



Highfield Level 2 Foundation Apprenticeship for FA0002 Finishing Trades

Assessment Specification



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Assessment Specification

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Versions:

FA0002 / v1.0

FAFT v1.1

How to use this assessment specification

Welcome to the Highfield Assessment Specification for the Finishing Trades foundation apprenticeship standard.

Highfield is an independent awarding organisation that has been approved to assess and quality assure the Level 2 Finishing Trades foundation apprenticeship standard.

The assessment specification is designed to outline all you need to know about the assessments for this foundation apprenticeship standard and will also provide an overview of the delivery requirements.

Highfield also offers the Highfield Level 2 Finishing Trades Foundation Apprenti-kit, a comprehensive learning resource, designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this learning resource is not a prerequisite for apprentices undertaking the Finishing Trades foundation apprenticeship.

Introduction

Standard overview

Finishing trades relates to painters and decorators, wall tilers and floor layers. Finishing construction work is found in both the new build and refurbishment construction sector. Project size will vary in size ranging from domestic repairs to larger contracts for home builders, commercial and retail developments. Employers and contractors vary in size from small, local family building companies to major home builders and commercial contractors.

The broad purpose is to always work in an efficient and safe manner to support the wider construction team. Daily duties will vary depending on which setting they work at. The apprentice will interact with customers, other trades and the site management team.

Off-the-job training

This foundation apprenticeship requires a minimum 187 hours off-the-job learning. Upon successful completion, the apprentice will be competent in the knowledge, skills and behaviours outlined in this standard. Someone who completes some or all of this content will be part-way through a journey to a more specialist occupation. Taking another apprenticeship after this one is one way of progressing. More information about the main occupations involved can be found via the Skills England website.

Entry requirements

The apprentice must normally be age 16 to 21 at the start of their apprenticeship. Exceptions to this are set out in the Department for Education Apprenticeship Funding Rules.

English and maths qualifications

Apprentices must follow the English and maths formal qualification requirements as set out in the Department for Education Apprenticeship funding rules.

Mandatory qualification

CSCS will issue an Industry Placement card to apprentices upon their application for the foundation apprenticeship, subject to all relevant CSCS published requirements being met.

Mapping to occupational standards

Coverage of each knowledge and skill statement must include each and every occupation it is mapped to, unless expressly stated otherwise. For instance, if skill S1 is mapped to occupation 1 and occupation 2, then the range of coverage must include elements of both 1 and 2 so the apprentice benefits from a broad experience. Competence is to the level described by this foundation apprenticeship's knowledge and skills and not the often higher level of the mapped occupations. Coverage will be a blend of on and off-the-job learning. More information can be found within the knowledge and skills coverage document on the Skills England website.

Assessment roadmap

There is no stipulated order of assessment methods. Apprentices may be assessed at appropriate points (or milestones) throughout their foundation apprenticeship. This will be agreed between the apprentice, provider and/or employer.

If the knowledge and skills mapped to AO1 are required to access the workplace, this assessment should happen early in the programme.

Highfield's approach to assessing this standard is:

- Knowledge Test (AO1 Knowledge statements)
- Question and Answer (AO1 Skill statements)
- Practical Assessment – Portfolio of Evidence (PoE) (AO2/AO3)

In order to take the assessments, the apprentice must be registered with Highfield.

If you have any questions regarding these assessment components, please contact your Highfield customer engagement team.

Assessor and internal quality assurance (IQA) guidance

Assessors

Assessors for this apprenticeship **must** meet the following:

- have knowledge of the subject. Examples to demonstrate subject knowledge include, but are not limited to:
 - a current CV detailing sector experience
 - an up-to-date record of continuous professional development relevant to the sector
 - holding a qualification at the same level or above as the apprenticeship being assessed

- possess or be working towards a recognised assessor qualification. Examples include, but are not limited to:
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

IQA

Internal quality assurers for this apprenticeship **must** meet the following:

- have knowledge of the subject. Examples to demonstrate subject knowledge include, but are not limited to:
 - a current CV detailing sector experience
 - an up-to-date record of continuous professional development relevant to the sector
 - holding a qualification at the same level or above as the apprenticeship being assessed
- possess or be working towards a recognised internal quality assurance qualification. For example:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
 - D34 or V1 Verifier Awards

It is **recommended** that IQAs hold an assessing qualification.

Continuing professional development (CPD)

It is recommended that staff assessing and quality assuring this apprenticeship are supported to maintain up-to-date sector knowledge, including best practices and relevant legislative changes. CPD records can provide clear evidence of this practice.

Countersigning

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new staff who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment and

quality assurance decisions until the point where they meet the requirements as detailed above.

Use of artificial intelligence (AI)

Where AI is used as part of the apprentice's day-to-day work and forms part of a project report, presentation or artefact, it should be referenced as such within the work.

Where AI has been used as part of a portfolio, it should be fully referenced within it.

AI must not be used to produce the report or portfolio.

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Gateway to completion

Gateway to completion requirements

After apprentices have undertaken their assessment, employers and providers will need to complete the gateway to completion confirming the following:

- minimum duration has been met in line with the assessment plan.
- employability skills and behaviours have been suitably demonstrated.

The employer is responsible for verifying that each employability skills and behaviour statement has been suitably demonstrated by the apprentice over the course of the programme. EB6 does not need to be confirmed by the employer but should form a key element of the apprentice's off-the-job training package.

The **gateway to completion** must be completed through the Highfield Assessment Hub.

If you require any support completing this section, please contact your customer engagement team at Highfield Assessment.

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The Finishing Trades foundation apprenticeship standard

Below are the assessment outcomes from the assessment plan. Learning and assessment will be based upon the knowledge and skills statements and the associated assessment outcomes are used to assess and grade the apprentice within each assessment method.

(*) Knowledge and skills statements which offer opportunities to develop functional skills English and maths are identified with an asterisk.

AO1 - Health, safety, regulatory, and environmental responsibilities	
Knowledge Test, Question and Answer	
Assessment outcome	
Demonstrates understanding of and compliance with health, safety and regulatory requirements, including the understanding of appropriate sustainability practices, and waste disposal.	
Knowledge	Amplification
K1 Employee responsibilities under health, safety and welfare regulations relevant to the role*	<p>Health, safety and welfare regulations</p> <ul style="list-style-type: none">• Health and Safety at Work etc. Act - sets out general duties for employers and employees to ensure health, safety and welfare at work• Control of Substances Hazardous to Health (COSHH) Regulations – manages exposure, handling and storage of hazardous substances such as fillers, paints and solvents• Provision and Use of Work Equipment Regulations (PUWER) – mandates that equipment and tools are safe and maintained, for example, ladders, sanders and sprayers• Personal Protective Equipment (PPE) at Work Regulations - wears and maintains items when required

	<ul style="list-style-type: none"> Manual Handling Operations Regulations – uses correct lifting and carrying techniques when moving materials or equipment to reduce the risk of injury Work at Height Regulations – governs safe use of scaffolds and ladders to prevent injury by a fall from height Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) – requires serious accidents, near misses or work-related illnesses to be reported Management of Health and Safety at Work Regulations - following risk assessments, method statements and safe systems of work provided by supervisors or employers Workplace (Health, Safety and Welfare) Regulations - covers standards for workplace conditions, such as ventilation, temperature and welfare facilities Permits to work – a formal written document, which employees must follow the instructions, risk mitigations and safety precautions Emergency procedures – following processes for emergencies, such as fire drills and first aid
<p>K2 Sustainability principles and practices relevant to the role, including waste disposal and the impact of construction trades on the environment.*</p>	<p>Sustainability principles and practices</p> <ul style="list-style-type: none"> Methods of working that reduce the negative environmental impact, such as: <ul style="list-style-type: none"> energy efficiency - switching off unused tools and lighting resource management - cutting carpet and tiles to size to reduce off-cuts and only pouring the required amount of paint out

	<ul style="list-style-type: none"> ○ recycling and reuse - separating materials, such as liquids, packaging cardboard and plastics ○ waste disposal - placing hazardous and general waste in the correct containers ○ pollution prevention - controlling dust, noise and emissions ○ water efficiency – conserving water ○ sustainable procurement - using responsibly sourced materials ○ environmental awareness - following site environmental procedures ○ circular economy - refurbishing or repairing equipment where safe and practical ○ life cycle impact – choosing durable finishes reduces replacement waste <p>Waste disposal</p> <ul style="list-style-type: none"> ● Separate waste correctly, such as into general, hazardous and recyclable ● Follow site signage and instructions for waste ● Ensure hazardous waste is labelled and stored appropriately ● Never dispose of waste in unauthorised areas, such as watercourses ● Recycle and reuse materials where possible <p>Impact of construction trades</p> <ul style="list-style-type: none"> ● The industry often significantly contributes to air, water, noise and land pollution. This then can affect human wellbeing/health.
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<p>K3 Types, use and storage of personal protective equipment (PPE).</p>	<p>Personal protective equipment (PPE)</p> <ul style="list-style-type: none"> • Protective gloves • Hard hat • Hi-visibility vest • Goggles/glasses • Dust mask/respirator • Ear plugs/defenders • Safety footwear • Overalls/apron • Knee pads • Safety harness and lanyard • Certain types of personal protection equipment (PPE) have an expiration date, as materials degrade over time the equipment can lose its protective capabilities
<p>K5 Industry standards and regulations relevant to the role, including fire safety and Building Safety Act and how they interact with each other associated with finishing trades.*</p>	<p>Regulations relevant to the role</p> <ul style="list-style-type: none"> • Fire Safety Act - clarifies that fire safety duties apply to a building's structure, external walls and entrance doors to individual flats • Regulatory Reform (Fire Safety) Order - requires fire risk assessments and measures to reduce risk of fire in workplaces and buildings • Building Safety Act – provides rules for designing, constructing and managing buildings, such as using safe and compliant materials • Construction (Design and Management) Regulations - governs health, safety and welfare in construction projects, including roles and responsibilities

	<ul style="list-style-type: none"> • British Standards (BS EN) - are recognised guidelines and specifications that set quality, safety and performance benchmarks for construction materials and working methods • Approved Documents - sets minimum standards for design and construction, including ventilation, structure, accessibility and fire safety • Industry Codes of Practice - guidelines that set out safe and professional ways of working for tasks like handling materials, applying coatings, fixing tiles or laying floors • Control of Asbestos Regulations – primary legislation for managing asbestos, which requires employers to completely assess risks, implement control measures and provide training
K14 Fundamental principles of equity, inclusion and diversity regulations relevant to the role.*	<p>Principles of equity, inclusion and diversity</p> <ul style="list-style-type: none"> • Ensuring fair treatment and opportunity for all, in line with the Equality Act, which protects people from discrimination based on: <ul style="list-style-type: none"> ○ age ○ disability ○ gender reassignment ○ marriage and civil partnership ○ pregnancy and maternity ○ race ○ religion ○ belief ○ sexual orientation ○ sex (biologically male or female) • Embracing differences in culture and ethnicity

	<ul style="list-style-type: none"> Ensuring no one is discriminated against Challenging inappropriate or discriminatory behaviour Supporting colleagues and customers with different needs <p>Regulations</p> <ul style="list-style-type: none"> Human Rights Act - protects basic rights and freedoms, such as respect for privacy and freedom from discrimination Part-time Workers (Prevention of Less Favourable Treatment) Regulations - ensures part-time employees are treated no less favourably than full-time workers Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations - ensures employees on fixed-term contracts are not disadvantaged compared to permanent staff Reasonable adjustments under the Equality Act - requires employers to make changes in the workplace to support employees with disabilities
<p>K15 Mental and physical health considerations in self and others when working in construction and the importance of reporting issues.</p>	<p>Mental and physical health considerations</p> <ul style="list-style-type: none"> Mental health considerations refer to a person's emotional and psychological wellbeing. Examples within the industry could include: <ul style="list-style-type: none"> recognising signs of stress, anxiety or fatigue in themselves and colleagues recognising the impact of long working hours or shift work on mental health encouraging open conversations about mental wellbeing and reducing stigma

	<ul style="list-style-type: none"> Physical health considerations refer to the condition of the body and its ability to complete tasks. Examples within the industry could include: <ul style="list-style-type: none"> maintaining good hydration, nutrition and rest to support physical wellbeing being aware of musculoskeletal issues from repetitive tasks, heavy lifting or awkward postures preventing hearing damage by using ear protection in noisy environments monitoring for respiratory issues from dust, fumes or poor ventilation taking breaks to reduce strain from physically demanding tasks reporting concerns, such as unsafe working conditions, illness or injury <p>Reporting issues</p> <ul style="list-style-type: none"> Reporting problems to supervisors, managers, mental health first-aiders or support services Informing the relevant individual to ensure that issues are addressed, and accidents and long-term health issues are prevented
Skills	Amplification
S1 Comply with employee responsibilities under health, safety and welfare regulations.*	Employee responsibilities <ul style="list-style-type: none"> Follow health and safety policies and procedures

	<ul style="list-style-type: none"> • Use personal protective equipment (PPE) correctly and report any issues • Use tools and equipment in line with training and guidance • Protect the welfare of themselves and others • Report hazards and unsafe conditions to supervisors • Follow rules for working at height • Follow manual handling techniques • Store and handle hazardous substances correctly • Keep work areas tidy to avoid accidents • Operate equipment and tools safely, in line with training • Co-operate with employers and attend safety training sessions • Attend regular safety training and demonstrate active participation in safety inductions, task briefings and toolbox talks
S2 Use and store PPE.	<p>Use and store PPE</p> <ul style="list-style-type: none"> • Wearing safety boots, gloves, goggles and appropriate clothing when required • Checking PPE for damage or defects before each use • Using PPE correctly in line with training and manufacturer's instructions • Selecting the right type of PPE for the specific task, such as respiratory protection when working in dusty areas • Keeping PPE clean and in good working order to maintain effectiveness • Storing PPE in designated clean, dry areas and away from contamination or damage

	<ul style="list-style-type: none"> • Returning damaged or defective PPE for replacement rather than continuing to use it • Ensuring shared PPE is sanitised between uses to protect health and hygiene
<p>S10 Dispose of waste safely and sustainably. Segregate resources for reuse and recycling.</p>	<p>Dispose of waste safely</p> <ul style="list-style-type: none"> • Placing general, recyclable and hazardous waste into the correct labelled containers • Separating materials for recycling • Returning unused or surplus materials to stores for reuse on future tasks • Disposing of hazardous substances, such as adhesives, paint or sealants, in line with site procedures and regulations • Using designated skips or collection points rather than leaving waste scattered on site • Following site environmental management plans for safe waste handling and disposal • Preventing harm to people and the environment by never pouring liquids into drains

AO2 - General construction practices	
Portfolio of Evidence	
Assessment outcome	
Demonstrates knowledge and skills in common construction techniques, functional requirements, roles and responsibilities and ways of working.	
Knowledge	Amplification
K4 Common construction techniques and basic functional requirements of a building: walls, roofs, floors and fenestrations and how they interact.	<p>Construction techniques</p> <ul style="list-style-type: none"> Methods and processes used to prepare, apply and finish surfaces, for example: <ul style="list-style-type: none"> applying paint or wallpaper evenly laying tiles and adhesive measuring and setting out flooring materials <p>Basic functional requirements of a building</p> <ul style="list-style-type: none"> Strength and stability Weather resistance Protection from damp Sound and thermal insulation Fire resistance Privacy Durability
K6 Roles and responsibilities of an employee and other relevant personnel in the workplace.	<p>Roles and responsibilities of an employee and other relevant personnel</p> <ul style="list-style-type: none"> Employee - following instructions, completing tasks safely, using PPE correctly, reporting hazards and working co-operatively with others

	<ul style="list-style-type: none"> • Supervisor/manager - allocating work, monitoring performance, ensuring health and safety procedures are followed and providing feedback • Site manager - co-ordinating site operations, ensuring compliance with regulations and liaising with contractors/clients • Client or building owner - defining project requirements, ensuring legal duties are met and approving work progress • Health and safety officer - carrying out risk assessments, advising on safe systems of work and investigating incidents or near misses • Fire marshal or warden - supporting fire prevention measures, organising evacuations and checking escape routes are clear • Colleagues/other trades - supporting one another, sharing information and maintaining safe and efficient working practices
K9 Work area preparation and maintenance techniques.*	<p>Work area preparation</p> <ul style="list-style-type: none"> • Clear the workspace of furniture or obstacles • Protect the surrounding areas with coverings such as dust sheets • Set safety barriers, cones or signage up • Prepare the surface by checking it is clean and dry • Organise equipment and materials needed for the task • Complete safety checks on the area • Ensure the area has sufficient lighting and ventilation <p>Work area maintenance</p> <ul style="list-style-type: none"> • Keep walkways and paths clear • Control dust and debris to avoid buildup • Return tools to their designated area when no longer needed

	<ul style="list-style-type: none"> • Keep windows or doors open for ventilation • Ensure area coverings are still in place • Clear waste and mess throughout
K13 The importance of customer service to their organisation.	Importance of customer service <ul style="list-style-type: none"> • Customer service can impact the way the public see the organisation and treat it • It includes handling complaints professionally, responding to questions and providing a positive experience • Good customer service can increase sales, trust and loyalty • Bad customer service can damage the reputation and reduce sales
Skills S3 Follow written and verbal work instructions.*	Amplification <p>Written work instructions</p> <ul style="list-style-type: none"> • Read, understand and follow written instructions accurately, such as risk assessments and method statements • Examples include: <ul style="list-style-type: none"> ○ reading a job sheet to pick paint colours and finishes ○ following manufacturer guidelines for mixing and applying materials, such as tile adhesive ○ checking building/room layout drawings <p>Verbal work instructions</p> <ul style="list-style-type: none"> • Listen carefully, confirm understanding and follow verbal instructions • Examples include: <ul style="list-style-type: none"> ○ a site manager explaining the order of rooms to decorate ○ being told to adjust tile layout around obstructions

<p>S9 Prepare and maintain the work area.</p>	<ul style="list-style-type: none"> ○ receiving instruction to delay flooring fitting <p>Prepare the work area</p> <ul style="list-style-type: none"> ● Clear the workspace of furniture or obstacles ● Protect the surrounding areas with coverings such as dust sheets ● Set safety barriers, cones or signage up ● Prepare the surface by checking it is clean and dry ● Organise equipment and materials needed for the task ● Complete safety checks on the area ● Ensure the area has sufficient lighting and ventilation <p>Maintain the work area</p> <ul style="list-style-type: none"> ● Keep walkways and paths clear ● Control dust and debris to avoid buildup ● Return tools to their designated area when no longer needed ● Keep windows or doors open for ventilation ● Ensure area coverings are still in place ● Clear waste and mess throughout
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AO3 - Materials, tools, and tasks	
Portfolio of Evidence	
Assessment outcome	
Demonstrates knowledge and skills in the use of materials, tools, and techniques used in finishing trades, and carries out simple tasks and repairs.	
Knowledge	Amplification
K7 Use and characteristics of common materials and components , including material preparation associated with finishing trades.*	<p>Common materials and components</p> <ul style="list-style-type: none"> • Paint and coatings: <ul style="list-style-type: none"> ○ water-based or oil-based ○ matte, satin, gloss or eggshell finish • Primers and undercoats • Wallpaper and wall coverings • Finishing materials: <ul style="list-style-type: none"> ○ varnishes and stains • Tiles: <ul style="list-style-type: none"> ○ ceramic, porcelain or natural stone • Adhesive • Grout • Trims, edging and skirting • Floor coverings: <ul style="list-style-type: none"> ○ laminate, carpet or vinyl • Underlays: <ul style="list-style-type: none"> ○ foam, felt, rubber or fibreboard • Adhesive and fixings

<p>K8 Types, use and storage techniques of tools and equipment associated with finishing trades.</p>	<p>Tools and equipment</p> <ul style="list-style-type: none"> • Brushes and rollers • Dust sheets • Spray guns • Adhesive tape • Tile cutters • Spacers • Trowel • Tape measure • Knife • Saw • Hammer • Ladders • Buckets/mixing equipment
<p>K10 Techniques to carry out simple tasks associated with finishing trades.*</p>	<p>Simple tasks associated with finishing trades</p> <ul style="list-style-type: none"> • Routine tasks that support the preparation and application of finishes. Examples include: <ul style="list-style-type: none"> ○ sanding and priming walls ○ applying a first coat ○ mixing grout ○ fixing tiles with correct spacing ○ sweeping and preparing the area ○ applying underlay ○ cutting and laying flooring
<p>K11 Methods of protecting materials and work in progress associated with finishing trades from damage, weather and theft.</p>	<p>Protecting materials and work</p> <ul style="list-style-type: none"> • Storing materials in secure, locked and dry areas

	<ul style="list-style-type: none"> • Covering work that is in progress with tarpaulins or sheeting • Transporting tiles, flooring and paint carefully to avoid damage • Using barriers and signage to mark off areas • Organising and stacking materials safely • Keeping materials away from extreme weather • Scheduling deliveries to minimise excess materials left on site • Securing tools and equipment to prevent theft
K12 Techniques to carry out simple repair tasks associated with finishing trades.*	<p>Simple repair tasks associated with finishing trades</p> <ul style="list-style-type: none"> • Minor repairs that can be completed without specialist knowledge. Examples include: <ul style="list-style-type: none"> ○ filling small cracks or holes ○ reapplying sealant ○ replacing cracked or loose tiles ○ resealing edges ○ replacing patches of flooring ○ securing carpet edges
Skills S4 Apply techniques to carry out simple tasks associated with finishing trades.*	<p>Amplification</p> <p>Simple tasks associated with finishing trades</p> <ul style="list-style-type: none"> • Routine tasks that support the preparation and application of finishes. Examples include: <ul style="list-style-type: none"> ○ sanding and priming walls ○ applying a first coat ○ mixing grout ○ fixing tiles with correct spacing ○ sweeping and preparing the area ○ applying underlay

	<ul style="list-style-type: none"> ○ cutting and laying flooring <p>S5 Protect work in progress and materials from for example, damage, weather or theft.</p> <p>Protect work in progress and materials</p> <ul style="list-style-type: none"> ● Storing materials in secure, locked and dry areas ● Covering work that is in progress with tarpaulins or sheeting ● Transporting tiles, flooring and paint carefully to avoid damage ● Using barriers and signage to mark off areas ● Organising and stacking materials safely ● Keeping materials away from extreme weather ● Scheduling deliveries to minimise excess materials left on site ● Securing tools and equipment to prevent theft
<p>S6 Apply techniques to carry out simple repairs associated with finishing trades.*</p>	<p>Simple repairs associated with finishing trades</p> <ul style="list-style-type: none"> ● Minor repairs that can be completed without specialist knowledge. Examples include: <ul style="list-style-type: none"> ○ filling small cracks or holes ○ reapplying sealant ○ replacing cracked or loose tiles ○ resealing edges ○ replacing patches of flooring ○ securing carpet edges
<p>S7 Prepare and use materials associated with finishing trades.</p>	<p>Materials associated with finishing trades</p> <ul style="list-style-type: none"> ● Paint and coatings: <ul style="list-style-type: none"> ○ water-based or oil-based ○ matte, satin, gloss or eggshell finish ● Primers and undercoats ● Wallpaper and wall coverings ● Finishing materials:

	<ul style="list-style-type: none"> ○ varnishes and stains ● Tiles: <ul style="list-style-type: none"> ○ ceramic, porcelain or natural stone ● Adhesive ● Grout ● Trims, edging and skirting ● Floor coverings: <ul style="list-style-type: none"> ○ laminate, carpet or vinyl ● Underlays: <ul style="list-style-type: none"> ○ foam, felt, rubber or fibreboard ● Adhesive and fixings
<p>S8 Use and store tools and equipment associated with finishing trades.</p>	<p>Tools and equipment</p> <ul style="list-style-type: none"> ● Brushes and rollers ● Dust sheets ● Spray guns ● Adhesive tape ● Tile cutters ● Spacers ● Trowel ● Tape measure ● Knife ● Saw ● Hammer ● Ladders ● Buckets/mixing equipment

Employability skills and behaviours

Behaviours

EB1: Communicate and share information using verbal, non-verbal, written and digital methods.

EB2: Act in a professional manner including good time keeping and conduct.

EB3: Apply new learning and feedback to everyday practice.

EB4: Complete own work tasks and ask for help when needed.

EB5: Work with colleagues to contribute to team outcomes.

EB6: Seek ways to manage own financial, health and wellbeing needs using available resources.

EB7: Overcome challenges and adapt to changes at work.

EB8: Work in line with health, safety and environmental requirements.

Behaviours must be confirmed by the employer and confirmed on the gateway to completion section in the Highfield Assessment Hub.

EB6 does not need to be confirmed by the employer but should form a key element of the apprentice's off-the-job training package.

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Assessing AO1 – knowledge test and question and answer

Knowledge test

The test consists of **20 questions** including multiple-choice questions and will last **60 minutes**. The **pass** mark is 12 out of 20.

The multiple-choice test may be delivered online or paper-based and should be taken in controlled conditions in line with Highfield's invigilation policy. The test is closed-book which means that the apprentice cannot refer to reference books or materials. The test must be marked by Highfield.

The knowledge test will cover knowledge statements within AO1 as stipulated in this specification.

In each paper, questions will cover each of the knowledge statements, however, not every aspect of every area will be covered in every test.

Question and answer

There will be a minimum of **3 questions** asked by an assessor in **30 minutes**.

The question and answer will assess the skill statements within AO1 as stipulated in this specification.

The question and answer may be delivered online or in person and should be taken in controlled conditions in line with Highfield's invigilation policy.

The questions can be asked by the provider and the answers recorded and submitted to Highfield. Alternatively, the questions can be asked by a Highfield Assessor. In both cases the responses will be marked by Highfield. Further guidance can be found in the Highfield Support Pack.

Before the assessment

Employers/providers should:

- brief the apprentice on the areas that will be assessed by the knowledge test and question and answer.
- in readiness for the assessment, set the apprentice a mock knowledge test and question and answer. A mock knowledge test and questions are available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

Grading the knowledge test and question and answer assessment

Apprentices will be marked against statements included in the tables on the following pages.

- To achieve a **pass**, apprentices must achieve all of the knowledge and skills statements
- **Unsuccessful** apprentices will have not achieved all of the knowledge and skills statements

Knowledge test criteria

K1 Employee responsibilities under health, safety and welfare regulations relevant to the role.*

K2 Sustainability principles and practices relevant to the role, including waste disposal and the impact of construction trades on the environment.*

K3 Types, use and storage of personal protective equipment (PPE).

K5 Industry standards and regulations relevant to the role, including fire safety and Building Safety Act and how they interact with each other associated with finishing trades.*

K14 Fundamental principles of equity, inclusion and diversity regulations relevant to the role.*

K15 Mental and physical health considerations in self and others when working in construction and the importance of reporting issues.

Question and answer criteria

S1 Comply with employee responsibilities under health, safety and welfare regulations.*

S2 Use and store PPE.

S10 Dispose of waste safely and sustainably. Segregate resources for reuse and recycling.

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Assessing AO2 and AO3 – portfolio of evidence

Portfolio of evidence

The apprentice must compile a portfolio of evidence that is mapped against the knowledge and skills (KSs) assessed by a portfolio of evidence.

Evidence may be used to demonstrate more than one knowledge and skill as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- work-based observation
- workplace documentation and records
- workplace policies and procedures
- expert witness testimonies
- annotated photographs
- evidence of ongoing professional development
- reflective accounts, countersigned by a manager

This is not a definitive list and other evidence sources are possible.

The portfolio can include reflective accounts and employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

Expert witness testimonies can be completed where observations cannot be conducted due to:

- logistical and operational barriers
- confidentiality and privacy restrictions
- health and safety concerns

Expert witness testimonies must be completed by an individual with:

- direct knowledge of the subject area
- clear understanding of the assessment criteria

The portfolio must be compiled alongside a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

Before the assessment

Employers/providers should:

- ensure the apprentice knows which areas will be assessed (outlined on the following pages)
- ensure the apprentice is aware of evidence permitted to form part of the portfolio of evidence

Grading the portfolio of evidence

Apprentices will be marked against the statements included in the tables on the following pages. The portfolio of evidence can be marked by Highfield or the provider.

- To achieve a **pass**, apprentices must achieve all of the knowledge and skills statements
- **Unsuccessful** apprentices will not have achieved all of the knowledge and skills statements

Portfolio of evidence
To pass, the following must be evidenced.
K4 Common construction techniques and basic functional requirements of a building: walls, roofs, floors and fenestrations and how they interact.
K6 Roles and responsibilities of an employee and other relevant personnel in the workplace.
K7 Use and characteristics of common materials and components, including material preparation associated with finishing trades.*
K8 Types, use and storage techniques of tools and equipment associated with finishing trades.
K9 Work area preparation and maintenance techniques.*
K10 Techniques to carry out simple tasks associated with finishing trades.*
K11 Methods of protecting materials and work in progress associated with finishing trades from damage, weather and theft.
K12 Techniques to carry out simple repair tasks associated with finishing trades.*
K13 The importance of customer service to their organisation.
S3 Follow written and verbal work instructions.*
S4 Apply techniques to carry out simple tasks associated with finishing trades.*
S5 Protect work in progress and materials from for example, damage, weather or theft.
S6 Apply techniques to carry out simple repairs associated with finishing trades.*

S7 Prepare and use materials associated with finishing trades.

S8 Use and store tools and equipment associated with finishing trades.

S9 Prepare and maintain the work area.

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Grading

The apprenticeship is graded pass or fail.

To achieve a pass, the apprentice is required to pass each of the assessment methods.

The overall grade for the apprentice is determined using the matrix below.

Knowledge test	Question and answer	Portfolio of evidence	Overall grade awarded
Fail any of the assessment methods			Fail
Pass	Pass	Pass	Pass

Reattempt information

If a reattempt is required for Highfield marked methods, please call the Highfield scheduling team to arrange the reattempt.

If you have any questions, please contact the Highfield customer engagement team or refer to the Highfield Support Pack.

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