

DRAFT END-POINT ASSESSMENT PLAN FOR THE SCAFFOLDER APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0359	2	No

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Introduction and overview

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

Scaffolder 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 [18 months on-programme \(this means in training before the gateway\) working towards competence as a scaffolder](#). 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 [3](#) assessment methods.

The grades available for each assessment method are:

Assessment method [1 - multiple-choice test](#):

- [fail](#)
- [pass](#)

Assessment method [2 - practical assessment with questions](#).

Component one: [individual practical assessment with questions](#).

:

- [fail](#)
- [pass](#)

Component two: [group practical assessment with questions](#).

:

- [fail](#)
- [pass](#)

Assessment method [3 – Interview](#)

- [fail](#)
- [pass](#)

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

- [fail](#)
- [pass](#)

EPA summary table

<p>On-programme (typically 18 months)</p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and mathematics qualifications at Level 2¹, if required. The apprentice must complete training towards any other qualifications listed in the occupational standard. The qualification(s) required are:</p> <p>CISRS Part 1a, 1b</p> <p>CISRS Part 2a, 2b, 2c</p> <p>CISRS Foundation</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a scaffolder • has the evidence required to pass the gateway and is ready to take the EPA <p>The apprentice must have passed any other qualifications listed in the scaffolder occupational standard ST0359. The qualification(s) required are:</p> <p>CISRS Part 1a, 1b The qualification(s) required are:</p> <p>CISRS Part 2a, 2b, 2c The qualification(s) required are:</p> <p>CISRS Foundation</p> <p>The apprentice must have passed English and mathematics qualifications at Level 1 and have taken the tests for Level 2¹. (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 Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).</p>

<p>End-point assessment (typically 3 months)</p>	<p>Grades available for each assessment method:</p> <p>Multiple-choice test</p> <ul style="list-style-type: none"> • fail • pass <p>Individual Practical Assessment</p> <ul style="list-style-type: none"> • fail • pass <p>Group Practical Assessment</p> <ul style="list-style-type: none"> • fail • pass <p>Interview</p> <ul style="list-style-type: none"> • fail • pass <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass
<p>Professional recognition</p>	<p>This apprenticeship aligns with Construction Industry Scaffolders Record Scheme (CISRS) for Scaffolders.</p> <p>The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.</p>
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 3 months • Re-take timeframe: typically 3 months

¹For 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 Sign Language (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 is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically [3](#) months.

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

EPA gateway

The apprentice’s employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice’s training provider(s), but the employer must make the decision.

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

These are:

- achieved English and mathematics Level 1 and taken the tests for Level 2¹
- [achieved CISRS Part 1a, 1b](#)
- [achieved CISRS Part 2a, 2b, 2c](#)
- [achieved CISRS Foundation](#)

Assessment methods

The assessment methods can be delivered in any order.

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

Multiple-choice test

Overview

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

Rationale

This assessment method is being used because:

- it allows for the efficient testing of knowledge where there is an objectively correct answer.
- it allows for flexibility of delivery
- it allows for larger volumes of apprentices to be assessed at one time

There are core areas in the occupation which a scaffolder needs to be able to recall from memory and put into practice e.g., health and safety and the safety critical elements of safe systems of work to enable operatives and others who either work from the completed structures or enter the work area whilst construction work is taking place.

Delivery

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

The **multiple-choice test** can be **computer based**.

The **multiple-choice test** will consist of **40 multiple-choice** questions.

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

The apprentice must be given at least **7 days** notice of the date and time of the **multiple-choice test**.

Test administration

The apprentice must have **60 minutes** to complete the test.

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

The **multiple-choice test** must be taken in the presence of an invigilator who is the responsibility of the EPAO.

The EPAO must have an invigilation policy setting out how the **multiple-choice test** must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the identity of the apprentice.

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

Marking

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

A correct answer gets **1** mark.

Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking. The EPAO must ensure standardisation and moderation of written response test.

Assessment location

The apprentice must take the **multiple-choice test** in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable. The multiple-choice test could take place remotely if the appropriate technology and systems are in place to prevent malpractice. The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example with, and not limited to, 360-degree cameras and screen sharing facilities.

Question and resource development

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

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

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

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

The EPAO must produce the following materials to support the **multiple-choice test**:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes
 - question bank
- EPA guidance for the apprentice and the employer

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

Practical Assessment with questions

Component one: individual practical assessment with questions

Overview

In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The assessment environment must closely relate to the apprentice's natural working environment. This allows the apprentice to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it allows for a varied range of tasks to be observed, that could not be guaranteed to be achieved through a single observation in the workplace;
- this is a practical role, best demonstrated through completing tasks in a realistic work setting;
- it allows for consistency of activities to be completed and efficiency in scheduling;
- it allows for the testing of related underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred;
- it is a holistic assessment method.

The practical assessment involves an independent assessor observing an apprentice undertaking a task or series of tasks individually in a controlled environment due to the safety critical nature of the occupation. This must be complemented by questioning from the independent assessor during or after the observation or a combination of both. The practical assessment is deemed the most appropriate assessment method for practical skills; by observing the apprentice complete a task, they can demonstrate their occupational competence.

Apprentices must be provided with both written and verbal instructions on the tasks they must complete including assessment timings

Practical assessments must be conducted in a realistic work setting simulated at an offsite venue. The offsite venue selected must be at an approved CISRS centre due to the safety critical nature of the scaffolding role.

Independent assessors may observe up to a maximum of 6 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The individual practical assessment must allow assessment against the assessment criteria annex, the grading descriptors, and include the following:

Construct, inspect, and dismantle:

- independent scaffold with a cantilever section to a maximum 2m high working platform.

The independent scaffold must also include:

- Installation of spurs

The following must be observed during the practical individual activity

- Comply with health and safety regulations, risk assessments, methods statements and safe systems of work.

- Interpret drawing and specifications
- Inspect tools and components prior to use
- Organise materials
- Use lifting equipment and access equipment
- Inspect scaffold
- Carry, raise, and lowering materials
- Check, use, and store tools and equipment.

Delivery

The **individual practical assessment** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

An independent assessor must conduct and assess the **individual practical assessment**.

The EPAO must give an apprentice **at least 7 days** notice of the **individual practical assessment**. The **individual practical assessment** must take **4** hours.

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

The **individual practical assessment** may be taken prior to or following the group practical assessment.

A working day is typically considered to be 7.5 hours long.

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

The independent assessor must explain to the apprentice the format and assessment times of the **individual practical assessment** before it starts. This does not count towards the assessment time.

The independent assessor must ask questions. **The purpose of the questioning is to allow the assessor to adapt a holistic view of the apprentices' competence in relation to the KSBs'.**

Questioning can occur **both during and after the practical assessment**. The time for questioning is included in the overall assessment time. The independent assessor must ask at least **3** questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural stops between tasks and after completion of work rather than disrupting the apprentice's flow. 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 independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the **individual practical assessment** and should be kept to a minimum.

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

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

- the grade achieved

The independent assessor must make the grading decision. The practical assessment and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade.

Assessment location

The **individual practical assessment** will take place in a CISRS approved simulated environment selected by the EPAO. The simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the **individual practical assessment** must be provided by the EPAO, who can liaise with the employer to provide these.

Question and resource development

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

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

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

The EPAO must produce the following materials to support the **individual practical assessment**:

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

Practical Assessment with Questions

Component two: group practical assessment with questions

Overview

In a practical assessment with questions, an independent assessor observes two teams of up to three apprentices completing a task or series of tasks set by the EPAO. The assessment environment must closely relate to the apprentice's natural working environment. This allows the apprentice to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it allows for a varied range of tasks to be observed, that could not be guaranteed to be achieved through a single observation in the workplace;
- this is a practical role, best demonstrated through completing tasks in a realistic work setting;
- it allows for consistency of activities to be completed and efficiency in scheduling;
- The group practical best replicates industry scaffolding practices.
- it allows for the testing of related underpinning knowledge, skills and behaviours where an opportunity to observe them has not occurred; it is a holistic assessment method.

The group practical involves an independent assessor observing up to two groups of apprentices undertaking a task or series of tasks as part of a group in a controlled CISRS approved controlled environment. This must be complemented by questioning from the independent assessor during or after the observation or a combination of both. A group practical assessment is deemed the most appropriate assessment method for practical skills; by observing the group of apprentices complete a task, they can demonstrate their occupational competence.

Scaffolding groups should contain 2 or 3 apprentices to allow the assessment to link closely to standard industry scaffolding practice. It is the responsibility of the EPAO to design a range of scaffolding assessment tasks that align to the practical specification and group size. The tasks must ensure each apprentice has equal challenge and equal opportunity to demonstrate competence against the grading descriptors. The apprentice is not to be told the group size or task in advance of the assessment.

Apprentices must be provided with both written and verbal instructions on the tasks they must complete including assessment timings

Group practical assessments must be conducted in a realistic work setting simulated at an offsite venue. The offsite venue selected must be at an approved CISRS centre due to the safety critical nature of the scaffolding role.

Independent assessors may observe up to 6 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The group practical assessment must allow assessment of the assessment criteria annexe, the grading descriptors, and include the following:

Construct, inspect and dismantle:



- Independent scaffold and one feature, the feature maybe: for example:

- birdcage
- towers
- chimney stacks
- truss outs with beams
- loading bay with or without beams
- splay
- gantry scaffolds
- bridging sections with beams

The following must be observed during the practical group activity

- Comply with health and safety regulations, risk assessments, methods statements, and safe systems of work.
- Interpret drawing and specifications
- Inspect tools and components prior to use
- Organise materials
- Use lifting equipment and access equipment
- Communication with others and teamwork
- Inspect scaffold
- Protect others with the working vicinity
- Carry, raise, and lower materials
- Check, use, and store tools and equipment.

The independent assessor can rotate the roles in the group assessment to ensure each apprentice has equal opportunity to demonstrate competence in the assigned KSBs.

Delivery

The **group practical assessment** must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

An independent assessor must conduct and assess the **group practical assessment**.

The EPAO must give an apprentice at least **7 days** notice of the **group practical assessment**.

The **group practical assessment** must take **8 hours**.

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

Where breaks occur for example for comfort breaks or to allow apprentices to move to another location, they will not count towards the total EPA time.

The individual practical assessment may take place in parts but must be completed over 2 working day(s). This will allow the assessor to observe the candidate maintain momentum and naturally progress through basic to complex structures due to safety critical importance of the scaffolding working platforms for other trades to use.

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

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

The independent assessor must ask questions. The purpose of the questions is to allow the assessor to adapt a holistic view of the apprentices' competence in relation to the KSBs'. Questions must vary between apprentices to ensure individual responses.

Questioning can occur **both during and after the practical assessment**. The time for questioning is included in the overall assessment time. The independent assessor must ask at least 3 questions. To remain as unobtrusive as possible, the independent assessor should ask questions during natural

stops between tasks and after completion of work rather than disrupting the apprentice's flow. 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 independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the [group practical assessment](#) and should be kept to a minimum.

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

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

The independent assessor must make the grading decision. The practical assessment and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade.

Assessment location

The [group practical assessment](#) will take place in a CISRS approved simulated environment selected by the EPAO. The simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the [group practical assessment](#) must be provided by the EPAO, who can liaise employers to provide these.

Questioning that occurs after the [group practical assessment](#) should take place in a quiet room, free from distractions and influence

Question and resource development

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

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

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

The EPAO must produce the following materials to support the [group practical assessment](#):

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank

- EPA guidance for the apprentice and the employer
- EPAOs must develop practical specification banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

Interview

Overview

In the interview, an independent assessor asks the apprentice questions.

Rationale

This assessment method is being used because:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the practical assessment
- it allows for testing of responses where there are a number of potential answers that could not be tested through a multiple-choice test
- it is cost-effective.

Delivery

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

An independent assessor must conduct and assess the **interview**.

The EPAO must give an apprentice **7 days** notice of the **interview**, in line with the notice period of the practical assessment.

The interview may follow on from assessment method 2 to reduce the burden on the apprentice and be delivered in a more informal way.

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

The independent assessor must ask at least 3 questions. Follow-up questions are allowed where clarification is required. The independent assessor must use the questions from their EPAO's question bank or create their own questions in-line with the EPAO's training.

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

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

Assessment location

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

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

The interview may take place in the practical environment immediately following the practical assessment providing separation from other apprentices to prevent distractions and collusion.

It is the responsibility of the EPAOs to interview apprentices in an environment that allows them to feel at ease.

Question and resource development

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

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

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

The EPAO must produce the following materials to support the [interview](#).

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

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

Grading

Practical Assessment with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS
Health and safety K20 K28 S1 S2 S16 B1	<p>Prioritises health, safety and wellbeing and complies with safe systems of work, following procedures in compliance with health and safety regulations, standards and guidance. (K28, S1, S2, B1)</p> <p>Uses access and working at height equipment when erecting independent scaffold ensuring the equipment is used in line with regulations, guidance and manufacturer’s instructions. (K20, S16)</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS
Tools and components K5 K10 K19 S3 S5 S6 S13	<p>Selects the scaffold components, tools required for the scaffolding activities and inspects the serviceability, escalating any defects. (K5, S3).</p> <p>Uses lifting equipment and techniques to carry, raise and lower components, tools and equipment safely throughout the scaffolding activity in line with industry guidance, regulations and manufacturer's instructions. Stores the components, equipment and tools following completion of the scaffolding activity in line with organisational requirements. (K10, K19, S5, S6, S13)</p>
Planning and setting out K33 S12 S14 S21	<p>Interprets information from scaffolding drawings and specifications, manufacturer's instructions and uses the information to determine the required components for the scaffolding activities. (K33, S21)</p> <p>Organises components to operate within industry and manufacturers configuration and tolerance. Lays and sets out the components in readiness for carrying out scaffolding activities in a safe sequence. (S12, S14)</p>
Individual scaffold with cantilever K18 K23 K24 K25 S7 S9 S17 B2	<p>Taking ownership of the work, individually erects an independent scaffold to a maximum of 2m working platform and installs a cantilever section in line with the industry guidance and manufacturer's instructions. Explains the selection and potential loading of the cantilever section. Ensures independent scaffold with cantilever section is completed with 0 of B (major fault) or less than 4 of A (fault) as per the Assessment Criteria Annex. Dismantles the scaffold upon overall completion of the activity in line with</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS
	<p>industry guidance and manufacturer's instructions. (K18, K24, K25, S7, S9, S17, B2)</p> <p>Installs spurs and supports in line with industry guidance and manufacturer's specifications. (K24, S9)</p>
<p>Group scaffold with feature K9 K14 K16 K26 S8 S10 S11 S18 S20 B3</p>	<p>Applies team working principles, working towards a shared outcome. Erects an independent scaffold with feature, in line with industry guidance and regulations. Ensures, the independent scaffold with feature is completed with 0 of B (major fault) or less than 4 of A (fault) as per the Assessment Criteria Annex. Explains how the scaffold would be altered when a change is required. Dismantles the scaffold upon overall completion of the activity in line with industry guidance and manufacturer's instructions. (K14, K16, S11, S18, S20, B3)</p> <p>Ensures protection of others within the working vicinity in line with local authority regulations and safety methods. (K9, S8)</p> <p>Selects and installs ties to restrain un-sheeted scaffolds, ensuring the ties are spaced in line with industry guidance and manufacturer's instructions. (K26, S10)</p>
<p>Inspection K34 S15</p>	<p>Uses industry guidance to inspect scaffolding activities prior to hand over. (K33, S15)</p>
<p>Communication and team work K13 K31 S19</p>	<p>Communicates with others using verbal techniques, in a way that is suitable for the context and supports scaffolding activity completion. (K14, S19)</p>

Interview

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS
CPD B4	Describes learning and development they have completed and recorded to support competence in their role. (B4)
Environment and sustainability K30 S4 B5	Describes how they comply with environmental and sustainability regulations standards, and guideline and how they consider the environment through the efficient use of resources and disposal of waste. (K30, S4, B5)
Well, being and inclusion K31, K32, S22, B6	Describes how they take account of individual needs and follow procedures in relation to equity, diversity, and inclusion in line with regulations and guidance and how this can impact the work environment. (K32, S22, B6) Describes the issues, symptoms and warning signs related to stress anxiety and depression, and how to access sources of help and relevant resources (K31)

Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	27
Pass	28	40

Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass

An independent assessor must individually grade the: [individual practical assessment](#), [group practical assessment and interview](#) in line with this EPA plan.

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

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

To achieve an overall pass, the apprentice must achieve a pass in all the assessment methods.

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

Assessment Criteria Annex.

A = Fault B = Major Fault

Health & Safety	Grade
Material leaning on structure, left unattended	A
Temporary working platform not correctly boarded with gaps where someone could fall	B
Throwing materials up or down	B
Foundation not square	A
Foundation base plates/Base jacks and sole board not set correctly	B
Did not follow a safe system of work	B
STANDARDS	Grade
Standard supported on one fitting/fixing	B
Standard not connected to the fixing correctly	B
Loose fixing on the standards	A
Standard does not plumb within the required tolerances*	A
Incorrect sized standard used	A
Support jacks not secured correctly*	B
Not set to design widths	B
LEDGERS	Grade
Loose fixing at ledger	A
More than one loose fitting/fixing at ledger	B
Ledger not level within the required tolerances*	A
Incorrect sized ledger used	A
Ledger not projecting through the entire body of the fixing or secured to the standard	B
Incorrect fixing used	B
Lift height not conforming to the design	A
TRANSOMS	Grade
Transom not projecting sufficiently through the fixing	B
Transoms not level within the required tolerances*	A
Loose fixing on the transom	A
More than one loose fixing on the transom	B
Incorrect transom length used	A
Transom not meeting required target span to support platform	B
BRACING/SPURS	Grade
Incorrect sized brace used	A
More than 300mm from node point	B
Incorrect fixing used	B
Brace omitted	B

Check fitting omitted or fixed incorrectly*	B
LADDER/ACCESS	Grade
Not secured correctly	B
Ladder damaged	B
Not founded correctly	B
Incorrect angle	A
Incorrect angle of rungs	B
Gate installed incorrectly/omitted	B
Ladder not projecting sufficiently past the landing platform	A
GUARDRAILS AND TOE-BOARDS	Grade
Guardrail missing	B
Less than 950mm from platform	B
No gaps greater than 470mm	B
Toe-Board Missing	B
Toe-boards not secured	A
Incorrect fixings used	A
Tor-board supports installed incorrectly	A
Loose fixings at guardrail	B
MEASUREMENTS	Grade
Scaffold width more than +/- 50mm*	A
Bay length more than +/- 50mm*	A
Lift height more than +/- 50mm*	A
SCAFFOLD BOARDS AND DECKING	Grade
Excessive splits in the board	A
Decking not secured safely	B
Warped	A
Projection, less than 4 x thickness beyond end support*	
Projection, more than 4 x thickness beyond end support*	B
HANDOVER OF SCAFFOLD	Grade
Over set time for task allowing for tolerance individual reasonable adjustment	A
Every 15 minutes thereafter	A
*Assessor to inform candidate of permissible erection tolerances for equipment type to be used during assessment wherever applicable.	

Re-sits and re-takes

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

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

The employer and EPAO agree the timescale for a re-sit or re-take. 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 3 months of the EPA outcome notification. Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

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

Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • 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 training provider • understand the purpose and importance of EPA • meet the gateway requirements • undertake the EPA
Employer	<p>As a minimum, the apprentice's employer must:</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 is ready for EPA • ensure that supporting evidence required at the gateway is submitted in line with this EPA plan • liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> • 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 allows the opportunity for the apprentice to be assessed against the KSBs

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • remain independent from the delivery of 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 regular basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, the EPAO must:</p> <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 • understand the occupational standard • make the EPA contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials as detailed for each assessment method in this EPA plan • appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working • appoint administrators (and invigilators where required) to administer the EPA • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm all gateway requirements have been met as quickly as possible • arrange for the EPA to take place, in consultation with the employer • ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders • have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and markers (where used) • undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually) • manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at the level of this apprenticeship 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 occupation • deliver the end-point assessment in-line with this 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; in all instances; there must be no conflict of interest • attend induction training • attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship • assess each assessment method, as determined by the EPA plan • assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan • make the grading decisions • record and report 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

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, the training provider must:</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 KSBs as listed in the occupational standard conduct training covering the KSBs agreed as part of the Commitment Statement or 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 the delivery of the EPA

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 the EPAO ensures valid, consistent and reliable EPA decisions. The EPAO must adhere to the requirements within the roles and responsibilities section:

The EPAO must also:

- have 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 2 gained in the last 10 years or significant experience of the occupation or sector
 - meet the following minimum requirements:
 - hold a cirs scaffolder card for more than 10 years.
 - hold a recognised training award or instructional qualification suitable to the scheme.
 - cirs accredited registered instructor/assessor.

- occupational competence deemed as having sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed. this must also be of sufficient depth to be effective and reliable when judging candidates' competence.
 - competent to assess – have achieved a relevant recognised assessor qualification such as a level 3 award in assessing competence in the workplace and continue to practice to that standard. assessors who hold earlier qualifications (d32 or d33 or a1 or tqfe/tqse) should have cpd evidence to the most current standards.
- operate induction training for anyone involved in the delivery 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.

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
- assessing multiple apprentices simultaneously where the method of assessment permits this
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

Construction Industry Scaffolder Record Scheme (CISRS) for Scaffolder

Mapping of KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
<p>Awareness of health and safety regulations, relevance to the occupation and the operative's responsibilities. Health and Safety at Work Act Control of Substances Hazardous to Health (COSHH). Manual handling. Personal Protective Equipment (PPE). Working at height. Working in confined spaces. Situational awareness. Isolation and emergency stop procedures. Emergency evacuation procedures. Slips, trips and falls. Safety equipment: guards, signage, fire extinguishers.</p>	
<p>K2 Scaffold guidance: manufacturer's instructions, NASC guidance SG4, TG20, SG6, National Access and Scaffolding Confederation (NASC) guidance e.g. Technical Guidance (TG)20 (Good Practice guidance for Tube and fitting Scaffolding Safety Guidance, system manufacturer's user guides, SG4, (Preventing Falls in Scaffolding Operations) SG6 (Manual Handling in the Scaffolding Industry) statutory regulations, British and European Standards.</p>	<p>Multiple-choice test</p>
<p>K3 Purpose of site induction and toolbox talks.</p>	<p>Multiple-choice test</p>
<p>K4 Provision for the safety of themselves, the workforce, the public affected by scaffolding work, and future users of the scaffold structure: use of personal fall protection equipment correctly, use of warning signs and physical barriers, making scaffold structures safe from access when incomplete during breaks and end of the day.</p>	<p>Multiple-choice test</p>
<p>K5 The types and uses of scaffolding material: tools, tethering, fittings, tube, boards, or system equipment.</p>	<p>Practical assessment with questions</p>
<p>K6 Common scaffold materials: tubes, boards, decking, prefabricated components, systems and fittings, purpose, and use.</p>	<p>Multiple-choice test</p>
<p>K7 The methods of inspection and servicing scaffold materials, components and tools.</p>	<p>Multiple-choice test</p>
<p>K8 The methods of founding scaffolds on differing types of surfaces: soft ground, concrete, and steel.</p>	<p>Multiple-choice test</p>
<p>K9</p>	<p>Practical assessment with questions</p>

KNOWLEDGE	ASSESSMENT METHODS
Scaffolding in public places and pavements: local authority regulations, safety methods and walkways.	
K10 The different techniques and methods used to move, handle and store materials, components and equipment.	Practical assessment with questions
K11 The methods and principles for protecting the public and others during work activities and site security arrangements.	Multiple-choice test
K12 Methods of interpreting and extracting relevant information from drawings, specifications, work instructions manufacturer's instructions. The procedures for when this information may be incorrect.	Multiple-choice test
K13 Verbal communication techniques.	Practical assessment with questions
K14 Team working techniques.	Practical assessment with questions
K15 Methods of attaching and spacing transoms, ledgers and bracing to support working platforms and strengthen the scaffold structure.	Multiple-choice test
K16 Methods of erecting, altering, and dismantling independent scaffolds with feature, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds.	Practical assessment with questions
K17 Methods of erecting, altering, and dismantling independent with stairway access and returns and putlog scaffolds.	Multiple-choice test
K18 Methods of erecting, dismantling independent scaffolds.	Practical assessment with questions
K19 Methods of raising and lowering materials using rope & gin wheel & rope, light lines, and safety knots.	Practical assessment with questions
K20	Practical assessment with

KNOWLEDGE	ASSESSMENT METHODS
Access and work at height equipment: safe use of industry recognised safe systems of work, use of scaffolding steps, personal safety harness, inertia reels.	questions
K21 The statutory requirements for access: ladder towers, stairways, and external ladders.	Multiple-choice test
K22 The types, uses and purpose of prefabricated components (for example beams, ladders, gates), the rules for their assembly and connection to scaffold structures.	Multiple-choice test
K23 Methods of attaching spurs and supports to scaffolds.	Practical assessment with questions
K24 The purpose, types, uses of cantilever sections.	Practical assessment with questions
K25 Loadings of cantilever sections. The methods of transferring cantilever section loadings back to the main scaffold structure.	Practical assessment with questions
K26 The spacing of scaffold ties to restrain sheeted and un-sheeted scaffolds from bespoke design drawing.	Practical assessment with questions
K27 The regulations governing the inspection of basic scaffolds: working at height regulations, inspection frequency, report details, date time, position of scaffold inspected, name of the inspector, document storage and retention.	Multiple-choice test
K28 Awareness of risk assessments, method statements and safe systems of work, and implementing control measures.	Practical assessment with questions
K29 Methods of safely erecting, moving, and dismantling prefabricated aluminium towers.	Multiple-choice test
K30 Environmental responsibilities: organisational procedures, manufacturers' information, statutory regulations, and official guidance regarding the disposal of waste and types of practices	Interview

KNOWLEDGE	ASSESSMENT METHODS
necessary to support achievement of UK's sustainability and net zero goals.	
K31 Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available.	Interview
K32 Equity, diversity and inclusion in the workplace.	Interview
K33 Calculation techniques: component quantities.	Practical assessment with questions
K34 Pre-handover scaffold inspection techniques.	Practical assessment with questions
SKILL	ASSESSMENT METHODS
S1 Follow procedures in line with health and safety and environmental regulations, standards, and guidance.	Practical assessment with questions
S2 Comply with risk assessments, method statements and safe systems of work.	Practical assessment with questions
S3 Inspect and select serviceable scaffold components, tools before use and escalate defects.	Practical assessment with questions
S4 Follow procedures in line with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal.	Interview
S5 Carry, raise, lower, scaffold materials on a working platform.	Practical assessment with questions
S6 Store components tools and equipment.	Practical assessment with questions
S7	Practical assessment with questions

KNOWLEDGE	ASSESSMENT METHODS
Install scaffold cantilevered structural components according to requirements of industry guidance and manufacturer's instructions.	
S8 Protect others within the working vicinity. For example, the public through signage, barriers.	Practical assessment with questions
S9 Install spurs and supports on cantilever sections.	Practical assessment with questions
S10 Select, space, and install the correct number of ties to restrain un-sheeted scaffolds to industry guidance and manufacturer's instructions.	Practical assessment with questions
S11 Determine the component requirements for independent scaffolding with feature for example towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds.	Practical assessment with questions
S12 Organise materials to operate within the industry and manufacturers configurations and tolerances.	Practical assessment with questions
S13 Use lifting equipment safely to haul up scaffold components and equipment to working platform.	Practical assessment with questions
S14 Lay out materials, set out scaffolds to erect and dismantle scaffolds in a safe sequence.	Practical assessment with questions
S15 Inspect scaffolds prior to hand over.	Practical assessment with questions
S16 Use access and work at height equipment in accordance with training, relevant regulations and employer's and manufacturer's instructions.	Practical assessment with questions
S17 Erect and dismantle independent with cantilever section to a maximum height of 2m working platform.	Practical assessment with questions

KNOWLEDGE	ASSESSMENT METHODS
S18 Erect and dismantle independent scaffolds, with features for example, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds.	Practical assessment with questions
S19 Communicate with others verbally for example, internal and external customers, colleagues, and managers.	Practical assessment with questions
S20 Apply team working principles.	Practical assessment with questions
S21 Interpret information from drawings and specifications.	Practical assessment with questions
S22 Follow equity, diversity and inclusion procedures.	Interview
BEHAVIOUR	ASSESSMENT METHODS
B1 Puts health safety and wellbeing first.	Practical assessment with questions
B2 Take ownership of given work within the limits of own competence knowing when to seek advice.	Practical assessment with questions
B3 Team-focused to meet work goals.	Practical assessment with questions
B4 Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice.	Interview
B5 Considers the environment and sustainability.	Interview
B6 Apply equity, diversity, and inclusion principles in dealing with others.	Interview

Mapping of KSBs to grade themes

Practical assessment with questions – Practical Assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Health and safety K20 K28 S1 S2 S16 B1</p>	<p>Access and work at height equipment: safe use of industry recognised safe systems of work, use of scaffolding steps, personal safety harness, inertia reels. (K20)</p> <p>Awareness of risk assessments, method statements and safe systems of work, and implementing control measures. (K28)</p>	<p>Follow procedures in line with health and safety and environmental regulations, standards, and guidance. (S1)</p> <p>Comply with risk assessments, method statements and safe systems of work. (S2)</p> <p>Use access and work at height equipment in accordance with training, relevant regulations and employer’s and manufacturer’s instructions. (S16)</p>	<p>Puts health safety and wellbeing first. (B1)</p>
<p>Tools and components K5 K10 K19 S3 S5 S6 S13</p>	<p>The types and uses of scaffolding material: tools, tethering, fittings, tube, boards, or system equipment. (K5)</p> <p>The different techniques and methods used to move, handle and store materials, components and equipment. (K10)</p> <p>Methods of raising and lowering materials using rope & gin wheel & rope, light lines, and safety knots. (K19)</p>	<p>Inspect and select serviceable scaffold components, tools before use and escalate defects. (S3)</p> <p>Carry, raise, lower, scaffold materials on a working platform. (S5)</p> <p>Store components tools and equipment. (S6)</p> <p>Use lifting equipment safely to haul up scaffold components and equipment to working platform. (S13)</p>	<p>N/A</p>
<p>Planning and setting out K33 S12 S14 S21</p>	<p>Calculation techniques: component quantities. (K33)</p>	<p>Organise materials to operate within the industry and manufacturers configurations and tolerances. (S12)</p>	<p>N/A</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		<p>Lay out materials, set out scaffolds to erect and dismantle scaffolds in a safe sequence. (S14)</p> <p>Interpret information from drawings and specifications. (S21)</p>	
<p>Individual scaffold with cantilever K18 K23 K24 K25 S7 S9 S17 B2</p>	<p>Methods of erecting, dismantling independent scaffolds. (K18)</p> <p>Methods of attaching spurs and supports to scaffolds. (K23)</p> <p>The purpose, types, uses of cantilever sections. (K24)</p> <p>Loadings of cantilever sections. The methods of transferring cantilever section loadings back to the main scaffold structure. (K25)</p>	<p>Install scaffold cantilevered structural components according to requirements of industry guidance and manufacturer's instructions. (S7)</p> <p>Install spurs and supports on cantilever sections. (S9)</p> <p>Erect and dismantle independent with cantilever section to a maximum height of 2m working platform. (S17)</p>	<p>Take ownership of given work within the limits of own competence knowing when to seek advice. (B2)</p>
<p>Group scaffold with feature K9 K14 K16 K26 S8 S10 S11 S18 S20 B3</p>	<p>Scaffolding in public places and pavements: local authority regulations, safety methods and walkways. (K9)</p> <p>Team working techniques. (K14)</p> <p>Methods of erecting, altering, and dismantling independent scaffolds with feature, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds. (K16)</p>	<p>Protect others within the working vicinity. For example, the public through signage, barriers. (S8)</p> <p>Select, space, and install the correct number of ties to restrain un-sheeted scaffolds to industry guidance and manufacturer's instructions. (S10)</p> <p>Determine the component requirements for independent scaffolding with feature for example towers, birdcages, chimney stacks, loading bays with or without</p>	<p>Team-focused to meet work goals. (B3)</p>

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	The spacing of scaffold ties to restrain sheeted and un-sheeted scaffolds from bespoke design drawing. (K26)	<p>beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds. (S11)</p> <p>Erect and dismantle independent scaffolds, with features for example, towers, birdcages, chimney stacks, loading bays with or without beams, truss outs with beams, splays, and bridging sections with beams and gantry scaffolds. (S18)</p> <p>Apply team working principles. (S20)</p>	
Inspection K34 S15	Pre-handover scaffold inspection techniques. (K34)	Inspect scaffolds prior to hand over. (S15)	N/A
Communication K13 K31 S19	<p>Verbal communication techniques. (K13)</p> <p>Awareness of issues and common symptoms and warning signs of stress, anxiety and depression, plus where to go for help and the resources available. (K31)</p>	Communicate with others verbally for example, internal and external customers, colleagues, and managers. (S19)	N/A
CPD B4	N/A	N/A	Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice. (B4)
Environment and	Environmental responsibilities:	Follow procedures in line with environmental	Considers the environment and

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
sustainability K30 S4 B5	organisational procedures, manufacturers' information, statutory regulations, and official guidance regarding the disposal of waste and types of practices necessary to support achievement of UK's sustainability and net zero goals. (K30)	and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal. (S4)	sustainability. (B5)
Equity, diversity and inclusion K32 S22 B6	Equity, diversity and inclusion in the workplace. (K32)	Follow equity, diversity and inclusion procedures. (S22)	Apply equity, diversity, and inclusion principles in dealing with others. (B6)

External quality assurance

Ofqual

Notice period

28 days

Involved employers

Kaefer Ltd, LTC Group 87 Ltd, Connect Scaffolding Ltd, Malvern Scaffolding Ltd, Allied Scaffolding Ltd, Altrad Services, Brogan Group, Chris Sedgeman Scaffolding Ltd, Lyndon/SGB Ltd, Ducker & Young, NASC, CISRS, JMA Ltd, Simian Training Provider.

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