

End-point assessment plan for Wall & Floor Tiler apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0368	2	No

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Introduction and overview

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

Full time apprentices will typically spend 30 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor as necessary.

For level 2 apprenticeships, 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 within an EPA period lasting typically 3 months, beginning when the apprentice passes through the EPA gateway.

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

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Knowledge test

- Fail
- Pass
- Distinction

Assessment method 2: Practical Observation

- Fail
- Pass
- Distinction

Assessment method 3: Interview underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 30 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours (KSBs).</p> <p>Training towards English and mathematics if required</p> <p>Compiling a portfolio of evidence</p>
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard • English and mathematics at level 1 achieved and tests taken for level 2 <p>Apprentices must complete:</p> <ul style="list-style-type: none"> • A portfolio of evidence to underpin the interview (see details below)
End-point assessment (which will typically take 3 months)	<p>Assessment method 1: Knowledge test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 2: Practical Observation</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 3: Interview underpinned by a portfolio of evidence</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction

Length of end-point assessment period

The EPA must be completed within an EPA period lasting typically 3 months from the gateway.

The portfolio must be completed on-programme, signed off by their employer and submitted to the EPAO as part of the gateway submission. An apprentice cannot pass their gateway without this submission.

If an EPA assessment method is failed, it should be retaken/re-sat within the EPA period and in-line with the requirements set out in this assessment plan.

Order of assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not have to be known before an apprentice starts the next one.

EPA Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Apprentices without English and mathematics at level 2 must achieve level 1 English and mathematics and have attempted the tests at level 2. For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

For the knowledge test:

- no specific requirements at gateway

For the practical observation:

- no specific requirements at gateway

For the interview underpinned by portfolio of evidence:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship, typically during the last 10 months of their apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the interview
- the portfolio of evidence will typically contain 15 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include (this is not a definitive list):
 - workplace documentation, for example job cards/job sheets, check sheets/quality check records, accident records, equipment check/maintenance records
 - annotated specifications, for example drawings, cutting lists, work instructions
 - annotated photographs
 - video clips (maximum duration in total of 10 minutes), supported by clear timestamps detailing when key pieces of evidence occur.
- it should not include any methods of self-reflection or self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio must contain a statement from the employer and the apprentice confirming this.
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the interview and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the interview but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

Assessment method 1: Knowledge test (This assessment method has 1 component.)

Assessment method 1 component 1: Knowledge test

Overview

A knowledge test is a controlled assessment which consists of a series of multiple-choice questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

- it allows for the efficient testing of knowledge
- it does not require independent assessor time, reducing cost; the knowledge test can be administered, invigilated and marked by an independent person appointed by the EPAO. Alternatively, marking by computer is permissible where question type allows this.
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time
- there are core knowledge areas in the occupation which a wall and floor tiler needs to be able to recall from memory e.g. Health and Safety. Therefore, a multiple-choice knowledge test will enable the testing of this ability.

Test Format

The knowledge test will be:

- computer based

A paper-based version must however be available for reasonable adjustments.

It will consist of 50 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions must be varied, to avoid the knowledge test becoming too predictable, yet allow assessment of the relevant KSBs.

The apprentice will be given 10 working days' notice from the EPAO of the knowledge test date to provide time to prepare.

Knowledge test administration

Apprentices must have 90 minutes to complete the test.

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

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator must be the independent assessor or another independent person approved by the EPAO with experience in invigilation or specialised (proctor) software if the test can be taken online. The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test and the suitability of the venue for taking the test.

This assessment method will be carried out as follows:

- 40 of the questions will be multiple-choice knowledge questions. These questions will ask apprentices to recognise and recall facts and basic concepts across the knowledge criteria detailed within the standard.
- 10 questions within the test will be used to assess the apprentice's understanding through a range of multiple-choice scenario-based questions. These questions will present a scenario that the apprentice could experience within the workplace and ask them to answer in context of that scenario and their occupation. Scenario question length and readability must be pitched appropriately to the level of the occupational standard and be manageable in relation to the time allocated to the test.

Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

Correct answers must be awarded 1 mark. Any incorrect or missing answers must be assigned 0 marks.

Question development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with occupationally competent technical experts such as employers, professional bodies and qualified tradespeople who have experience of working within the current sector climate. EPAOs should also maintain the security and confidentiality of their questions when consulting. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Support material

As a minimum EPAOs will produce the following material to support this method:

- a question bank
- test specification
- sample tests and mark schemes
- live tests and mark schemes

- analysis reports which show areas of weakness for completed tests
- an invigilation policy.

Assessment method 2: Practical Observation (This assessment method has 1 component.)

Assessment method 2 component 1: Practical Observation

Overview

An observation with questions involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. Apprentices must be observed by the independent assessor completing their usual work under normal working conditions.

Apprentices must be observed by an independent assessor completing practical activities in the workplace in which they will demonstrate the KSBs assigned to this assessment method. The EPAO must arrange for the practical observation to take place, in careful consultation with the apprentice's employer, in order to ensure sufficient opportunity will be available to demonstrate all required activities at all available grades.

The independent assessor will ask questions in relation to underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred, or to seek clarification and further test coverage of the mapped KSBs to make assessment decisions.

The rationale for this assessment method is:

- it allows for a varied range of activities to be observed, that will occur in different contexts relevant to the apprentices workplace
- this is a practical role, best demonstrated through completing activities in a real work setting
- questioning allows for the testing of related underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred, or to seek clarification and further test coverage of the mapped KSBs to make assessment decisions.
- it is a holistic assessment method
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- tasks completed during the observation should contribute to workplace productivity and are valid

Delivery

Apprentices must be observed by an independent assessor completing activities, and questioned in relation to the underpinning knowledge, skills and/or behaviours where an opportunity to observe them has not occurred, or to seek clarification and further test coverage of the mapped KSBs to make assessment decisions.

One assessor may observe up to a maximum of 2 apprentices on one site at any one time. This is justified as this is a practical trade and the practical observation will have an end product which means

constant observation of each candidate is not necessary to determine competence. In addition, it allows for cost effective delivery where applicable. Apprentices will be assessed against the KSBs assigned to this assessment method – as shown in the mapping of KSBs.

Due to the physical nature of some of the activities requiring two persons to lift certain materials, a person not being assessed should be made available by the EPAO and in consultation with the employer. The EPAO must enquire with the employer in advance of the assessment as to any such risks identified. This person must not direct any activity and must take instruction from the apprentice. They must only assist with manual handling as requested by the apprentice and not carry out, or communicate about, the work itself. They should be appropriately trained in safe manual handling. This could be the independent assessor if they meet the above criteria.

Wall and Floor Tilers operate in domestic and commercial properties undertaking all types of wall and floor tiling. Premises include houses, schools, offices, airports hospitals, factories and construction sites. The is varied work; tilers utilise and install a wide range of ceramic and natural stone tiles using different techniques.

Because of the above the scale of work observed will vary across employers and apprentices. As a minimum the activities and tasks completed must give opportunity for the apprentice to demonstrate, and the assessor to make a judgement against, all KSBs and grading descriptors for this assessment method. The apprentice must undertake the required activities for the entire duration of the assessment.

The EPAO must arrange for the practical observation to take place, in careful consultation with the apprentice's employer, in order to ensure sufficient opportunity will be available to demonstrate all required activities at all available grades.

Apprentices must be provided with information on the format of the practical observation with questions, including the timescales they will be working to, drawings and relevant specifications, safety procedures, risk assessments, method statements and work instructions before the start.

The practical observation will take 12 hours. This is due to the drying time for tile adhesive and therefore potentially being unable to complete grouting until the next day. The length of a working day is typically considered to be 7.5 hours.

The following activities MUST be observed during the practical observation:

- apprentices must complete a minimum of two tasks which provide the opportunity to assess KSBs mapped to this method. These tasks are the tiling of a wall area and tiling of a floor area. Both tasks must include as a minimum the skills of:
 - working safely
 - calculating materials, tiles, resources
 - surface preparation
 - setting out
 - marking
 - measuring
 - tiling using adhesive
 - cutting around obstacles (such as pipes, sockets and drains)
 - grouting

There may be breaks during the practical observation to allow the apprentice to move from one location to another and for meal/comfort breaks. During these breaks, the clock must be stopped and then restarted to ensure that the practical observation assessment duration is not reduced. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The assessor has the discretion to increase the time of the practical observation by up to 5% to allow the apprentice to complete the final part of the task or complete an answer to a final question.

In the event of reasonable adjustments, additional time being granted, or breaks pushing the assessment duration beyond the duration of a reasonable working day, a third day can be used to complete the assessment. This would need to be agreed between the employer and the EPAO, and the EPAO would be responsible for maintaining the security of the assessment.

The practical observation will holistically assess the skills, knowledge and behaviours described in the occupational standard and mapped to this assessment method within the mapping section of this document.

The EPAO must ensure that an apprentice cannot gain advantage from seeing what another apprentice being assessed is doing or by hearing answers to questioning.

The independent assessor must be unobtrusive whilst conducting the observation until the point of asking questions.

Questioning will take place at the end of the practical observation. These will be asked during the overall assessment time. The questions will be used to clarify understanding and may also be used to cover any KSBs that may not have been specifically observed. The independent assessor must ask a minimum of three questions to test related underpinning knowledge, skills and behaviours. These questions may be a combination of those from the EPAO question bank and those generated by the independent assessor. Additional follow up questions are allowed, to seek clarification and to make an assessment against the grading descriptors.

The EPAO must produce a bank of sample questions to assist the independent assessor.

KSBs observed, and answers to questions, must be documented by the independent assessor.

Evidence from the practical observation must be assessed holistically using the grading criteria for this assessment method.

Independent assessors will make all grading decisions.

Venue

The practical observation can take place in:

- employer's premises/work site

Support material

EPAOs will produce the following material to support this assessment method:

- outline of the assessment method's requirements
- assessment recording materials
- resource requirements
- question bank

- information on the format of the practical observation, including timescales

Question development

EPAOs will create open questions to assess related underpinning knowledge, skills and behaviours. They must develop question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

Assessment method 3: Interview underpinned by a portfolio of evidence (This assessment method has 1 component.)

Assessment method 3 component 1: Interview underpinned by portfolio of evidence

Overview

This assessment will take the form of an interview, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on coverage of prior learning or activity. Apprentices may refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio is not directly assessed.

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs that may not occur naturally on a daily basis, would take too long to observe or do not lend themselves to direct observation.
- the interview is underpinned by a portfolio of evidence, enabling the apprentice to exemplify when they demonstrate the application of skills and behaviours as well as knowledge.
- it allows for testing of responses where there are several potential correct answers that couldn't be tested through the knowledge test
- it assesses an apprentice's depth of knowledge
- it is cost effective, as it makes use of the employer's premises, or can be conducted remotely, and does not require additional resources.

Delivery

The independent assessor will conduct and assess the interview underpinned by a portfolio of evidence. The assessor will be given a minimum of 5 working days to review the portfolio prior to the interview taking place.

The apprentice must be given a minimum of 10 working days notice of the interview date.

The interview must last for 45 minutes. The independent assessor has the discretion to increase and reduce the time of the interview by up to 10% to allow the apprentice to complete their last answer. Further time may be granted where required, in-line with the EPAO's reasonable adjustment process.

During the interview the assessor must ask a minimum of 10 questions to enable the apprentice to evidence the mapped KSBs and have opportunity to gain the highest available grade. Assessors may ask follow-up questions where clarification is required.

During this method, the assessor must use the question bank as a source for questioning using their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. These follow-up questions are allowed to seek clarification from the apprentice and to make a judgement against the grading descriptors and do not count towards the minimum question requirements. The EPAO question bank should consider the level of English that the apprentice is working at and pitch questions using appropriate language to ensure inclusivity. Apprentices are expected to understand and use relevant occupational language.

The interview will be conducted as set out here:

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the interview in terms of questions asked and the responses to these questions.

The independent assessor will make all grading decisions.

Venue

The interview should take place in a quiet room, free from distractions and influence. The interview can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)
- remotely via video conferencing

Video conferencing can be used to conduct the interview, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Question and resource development

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Support material

EPAOs will produce the following material to support this assessment method:

- assessment recording documentation
- guidance for apprentices and employers
- question bank

It is recommended that questions are developed in consultation with employers and occupational technical experts of this occupation. EPAOs must maintain the security and confidentiality of their questions when consulting employers.

Independent assessors must be developed and trained by the EPAO in the conduct of interviews and reaching consistent judgement.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Knowledge Test

KSBs	Fail	Pass	Distinction
K1, K3, K5, K7, K8, K9, K10, K11, K12, K14, K15, K16, K17, K18, K19, K21, K22, K23 K28	0-29 marks	30-44 marks	45-50 marks

Assessment method 2: Practical Observation

KSBs	Fail	Pass	Distinction
		All of the following must be achieved to gain a pass:	In addition to the pass criteria, all of the following must be achieved to gain a distinction:
K2, K4, K13, K20, K24, K26 S1, S2, S3, S4, S8, S11, S13, S14, S16, S18, S19, S20, S21, S22, S23, S24, S25, S26 B2, B3	Does not meet the pass criteria	Identify and minimise hazards and risks in the workplace, ensuring a safe environment is maintained at all times. Follow relevant safety procedures, risk assessments, method statements and work instructions (S1, S14) Accurately calculate required amounts of tiles, materials and resources, completing the tasks within the allocated time (+10% tolerance) and achieving less than 10% unplanned wastage of tiles, materials and resources. (K24, S2, S21, B2) Select, use, maintain and store tiling hand and power tools and equipment according to manufacturers guidelines, protecting self with appropriate PPE and work	Accurately calculate required amounts of tiles, materials and resources, completing the tasks within the allocated time (without using extra tolerance) and achieving less than 5% unplanned wastage of tiles, materials and resources. (K24, S2, S21, B2) Prepare backgrounds, install wall and floor tiles and produce finished work that is more accurate than tolerances within British Standards BS5385:1-5 and BS8000:11 and the supplied drawing and product specifications (S4, S8, S11, S13, S16, S25, B3, K4)

		<p>and surrounding area from damage (K2, K20, S3, S20)</p> <p>Prepare backgrounds, install wall and floor tiles and produce finished work that conforms to British Standards BS5385:1-5 and BS8000:11 and any drawings, manufacturers instructions and product specifications (S4, S8, S11, S13, S16, S25, B3, K4)</p> <p>Correctly select materials and apply preparation methods according to substrate type and condition, tile product and installation environment for both wall and floor tiles (S18, S19, S22, K13, K26)</p> <p>Accurately set-out for tiling wall and floor areas according to specification and drawings, minimising small cut tiles, with joint widths consistent, parallel and plumb (S23)</p> <p>Accurately measure, mark & cut tiles in accordance with work requirements to include cutting around obstacles such as pipes, sockets and drains (S24)</p> <p>Grout and finish tiles to wall and floor areas leaving clean tiles, free from excess grout. (S26)</p>	
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Assessment method 3: Interview underpinned by portfolio of evidence

KSBs	Fail	Pass All of the following must be achieved to gain a pass:	Distinction In addition to the pass criteria, all of the following must be achieved to gain a distinction:
<p>K6, K25, K27</p> <p>S5, S6, S7, S9, S10, S12, S15, S17, S27, S28, S29</p> <p>B1, B4, B5, B6</p>	<p>Does not meet the pass criteria</p>	<p>Explain how they prepare for meetings with customers and use appropriate listening and questioning techniques when advising and agreeing product selection to meet the customer specification and comply with industry standard (K6, S6, S7, S15, B5)</p> <p>Describe the different industry sectors, different building methods and explain the impact these have on wall and floor tiling installation methods used. (S9, S10, S12)</p> <p>Explain different handling, measuring and cutting techniques and how product type/size affects this. (K27)</p> <p>Explain the reporting process for accidents or incidents in the workplace and how this impacts on themselves and others (S5, B1)</p> <p>Explain the overall business's mission, aims, and list the key markets, products and services (B4)</p> <p>Describe how to identify and rectify common preparation, fixing and installation problems, including how to remove and replace damaged tiles (K25, S17, S28, S29)</p> <p>Describe the method to install tanking systems, decoupling membranes and electric under-tile heating (S27)</p> <p>Explains how they communicate effectively within their team, with clients or with management (B6)</p>	<p>Explains the benefits of advising and agreeing product selection to meet the customer specification and comply with industry standard (K6, S6, S7, S15, B5)</p> <p>Identify a development or innovation within an industry sector, building method or wall and floor tiling installation method and explain how their business/employer could adapt with their products and services. (S9, S10, S12, B4)</p> <p>Describe how to prevent common preparation, fixing and installation problems and the advantages of this (S17)</p> <p>Describe how to maximise performance of tanking systems or decoupling membranes or under-tile heating (S27)</p>

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

The final grade will be determined by collective performance in the three assessment methods in the EPA, calculated using the table below. Each element is separately graded according to the grading descriptors.

To achieve a distinction, the apprentice must gain a distinction in all methods.

Assessment method 1 - Knowledge test	Assessment method 2 - Practical test	Assessment method 3 – Interview	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

All assessment methods must be taken within a 3 month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and the training provider • understand the purpose and importance of EPA undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis
EPAO	As a minimum, EPAOs should:

	<ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed
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	<ul style="list-style-type: none"> • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the

	<p>knowledge, skills and behaviours as listed in the occupational standard</p> <ul style="list-style-type: none"> • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA.
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> • attend induction training • have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances • mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures
Invigilators	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas:
 - Assessors must have 2 years relevant industry experience in the occupation after having completed a minimum level 2 NVQ or craft qualification in wall and floor tiling with up-to-date CPD
- hold or be working towards an independent assessor qualification e.g. A1
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

Value for money

Value for money of the EPA will be aided by using at least some of the following practice:

- online assessment of the knowledge test
- using an employer's premises/workplace for the practical observation
- using video conferencing for the interview
- remote invigilation of the test where appropriately controlled
- assessing two apprentices simultaneously during the practical observation

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Knowledge test

Knowledge
K1 The purpose, characteristics and application of materials, tools and equipment
K3 Safe and efficient working methods and appropriate work requirements in accordance with Health and Safety legislation
K5 The most appropriate products for each application and relevant factors influencing selection in different settings
K7 Key factors and systems of work appropriate to different work environments i.e. basic workmanship for conventional types of building works.
K8 Different industry sectors such as private residential, new construction, commercial and refurbishment
K9 Differences between modern and traditional construction methods including specific tiling techniques
K10 Those aspects of relevant British Standards BS5385:1-5, BS8000:11 and Codes of Practice, which apply directly to their work and substrates including the movement of joints and tolerances.
K11 Relevance of technical data sheets, specifications, CoSHH sheets, method statements and risk assessments
K12 Differences between product types, their characteristics, qualities, uses, sustainability and limitations
K14 The implications that can arise from the installation and use of under floor heating
K15 Factors affecting tanking & tiling to wet room installations.
K16 Causes of common problems and how these can be prevented
K17 Difference in types of common preparation methods, make-up and application; screed, levelling compounds, priming and surface preparation depending on substrate
K18 Different types of resources, tools and equipment for preparing backgrounds and fixing wall and floor tiles

K19 Different types & weight limits of wall & floor substrates
K21 Different types of screeds/render & specialist preparations such as waterproof tanking, decoupling/uncoupling and anti-fracture membranes
K22 The impact of Drying and Curing times for various backgrounds
K23 Measuring and setting out procedures
K28 Types of under floor heating and how and when to tile

Assessment method 2: Practical Observation

Knowledge
K2 Safe handling, storage and protection of materials and equipment and work area
K4 Methods and techniques for the installation of porcelain, stone, agglomerate and mosaics in accordance with British Standards
K13 The reasons for selecting and preparing the appropriate type of background; wall and floor boards, plaster, screed, render and concrete to receive wall and floor tiling
K20 How to protect the work and its surrounding area from damage
K24 How to estimate and calculate required amounts of tiles, materials and resources including allowing for wastage
K26 Different types of adhesives & grouts (i.e. cementitious/epoxy)

Skills
S1 Identify and minimise hazards and risks in the workplace, ensuring a safe environment is maintained at all times. Follow safety procedures, risk assessments, method statements and work instructions
S2 Make the most efficient and effective use of resources, time and materials.
S3 Select, use, maintain and store tiling tools and equipment
S4 Prepare backgrounds, install wall and floor tiles and produce finished work that conforms to British Standards BS5385:1-5 and BS8000:11.
S8 Interpret drawings, quality standards and specifications

S11 Use the appropriate method of preparation and fixing for the work environment and product being installed
S13 Interpret technical product data, drawing, specifications, manufacturer's information, Codes of Practice and British Standards to ensure correct preparation and installation of wall and floor tiles and associated systems
S14 Interpret relevant health and safety requirements: method statements, risk assessments, CoSHH according to product and specification requirements
S16 Revert to Manufacturers' product information to avoid errors
S18 Identify substrate type and condition to determine appropriate preparation methods/products
S19 Select materials including: wall and floor tiles, primers, levelling compounds, screeds, adhesives, grouts, trims and ancillaries suitable for the substrates, tile products and installation environment
S20 Select suitable hand and power tools and appropriate Personal Protective Equipment (PPE)
S21 Calculate required amounts of tiles, materials and resources for the work requirements
S22 Prepare wall and floor backgrounds (including level and plumb) using primers, renders, levelling compounds and screeds
S23 Set-out for tiling wall and floor areas, ensuring small cut tiles are avoided as far as practical and joint widths are consistent, parallel and plumb.
S24 Measure, mark & cut tiles in accordance with work requirements to include cutting around obstacles such as pipes, sockets and drains
S25 Apply adhesives and fix tiles to wall and floor surfaces
S26 Grout and finish tiles to wall and floor areas

Behaviours
B2 A strong work ethic, motivated, reliable and adaptable
B3: Attention to detail, quality and continuous improvement

Assessment method 3: Interview underpinned by portfolio of evidence

Knowledge

K6 Different types of communication and understanding of customer requirements to include formal and informal methods with the ability to respond to customer needs
K25 Removal and Installation techniques and methods (including remedial works) for removing and fixing different types of wall and floor tiles and accessories including trim
K27 Handling, measuring cutting techniques and how product type/size affects this

Skills
S5 Report accidents or incidents in the workplace in accordance with organisational and legislative requirements
S6 Prepare for meetings with customers and use appropriate listening and questioning techniques when discussing product selection
S7 Review and check that the specification meets the requirements of the customer in-line with industry standard and aesthetic requirements
S9 Identify different Industry sectors e.g. new construction, social housing, residential, refurbishment, commercial, heritage
S10 Identify different building methods e.g. steel frame, reinforced concrete frame, traditional (solid wall and cavity wall) timber frame
S12 Identify various types of fixing and installation methods from traditional render and screed to modern adhesives and grouts
S15 Advise clients/customers on the different types and sizes of wall and floor tiles, and ancillary products and the materials they are manufactured from e.g. ceramic, porcelain, stone, plastic
S17 Identify and rectify common preparation, fixing and installation problems
S27 Install tanking systems, decoupling membranes and electric under-tile heating
S28 Undertake remedial work in accordance with specification.
S29 Be able to remove and replace individual damaged tiles without causing damage to adjacent finishes

Behaviours
B1 Their responsibilities towards own and others safety in the workplace
B4 Awareness of the business's mission, aims, markets, products and services
B5 A customer focused attitude
B6 Effective communication in a team, with clients or with management