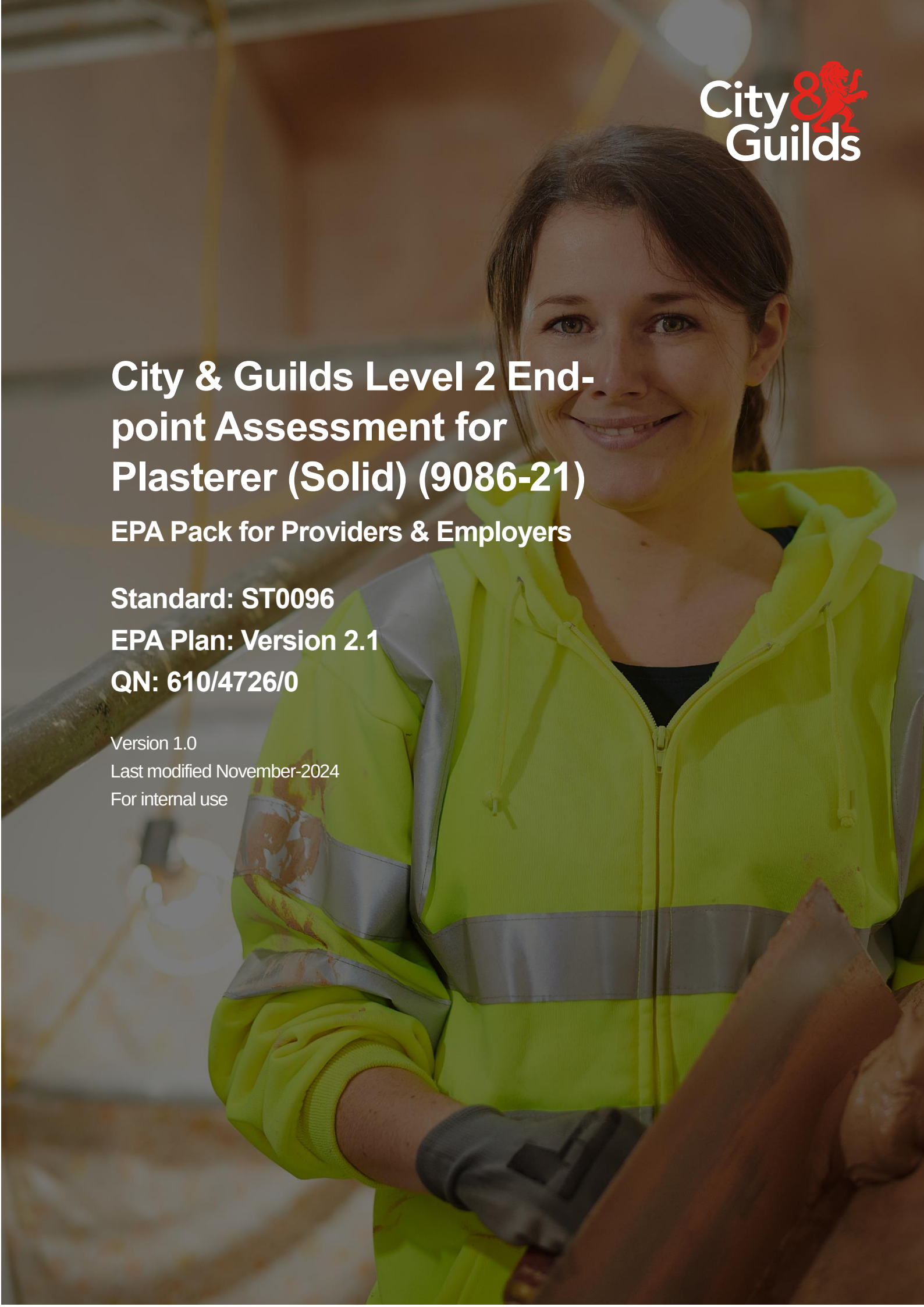

# City & Guilds Level 2 End-point Assessment for Plasterer (Solid) (9086-21)

## EPA Pack for Providers & Employers

**Standard: ST0096**

**EPA Plan: Version 2.1**

**QN: 610/4726/0**

Version 1.0

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For internal use

| Version | Summary of changes | Section |
|---|---|---|
| 1.0 November 2024 | New Document | All |
| | | |

# Contents


**1. Apprenticeships ..... 5**

Preparing for EPA ..... 6

Authenticating the Apprentice's Work ..... 7

Health & Safety and Codes of Practice ..... 7

Overall Grade ..... 8

Results Submission & Feedback ..... 9

Statement of Achievement ..... 10

Digital Credentials ..... 10

Security, Confidentiality & Copyright of End-point Assessment Materials ..... 11

**2. The Apprenticeship Standard ..... 13**

The Occupational Role ..... 13

The Occupational Standard ..... 13

Knowledge, Skills & Behaviours ..... 17

Grades & Grading Descriptors ..... 26

**3. Gateway ..... 36**

**4. Timetable for End-point Assessment ..... 37**

Summary Timescales ..... 41

**5. End-Point Assessment Resources ..... 42**

**6. Assessment Instructions: 203 End-point Assessment- Multiple-choice test (Solid) ..... 43**

Assessment Specification ..... 43

Generic Specification ..... 44

Provider & Employer Instructions ..... 45

Apprentice Instructions – 203 Multiple-choice test ..... 46

**7. Assessment Instructions: 705 Practical assessment with questions Plasterer (Solid) ..... 47**

Assessment Specification ..... 47

Generic Specification ..... 48

Provider & Employer Instructions ..... 49

**8. Assessment Instructions: 707 Interview underpinned by a portfolio of evidence ..... 55**

Assessment Specification ..... 55
Generic Specification ..... 56
Provider & Employer Instructions ..... 57
Apprentice Instructions – 707 Interview underpinned by a portfolio of evidence ..... 64
**9. Re-sits & Re-takes ..... 68**
203 Multiple-choice test ..... 69
705 Practical assessment with questions ..... 69
707 Interview underpinned by a portfolio of evidence ..... 69
**Contact Us ..... 70**

# 1. Apprenticeships

This pack will help providers and employers prepare apprentices for the End-point Assessment (EPA) of their City & Guilds Level 2 End-point Assessment for Plasterer (Solid) Apprenticeship Standard: ST0096 (9086-21) Version: 2.1. It explains how apprentices will demonstrate the knowledge, skills, and behaviours (KSBs) which they developed during their apprenticeship.

The following pathways are covered by this pack:

- Solid

This pack must be used alongside the:

- City & Guilds Manual for the End-point Assessment Service
- 9086-21 Recording Forms for Providers & Employers
- 9086-21 Resource Pack for Practical Assessments for Providers and Employers
- 9086-21 EPA Knowledge Test Handbook
- 9086-21 Sample Knowledge Test

- EPA Documents Library including information about the EPA Service, policies about malpractice and appeals, FAQS, and a video about EPA which can be shared with apprentices

The City & Guilds Manual for the End-point Assessment Service includes information on:

- Using the EPA Pro portal
- The process for booking EPA, including timescales
- Acceptable qualifications and certificates at Gateway
- Uploading files to the EPA Pro portal
- Use of electronic signatures
- Knowledge tests on e-volve (where applicable)
- Responsibilities of providers and employers
- The Quality Assurance process

Full time apprentices will typically spend 24 months on-programme working towards meeting the Standard, with a minimum of 20% off-the-job training. The employer should ensure that the apprentice has access to development opportunities to improve their knowledge, skills and behaviours, as outlined in the Standard, and hold regular reviews with the provider and apprentice to check how they are getting on.

Once the apprentice has completed their training, they should be ready to go through 'Gateway' to EPA. See the Gateway and Assessment Instructions sections within this pack to understand what happens.

The EPA for this apprenticeship includes the following assessments which can be taken in any order, as requested by the apprentice:

- Assessment method 1- multiple-choice test
- Assessment method 2- practical assessment with questions
- Assessment method 3- interview underpinned by portfolio of evidence

## Preparing for EPA

In preparation for EPA, providers and employers should:

- Read the Assessment Instructions sections before reaching Gateway – the EPA Partnership Managers can help with any queries
- Review which completed **Recording Forms and evidence** must be submitted, and when
- Use the Recording Forms provided in the format laid out, unless indicated otherwise
- Plan the venue and resources required for EPA - make sure the assessment environment is secure and comfortable, without interruptions
- Use the EPA Pro portal to help manage the apprentice's progress through EPA
- For on-site assessment: Arrange for a designated contact to be available on the day to ensure the correct resources are available

Some actions to help the apprentice prepare for EPA:

- Explain the assessments and **Recording Forms** to the apprentice – refer to details in the Assessment Instructions sections of this pack
- Agree a realistic timeframe for submission of evidence that meets the EPA deadlines – any delays in submission of evidence will delay the assessments
- Make sure the apprentice has the resources and time to prepare for, and undertake EPA
- Take the apprentice through some mock assessments

- Share the EPA Preparation Guide with the apprentice. It includes information about system requirements for virtual meetings
- Let City & Guilds know if reasonable adjustments are required to support an apprentice through EPA. The City & Guilds policy is on the City & Guilds website, under EPA Documents Library

## Authenticating the Apprentice's Work

The Independent End-point Assessor (IEPA) must ensure all decisions satisfy Validity, Authenticity, Currency and Sufficiency (VACS). For evidence produced outside controlled conditions, the apprentice will be required to:

- Sign a declaration that the work is their own
- Reference all sources

The employer/provider should also aid authentication by:

- Supplementary (oral) questioning to gauge familiarity with the topic
- Looking out for any changes to the apprentice's usual writing style, unusual sources/examples or the use of US spellings or phrases that might indicate cutting and pasting from the internet
- Requiring access to evidence of steps in the process, e.g., drafts, notes, planning etc.

City & Guilds have produced forms for use when reviewing evidence produced outside of controlled conditions. These forms include a Declaration of Authenticity Form which must be completed when submitting evidence. The forms can be found in the Recording Forms document.

## Health & Safety and Codes of Practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

Following safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the provider and employer to ensure that all the health and safety requirements are in place when apprentices are working on any projects or before apprentices begin any EPA.

Should an apprentice fail to follow correct health and safety practices and procedures during an EPA, the IEPA will consult with the EPA Team, and may advise the apprentice to stop and explain why.

## Overall Grade

This End-point Assessment is graded Fail, Pass, Merit or Distinction. The EPA will be assessed and graded by the IEPA.

Information about how each assessment is graded can be found in the Assessment Instructions sections of this pack. The apprentice will fail an assessment method if they do not meet the pass criteria.

Grades from the individual assessments will be combined to determine the overall grade.

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 and one other of the assessment methods and a Pass in the other.

To achieve an overall EPA Distinction, the apprentice must gain a Distinction in all the assessment methods.

**A Fail in any assessment method will result in an EPA Fail.**

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

| Assessment 1: Multiple-Choice Test | Assessment 2: Practical with Questions | Assessment 3: 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 |

## Results Submission & Feedback

The knowledge test component will be delivered using the e-volve on screen test platform. Test results will be available on the Walled Garden within 24 hours following the test.

The IEPA will communicate the grade allocated for each assessment to the Lead Independent End-point Assessor (LIEPA) for quality assurance and sampling. The LIEPA will submit the results to the City & Guilds EPA Team.

If the apprentice has passed EPA, the City & Guilds EPA Team will issue the EPA Statement of Achievement to the Provider confirming the grade achieved and will notify the Institute for

Apprenticeships and Technical Education (IfATE) who will issue the apprenticeship certificate.

The IEPA will **not** provide feedback to the apprentice during or immediately following the assessment process. The provider will be informed by the City & Guilds EPA Team of the assessment results. Summary feedback will be provided to all apprentices after any grade determination has been carried out. The feedback will cover the areas against which insufficient evidence has been provided, leading to a 'fail'. Our 'End-point Assessment Feedback' will also cover the areas against which the apprentice's evidence has resulted in the award of a Pass, Merit or Distinction.

## Statement of Achievement

A printed EPA Statement of Achievement will be issued to each successful apprentice.

Providers and employers with access can view and download PDF copies of the Statement 24 hours after the results are published. A PDF supports more efficient processing of funding claims by providing evidence of learner certification before the apprentice's paper certificate arrives.

The overall Apprenticeship certificate will be issued by the Institute for Apprenticeships and Technical Education (IfATE).

## Digital Credentials

A digital credential is a verified, visual representation of knowledge and skills earned in various learning environments. Please see an example below:

City & Guilds Level 2 End-point Assessment for Plasterer (Solid) (9086-21)

https://digitalcredentials.cityandguilds.com/group/630637

Digital credentials are issued and verified online, making it easy for individuals to demonstrate their competencies to employers, clients, and peers online. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature, and on a CV. This is a complimentary service in addition to the paper certificate.

For further information, please visit the City & Guilds EPA Digital Credentials webpage and the general terms in respect of our privacy policy or contact digitalsupport@cityandguilds.com.

## Security, Confidentiality & Copyright of End-point Assessment Materials

The following Terms of Use apply to the use of any City & Guilds EPA Assessment Materials ("EPA Assessment Materials"), included with the EPA Pack or otherwise provided by City & Guilds to the Customer from time to time under City & Guilds' EPA Service, by Customers. They form part of the Agreement between City & Guilds and the Customer for provision of City & Guilds' EPA Service in accordance with the Manual for the End-point Assessment Service (hereafter the Manual).

EPA Assessment Materials include, but are not restricted to, venue and resources list, the handbook, EPA Pack, EPA Recording Forms, sample papers, assessment tasks, questions or marked scripts.

Customers are obliged to comply with these Terms of Use when using any EPA Assessment Materials from time to time, in addition to:

- the terms of the licence for use of City & Guilds Materials set out under the Manual;
- (where any EPA Assessment Materials are dated examinations), the City & Guilds invigilation instructions; and
- any conditions contained in a document itself.

Defined terms in these Terms of Use shall have the meaning given to them in the Manual.

**Terms of Use**

The Customer shall, and procure that the Customer's staff shall:

- **only** use any EPA Assessment Materials for the purpose of formal, summative EPA assessment in connection with the Agreement and not for any other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes);
- **not** make copies of any EPA Assessment Materials, whether in whole or in part, at any time;
- handle and store any EPA Assessment Materials securely at all times;
- ensure that:
    - any EPA Assessment Materials are made accessible to Apprentices only during formal EPA assessment as governed by the assessment conditions specified for the individual Apprenticeship Standard;
    - whilst the portfolio of an Apprentice may contain EPA assessment results referenced to the EPA assessment taken from time to time, they do not at any time contain the EPA Assessment Materials, unless otherwise stated in the individual Apprenticeship Standard; and
    - the content of any EPA Assessment Materials is not made public in any format, whether in part or in full, at any time;
- **under no circumstances** share any EPA Assessment Materials with any third-party organisation or individual;
- seek written permission from City & Guilds if they wish to convert any EPA Assessment Materials for storage, retrieval and delivery in electronic form (i.e., using some form of e-assessment or e-learning system) from time to time; and
- provide access, on request, to City & Guilds to any system(s) on which any EPA Assessment Materials appear, are stored or delivered from time to time.

# 2. The Apprenticeship Standard

## The Occupational Role

This occupation is found in both the new build and refurbishment construction sector. Project size will vary in size ranging from domestic repairs to larger contracts for home builders, commercial and retail developments. Employers and contractors of plasterers vary in size from small, local family building companies to major home builders and commercial contractors. Plasterers may choose to specialise in specific projects and progress to become masters in their field. The demand for plasterers is consistently high to support growth both in new build homes and commercial projects but also home renovation projects and heritage work on listed buildings.

The broad purpose of the occupation is to apply layers of plaster onto walls and ceilings. Plastering serves a protective function in that it makes buildings more robust, an aesthetic function as well as providing thermal values and fire protection. Plasterers need to have knowledge of dry lining to support their knowledge and skills to plaster. Solid plastering involves applying a range of plastering systems on to different background surfaces such as solid plain walls, walls with openings and returns, ceiling joists and partitions and beams using traditional and modern materials. Solid plasterers would work on site.

In their daily work, an employee in this occupation interacts with commercial, retail and domestic customers, other trades and the site management team, which could include a craft plasterer who will direct the work of the plastering team. They will also liaise with other construction trades such as bricklayers, carpenters and decorators. Plasterers can work on their own or as part of a small team.

An employee in this occupation will be responsible for producing high quality work which meets standards, specifications and design plans. They are expected to comply with all safety aspects involved with working on a construction site, ensuring the health, safety and wellbeing of themselves and others at all times. With sustainable construction at the forefront of all projects, it is expected they would give consideration to the environment and suitability of material, waste awareness and recycling. An apprentice who completed this level can progress onto specialising in solid plastering or external rendering.

## The Occupational Standard

This apprenticeship Standard has a number of duties which someone working in the role would typically be able to undertake. These duties are underpinned by a range of knowledge, skills, and behaviours (KSBs) which a successful apprentice will be able to demonstrate:

| Ref. | Core Occupational Duties | KSBs |
|---|---|---|
| **Duty 1** | Work in compliance with occupational health, safety and environmental requirements to ensure the health, safety and wellbeing of self and others at all times. Report in a timely manner any non-compliances against the construction programme to the appropriate person | K1 K2 K6 K7 K8 K10 K12 K13 K14 K15 K16 K19<br><br>S1 S2 S3 S4 S6 S7 S8 S9<br><br>B1 B2 B5 |
| **Duty 2** | Carry out work conforming to all current and relevant building regulations, quality standards and work instructions | K1 K2 K6 K7 K10 K14 K16<br><br>S1 S2 S3<br><br>B1 B2 B5 |
| **Duty 3** | Collaborate with stakeholders including clients and other construction trades | K1 K4 K5 K6 K9 K17<br><br>S5 S11 S12<br><br>B1 B3 B5 |
| **Duty 4** | Work to the construction programme, adapting to changes in schedule and requirements where necessary | K1 K2 K4 K5 K6 K9 K11<br><br>S1 S2 S5 S12<br><br>B1 B5 |
| **Duty 5** | Maintain a clear and safe workspace at all times, disposing of waste appropriately and sustainably | K1 K6 K7 K17 K18<br><br>S1 S3 S7<br><br>B1 B2 B5 |

| Ref. | Core Occupational Duties | KSBs |
|---|---|---|
| **Duty 6** | Receive, unload, move and lift materials to site for installation following safe handling practices preventing injury or damage | K1 K6 K15 K19<br><br>S1 S4 S6 S9<br><br>B1 |
| **Duty 7** | Prepare the workspace including preparing and setting out the work and the selection of materials and tools appropriate to the project | K1 K2 K6 K10 K17<br><br>S1 S2 S7 S10<br><br>B1 |
| **Duty 8** | Carry out continuous professional development to maintain knowledge of current and future developments affecting the role | K1 K3 K6 K7 K8 K11 K12 K13<br><br>S3 S12<br><br>B2 B3 B4 |

| Ref. | Solid Plasterer Occupational Duties | KSBs |
|---|---|---|
| **Duty 9** | Finish drylining joints using jointing and taping | K18 K29 K31 K34<br><br>S21 S22 S23 |
| **Duty 10** | Use tools and equipment to install plasterboard by direct bond to masonry or by mechanically fixing to timber or lightweight metal framing | K2 K18 K21 K23 K24 K26 K27 K28 K30 K31 K32 K34<br><br>S9 S15 S16 S18 S21 S22 S23 S24 |
| **Duty 11** | Use the appropriate tools and equipment for internal surfaces and produce solid plastering finishes including two coat and skimming on plasterboard | K21 K23 K24 K25 K26 K27 K29 K31 K32 K33 K34<br><br>S13 S14 S15 S16 S17 S18 S21 |
| **Duty 12** | Carry out minor repairs or modifications to plaster work | K18 K22 K23 K24 K26 K30 K31<br><br>S17 S19 S21 S23 S25 |
| **Duty 13** | Use the appropriate tools and equipment for external render finishes | K18 K20 K21 K23 K24 K25 K26 K27 K28 K33 K35<br><br>S9 S14 S15 S17 S19 S20 S21 |

## Knowledge, Skills & Behaviours

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| K1<br>**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. Asbestos awareness. Fire extinguishers. Safety signage. Situational awareness. Slips, trips, and falls. Working in confined spaces. Working at height. Electrical safety. | Multiple-choice test |
| K2<br>**Core** | Types of personal protective equipment (PPE) and how to use. | Practical Observation |
| K3<br>**Core** | Employment types (self-employed and employed), small business start up principles, tax responsibilities, roles and responsibilities. | Multiple-choice test |
| K4<br>**Core** | Principles of good team working. | Interview underpinned by portfolio of evidence |
| K5<br>**Core** | Verbal communication techniques and construction terminology. | Interview underpinned by portfolio of evidence |
| K6<br>**Core** | Safe systems of work: Site inductions, toolbox talks, risk assessments, method statements and hazard identification techniques. | Multiple-choice test |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| K7<br>**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. | Interview underpinned by portfolio of evidence |
| K8<br>**Core** | The importance and considerations of the environment and sustainability: Thermal qualities, acoustics, U-values, airtightness and ventilation in buildings. | Multiple-choice test |
| K9<br>**Core** | Methods of interpreting and extracting relevant information from drawings and specifications. | Practical Observation |
| K10<br>**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. | Multiple-choice test |
| K11<br>**Core** | Basic principles of digital design and modelling systems. | Multiple-choice test |
| K12<br>**Core** | Inclusion, equity and diversity in the workplace. | Interview underpinned by portfolio of evidence |
| K13<br>**Core** | Well-being: Mental and physical health considerations in self and others and how to access support. | Interview underpinned by portfolio of evidence |
| K14<br>**Core** | Standards and regulations associated with plastering activities: British standards, building regulations and manufacturers' instructions and warranty. | Multiple-choice test |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| K15<br>**Core** | Techniques to move and handle plastering materials and equipment, manually and with lifting equipment | Interview underpinned by portfolio of evidence |
| K16<br>**Core** | Use of power tools and equipment: pre user checks, use, maintenance, defect or fault escalation. | Interview underpinned by portfolio of evidence |
| K17<br>**Core** | Methods of protecting work and the surrounding work areas, the impact of plastering work on customers' properties, other trades and the project. | Interview underpinned by portfolio of evidence |
| K18<br>**Core** | Material storage techniques, stock rotation and date order. | Interview underpinned by portfolio of evidence |
| K19<br>**Core** | Principles and practices of working at height safely and the use of access equipment. | Interview underpinned by portfolio of evidence |
| K20<br>**Solid Plasterer** | Basic Material estimation techniques for internal plastering and external rendering. | Practical Observation |
| K21<br>**Solid Plasterer** | Mixing techniques for solid plastering and rendering: Ratios, pre-mixed, hand mixing and mechanical mixing. | Interview underpinned by portfolio of evidence |
| K22<br>**Solid Plasterer** | Defects and repair: solid Plaster defects and repair methods. | Interview underpinned by portfolio of evidence |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| K23<br>**Solid Plasterer** | Hand tools, types, use and storage techniques, for internal solid plastering and rendering. | Practical Observation |
| K24<br>**Solid Plasterer** | Setting coat plaster hand application and finishing techniques: setting coat on floating coat, setting coat on plasterboard and use of beads. | Practical Observation |
| K25<br>**Solid Plasterer** | Floating coat plaster hand application, consolidation, mechanical key and beading techniques | Practical Observation |
| K26<br>**Solid Plasterer** | Plain face render hand application and finishing techniques: plain face render coat and forming hard angles. | Practical Observation |
| K27<br>**Solid Plasterer** | Principles of machine application of plastering and rendering materials. | Multiple-choice test |
| K28<br>**Solid Plasterer** | Render base coat hand application techniques: render dubbing out, scratch coat and render bead application. | Interview underpinned by portfolio of evidence |
| K29<br>**Solid Plasterer** | Fixing techniques of plasterboards to backgrounds: direct bond with adhesive, mechanical fixing, reinforcement of joints, spanning joists and staggering. | Practical Observation |
| K30<br>**Solid Plasterer** | Methods of measuring, marking out and cutting plasterboard using hand tools. | Practical Observation |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| K31<br>**Solid Plasterer** | Principles of dry lining: application, joint reinforcement, jointing compound and finishing. | Multiple-choice test |
| K32<br>**Solid Plasterer** | Principles of levelling compound use and materials: sands, cement, ready mixed screeds, timber rail screed and self-levelling. | Multiple-choice test |
| K33<br>**Solid Plasterer** | 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. | Multiple-choice test |
| K34<br>**Solid Plasterer** | Types and characteristics of setting plaster and plasterboards, tapered edge, square edge, size, plasterboard adhesives, lightweight backing plasters, finishing plasters, bonding compounds, joint reinforcement. | Multiple-choice test |
| K35<br>**Solid Plasterer** | 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. | Multiple-choice test |
| S1<br>**Core** | Comply with health and safety regulations, standards, and guidance. | Practical Observation |
| S2<br>**Core** | Identify and use personal protective equipment (PPE). | Practical Observation |
| S3<br>**Core** | Comply with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal. | Interview underpinned by portfolio of evidence |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| S4<br>**Core** | Use access equipment for example, hop ups, podiums or low-level scaffolding. | Interview underpinned by portfolio of evidence |
| S5<br>**Core** | Interpret information from drawings and specifications. | Practical Observation |
| S6<br>**Core** | Store materials considering date order for rotation of stock. | Interview underpinned by portfolio of evidence |
| S7<br>**Core** | Prepare and maintain a safe working area. | Practical Observation |
| S8<br>**Core** | Check, use and store power tools and equipment, escalate faults or defects. | Interview underpinned by portfolio of evidence |
| S9<br>**Core** | Move and handle materials and equipment manually and with lifting equipment. | Interview underpinned by portfolio of evidence |
| S10<br>**Core** | Protect finished work and the surrounding area. | Interview underpinned by portfolio of evidence |
| S11<br>**Core** | Verbally communicate with others, for example colleagues, other tradespeople, managers and customers. | Interview underpinned by portfolio of evidence |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| S12<br>**Core** | Applies team working principles to their own and the wider build team. | Interview underpinned by portfolio of evidence |
| S13<br>**Solid Plasterer** | Estimate quantities and select solid plastering and render materials | Practical Observation |
| S14<br>**Solid Plasterer** | Select, use and store hand tools for solid plastering and rendering. | Practical Observation |
| S15<br>**Solid Plasterer** | Mix materials for solid plastering and render to ratio | Interview underpinned by portfolio of evidence |
| S16<br>**Solid Plasterer** | Apply floating coat plaster to solid back grounds, including the formation of 90 degree angles with bead, consolidation and mechanical key application. | Practical Observation |
| S17<br>**Solid Plasterer** | Apply setting coat plaster to floating coat plasters, including forming 90 degree angles with bead. | Practical Observation |
| S18<br>**Solid Plasterer** | Apply setting coat plaster to plasterboard surfaces. | Practical Observation |
| S19<br>**Solid Plasterer** | Apply plain face render to scratch coat renders, including forming a hard angle. | Practical Observation |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| S20<br>**Solid Plasterer** | Apply scratch coat renders, including mechanical key, dobbing out coats and application of render beads. | Interview underpinned by portfolio of evidence |
| S21<br>**Solid Plasterer** | Prepare background surfaces to receive solid plasters, and renders, including the application of solid plastering and render primers and sealers. | Interview underpinned by portfolio of evidence |
| S22<br>**Solid Plasterer** | Measure, mark out and cut plasterboard to fit area and obstacles, using hand tools. | Practical Observation |
| S23<br>**Solid Plasterer** | Install plasterboard to timber surfaces and reinforce joints. | Practical Observation |
| S24<br>**Solid Plasterer** | Direct bond plasterboard to solid backgrounds, including sealing around obstacles. | Practical Observation |
| S25<br>**Solid Plasterer** | Carry out solid plaster repair: For example, replace plasterboard, patch plaster to solid background. | Interview underpinned by portfolio of evidence |
| B1<br>**Core** | Put health, safety and wellbeing first. | Interview underpinned by portfolio of evidence |
| B2<br>**Core** | Consider the environment and sustainability when using resources and carrying out processes. | Interview underpinned by portfolio of evidence |

| Ref. | Knowledge and understanding<br>Core: All apprentices must complete | Assessment Method |
|---|---|---|
| B3<br>**Core** | Contribute to an inclusive and diverse culture. | Interview underpinned by portfolio of evidence |
| B4<br>**Core** | Seeks to maintain and enhance competence of self through continuous improvement. | Interview underpinned by portfolio of evidence |
| B5<br>**Core** | Team-focus to meet team goals including, considering the wider team. | Interview underpinned by portfolio of evidence |

## Grades & Grading Descriptors

### Practical assessment with questions

Fail - does not meet pass criteria

| Theme<br>KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| (Core) Health and safety<br>K2 S1 S2 S7 B1 | Prioritises health and safety and complies with health and safety regulations, standards and guidance. (S1, B1)<br>Selects and uses personal protective equipment in line with organisational requirements and statutory requirements. (K2, S2)<br>Prepares and maintains a safe work area in line with industry guidance. (S7) | Explains why it is important to comply with and prioritise health and safety regulations, standards and guidance. (S1) |
| (Core) Drawings, specifications<br>K9 S5 | Interprets drawings and specifications as required to support task completion. (K9, S5) | None. |
| (Solid Plasterer) Solid plasterer tools, equipment and material estimation<br>K20 K23 S13 S14 | Estimates solid plastering and render materials, including wastage as required for task completion in line with the specification. (K20, S13)<br>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) | None. |

| Theme<br>KSBS | Pass<br><br>**Apprentices must demonstrate all of the pass descriptors** | Distinction<br><br>**Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors** |
|---|---|---|
| (Solid Plasterer) Solid plastering techniques K24 K25 K26 K29 K30 S16 S17 S18 S19 S22 S23 S24 | 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)<br><br>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)<br><br>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)<br><br>Applies techniques to install plasterboard to timber surfaces, ensuring joint reinforcement is applied and direct bond | 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) |

| Theme KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | 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) | |
| | **Specification tolerances**<br>**Activity 1**<br>**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** | cut edge against walls, bound edge to bound edge: Distinction, **+ or – 2mm** |
| | gaps in plasterboard not greater than: Pass, **4mm** | gaps in plasterboard not greater than: Distinction, **2mm** |
| | screw spacings (150mm): Pass, **+ or – 15mm** | screw spacings (150mm): Distinction, **+ or – 10mm** |
| | joint reinforcement covers all joints including ceiling and wall joint (**pass only**) | |
| | **Setting coat plaster:** | |

| Theme KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | setting coat plaster, visual discrepancies: Pass, **no more than 3**<br>(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.) | flatness of setting coat plaster, bumps and voids when tested with a 2m straight edge, no greater than: Distinction, **+ or – 2mm** |
| | **Activity 2**<br>**Plaster dense block wall area with window opening:** | |
| | **Angle beads:** | |
| | reveal and soffit beads plumb and level: Pass, **+ or - 3mm** | Distinction, **+ or - 1mm** |
| | parallel margins: Pass, **+ or - 3 mm** | Distinction, **+ or - 1mm** |
| | **Floating coat plaster:** | |
| | plumb and level at soffit: Pass, **+ or - 3mm** | Distinction, **+ or - 1mm** |
| | angles square at reveal: Pass, **+ or - 3mm** | Distinction, **+ or - 1mm** |
| | flatness of floating coat plaster, bumps and voids when tested with a 2m straight edge, no greater than: Pass, **+ or – 4mm** | Distinction, **+ or – 2mm** |

| Theme KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | 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** | Distinction, **+ or – 2mm** |
| | setting coat plaster, visual discrepancies: Pass, **no more than 3**<br>(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.) | Distinction, **no more than 1** |
| | **Activity 3**<br>**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** | Distinction, **+ or – 3mm** |
| | thickness of render to specification: Pass, **+ or – 3mm** | Distinction, **+ or - 1mm** |

| Theme KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | render coat visual discrepancies: Pass, **no more than 3**<br>(Note a visual discrepancy should be measured as a defect greater than 25mm in diameter or length, such as trowel marks, gauls, or blemishes.) | Distinction, **no more than 1** |
| | **Hard angle:** | |
| | plumb: Pass, **+ or - 3mm** | Distinction, **+ or - 1mm** |
| | **Activity 4**<br>**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** | 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** | Distinction, **+ or – 1mm** |

| Theme KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | plasterboard visual discrepancies: Pass, **no more than 3**<br>(Note a visual discrepancy should be measured as a defect greater than 15mm in diameter or length, such as adhesive marks or damaged boards) | Distinction, **no more than 1** |

**Interview underpinned by a portfolio of evidence**

Fail - does not meet pass criteria

| Theme KSBS | Pass<br>Apprentices must demonstrate all of the pass descriptors | Distinction<br>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) | None. |

| Theme KSBS | Pass<br><br>Apprentices must demonstrate all of the pass descriptors | Distinction<br><br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | 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) | |
| (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)<br><br>Describes how they store materials, considering stock rotation and use by dates in line with manufacturers instructions and organisations procedures. (K18, S6)<br><br>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)<br><br>Explains the impact that not storing plastering materials in date order can have on plastering operations. (K18, S6) |

| Theme KSBS | Pass<br><br>Apprentices must demonstrate all of the pass descriptors | Distinction<br><br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| (Core) Team working, communication 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)<br><br>Describes how they take account of individual needs and follow guidance in relation to equity, diversity, and inclusion in line with regulations. (K12, B3)<br><br>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)<br><br>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)<br><br>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)<br><br>Describes how they hand apply scratch coat renders including | Justifies their choice of repair for the defect being repaired. (K22, S25) |

| Theme KSBS | Pass<br><br>Apprentices must demonstrate all of the pass descriptors | Distinction<br><br>Apprentices must demonstrate all of the Pass descriptors and all of the Distinction descriptors |
|---|---|---|
| | application of the mechanical key, dubbing out coats and render beads in line with task requirements. (K28, S20)<br><br>Describes how they repair common solid plastering defects in line with task requirements. (K22, S25) | |
| (Core) Continuing professional development and well-being K13 B4 | Outlines how they seek, and record learning and development to support continuous improvement in their role. (B4)<br><br>Describes mental and physical health considerations of themselves and others and identifies sources of support available for themselves and others. (K13) | None. |

## 3. Gateway

The EPA period will only start when the **employer** is satisfied that the apprentice is consistently working at, or above the level of, the Standard. The apprentice must be able to evidence that they fully demonstrate the Occupational Standard and required level of professional competence in an authentic workplace context. In making this decision, the employer could take advice from the provider, but the ultimate decision is made solely by the employer.

If there is a **provider** working alongside the employer, they should support the apprentice's preparation for Gateway.

The apprentice must provide the following at Gateway:

- Apprentices must have achieved English and mathematics qualifications in line with apprenticeship funding rules
- For the interview underpinned by portfolio of evidence the apprentice must submit a portfolio of evidence and a signed and dated evidence matrix.

The following should be completed on the EPA Pro platform:

- Gateway Declaration Form signed by the apprentice
- Gateway Declaration by the provider, on behalf of the employer and tutor – confirming that the apprentice has completed at least 12 months on-programme.

City & Guilds will confirm when all the Gateway requirements have been met:

The Assessment Instructions sections provide detail about the evidence which must be submitted at Gateway.

# 4. Timetable for End-point Assessment

The EPA period is typically completed within 3 months of the EPA Gateway, starting when City & Guilds has confirmed that all Gateway requirements have been met.

Further information about the booking process and timelines can be found in the City & Guilds Manual for the End-point Assessment Service.

| On-going during on-programme | Evidence & Forms |
|---|---|
| **Provider & Employer**<br>• Reviews progress as part of their regular performance management process and ensures apprentice's performance is on track<br>• Identifies any gaps and creates a plan with the apprentice<br>• Enrols apprentice on EPA Pro and provides 'Expected Date Ready for EPA' and (optional) 'Planning Meeting' | n/a |
| **Apprentice**<br>• Completes the English and maths components of the apprenticeship<br>• Compiles a portfolio of evidence to underpin the interview | Start to collate:<br>• Portfolio of evidence typically, during the last 10 months of the apprenticeship. |

| Gateway Process | Evidence & Forms |
|---|---|
| **Employer**<br>• Reviews progress and ensures the apprentice is ready for EPA<br>• Reviews evidence to confirm that it is appropriate and sufficient to meet the Standard<br>• Attends the optional EPA Planning Meeting | Signs and dates:<br>• Declaration of Authenticity |
| **Apprentice**<br>• Must have been on programme for a minimum of 12 months and one day<br>• Completes and submits evidence and forms<br>• Attends the optional EPA Planning Meeting | Signs and dates:<br>• Apprentice Gateway Declaration<br>• Declaration of Authenticity<br><br>Submits to provider:<br>• Apprentice Gateway Declaration<br>• Declaration of Authenticity<br>• Completed portfolio of evidence with completed Evidence Reference Matrix |
| **Provider – on EPA Pro**<br>• Books EPA on the EPA Pro portal, in line with City&Guilds booking timelines in the EPA Manual<br>• Makes City&Guilds aware of any additional needs of the apprentice so that they can review reasonable adjustments – see the current policy on the City & Guilds website, under EPA Documents Library<br>• Completes Provider Gateway Declaration **on behalf of the employer and tutor**<br>• Attends the optional EPA Planning Meeting<br>• Uploads evidence and forms onto EPA Pro | Completes on EPA Pro:<br>• Provider Gateway Declaration<br>• Preferred Planning Meeting Date form (on behalf of the employer)<br><br>Signs and dates:<br>• Declaration of Authenticity<br><br>Uploads onto EPA Pro:<br>• Apprentice Gateway Declaration<br>• Completed Portfolio of Evidence including completed Evidence Reference Matrix |
| **IEPA**<br>• Attends the optional EPA Planning Meeting | • n/a |

| Gateway Process | Evidence & Forms |
|---|---|
| **City & Guilds EPA Gateway Team**<br>• Formally confirms when all the Gateway requirements have been met | n/a |
| **City & Guilds EPA Team**<br>• Agrees with the provider and IEPA a mutually convenient date for the optional EPA Planning Meeting<br>• Agrees with the provider and IEPA a mutually convenient date for the EPA Events | n/a |

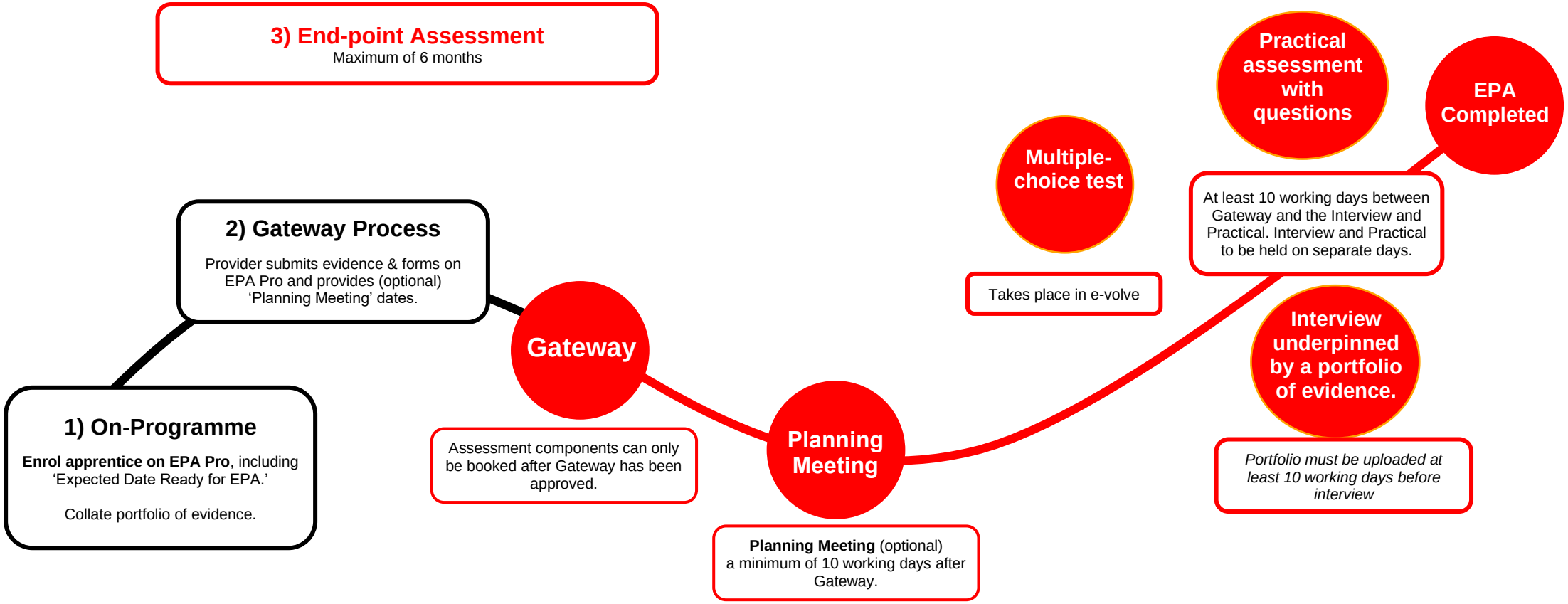
| End-point Assessment | Evidence & Forms |
|---|---|
| **Apprentice**<br>• Completes end-point assessments<br>• The assessment methods can be delivered in any order - the result of one assessment does not have to be known before an apprentice starts the next one | • Submits to provider:<br>• Declaration of Authenticity |
| **Employer**<br>• Ensures the apprentice has access to the resources required for the assessments (see the Resources section) of this document and, for the practical assessment, please refer to separate document, 9086-21 Resource Pack for Practical Assessments, available on EPA Pro) | Submits to provider:<br>• Declaration of Authenticity |
| **Provider**<br>• Submits evidence and forms | Uploads onto EPA Pro:<br>• Declaration of Authenticity |
| **IEPA**<br>• Reviews the apprentice's completed portfolio of evidence prior to EPA<br>• Carries out end-point assessments<br>• Marks each assessment and communicates the results to the LIEPA | Completes:<br>• Practical Recording Forms<br>• Interview Recording Forms |

| End-point Assessment | Evidence & Forms |
| --- | --- |
| • Provides feedback for assessments in EPA Pro | • Overall grade/feedback forms |
| **LIEPA**<br>• Samples and quality assures assessments<br>• Confirms overall grade to EPA Team | Reviews:<br>• Overall Grade Recording/Feedback Form |
| **City & Guilds EPA Team**<br>• Communicates the results to the Provider via EPA Pro<br>• Processes the overall result if the apprentice has passed all the assessments and advises IfATE who issue the certificate. The data will be provided to IfATE once a month, on the fourth working day of the month. | n/a |

## Summary Timescales

Readers should check the above Timetable and the Assessment Instruction sections of this document for the detailed requirements for each stage.

Further information on EPA Service Timelines can be found on www.cityandguilds.com



# 5. End-Point Assessment Resources

| Assessment Method | Resources Required |
|---|---|
| **Multiple-choice test** | Suitable IT systems for evolve as outlined in the City & Guilds Manual for End-point Assessment Services. |
| | An invigilator. |
| | A quiet room with adequate lighting, space and privacy. It must be away from the pressures of work activities, in a controlled environment. This may be on or off the employer's premises. |
| **Practical assessment with questions** | Please refer to the **9086-21 Resource Pack for Practical Assessments** for specific resource lists |
| **Interview underpinned by a portfolio of evidence** | Access to apprentices completed **Portfolio of Evidence and Evidence Reference Matrix: Portfolio of Evidence**<br>Access to a computer with video-conferencing software which is tested prior to the assessment starting<br>A quiet room, free from distractions and interruptions |

# 6. Assessment Instructions: 203 End-point Assessment- Multiple-choice test (Solid)

## Assessment Specification

**Test duration: 60 minutes**

**Assessment type:** Multiple choice questions delivered online*

**Assessment conditions:** Invigilated examination conditions*

**Grading:** D/P/X

**Grade boundaries:** Pass: 25-32 marks, Distinction: 33-40 marks

| Description | Coverage | Grade |
|---|---|---|
| Knowledge based questions delivered online through the e-volve platform | Knowledge:<br>(Core) K1, K3, K6, K8, K10, K11, K14<br>(Solid Plasterer) K27, K31, K32, K33, K34, K35 | D/P/X |

## Generic Specification

Apprentices must complete a multiple-choice test. It will be closed book, meaning apprentices will not have access to any books or reference materials.

The test contains 40 multiple-choice questions and is 60 minutes in duration.

**203 Multiple-choice Test- Solid Plasterer**

| Coverage | Questions | % |
|---|---|---|
| K1<br>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. Asbestos awareness. Fire extinguishers. Safety signage. Situational awareness. Slips, trips, and falls. Working in confined spaces. Working at height. Electrical safety. | 4 | 10 |
| K3<br>Employment types (self-employed and employed), small business start up principles, tax responsibilities, roles and responsibilities. | 2 | 5 |
| K6<br>Safe systems of work: Site inductions, toolbox talks, risk assessments, method statements and hazard identification techniques | 4 | 10 |
| K8<br>The importance and considerations of the environment and sustainability: Thermal qualities, acoustics, U-values, airtightness and ventilation in buildings. | 2 | 5 |
| K10<br>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. | 5 | 12.5 |
| K11<br>Basic principles of digital design and modelling systems. | 1 | 2.5 |
| K14<br>Standards and regulations associated with plastering activities: British standards, building regulations and manufacturers' instructions and warranty. | 2 | 5 |
| K27<br>Principles of machine application of plastering and rendering materials. | 1 | 2.5 |
| K31<br>Principles of dry lining: application, joint reinforcement, jointing compound and finishing. | 4 | 10 |
| K32<br>Principles of levelling compound use and materials: sands, cement, ready mixed screeds, timber rail screed and self-levelling. | 1 | 2.5 |

| | | |
|---|---|---|
| K33<br>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 | 6 | 15 |
| K34<br>Types and characteristics of setting plaster and plasterboards, tapered edge, square edge, size, plasterboard adhesives, lightweight backing plasters, finishing plasters, bonding compounds, joint reinforcement. | 4 | 10 |
| K35<br>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. | 4 | 10 |
| **Total** | **40** | **100%** |

### Grading

| | |
|---|---|
| **Number of questions** | 40 |
| **Marks available** | 40 |
| **Grading** | P/D/X<br><br>To achieve a PASS the apprentice must achieve a minimum of 25 marks.<br><br>To achieve a DISTINCTION the apprentice must achieve a minimum of 33 marks. |
| **Type of questions** | Multiple-choice |
| **Time allowed** | 60 minutes |
| **Marking** | The test will be carried out online and marked electronically |

### Booking information

Entry for the online exams can be made through City & Guilds Walled Garden.
These exams are sat under invigilated exam conditions, as defined by the JCQ: 'ICE' – Instructions for conducting examinations - JCQ Joint Council for Qualifications

## Provider & Employer Instructions

Providers and employers are advised to prepare the apprentice for the test by:

- sharing the 9086-203 assessment specification as well as the Plasterer standard (see Section 2 of this document) and the EPA Knowledge Test Handbook (available on the 9086 webpages at www.cityandguilds.com and on EPA Pro)

- encouraging apprentices to sit the sample multiple-choice question paper under invigilated exam conditions (available on the 9086 webpage at www.cityandguilds.com and on EPA Pro)
- familiarising apprentices with techniques for answering multiple-choice questions
- drawing apprentices' attention to the use of bold in some of the multiple-choice questions, which is designed to highlight the focus of question, eg. main, most.

## Apprentice Instructions – 203 Multiple-choice test

You will need to complete a multiple-choice test. It will be closed book, meaning you will **not** have access to any books or reference materials.

The test will have **40 multiple-choice questions** and will last for **60 minutes**.

### Preparing for the multiple-choice test

You should prepare for the test by:

- familiarising yourself with the assessment specifications, as well as the Plasterer EPA Knowledge Test Handbook
- sitting the sample multiple-choice question paper under invigilated exam conditions
- familiarising yourself with techniques for answering multiple-choice questions.

### Grading

The multiple-choice test will be graded Fail, Pass or Distinction.

**Fail** 0-24 marks

**Pass** 25-32 marks

**Distinction** 33-40 mark

# 7. Assessment Instructions: 705 Practical assessment with questions Plasterer (Solid)

## Assessment Specification

| Description | Coverage | Grade |
|---|---|---|
| Assessment of practical skills with questions | Knowledge: (Core) K2, K9, K20, K23 (Solid Plastering) K24, K25, K26, K29, K30<br><br>Skills: (Core) S1, S2, S5, S7, S13, S14 (Solid Plastering) S16, S17, S18, S19, S22, S23, S24<br><br>Behaviours: (Core) B1 | X/P/D |

## Generic Specification

The 12-hour EPA gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method in a setting closely related to their natural working environment.

Each assessment will include the following themes:[1]

- (Core) Health and safety K2 S1 S2 S7 B1
- (Core) Drawing, Specifications K9 S5
- (Core) Solid Plasterer tools, equipment and material estimation K20 K23 S13 S14
- (Solid Plastering) Solid plastering techniques K24 K25 K26 K29 K30 S16 S17 S18 S19 S22 S23 S24

An independent assessor (IEPA) will conduct and assess the practical assessment with questions. City & Guilds will give the apprentice 14 days' notice of the practical assessment with questions.

The IEPA will be able to observe a maximum of four apprentices at a time to ensure quality and rigour.

The practical assessment with questions must take 12 hours. The IEPA 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 two working days. A working day is typically considered to be 7.5 hours long. The reason for this split is that there is insufficient time to complete the practical task in one working day.

The IEPA will 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 IEPA will 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.

**Useful resources**

The 9060-21 Resource Pack for Practical Assessments document is available to help providers prepare for this assessment. This can be found on EPA Pro under Support materials: Exemplar materials, or EPA preparation resources.

## Provider & Employer Instructions

1. The practical assessment with questions comprises of a practical task which provides an opportunity for the apprentice to demonstrate their knowledge, skills and behaviours. Apprentices can be graded, fail, pass or distinction.
2. The practical assessment with questions will take 12 hours. The observation is split into discrete sections held over a maximum of 2 working days.
3. In preparation for the assessment, the provider and employer/venue should be familiar with:
    - the current IfATE EPA Assessment Plan for this assessment: https://www.instituteforapprenticeships.org/apprenticeship-standards/plasterer-v2-1
    - the current version of 9086-21 Resource Pack for Practical Assessments, which can be found on EPA Pro
    - annual customer reports
    - the Occupational Standard and Grading Descriptors – section 2 of this pack.

**Preparation and set-up**

It is the responsibility of the centre/employer/training provider to arrange a venue for the practical assessment with questions and to set up the assessment area. The IEPA does not conduct pre-assessment area checks. On day one of the test the IEPA will confirm that the assessment area is fit for purpose and is in line with the set-up requirements given in these instructions. If the IEPA has any concerns they will report to the EPA team who will make the final decision.

It is the responsibility of the IEPA to hand out the tasks and drawings on each day of the test. On day one before the start of the assessment, the IEPA will inform the centre/venue whether version A or B will be taken by the apprentice, for example if there two apprentices, then one will take version A and the other version B. Therefore, the centre/venue will need to have prepared the area with all relevant equipment and materials for both versions of the tasks. The **9086-21 Resource pack** provides a guidance on how to do this by providing details around maximum quantities of materials.

### Planning meetings

A planning meeting may be requested. This is strongly recommended before a provider's first EPA on 9086-21 for any pathway. As providers become familiar with the 9086-21 EPA process, planning meetings may not be required.

### Assessment area

The workshops used for practical assessment must be clean and tidy and should meet the standards expected in industry.

All mandatory requirements for safe working must be met, e.g., work areas must be secure and adequately provisioned with signage, PPE, adequate lighting and ventilation, etc.

Apprentices must be inducted to the venue, machinery and equipment in advance of the assessment.

The apprentice/IEPA ratio is 1:4, the assessment area in the venue should be divided into individual candidate work areas. Physical bays or partitions can be used to divide the space but are not mandatory.

Candidate work areas must be positioned and laid out to ensure:

- Apprentices can work safely
- Authenticity and independent working
- There is clear access space for transportation of equipment and materials
- That the IEPA can access apprentices work and ask questions.

A small table and chair should be provided for the IEPA with clear line of sight to apprentice working areas, a 240 v power supply, internet access and Wi-Fi codes.

### Role of the technician

The provider must ensure that a technician is available for the entire duration of the EPA. The technician does not need to be physically present in the assessment area at all times and may attend to other duties but must be immediately contactable by the IEPA and close enough to meet the following requirements:

- The technician should be available to provide technical support (tools, equipment, materials, assistance with lifting, etc.) whenever required.
- The technician should be ready at all times to deal with accidents, evacuation, etc.
- The technician **must not** teach or coach the apprentice in any way.

The technician must be occupationally competent and, as far as practically possible, independent from the teaching and learning of apprentices being assessed.

**Materials**

- Materials must be in good condition and meet industry norms.
- Storage should take atmospheric conditions into account.
- Materials should be easily accessible and labelled as appropriate.
- Materials and equipment must be checked immediately before the EPA by the provider to eliminate the risk of disadvantage to the apprentice from inadequate resources.
- Exact quantities of materials have been given per apprentice. Apprentices may request additional materials throughout the assessment and so a suitable allowance for wastage must be provided as indicated in the 9086-21 Resource Pack for Practical Assessments.

**Equipment**

All machinery, tools, equipment and resources must be in excellent working order and must meet current health and safety standards, as would be expected in an industrial setting. Apprentices may use their own hand tools and portable power tools provided these meet the standards outlined in this document and the 9086-21 Resource Pack for Practical Assessments.

**Sharing of equipment**

The resource lists for each task will include recommendations on equipment and tools that:

- can be shared between apprentices
- should be allocated per apprentice.

Centres are advised to provide as much access to such items as possible, so apprentices are not waiting to use them. If several apprentices need access at the same time, this inactive time is not counted towards the activity duration.

**Range of tools and equipment**

The resource list for each task includes a range of tools and equipment for apprentices to select from. Additional tools or equipment will not be needed. Similarly, it is not anticipated

that during the assessment the apprentice will have to demonstrate the use of all hand tools and equipment listed.

**Other requirements**

- Apprentices must have up-to-date photo ID. This will be checked before the assessment begins.
- Evacuation and emergency procedures must be in place. The technician must inform the IEPA of these, as they will be mentioned during the pre-assessment briefing.
- Suitable arrangements for food, water and welfare must be in place. The provider should advise apprentices of these arrangements before the assessment date.

**The assessment**

It is suggested that 9086-21 practical assessments start at 9.00am. This requires that all parties arrive at the venue at 8.00 am and that the pre-assessment briefing begins no later than 8.30am.

The IEPA will arrive at least one hour before the agreed practical assessment start time and will report to main reception.

A member of staff should meet the IEPA at reception at 8.00am to complete any signing in and to escort the IEPA to the assessment area.

**Please note**, to avoid unnecessary delays and potential disadvantage to the apprentice:

- Arrangements for parking should be confirmed with the City & Guilds EPA Team before the day of the assessment.
- Any likely issues with traffic, access, etc. should be forwarded to the City & Guilds EPA Team who will inform the IEPA.
- No direct contact should be made between the IEPA and the provider, employer or apprentice before or after the assessment.

On arrival at the assessment area, the IEPA will check that the provider has prepared resources, tools and equipment according to current guidelines:

- The IEPA is not expected to carry out a detailed inspection; a brief verbal and visual confirmation should be sufficient.
- If resources do not meet the stated requirements, the IEPA may need to contact the City & Guilds EPA Team for guidance.

At the start of each task the IEPA will hand out all necessary instructions. They will introduce themselves, their role, explain the task and give apprentices the opportunity to ask questions in order to clarify the requirements.

**Timing and breaks**

- The practical assessment with questions will take place over two working days, the length of a working day is typically considered to be 7.5 hours.
- The apprentice has up to 12 hours to complete the assessment. This is total work time; briefings, breaks and delays fall outside of this allotted time.
- The IEPA may increase the assessment by up to 10% to allow the apprentice to complete a task or answer a question, or to compensate for time lost due to factors outside of the apprentice's control.
- Breaks must meet current guidelines with a minimum of 30 minutes lunch break and two 15-minute breaks in the morning and afternoon of each day. Specific times should be agreed upon to minimise disruption.
- A wall clock should be provided.

Any other operational issues affecting an apprentice's ability to achieve will be dealt with on an individual basis by the IEPA in consultation with their lead IEPA.

The task will be stopped if the apprentice

- goes over the allowed time
- acts in an unsafe way

**Exam conditions**

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

- Signs must be posted to prevent unauthorised access to the assessment area.
- Unauthorised personnel should be asked to leave.
- Communication between apprentices should be kept to the minimum required for safe working in a shared workspace.
- Mobile phones must be switched off.
- A large wall clock should be provided.

The IEPA will ask a minimum of **six** questions throughout the assessment in these questions have been designed to assess those elements of the standard not assessed practically by the test.  They will not be asked all questions at one time.

Apprentices can request replacement components if they make an error, however additional time will not be given.

### Safe working practices

If unsafe working practice is observed, the IEPA will stop the apprentice immediately.

### At the end of the assessment

- All documents must be returned to the IEPA and removed from the venue.
- The technician should dismantle all physical products of the assessment at the earliest opportunity. Other staff and students **must not** be permitted to view completed or partially completed assessment products.
- Feedback on performance **must not** be shared with apprentices or staff.

### Grading

The IEPA is fully responsible for making the grading decision. The results will **not** be shared with the apprentice on the day of the assessment. Throughout the observation, the apprentice will demonstrate their degree of overall achievement of the defined grading descriptors.

# 8. Assessment Instructions: 707 Interview underpinned by a portfolio of evidence

## Assessment Specification

| Description | Coverage | Grade |
|---|---|---|
| Interview underpinned by the apprentice's portfolio of evidence. | Knowledge: (Core) K4 K5 K7 K12 K13 K15 K16 K17 K18 K19 (Solid Plasterer) K21 K22 K28<br><br>Skills: (Core) S3 S6 S8 S9 S10 S11 S12 (Solid Plasterer) S15 S20 S21 S25<br><br>Behaviours: (Core) B2 B3 B4 B5 | X/P/D |

# Generic Specification

## Overview

Apprentices will have an interview with an independent assessor. The interview can be conducted in person or remotely and is underpinned by the apprentice's portfolio of evidence.

This enables the apprentice to demonstrate the application of knowledge, skills and behaviours (KSBs) that do not lend themselves to direct observation or are not likely to occur on a daily basis.

The portfolio of evidence is **not** assessed. The apprentice is assessed on their responses to the questions and how they illustrate these with examples from their portfolio.
The apprentice must compile a portfolio of evidence **before** the EPA gateway which will be used to help answer the questions.

## Assessment location

The interview must take place in a suitable venue for example, the employer's premises or may be conducted remotely. The interview must take place in appropriate surroundings which are free from distractions and interruptions.

## Grading

Apprentices can be graded fail, pass or distinction.

## Provider & Employer Instructions

### Documentation required

In preparation for the assessment the centre must be familiar with the:

- Knowledge, skills and behaviours listed in the assessment specification (at the start of this section) and in section 2 (KSBs)
- IfATE Assessment Plan, https://www.instituteforapprenticeships.org/apprenticeship-standards/plasterer-v2-1
- The grading criteria, section 2
- The apprentice instructions for compiling a portfolio and for the interview
- The following documents from the 9086-21 End-point Assessment Recording Forms for Providers and Employers:
    - Evidence Reference Matrix: Portfolio of Evidence
    - Apprentice Portfolio of Evidence Checklist
    - Declaration of Authenticity Form.

### Portfolio requirements

### Submission of portfolio

The completed portfolio of evidence must be submitted at Gateway. Details of what must be submitted are set out in the Confirming the Evidence Selection section below. The interview can take place a minimum of 10 working days from Gateway.

### Requirements

The apprentice will complete a mandatory portfolio of evidence throughout the on-programme element of the apprenticeship. The evidence will typically be collected from the last 10 months of their programme.

The portfolio should be a showcase of the apprentice's best pieces of evidence. Typically, it will contain 10 discrete pieces of evidence covering the knowledge, skills and behaviours listed in the apprentice's Evidence Reference Matrix (9086-21 End-point Assessment Recording Forms for Providers and Employers).

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

The independent assessor will review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.

**Types of evidence**

**Evidence may include:**

- Annotated photographs (photographs with wording giving an explanation and commentary to what is happening within the photograph).
- Workplace documentation e.g., job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records, method statements, risk assessments, Gantt charts
- Annotated specifications, e.g., drawings, cutting lists, work instructions, schedules
- Employer/expert witness statements/observations of competence. Any employer contributions must focus on direct observation of performance (for example, witness statements) rather than opinions.
- Video clips (maximum total duration of 10 minutes) supported by clear time stamps detailing when key evidence occurs, and the apprentice must be in view and identifiable.

The above list is not definitive; other evidence sources can be included.

**Note**: The portfolio must not include reflective accounts or any methods of self-assessment (the purpose of the portfolio is for apprentices to demonstrate application of skills, behaviours and knowledge). For any teamwork, the portfolio must clarify and focus on the apprentice's contribution.

**Selecting evidence**

The portfolio should be a concise collection of evidence showcasing the apprentice's highest quality work selected from the breadth of available evidence.

The portfolio should contain a selection of different types of evidence, usually demonstrating work carried out towards the end of the apprenticeship.

This evidence must be:

- Valid – relating to the areas of the Occupational Standard
- Authentic – signed declaration of authenticity
- Current – Typically from the last 10 months of their programme
- Sufficient – covering all specified areas of the Occupational Standard

Before selecting the evidence to form the portfolio, the apprentice should review:

- the criteria to be covered by the portfolio
- the type of evidence that can be presented
- the amount of evidence that should be presented (typically 10 pieces of evidence).

To assemble the portfolio, the apprentice should consider all the evidence they have available that shows they have met the requirements being assessed. Evidence collected towards the end of their apprenticeship programme, as they become independent in their work, is likely to provide the most holistic evidence – i.e., covering a number of criteria at once. From this, they should select evidence that most efficiently meets all the relevant criteria and that demonstrated their best performance. Whereas there may be some overlap between the evidence collected, it is best to avoid submitting multiple pieces of evidence showing coverage of the same criteria.

**Preparing evidence for selection**

The front of each portfolio **must** include an evidence reference matrix which directs the IEPA and customer to where in the portfolio they can find the apprentice's work against the knowledge, skills and behaviours.

Apprentices may choose how they reference their evidence; typically, the reference should include the document and the page, or time if it's recorded evidence.

Apprentices must reference the individual pieces of evidence against the KSBs clearly, for example by identifying the evidence number, page number, file name or time stamp where appropriate.

**To facilitate comprehensive, consistent mapping of the evidence requirements, use of the City & Guilds supplied 'Evidence Reference Matrix' form is strongly recommended.**

The apprentice and/or provider may choose to use their own version of the evidence reference form, but the form must:

- clearly map evidence to the KSBs
- be confirmed as suitable by City & Guilds before it is used.

Each piece of evidence must have a header/reference containing:

- the name of the apprentice
- the date the evidence was produced
- the KSB it relates to.

Where necessary, confidentiality and data protection requirements must be adhered to, e.g., permission for use of video/images containing identifiable third parties (e.g., clients), anonymising of documentation and permission obtained from clients when submitting documents relating to them.

The evidence reference matrix and the completed portfolio of evidence **must** be uploaded to EPA Pro as a single PDF document.

### Authenticity

The portfolio of evidence must be valid and attributable to the apprentice. When the portfolio of evidence is submitted, the apprentice and employer must confirm at Gateway that the submission is the apprentice's own work.

### Confirming the evidence selection

Prior to submitting, the provider and employer **must review** the portfolio to ensure there is sufficient evidence to meet all the relevant knowledge, skills and behaviours; this involves:

- Completing the final column on the completed Evidence Reference Matrix: Portfolio of Evidence form by adding signature and date.
- Confirming the information in the Apprentice Portfolio of Evidence Checklist.
- Making sure the employer signs and completes the Declaration of Authenticity.

### Supporting the apprentice on-programme

The customer is responsible for providing the apprentice with information that will support the compilation of the portfolio. This is:

- Apprentice instructions for compiling a portfolio
- Evidence Reference Matrix: Portfolio of Evidence (portfolio reference form) for which an exemplar is provided in 9086-21 Recording Forms for Providers and Employers
- Access to the occupational standard and grading descriptors.

In additional to supporting portfolio building it is important that the apprentice is provided with suitable work opportunities to enable the appropriate collection of evidence.

**Interview requirements**

**Overview**

An independent assessor will conduct and assess the interview. The purpose of the independent assessor's questions will be to assess the following themes:

- Environment and sustainability
- Health and Safety
- Power tools and work protection
- Team working, communication and equity, diversity and inclusion
- Solid plastering techniques and repair
- Continuing professional development and well-being

City & Guilds will give the apprentice at least 14 days' notice of the interview. The independent assessor must have at least two 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, however the portfolio of evidence is **not** directly assessed.

The interview will last for around 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 will ask at least 6 questions from City & Guilds question bank and they will make the grading decision.

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

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

**Preparing for the interview**

The assessment can be conducted in person or remotely. The date and time of the assessment should be planned in advance to ensure that the apprentice has sufficient time to prepare.

The following should be issued to apprentices to support their preparation:

- The task instructions for the interview
- The grading criteria for the assessment.

Apprentices should also have access to their portfolio. **It is strongly recommended that this is in paper format**. After it has been submitted to City & Guilds, apprentices **must not** add additional information.

**During the assessment**

The apprentice **must** have access to their portfolio during the assessment.

The assessment is typically 60 minutes and conducted by the IEPA. The IEPA will use questions from a City & Guilds question bank, so the order and actual questions will vary from apprentice to apprentice.

Whenever possible, the apprentice is expected to support answers with examples from their portfolio. Apprentices are expected to understand and use relevant occupational language. Apprentices can use a portfolio example for more than one question, as long as it is relevant to the KSBs being assessed. They can write notes. They can ask the IEPA to repeat questions and ask for clarification.

**Grading**

The IEPA is fully responsible for making the grading decision. The results will not be shared with the apprentice on the day of the assessment.

To achieve a **pass**, the apprentice must achieve all the grading criteria for a pass as set out in the assessment plan.

To achieve a distinction, the apprentice must achieve all the grading criteria for a pass and for a distinction as set out in the assessment plan.

**Useful references**

EPA Plan ST0096 Version 2.1 https://www.instituteforapprenticeships.org/apprenticeship-standards/plasterer-v2-1

Health and Safety Executive website: HSE.gov.uk

Approved Documents - GOV.UK https://www.gov.uk/government/collections/approved-documents

NHBC Standards 2024 https://nhbc-standards.co.uk

The City & Guilds Textbook: Plastering for Levels 1 and 2, Michael Gashe, Kevin Byrne, 2020

# Apprentice Instructions – 707 Interview underpinned by a portfolio of evidence

### Compiling a Portfolio of Evidence

### Introduction

As part of your end-point assessment you will be invited to attend an interview with an Independent End-point Assessor (IEPA).

In preparation for this you will need to compile a portfolio of evidence of your performance within the workplace. This will be completed during the on-programme part of your apprenticeship. The evidence in the portfolio will not be judged by the IEPA. It will be used as a resource to support **your responses** to questions giving examples from your own practice.

### Portfolio requirements

- The evidence reference matrix and the completed portfolio of evidence must be uploaded to EPA Pro as a single PDF document.
- It will consist of evidence typically from the last 10 months of the on-programme part of your apprenticeship.
- It will provide evidence of specific knowledge, skills and behaviours. These are listed in the evidence reference matrix (which you will be provided with).
- It will have around **10 pieces of evidence** across the specified knowledge, skills and behaviours.

Below is a list of the types of evidence you might want to include. This list is not limited, as you may agree with your provider/employer to submit additional types of evidence.

### Examples of types of evidence

- Annotated photographs (photographs with wording giving an explanation and commentary to what is happening within the photograph).
- Workplace documentation e.g., job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records, method statements, risk assessments, Gantt charts
- Annotated specifications, e.g., drawings, cutting lists, work instructions, schedules
- Employer/expert witness statements/observations of competence. Any employer contributions must focus on direct observation of performance (for example, witness statements) rather than opinions.

- Video clips (maximum total duration of 10 minutes) supported by clear time stamps detailing when key evidence occurs, and the apprentice must be in view and identifiable.
- The above list is not definitive; other evidence sources can be included.

The portfolio **must not** include any methods of self-reflection or self-assessment.

All evidence **must** be your own work. For any teamwork you **must** clarify your own contribution.

Where necessary, confidentiality and data protection requirements must be followed, e.g., permission for use of video/images containing identifiable third parties (e.g., clients), anonymising of documentation and permission obtained from clients when submitting documents relating to them.

In the front of your portfolio, you will need to complete and include an **Evidence Reference Matrix** (portfolio evidence reference form) which maps and references your evidence to the knowledge, skills and behaviours. You will also need to complete and include **Declaration of Authenticity Form** which confirms that the evidence submitted is your own. Your provider/employer will provide you with copies of these forms

**Selecting evidence**

The portfolio should be concise and showcase your best pieces of evidence to demonstrate your performance in relation to the knowledge, skills and behaviours.

Before selecting the evidence to form the portfolio, you should:

- Review the grading criteria to be covered by the portfolio (your provider/employer can provide you with this)
- Try and use a range of different types of evidence
- Consider the amount of evidence that should be presented (typically 10 pieces of evidence).

To assemble the portfolio, you should consider all the evidence you have available that shows you have met the requirements being assessed. Evidence collected toward the end of your apprenticeship, as you become independent in your work, is likely to cover more than one knowledge, skill or behaviour. From this, you should select evidence that:

- most efficiently meets all the relevant criteria
- demonstrates your best performance.

### Preparing evidence for submission

When you have selected the evidence to form your portfolio, this will be reviewed by your provider/employer to ensure that it is suitable. Each piece of evidence must have a header containing:

- your name
- the date the evidence was produced
- the skills and behaviours it relates to.

Once the provider/employer is satisfied that all requirements have been met, they will sign the authenticity statement as well as sign and complete the confirmation section of the evidence reference matrix.

### Introduction

Towards the end of your apprenticeship, you will be invited to attend an interview assessment where you will bring your completed portfolio of evidence. This will be with a City & Guilds Independent End-point Assessor (IEPA).

The IEPA will ask you a minimum of 6 questions about how you have applied the knowledge, skills and behaviours from the apprenticeship standard to your job role. In your responses you will be expected to refer to specific examples in your portfolio.

The IEPA is assessing your responses to their questions rather than the portfolio, therefore it is important to make sure you answer their questions fully. You can use a notebook and pen to take any notes.

### Prior to the assessment

Your provider/employer will provide you with the date and time the assessment will take place.

To prepare for the assessment you may want to review your portfolio contents as well as the grading criteria; your provider or employer can provide you with this.

### During the assessment

For the assessment you will be required to bring:

- your portfolio of evidence
- photo ID (unless you have already provided photo ID during the practical assessment)
- paper and pen for any note-taking.

No other documentation or resources are permitted in the assessment unless agreed by the end-point assessment organisation.

The IEPA will have their own copy of the portfolio. You can ask the IEPA to repeat questions or ask for any clarification if you are not sure what they are asking.

At the end of the assessment the IEPA will thank you for attending. They will not provide you with the result. This will follow at a later date.

**Timings**

The interview will be approximately 60 minutes in duration.

**Conditions of assessment**

You must answer the questions independently, without support, and comply with the relevant conditions if the assessment is being conducted remotely.

You can take notes if this is helpful.

# 9. Re-sits & Re-takes

Apprentices who fail one or more assessments will be offered the opportunity to take a re-sit or re-take:

- A re-sit is where the apprentice takes the assessment again without the need for new learning
- A re-take is where the employer determines new learning is needed first

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 require 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 should agree the timescale for a re-sit or re-take with City & Guilds. A re-sit is typically taken within three 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 six 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 overall EPA grade must be capped at a pass if the apprentice has had to re-sit or re-take any assessment method, however the grade the apprentice has achieved for each component is not capped and will be identified on the statement of achievement.

## 203 Multiple-choice test

### Provider & Employer Instructions

Ensure the apprentice undertakes any further training as necessary.

Follow the same booking process as first sitting.

## 705 Practical assessment with questions

### Provider & Employer Instructions

Ensure the apprentice undertakes any further training as necessary.

Book re-sit/re-take following the same process as the first sitting.

The apprentice will be taking a different version from the previous sitting.

## 707 Interview underpinned by a portfolio of evidence

### Provider & Employer Instructions

Ensure the apprentice undertakes any further training as necessary. As a result, it may be necessary to re-submit the portfolio and evidence reference matrix.

The same requirements as set out in the assessment instructions will still apply e.g., number of pieces of evidence.

Book the re-sit/re-take following the same process as the first sitting.

The IEPA will ask the apprentice different questions.

## Contact Us

| | |
|---|---|
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| EPA Events Team: Bookings & Cancellations (Post Gateway) | EPA@cityandguilds.com |
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As part of the City & Guilds Group, we believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future.

As workplaces evolve, so do we. That's why we set the standard for skills that transform lives, industries, and economies.

## About City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

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