

# Scaffolder Apprenticeship, Level 2: End-point Assessment Plan

## Introduction & Overview

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

Full time apprentices will typically spend 18-24 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, that the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. As a gateway requirement, apprentices must complete all training prior to taking their EPA. Apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and take the tests for level 2 prior to taking their EPA.

The EPA must be completed over a maximum total assessment time of two days, within a four-month period, after the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End Point Assessment Organisations.

The EPA consists of two distinct assessment methods:

- Knowledge Test
- Practical Test of Knowledge, Skills and Behaviours

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

<b>On-programme (typically, 18 months)</b>	<b>End Point Assessment Gateway</b>	<b>End Point Assessment (maximum 4 months)</b>
Training to develop the occupation standard's knowledge, skills and behaviours	English and maths Level 1 and to have attempted the Level 2 tests.	Knowledge test  Practical test
Working towards English/maths Level 2 (if required)	Employer satisfied apprentice is consistently working at or above the level of the standard	Graded fail or pass

Diagram 1. Typical Scaffolding Apprenticeship Summary

This apprenticeship is designed to operate as the standard for workers on scaffolding within Construction, Infrastructure, Nuclear, Oil and Gas, Rail and Events across the UK. The standard and end point assessment plan have been developed by employers who operate in this sector and have support from the trade associations.

Upon completion of this apprenticeship, the operative will have achieved the established trade knowledge, skills and behaviours for the scaffolding industry which will enable them to erect, alter and dismantle a wide range of scaffolding structures as defined by the national apprenticeship standard level 2.

Scaffolding is a safety critical trade and each individual working in the sector must be aware of their responsibility to themselves, those they are working with, the end user of the scaffold and also others who they may come into contact with whilst carrying out their role e.g. other trades, clients, members of the public.

## End-point Assessment Gateway

The objective of the Scaffolder End Point Assessment is to provide a high quality, cost effective means of measuring the apprentice's knowledge, skills and behaviour.

The assessment plan design is driven by the following principles:

- The apprentice demonstrating competence through workplace performance
- The apprentice's ability to meet specified industry standards of competence performance
- The apprentice's ability to demonstrate the requisite knowledge, skills and behaviours that support workplace performance

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. Employers may wish to take advice from their apprentice's training provider(s).

Gateway requirements:

- English and mathematics at level 1 and taken level 2 tests.

## End-point Assessment Methods, Timescales & Location

The EPA consists of 2 distinct assessment methods:

- knowledge test
- practical test

The EPA must be completed over a maximum period of 4 months, after the apprentice has met the EPA gateway requirements.

The assessment methods can be completed in any particular order, allowing EPAOs flexibility in scheduling and cost-effective allocation of resources.

EPAOs must ensure that the knowledge test is conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment for each assessment method e.g. computer.

It is anticipated that EPAOs will use a suitable assessment centre set up to offer a simulated work environment in all aspects of scaffolding to carry out the practical test. This venue must have been approved as meeting all health and safety requirements by the appropriate professional body for the sector and must reflect realistic work situations under normal conditions.

Requirements for each assessment method are detailed below.

### **1. Knowledge test:**

- Apprentices must complete a knowledge test during the EPA period.
- The knowledge test must assess apprentices against the standard's knowledge and skills as shown in annex A.
- The knowledge test must represent an EPA weighting of approximately 20%.
- The knowledge test must consist of 50 multiple-choice questions, of which 40 will be knowledge-based and 10 will be scenario-based.
- Each question must present the apprentice with 4 options, from which the apprentice must select one or multiple correct options.
- Each question answered correctly must be assigned 1 mark, any incorrect or missing answers must be assigned 0 marks.
- Apprentices must have 1-hour to complete the knowledge test.
- The knowledge test must be closed book i.e. the apprentice can't refer to reference books or materials.
- The test should be delivered as an on screen multiple choice examination.
- Apprentices must take the knowledge test in the presence of an EPAO administrator/invigator.
- The maximum administrator/invigator to apprentice ratio must be 1 to 10.
- Knowledge tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is permissible.
- Independent assessors must award a grade using the following grading boundaries.

<b>Grading boundaries</b>	<b>Fail</b>	<b>Pass</b>
<b>Marks</b>	0-37	38-50

- EPAOs must ensure the knowledge test is available for apprentices within their 4-month EPA time period
- EPAOs must develop and maintain a knowledge test question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they are fit for purpose. It is recommended that the EPAO consults the appropriate professional body when developing this question bank. This bank should be placed on a secure electronic test platform by the End-point Assessment Organisation.
- Knowledge test questions must be set so that a pass will represent competence in the knowledge and skills.
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes. The format must include 3 questions containing diagrams and drawings for labelling.

## **2. Practical Assessment:**

- Apprentices must be observed by an independent assessor completing tasks providing the opportunity to assess KSBs as per annex A.
- Assessment will be through observation and the use of a critical marking sheet (see Annex C)
- Due to the safety critical reasons, the grading for this assessment will be pass or fail only.
- If the apprentice has to re-take the practical assessment the independent assessor is to identify to the EPAO the areas failed using the critical marking sheet.
- During or after the task completion the independent assessor must ask 6 set open questions to assess underpinning knowledge relating to the task observed. They may ask follow up questions where clarification is required. This is to ensure that the apprentice understands the reasons for the procedures followed during the practical assessment. Questioning must be completed within the total time allowed for the observation of 11 hours (over 2 consecutive days, including a 30-minute lunch break).

- KSBs observed and answers to questions must be documented by the independent assessor.
- Apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales.
- Observations must be conducted in a realistic work situation under normal conditions simulated at an offsite venue. The venue selected must be at an approved centre due to the safety critical nature of the scaffolding role.
- Independent assessors may observe up to a maximum of 3 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.
- It is recommended that the EPAO work with the professional body to develop a bank of 4 observation specifications, each including 30 questions relating to underpinning knowledge, to ensure sufficient variation; observation specifications must be refreshed annually.
- EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.
- An example of the practical assessment requirements is detailed below (Also see Annex B).

## **Practical Assessment**

### **Duration 11 hours**

The apprentice must use and follow a specification and drawing to erect and dismantle scaffold in a controlled assessment environment. The Practical Assessment will assess against the knowledge, skills and behaviours within the Standard.

The end point assessment is based upon an apprentice carrying out a task to a given specification and briefing in a controlled environment. Tools and equipment must be selected to carry out the task. The apprentice will carry out the task initially in their own defined area and then work as a team (maximum of three apprentices) to erect and dismantle the scaffold to the specification (individual working is deemed as poor practice). The apprentice will in a team carry out various roles such as team leader; scaffolder and labourer all will require effective communication and team work with other apprentices who are taking the end point assessment.

A 30-minute break will be allowed for lunch and this will be indicated by the Independent Assessor for all taking the end point assessment.

The Practical Assessment will assess against the knowledge and skills listed in the Standard as per Annex A including:

- Make adequate provision for the safety of themselves, the workforce, the public affected by scaffolding work, and future users of the scaffold structure by working to the relevant British and European Standards, National Access and Scaffolding Confederation (NASC) guidance e.g. Technical Guidance (TG)20 (Good Practice guidance for Tube and fitting Scaffolding Safety Guidance, SG4, (Preventing Falls in Scaffolding Operations) SG6 (Manual Handling in the Scaffolding Industry) and statutory regulations
- Visually inspect and select serviceable materials such as; tubes, boards and fittings
- Carry, raise, lower and use scaffold materials correctly and safely on a working platform
- Visually inspect, select, assemble and install prefabricated beams into scaffold structures
- Support scaffold protection fans according to requirements of current industry practice
- Erect scaffolds on pavements and public places safely and correctly, with regard to Local Authority regulations
- Install spurs and rakers within the correct operating angles. Attach check fittings, droppers and puncheons in the correct positions to scaffolds
- Install anchor ties and other specialist fixings to the manufacturer's recommendations. Testing and reporting in accordance with TG4 Anchorage Systems for Scaffolding
- Select, space, install and test the correct number of ties to restrain sheeted and unsheeted scaffolds to current industry practices
- Determine the material requirements for independent and putlog scaffolds with returns, towers and birdcages up to three lifts high. Lay out materials, set out scaffolds and overcome obstacles to erect scaffolds safely
- Determine the materials required to set out, erect and dismantle in a safe sequence.
- Inspect gin wheels for serviceability, position and fix securely, reeve, rope, tie knots and correctly use gin wheel to haul up scaffold tubes, boards and fittings. Take down gin wheel and coil rope
- Inspect Basic scaffolds prior to handover.



- Work within a controlled environmental area

## Apprenticeship Grading

Independent assessors must individually grade each assessment method – fail or pass, according to the requirements set out in this plan.

An independent assessor must combine the grades of both assessment methods to determine the EPA grade. To achieve an EPA pass, apprentices must achieve a pass in both assessment methods. An EPA distinction is not applicable in this sector due to the safety critical nature of the work undertaken.

Where more than one independent assessor is involved, the independent assessor responsible for the assessment method completed last will be responsible for combining the grades.

Independent assessors' decisions must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

## Grading Profile

Assessment Method	Pass	Fail
Knowledge Test	76-100%	Less than 76%
Practical Test*	0 of B (major fault) or Less than 4 of A (fault) and the grade descriptors stated below have been met.	1 of B (major fault) or 4 of A (fault)

\*see appendix C for critical marking sheet

## Knowledge Test Grading Descriptors

Pass	Fail
Minimum of 38 marks out of a possible 50	Less than 38 marks out of a possible 50

**Practical Test Grading Descriptors\***

<b>Pass</b>	<b>Fail</b>
<b>0 of B (major fault) or Less than 4 of A (fault)</b>	<b>1 of B (major fault) or 4 of A (fault)</b>
<p>The apprentice has:</p> <p>interpreted the given information to carry out the task</p> <p>planned appropriate actions and organised the suitable resources and equipment required to undertake the task</p> <p>set out/marked out materials and components from the supplied drawing to carry out the task</p> <p>produced work to the given specification and drawing</p> <p>completed the work in the allocated time</p> <p>worked safely at all times using appropriate PPE and RPE where and when required</p>	<p>The apprentice has been unable to:</p> <p>interpret the given information to carry out the task</p> <p>plan actions and organise resources and equipment required to undertake the task</p> <p>produce work to the given specification</p> <p>completing work in the allocated time</p> <p>work safely at all times using appropriate PPE and RPE where and when required</p>

\*see Appendix C for critical marking sheet

<b>Knowledge test</b>	<b>Practical test</b>	<b>EPA grade</b>
Pass	Pass	= Pass
Fail	Pass	= Fail
Pass	Fail	= Fail

Fail	Fail	= Fail
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### Re-sit and Re-take Information

Apprentices who fail the knowledge test element of the EPA will be offered the opportunity to take a resit/retake. The apprentice's employer will need to agree that a resit/retake is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the resit-retake.

An individual EPA method re-sit/re-take must be taken during the maximum EPA period within 3 months of the original test, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

EPAOs must ensure that apprentices complete a different knowledge test and/or practical test when taking a re-sit/re-take.

### End-point Assessment Organisations

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education & Skills Funding Agency's (ESFAs) Register of End Point Assessment Organisations (RoEPAO).

EPAOs must appoint:

- administrators/invigilators and markers to administer/invigilate and mark the knowledge test
- independent assessors to grade the knowledge test
- independent assessors to assess and grade the project report, presentation and questioning
- quality assurance staff to undertake standardisation and internal quality assurance, including moderation of EPA

They must have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for administrators/invigilators/markers. They must be trained in the task(s) by their EPAO and operate according to their guidance.

Quality assurance staff must hold or be working towards quality assurance qualifications. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

### **Minimum requirements for Independent Assessors**

Independent Assessors must be occupationally competent and competent to assess.

They must meet the following requirements:

- Hold a CISRS card for more than 10 years and a CISRS Advanced Scaffolder card for more than 5 years
- Have been employed for a minimum of 5 years as a charge-hand, foreman or supervisor in the scaffolding industry
- Hold a recognised training award or instructional qualification suitable to the scheme
- Have understudied 4 full scheme courses (at each level) which have been undertaken by accredited and registered instructors at an accredited centre.

Occupational Competence deemed as having sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. This must also be of sufficient depth to be effective and reliable when judging candidates' competence.

- Competent to assess – have achieved a relevant recognised assessor qualification such as a Level 3 Award in Assessing Competence in the Workplace and continue to practice to that standard. Assessors who hold earlier qualifications (D32 or D33 or A1 or TQFE/TQSE) should have CPD evidence to the most current standards.  
OR
- Undertake CPD each year, to confirm their technical knowledge of the subject area (Scaffolding) and Practical Assessment requirements as identified by the EPAO.

Independent Assessors will be recruited and trained by the end point assessment organisation; it is recommended that consultation is carried out with the relevant professional body during this recruitment.

### **Internal Quality Assurance**

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

- appoint independent assessors that meet the requirements as detailed in this plan – see independent assessor requirements above
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate regular standardisation events that enable assessors to attend a minimum of 1 events per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 15% of each independent assessors' assessments moderated

### **External Quality Assurance**

External quality assurance for this apprenticeship standard will be undertaken by Construction Industry Scaffolders Record Scheme (CISRS).

### **Implementation**

#### **Affordability**

The estimated value of the end-point assessment is on average, 10% of the total cost of the apprenticeship.

- Knowledge testing – setting up of the test platform, training of invigilators and buying the test which comes with a re-sit per apprentice
- The practical element of the end-point assessment has been valued with a minimum and maximum group size of 3 and 9 individuals respectively.
- Venue costs for setting up of the End Point Assessment and administration
- Subsistence and travelling costs for the Assessor over a one-day period
- The knowledge test element online tests provide an effective and appropriate means of testing the apprentice's knowledge and efficient method of marking

- The practical element of the end-point assessment has been valued with a minimum and maximum group size of 3 and 9 individuals respectively. Every effort must be made to maximise the attendee to assessor ratio whilst maintaining validity of the end-point assessment.

### **Volumes**

It is expected that the demand for up take on this apprenticeship will be in the region of up to 500 starts per annum. This figure will be subject to the demand of the industry.

### **Annex**

Annex A show which method/s of assessment used to cover each element of the Apprenticeship Standard.

Annex B gives an example of a Practical Assessment

Annex C gives an example of a Critical Marking Sheet

## Annex A

### Assessment Methods

This chart provides an overview of what an apprentice can expect to be covered in each assessment method.

Key to assessment method identification within table, some sections of the standard are assessed by more than one method

T Assessment through knowledge test  
PA Assessment through Practical Assessment

Assessment Methods		
Knowledge and Understanding	T	PA
<ul style="list-style-type: none"> <li>NASC the relevant British and European Standards guidance e.g. TG20, SG4, SG6 and statutory regulations applicable to the correct and safe erection and dismantling of scaffolds and where to find additional information e.g. NASC website, Health and Safety Executive (HSE) website</li> </ul>	X	X
<ul style="list-style-type: none"> <li>Awareness of a requirement to address the issues of the environment and sustainability.</li> </ul>		X
<ul style="list-style-type: none"> <li>The types, uses and methods of inspection, and the purpose of various scaffold materials e.g. tubes, boards and fittings in common use.</li> </ul>	X	X
<ul style="list-style-type: none"> <li>The methods of handling, stacking, and servicing scaffold materials e.g. tubes, boards and fittings</li> </ul>	X	X
<ul style="list-style-type: none"> <li>The types, uses and purpose of prefabricated beams, and the rules for their assembly and connection to scaffold structures.</li> </ul>		X
<ul style="list-style-type: none"> <li>The purpose, types, uses and loadings of protection fans. The methods of supporting fans by scaffold tubes and wire ropes</li> </ul>	X	
<ul style="list-style-type: none"> <li>The methods of founding scaffolds on differing types of surface (e.g. soft ground, concrete and steel)</li> </ul>	X	
<ul style="list-style-type: none"> <li>The correct and safe means of attaching and spacing transoms to support working platforms and strengthen the scaffold structure.</li> </ul>	X	X

• The correct methods of attaching spurs, rakers, check fittings, droppers and puncheons to scaffolds		X
• The safe and correct method of erecting and dismantling Aluminium towers	X	
• The correct and safe methods of erecting independent and putlog scaffolds with returns, towers and birdcages at three lifts high in tube and fittings	X	X
• How to calculate the number of ties, the spacing and test requirements to restrain sheeted and unsheeted scaffolds depending on the capacity of the tie arrangements	X	
• The regulations governing the inspection of Basic scaffolds	X	
• The statutory requirements for access including ladders and ladder towers and stairways	X	X
• How to interpret design layout drawings and determine the correct and safe methods of erecting and dismantling the scaffolds		X
• How to organise materials to lead a gang of Scaffolders carrying out Scaffolding operations	X	X
• How to organise materials to lead a gang of Scaffolders carrying out Scaffolding operations		X
<b>Skills</b>	<b>T</b>	<b>PA</b>
• Make adequate provision for the safety of themselves, the workforce, the public affected by scaffolding work, and future users of the scaffold structure by working to the relevant British and European Standards, NASC guidance e.g. Technical Guidance (TG)20, Safety Guidance (SG)4, SG6 and statutory regulations	X	X
• Visually inspect and select serviceable materials e.g. tubes, boards and fittings, (not an exhaustive list)		X



<ul style="list-style-type: none"> <li>Carry, raise, lower and use scaffold materials correctly and safely on a working platform</li> </ul>		X
<ul style="list-style-type: none"> <li>Visually inspect, select, assemble and install prefabricated beams into scaffold structures</li> </ul>		X
<ul style="list-style-type: none"> <li>Support scaffold protection fans according to requirements of current industry practice</li> </ul>		X
<ul style="list-style-type: none"> <li>Erect scaffolds on pavements and public places safely and correctly, with regard to Local Authority regulations</li> </ul>	X	X
<ul style="list-style-type: none"> <li>Install spurs and rakers within the correct operating angles. Attach check fittings, droppers and puncheons in the correct positions to scaffolds</li> </ul>	X	
<ul style="list-style-type: none"> <li>Install anchor ties and other specialist fixings to the manufacturer's recommendations. Testing and reporting in accordance with TG4</li> </ul>		X
<ul style="list-style-type: none"> <li>Select, space, install and test the correct number of ties to restrain sheeted and unsheeted scaffolds to current industry practices</li> </ul>	X	X
<ul style="list-style-type: none"> <li>Determine the material requirements for independent and putlog scaffolds with returns, towers and birdcages up to three lifts high. Lay out materials, set out scaffolds and overcome obstacles to erect scaffolds safely</li> </ul>	X	
<ul style="list-style-type: none"> <li>Determine the materials required to set out, erect and dismantle in a safe sequence.</li> </ul>		X
<ul style="list-style-type: none"> <li>Inspect gin wheels for serviceability, position and fix securely, reeve, rope, tie knots and correctly use gin wheel to haul up scaffold tubes, boards and fittings. Take down gin wheel and coil rope</li> </ul>		X

• Inspect Basic scaffolds prior to handover.		X
<b>Behaviours</b>	<b>T</b>	<b>PA</b>
• <b>Effective communication</b> oral, written, listening, body language, presentation.		X
• <b>Team work:</b> work effectively with others with limited supervision.		X
• <b>Independent working:</b> take responsibility for completion of your own work.		X
• <b>Logical thinking:</b> use clear and valid reasoning when making decisions to undertake work instructions	X	X
• <b>Time management:</b> use own time effectively to complete the work instructions to schedule.		X
• <b>Respect:</b> apply equality, diversity and inclusion in dealing with others		X
• <b>Compliance/instruction:</b> abide by employer procedure/company values, site inductions, Risk Assessment and Method Statements, tool box talks		X

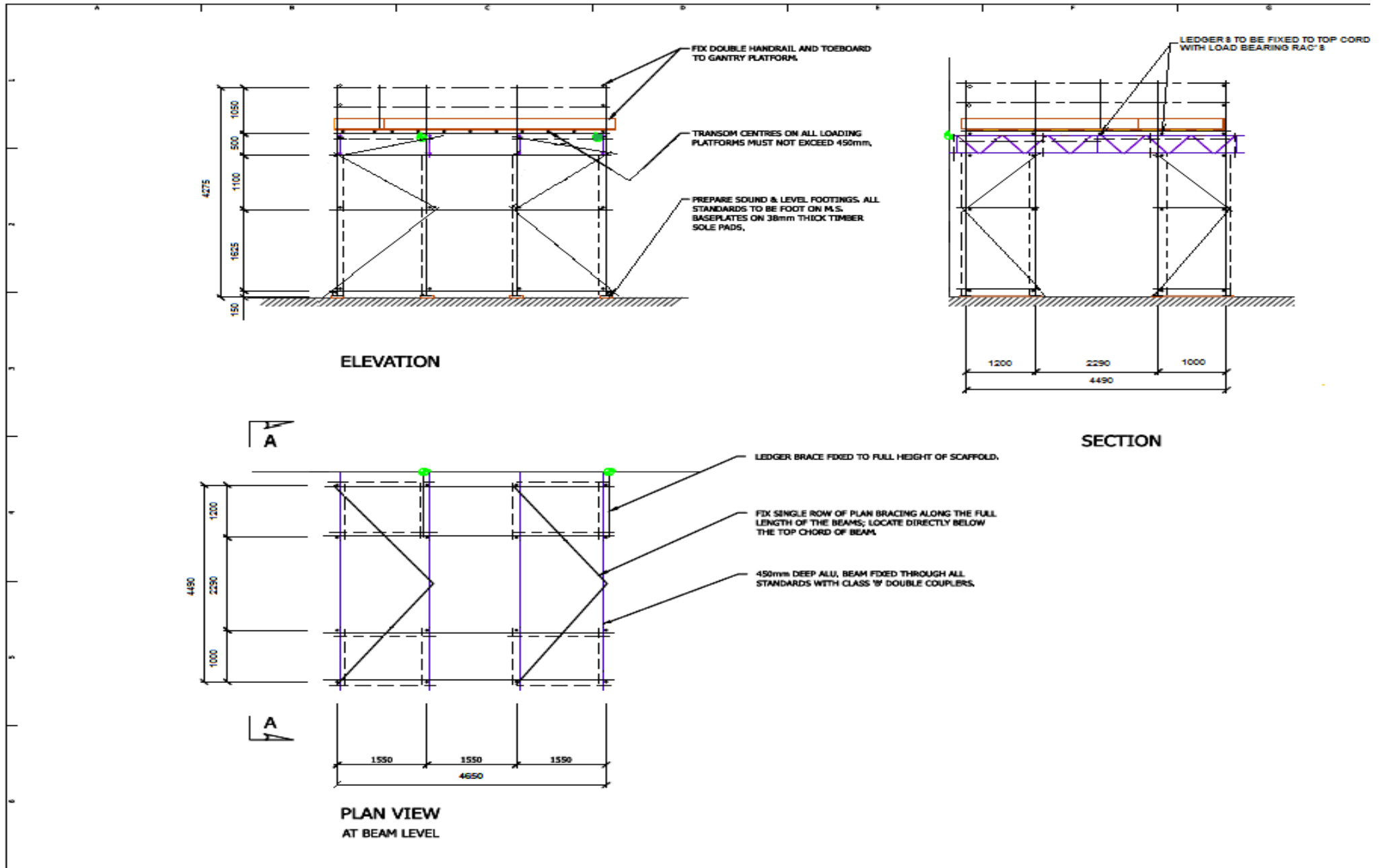
Annex B

Example of a Practical Assessment

# Scaffolding Trailblazer Individual Example End Point Assessment Task

<b>Name:</b>
<b>Date:</b>
<b>Assessor:</b>
<b>Location:</b>
<b>Start time:</b>
<b>Finish time:</b>
<b>Result:</b>

<b>SCAFFOLDING</b>
<b>PRACTICAL EXERCISE</b>
<b>Gantry scaffold</b>
<p><b>Instructions to Learner</b></p> <p>From the drawing, calculate the quantity and select the appropriate materials to erect the gantry scaffold. Record your answers on the materials list provided</p> <p>Erect the scaffold at the location indicated by your assessor</p> <p>Inform your assessor of all hazards and discrepancies you may identify during this exercise.</p> <p>Record all defective tools and materials on the space provided on the materials on the list provided</p> <p>You must erect the scaffold to a recognised safe system of work.</p> <p>When you have completed the scaffold, you must inspect it for faults and when you are satisfied that it is ready for assessment you are required to inform your assessor.</p> <p>When your assessor instructs you, dismantle your scaffold complying with all procedures.</p> <p>Store all materials and tools as required by organisational procedures.</p>



Scaffold Material List				
Tubes	No		Fittings	No
6.3m			Doubles	
5.4m			Swivels	
4.8m			Single couplers	
4.2m			Sleeves	
3.9m			Base plates	
3.6m			Joint pins	
3.0			Castor wheels	
2.7m			Toe board clips	
2.4m			Ladder clamps	
2.1m			Screw jacks	
1.8m			Beams	
1.5m				
0.9m			Boards	No
Butts/short tubes			3.9m	
			3.0m	
			2.7m	
			2.4m	
Ladder size: -	No		2.1m	
			1.8m	
			1.5m	
			1.2m	

<b>Defective material: -</b>				
Learner name:			Date:	

## Annex C: Assessment criteria for Practical Test

A = Fault

B = Major Fault

Learners who are awarded: 1 x B or 4 x A's will not have met the necessary standard required.

<b>Fault</b>	<b>Grade</b>
1. Standard not supported correctly a	B
2. Material leaning on structure, left unattended	B
3. Working platform not compliant	B
4. Throwing materials up or down	B
<b>STANDARD</b>	
Standards not founded correctly	A
Loose fittings on <i>the Standard</i>	B
Standard not plumb within the required tolerances in 2m	A
Incorrect size tube used for standard	A
More than one of the above	B
<b>LEDGER</b>	
Loose fitting at <i>Ledger</i>	A
More than one loose fittings at <i>Ledger</i>	B
Ledger not level within the required tolerances 2m	A
Ledger length overhang more than 150mm from end of last fitting	A
Tube not projecting through the full body of the fitting	B
Incorrect load bearing fitting used	A
<b>TRANSOM</b>	
Tube not projecting through putlog coupler by the minimum distance	A
Tube not projecting through the full body of the fitting (structural transom)	B
Transoms not level within the required tolerances 2m	A
Loose fitting at <i>Transform</i>	A
More than one loose fitting at <i>Transform</i>	B
Transom length overhang more than 150mm from end of last fitting	A
<b>BRACING</b>	
Overhang length more than 150mm from end of last fitting	A
More than 300mm from node point	B
Fixed at none load bearing tube or loose fitting	B
Incorrect fitting used	B
Tube not projecting through the full body of the fitting	B
<b>PLAN BRACES</b>	
Overhang length more than 150mm from end of last fitting	A
More than 300mm from node point	B
Incorrect fitting used	B
Tube not projecting through the full body of the fitting	B



<b>LADDER</b>	
Not secured or incorrect fittings used	B
Unserviceable: broken, missing rung, warped, missing feet	B
Not on a firm base	B
Incorrect angle	A
Incorrect angle of rungs	B
Unprotected ladder opening	B
Gate installed incorrectly	B
<b>GUARDRAILS AND TOE-BOARDS</b>	
Guardrail missing	B
Toe-Board Missing	B
Less than 950mm from platform	B
No gaps greater than 470mm	B
Toe-boards not secured	A
Loose fittings at standard	B
Loose fittings at guardrail	A
More than one of the above	B
Incorrect fittings used	B
<b>MEASUREMENTS</b>	
Scaffold width in excess of allowable tolerances	B
Bay length in excess of allowable tolerances	B
Lift height in excess of allowable tolerances	A
<b>SCAFFOLD BOARDS</b>	
Excessive splits in the board	B
Band missing	A
Warped	A
Projection, less than 50mm beyond end support	B
Boards support more than 1.2m	B
<b>HAND OVER OF SCAFFOLD</b>	
Over set time for task	A
Every 10 minutes thereafter	A
Job NOT completed as per drawing	A

Special note:

Each of the three exercises has to be completed within a reasonable time limit (please see indicative timings in the table below), set out by your assessor. Learners will be required to complete such exercises within these limits. It is therefore in the learner's interest to ensure that careful planning and preparation is carried out to minimise repetitive work patterns.

## Indicative Assessment Timeframes

Specific Assessment	Timeframes
Knowledge Test	Maximum 1 hour
Practical Assessment– Individual element (erection and dismantle)	2.5 to 3 Hours
Practical Assessment – Team element (erection only)	5.5 to 6 Hours
Practical Assessment – Team element (dismantling)	1.5 to 2 Hours

Failure to wear safety equipment i.e. safety footwear, hardhat, harness will result in a non-achievement of the assessment.

Learners will be required to demonstrate their ability to carry out their tasks competently on the assessments, therefore, each candidate must play an active part on those structures which require two or more persons to erect such structures.

Learners are required to work to a safe method/system of work.