

ST0984 Level 2 General builder

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 2 General builder apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

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

Assessment Outcome	Mapping
AO1: Health, safety, and risk management in building work Applies health and safety legislation, standards, and guidance across general building activities by identifying hazards, using PPE, following safe systems of work, and maintaining situational awareness to protect self, others, and the work environment.	K1*, K2, K3 S1*, S2

Assessment Outcome	Mapping
AO2: Work planning, preparation, and resource management Uses drawings, specifications, and basic digital information to plan building activities, prepare the work area, estimate and select resources, and organise tools, materials, and equipment.	K10*, K11*, K12*, K25, K27, K33: S5*, S6*, S7, S8, S21, S22
AO3: Masonry and structural building operations Applies masonry and structural building techniques to construct, alter, and repair building elements, including setting out and constructing brick and block work, installing masonry components, undertaking basic concrete and drainage works, and carrying out structural alterations.	K6, K7*, K8, K9, K13, K14, K15, K16, K26, K34: S9*, S10, S19, S20
AO4: Carpentry and timber installation operations Uses first and second fix carpentry techniques to install and finish structural and non-structural timber components, including floors, partitions, doors, and associated fixings and ironmongery.	K17, K18, K19: S11, S12, S13:
AO5: Plastering, dry lining, and rendering operations Carries out internal and external finishing operations by fixing plasterboard and applying plaster and render systems, including base and finishing coats.	K20, K21*, K22* S14, S15, S16
AO6: Painting and surface finishing operations Prepares and finishes building surfaces by identifying defects, preparing	K23, K24* S17, S18

Assessment Outcome	Mapping
backgrounds, and applying paint systems to internal and external elements.	
AO7: Quality, sustainability, and professional working practice Identifies defects and undertakes remedial actions, protects materials and completed work, applies environmental and sustainability requirements, communicates effectively using construction terminology, works collaboratively with others, supports inclusive and safe working practices, monitors own wellbeing and that of others, and recognises when to escalate tasks beyond personal competence.	K4, K5, K28, K29, K30, K31, K32: S3*, S4* , S23, S24

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **observation** or **simulation**.

Any additional assessments must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **additional observations**
- **additional simulations**
- **question and answer**
- **interview**
- **written test**
- **portfolio**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessment outcomes **AO3, AO4, AO5** and **AO6** must be assessed through either an observation or a simulation.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Assessment organisations must have due regard to all relevant frameworks, standards, and industry-recognised practices and guidance published by regulators, professional bodies, Sector Representative Organisations (SROs) and Standard Setting Bodies (SSBs).

This assessment plan will be updated to specify the title, version and date of the Industry Competence Steering Group (ICSG) competence frameworks once published, and awarding organisations are required to fully align with the ICSG competence frameworks once they have been included in this assessment plan.

Employers expect apprentices to work in accordance with manufacturer's instructions and specifications. Where these do not exist, apprentices must work to specifications set by the assessment organisation, with a maximum deviation tolerance of 3mm for skills assessed in AO3, AO4, AO5, and 1mm for skills assessed in AO6.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Applies knowledge, facts, procedures and ideas of a general builder, appropriately in a significant range of varied work activities and contexts, some of which are complex or non-routine.	Applies knowledge, facts, procedures and ideas of a general builder, with consistently high accuracy, insights or efficiency in a significant range of varied work activities and contexts, some of which are complex or non-routine.
Applied Skills	Selects and applies practical general builder skills consistently in a significant range of varied work activities and contexts, some of which	Integrates practical general builder skills with precision in a significant range of varied work activities and contexts, some of which are

	are complex or non-routine. Solves straight-forward, well-defined general building problems, to an acceptable standard.	complex or non-routine. Solves straight-forward, well-defined general building problems, that add value.
Regulatory and Procedural Awareness	Gathers and interprets health and safety legislation, regulation, and guidance relevant to the general builder role, with minimal noncritical errors, although depth of insight or adaptability may be limited.	Applies interpretation of health and safety legislation, regulations, and guidance relevant to the general builder role, with minimal noncritical errors and with reasonable depth of insight or adaptability.
Communication and Collaboration	Communicates and collaborates effectively within a team or group setting, delivering reliable general builder service delivery.	Communicates with clarity and sensitivity, within a team or group setting, delivering a courteous general builder service delivery.
Information Use and Decision Making	Gathers and interprets information relevant to the general builder role, informing decisions and actions that are fit for purpose in the work context.	Applies interpretation of information and feedback relevant to the general builder role, shaping actions that add value.
Responsibility and Autonomy	Takes responsibility for completing general builder tasks and procedures. Exercises autonomy and judgement subject to overall direction or guidance. May collaborate with others perhaps through a work group or team.	Exercises informed judgement and self-direction when taking responsibility for completing general builder tasks and procedures anticipating the needs of the task or team.