

## END-POINT ASSESSMENT PLAN FOR THE CONSTRUCTION SUPPORT TECHNICIAN APPRENTICESHIP STANDARD

APPRENTICESHIP STANDARD REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0960	3	No

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### Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the construction support technician apprentices. End-point assessment organisations (EPAOs) must follow this when designing and delivering their EPA.

Construction support technician apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 24 months on-programme (this means in training before the gateway) working towards competence as a construction support technician. All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.

This EPA has 2 EPA methods.

The grades available for each EPA method are:

EPA method 1 - project: technical report with question and answer session:

- fail
- pass
- distinction

EPA method 2 - professional interview with a portfolio of evidence:

- fail
- pass
- distinction

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

- fail
- pass
- distinction

### EPA summary table



<p><b>On-programme (typically 24 months)</b></p>	<p>Training to develop the knowledge, skills and behaviours(KSBs) of the occupational standard.</p> <p>Training towards English and mathematics qualifications atLevel 2<sup>1</sup>, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice’s employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>• is working at or above the occupational standard as a construction support technician</li> <li>• has the evidence required to pass the gateway and is ready to take the EPA</li> </ul> <p>Apprentices must have achieved English and mathematics atLevel 2<sup>1</sup>.</p> <p>An apprentice must submit all gateway evidence to the EPAO. The EPAO must review the evidence. When the EPAO confirms the gateway requirements have been met, the EPA period starts and typically takes 3 months to complete. The expectation is that the EPAO will confirm the gateway requirements have been met as quickly as possible. {{end}}</p> <p>For the project: technical report with question and answer session, the apprentice will be required to submit the following supporting material: project title and scope requirements.</p> <p>For the professional interview with a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p>
<p><b>End-point assessment (typically 3 months)</b></p>	<p>Grades available for each method:</p> <p>Project: Technical report with question and answer session</p> <ul style="list-style-type: none"> <li>• fail</li> </ul>

	<ul style="list-style-type: none"> <li>• pass</li> <li>• distinction</li> </ul> <p>Professional interview with a portfolio of evidence</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<p><b>Re-sits and re-takes</b></p>	<ul style="list-style-type: none"> <li>_ Re-take and re-sit grade cap: pass</li> <li>_ Re-sit timeframe: typically 2 months</li> <li>_ Re-take timeframe: typically 3 months</li> </ul>

<sup>1</sup>For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British SignLanguage (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

## Length of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

## EPA gateway

The apprentice's employer must confirm that they think the apprentice is working at or above the occupational standard as a construction support technician. They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

Apprentices must meet the following gateway requirements before starting their EPA.

These are:

- achieved English and mathematics at Level 2<sup>1</sup>.
- for the project: technical report with question and answer session apprentices must submit: project title and scope

#### Project title and scope

- for the professional interview with a portfolio of evidence apprentices must submit: portfolio of evidence

#### Portfolio of evidence requirements:

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should contain evidence related to the KSBs that will be assessed by this assessment method. The portfolio of evidence will typically contain 5 discrete pieces of evidence. Evidence should be mapped against the KSBs.

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

- workplace documentation/records, for example:
- workplace policies/procedures, records
- witness statements
- annotated photographs
- video clips (maximum total duration 3 minutes); the apprentice must be in view and identifiable

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

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

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. Independent assessors should review the portfolio of evidence prepare questions for the discussion assessment method. They are not required to provide feedback after this review.

Apprentices must submit any policies and procedures as requested by the EPAO.

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

## Assessment methods

The assessment methods can be delivered in any order.

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

# Project: Technical report with question and answer session

## Overview

A project involves the apprentice completing a significant and defined piece of work that has a real business application and benefit. The project must start after the apprentice has gone through the gateway.

The project: technical report with question and answer session must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The project must meet the needs of the employer's business and be relevant to the apprentice's occupation and apprenticeship. The EPAO must confirm that it provides the apprentice with the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This EPA method includes 2 components:

- a project with a project output
- a question and answer session.

The project and any components must be assessed holistically by the independent assessor when they are deciding the grade for this EPA method.

## Rationale

This EPA method is being used because it condenses many of the skills required to be effective in this role into an output that employees will have to be adept at producing. It is therefore considered to be a valid and appropriate assessment method.

## Component 1: Project with a project output

### Delivery

Apprentices must complete a project which may be based on any of the following:

- a specific problem
- a recurring issue
- an idea or opportunity.

Given the number of apprentices, EPAOs do not need to sign-off each project title before the project starts. The EPAO must instead provide detailed specifications. The specifications must detail what must be included in the project to allow an apprentice to evidence the KSBs mapped to the EPA method to the highest available grade. The EPAO must include suggested project titles to enable the employer to select a project that will meet the EPA's requirements for their apprentice.

The project output must be in the form of a report.

The apprentice must start the project after the gateway. They must complete and submit their report to the EPAO after a maximum of 4 weeks. The employer should ensure the apprentice has the time and resources within this period, to plan and complete their project. The apprentice must complete their project and the production of all its components unaided.

The apprentice may work as part of a team which could include technical internal or external support. However, the project output must be the apprentice's own work and will be reflective of their own role and contribution. The apprentice and their employer must confirm that the project output(s) is the apprentice's own work when it is submitted.

The report must include at least:

- an introduction
- the scope of the project
- a project plan and methodology
- research and findings:
- data collection, analysis and evaluation appropriate to the technical project and level of the apprenticeship
- reference to:
- relevant construction principles
- relevant methods and techniques used
- data and/or calculations used
- relevant industry standards
- any environmental and sustainability concerns
- project outcomes
- conclusions

The project report has a maximum word count of 3000 words. A tolerance of 10% above or below the word count is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The project report must map, in an appendix, how it evidences the relevant KSBs mapped to this EPA method.

## Component 2: Question and answer session

### Delivery

Apprentices must be given at least 0 week(s) notice of the date and time of the presentation or question and answer session.

Apprentices will be required to answer questions based on their project output. The

purpose of the questioning is:

- to verify that the project is the apprentice's own work
- to seek clarification on the technical report



- to assess the depth and breadth of knowledge, skills and behaviours
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate during the project, although these should be kept to a minimum

The independent assessor must have at least 2 weeks to review the project and project output(s) in advance of the question and answer session to allow them to prepare appropriate questions.

The question and answer session will be arranged by the EPAO in consultation with the employer and apprentice. The question and answer session should take place on a one-to-one basis, either face-to-face or via online video conferencing. Video conferencing can be used to conduct the question and answer session, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The question and answer session must last for 45 minutes. The independent assessor can increase the total time by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary. The question and answer session must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade.

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must use the full time available for questioning. This is to allow the apprentice the opportunity to show they are competent at the highest grade available for this method.

Those KSBs that the apprentice did not have the opportunity to show with the report can instead be covered by questioning, although these should be kept to a minimum.

The independent assessor will holistically review and assess all of the components of the EPA method when they are deciding the grade for this EPA method.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor will make all grading decisions.

### Assessment location

The question and answer session must take place in a suitable venue selected by the EPAO. The venue could be the EPAO's or employer's premises. The question and answer session should take place in a quiet room, free from distractions and influence.

The question and answer session can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

### Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

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

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

## Professional interview with a portfolio of evidence

### Overview

In the interview, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

### Rationale

This EPA method is being used because it will allow the assessment of KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of KSBs.

### Delivery

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

The purpose of the independent assessor's questions will be to draw out contextualised examples or further clarify skills demonstrated in a portfolio of evidence.

The EPAO must give an apprentice 2 weeks notice of the interview. The independent assessor must have at least 2 week(s) to review the supporting documentation.

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

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

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

For the interview, the independent assessor must ask at least 8 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training. The interview must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the interview.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

### Assessment location

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

The interview can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

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

### Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

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

EPAOs must produce the following materials to support the professional interview with a portfolio of evidence:

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

## Map KSBs to grade themes

Project: Technical report with question and answer session - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and safety K2 S2 B1	Statutory health, safety and welfare policies, procedures and regulations, including safe working practices and how to comply with them. (K2)	Comply with health and safety regulations and procedures. Identify and document risks and hazards. Apply statutory and company environmental and safe working practices. Produce construction project risk assessment and method statements (S2)	Puts safety first for themselves and others ensuring compliance with health, safety, environmental and quality requirements and policies (B1)

Project: Technical report with question and answer session - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Projects K1 K9 S1	<p>Appropriate construction principles, mathematical and technical knowledge of site technologies such as methods used to design, plan, build or maintain built environment projects (K1)</p> <p>Appropriate surveying methods and techniques used to develop information to contribute to the measurement, evaluation and review of project performance (K9)</p>	<p>Apply and integrate appropriate mathematical and technical knowledge in the completion of built environment site and/or office processes to contribute to the coordination of construction projects (S1)</p>	N/A

Project: Technical report with question and answer session - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Contracts and procurement K5 K6 K7 S4 S5 S6</p>	<p>The different types of built environment contracts, project documentation, technical drawings and procurement processes in order to support the production of resource lists (K5)</p> <p>Appropriate digital construction processes and systems and their use in the sector such as Building Information Modelling (BIM) or other computer-based software packages (K6)</p> <p>Project tendering, measurement and costing systems to assist with the planning of schedules of work and to provide early warning of problems for all contract phases on site (K7)</p>	<p>Interpret and abstract contract documentation to develop site solutions (S4)</p> <p>Apply digital construction processes to produce resource lists from tender and contract documentation (S5)</p> <p>The use of project tendering, measurement and costing systems to assist with the planning of schedules of work and to provide early warning of problems for all contract phases on site (S6)</p>	<p>N/A</p>

Project: Technical report with question and answer session - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Sustainability  S8 B2	N/A	Apply sustainable principles and low carbon processes in order to implement site environmental solutions (S8)	Takes personal responsibility for sustainable outcomes when carrying out duties, using environmental good practices (B2)

Project: Technical report with question and answer session - Project

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Communication K12 S11	Written communication techniques and the production of technical reports (K12)	Communicate in written form to internal and external stakeholders using a range of techniques and reporting mechanisms in line with company policies, using construction and built environment terminology (S11)	N/A

Professional interview with a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and safety K3	Workplace health, safety and welfare requirements including site and office-based protocols and legislation. (K3)	N/A	N/A

Professional interview with a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Communication K4 S3	Use of appropriate construction terminology during verbal communications. Tailoring communication to the audience. (K4)	Communicate verbally to internal and external stakeholders using a range of techniques in line with company policies (S3)	N/A

Professional interview with a portfolio of evidence - Discussion



KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Ethics K8 K10 K11 K13 S9</p>	<p>Equality, diversity and inclusion, and its impact on built environment solutions (K8)</p> <p>The code of conduct of relevant professional bodies and institutions and their professional obligation to make a contribution to society (K10)</p> <p>Ethical principles as applied to construction and the built environment (K11)</p> <p>Information technology: Management Information Systems (MIS), word processing, virtual communication, General Data Protection Regulation (GDPR), cyber security (K13)</p>	<p>Use information technology. For example, for document creation, communication, and information management. Comply with GDPR and cyber security (S9)</p>	<p>N/A</p>

Professional interview with a portfolio of evidence - Discussion

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Development  S7 S10 B3 B4	N/A	<p>Plan, carry out and manage own work in line with management requirements, assessing tasks, scheduling work, achieving deadlines, reviewing performance and keeping records of work undertaken (S7)</p> <p>Plan and undertake continued professional development (CPD) to maintain and enhance competence in their own area of practice (S10)</p>	<p>Takes ownership of own work, knowing own limitations and when to ask for support (B3)</p> <p>Committed to keeping up to date with industry best practice and own professional development (B4)</p>

## Grading

Project: Technical report with question and answer session

Fail - does not meet pass criteria

THEME KSBs	PASS Apprentices must demonstrate all the pass descriptors	DISTINCTION Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
Health and safety K2 S2 B1	Identifies and documents risks and hazards, producing construction project risk assessments and method statements. Complies with health and safety regulations and procedures and applies statutory and company environmental and safe working practices. (K2, S2, B1)	N/a
Projects K1 K9 S1	Applies and integrates appropriate mathematical and technical knowledge, and information developed through surveys, to built environment or office processes to contribute to the coordination, planning, design or maintenance of the project. (K1, K9, S1)	Propose alternative methods or techniques used in the coordination, planning, design or maintenance based upon the mathematical and technical principles that underpin them. (K1, K9, S1)
Contracts and procurement K5 K6 K7 S4 S5 S6	<p>Interprets and extracts contract documentation in order to develop site solutions in line with project requirements. (S4)</p> <p>Uses digital construction processes and technical drawings appropriate to the project to produce resource lists from tender, contract and procurement documentation to support project requirements. (K5, K6, S5)</p> <p>Applies contract quantities and cost monitoring systems to provide an early warning for various contract phases on site,</p>	<p>Highlights any concerns about the contract documentation used in the technical report, providing caveats to its use where relevant. (S4)</p> <p>Justifies the selection of digital processes and cost monitoring systems used, explaining the benefits for the different phases on site and how they specifically help to meet procurement project requirements. (K5, K6, K7, S5, S6)</p>

	using appropriate technical information. (K7, S6)	
SustainabilityS8 B2	Applies sustainability principles and low carbon processes to the project in order to implement site environmental solutions. Demonstrates environmental good practices to achieve sustainable outcomes. (S8, B2)	Identifies areas of improvement for, and strategies to promote and influence, environmental best practice and sustainable outcomes. (S8, B2)
Communication K12 S11	Applies written communication techniques to produce a report that is clear and concise that uses construction terminology appropriately. (K21, S11)	N/a

### Professional interview with a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBs	PASS Apprentices must demonstrate all the pass descriptors	DISTINCTION Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
Health and safety K3	Describes the different health, safety and welfare requirements, protocols and legislation for site and office environments. Explains the principles of legislation. (K3)	N/A
Communication K4 S3	Describes how they have used different communication techniques suitable for the audience and in line with company policies. (K4, S3)	Justifies selected techniques and methods of communication (K3, S4)
Ethics K8 K10 K11 K13 S9	<p>Describes what ethical principles need to be considered with projects for construction and the built environment. (K11)</p> <p>Describes how they have used information technology, for example during document creation, communication and information management. Describes how they comply with cyber security and GDPR. (K13, S9)</p> <p>Explains the importance of equality, diversity and its impact on built environment solutions. Describes how the codes of conduct of professional bodies and institutes obligates a contribution to society. (K8, K10)</p>	Justifies choices made for IT systems and demonstrates use of advanced features of software to contribute to construction site or office processes. (K13, S9)
Development S7 S10 B3 B4	Describes when they have planned, carried out and managed their own work in line with management requirements, keeping personal records of work undertaken including assessing tasks, scheduling work, achieving deadlines and reviewing performance. Describes their work limitations and when they should ask for support. (S7, B3)	Describes how they have identified issues in planning, adapting own plans to respond to the needs of others when taking responsibility for the production of their work. (S7, B3)

	Describes how they plan, undertake and review their own professional competence, improving themselves by undertaking CPD and keeping up-to-date with industry best practice. (S10, B4)	
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## Overall EPA grading

The EPA methods contribute equally to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade the: project: technical report with question and answer session and professional interview with a portfolio of evidence according to the requirements set out in this EPA plan.

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

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in both assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

PROJECT: TECHNICAL REPORT WITH QUESTION AND ANSWER SESSION	PROFESSIONAL INTERVIEW WITH A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

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

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they will be required to amend the project output in line with the independent assessor's feedback. The apprentice will be given 0 weeks to rework and submit the amended report.

Failed EPA 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 apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLES	RESPONSIBILITY
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the level required by the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• require the training provider and EPAO to ensure the EPA is booked in a timely manner</li> </ul> <p>Post-gateway, employers must:</p> <ul style="list-style-type: none"> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing</li> </ul>



	<p>access to any employer-specific documentation as required, for example company policies)</p> <ul style="list-style-type: none"> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors and oversee their working</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> </ul>

- arrange for the EPA to take place, in consultation with the employer
- where the apprentice is not 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, including when the EPAO is the training provider (i.e. HEI), 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
- use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard

Pre-gateway, EPAOs must:

- make all necessary contractual arrangements, including agreeing the price of the EPA
- 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.

At the Gateway, EPAOs must:

	<ul style="list-style-type: none"> <li>confirm all gateway requirements have been met as quickly as possible.</li> </ul> <p>Post-gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> </ul>
Independent assessor	<p>As a minimum, independent assessors must:</p> <ul style="list-style-type: none"> <li>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</li> <li>understand the occupational standard and the requirements of this EPA</li> <li>have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>deliver the end-point assessment in-line with the EPA plan</li> <li>comply with the IQA requirements of the EPAO</li> <li>have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>attend induction training</li> <li>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</li> <li>assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>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</li> <li>make all grading decisions</li> <li>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</li> <li>use language in the development and delivery of the EPA that is appropriate to the level of the occupational</li> </ul>

	<p>standard</p> <ul style="list-style-type: none"> <li>mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan)</li> <li>monitor the apprentice's progress during any training provider led on-programme learning</li> <li>advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>remain independent from delivery of the EPAO. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This

should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

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

## Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:

- have recent relevant experience of the occupation or sector to at least occupational level 4 gained in the last 5 years or significant experience of the occupation or sector
- meet the following minimum requirements:
- must hold, or be working towards, an assessor qualification, such as a1
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

## Value for money

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

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Map KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
<p>K1 Appropriate construction principles, mathematical and technical knowledge of site technologies such as methods used to design, plan, build or maintain built environment projects</p>	<p>Project: Technical report with question and answer session</p>
<p>K2 Statutory health, safety and welfare policies, procedures and regulations, including safe working practices and how to comply with them.</p>	<p>Project: Technical report with question and answer session</p>
<p>K3 Workplace health, safety and welfare requirements including site and office-based protocols and legislation.</p>	<p>Professional interview with a portfolio of evidence</p>
<p>K4 Use of appropriate construction terminology during verbal communications. Tailoring communication to the audience.</p>	<p>Professional interview with a portfolio of evidence</p>
<p>K5 The different types of built environment contracts, project documentation, technical drawings and procurement processes in order to support the production of resource lists</p>	<p>Project: Technical report with question and answer session</p>
<p>K6 Appropriate digital construction processes and systems and their use in the sector such as Building Information Modelling (BIM) or other computer-based software packages</p>	<p>Project: Technical report with question and answer session</p>
<p>K7 Project tendering, measurement and costing systems to assist with the planning of schedules of work and to provide early warning of problems for all contract phases on site</p>	<p>Project: Technical report with question and answer session</p>
<p>K8 Equality, diversity and inclusion, and its impact on built environment solutions</p>	<p>Professional interview with a portfolio of evidence</p>
<p>K9 Appropriate surveying methods and techniques used to develop information to contribute to the measurement, evaluation and review of project performance</p>	<p>Project: Technical report with question and answer session</p>

<p>K10 The code of conduct of relevant professional bodies and institutions and their professional obligation to make a contribution to society</p>	<p>Professional interview with a portfolio of evidence</p>
<p>K11 Ethical principles as applied to construction and the built environment</p>	<p>Professional interview with a portfolio of evidence</p>
<p>K12 Written communication techniques and the production of technical reports</p>	<p>Project: Technical report with question and answer session</p>
<p>K13 Information technology: Management Information Systems(MIS), word processing, virtual communication, General DataProtection Regulation (GDPR), cyber security</p>	<p>Professional interview with a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p>S1 Apply and integrate appropriate mathematical and technical knowledge in the completion of built environment site and/or office processes to contribute to the coordination of construction projects</p>	<p>Project: Technical report with question and answer session</p>
<p>S2 Comply with health and safety regulations and procedures. Identify and document risks and hazards. Apply statutory and company environmental and safe working practices. Produce construction project risk assessment and method statements</p>	<p>Project: Technical report with question and answer session</p>
<p>S3 Communicate verbally to internal and external stakeholders using a range of techniques in line with company policies</p>	<p>Professional interview with a portfolio of evidence</p>
<p>S4 Interpret and abstract contract documentation to develop site solutions</p>	<p>Project: Technical report with question and answer session</p>
<p>S5 Apply digital construction processes to produce resource lists from tender and contract documentation</p>	<p>Project: Technical report with question and answer session</p>
<p>S6 The use of project tendering, measurement and costing systems to assist with the planning of schedules of work and to provide early warning of problems for all contract phases on site</p>	<p>Project: Technical report with question and answer session</p>
<p>S7 Plan, carry out and manage own work in line with management requirements, assessing tasks, scheduling work, achieving deadlines, reviewing performance and keeping records of work undertaken</p>	<p>Professional interview with a portfolio of evidence</p>
<p>S8 Apply sustainable principles and low carbon processes in order to implement site environmental solutions</p>	<p>Project: Technical report with question and answer session</p>
<p>S9 Use information technology. For example, for document creation, communication, and information management.</p>	<p>Professional interview with a portfolio of</p>



Comply with GDPR and cyber security	evidence
S10 Plan and undertake continued professional development (CPD) to maintain and enhance competence in their own area of practice	Professional interview with a portfolio of evidence
S11 Communicate in written form to internal and external stakeholders using a range of techniques and reporting mechanisms in line with company policies, using construction and built environment terminology	Project: Technical report with question and answer session

BEHAVIOUR	ASSESSMENT METHODS
B1 Puts safety first for themselves and others ensuring compliance with health, safety, environmental and quality requirements and policies	Project: Technical report with question and answer session
B2 Takes personal responsibility for sustainable outcomes when carrying out duties, using environmental good practices	Project: Technical report with question and answer session
B3 Takes ownership of own work, knowing own limitations and when to ask for support	Professional interview with a portfolio of evidence
B4 Committed to keeping up to date with industry best practice and own professional development	Professional interview with a portfolio of evidence

