# Questionnaire

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# Level 3 Plasterer Trailblazer Apprenticeship (on-programme)

Following sign-off of the Plasterer Trailblazer standard approved by government, the draft on-programme content has been developed in consultation with technical experts to meet the requirements laid out by the standard.  The content has been designed to cover both core knowledge and skills delivered and assessed in a college environment, and the on-site competency content assessed in the workplace.

The draft training specification contains unitised content and can be downloaded [here](http://cdn.cityandguilds.com/ProductDocuments/Construction/Construction/6708/Apprenticeship_consultation/DRAFT_Level_3_Plastering_Apprenticeship_-_Training_Specification_v7.pdf)

The approved standard can be found on the government website [here](https://www.gov.uk/government/publications/apprenticeship-standard-plasterer)

Your feedback on draft on-programme structure, content and assessment proposals will be taken into consideration during the development phase.

Please return completed questionnaires to [CONSTRUCTION@cityandguilds.com](mailto:CONSTRUCTION@cityandguilds.com) by **Sunday 30th June 2017.**

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| **Name:** |  |
| **Position:** |  |
| **Organisation name:** |  |
| **Type of organisation:** | **eg employer of Plasterers, college, training provider** |

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| **Structure**  We are looking at how best to structure the core content and the pathways included.  The plasterer trailblazer consists of 17 units. Apprentices must complete all core units plus the required units for their chosen pathway, either solid or fibrous. Core units Construction considerations for plastering work   * Communicating and working in the construction industry * Communicating and providing customer service * Health and safety for plastering * Dry lining, metal furring (MF) ceilings and metal stud partitioning * Solid plastering for internal walls and surfaces * Running in-situ mouldings and producing and installing basic fibrous plasterwork * Applying and finishing internal solid plastering * Matching and reinstating plain plaster moulding sections   Solid pathway units   * External solid rendering * Floor screed systems * Applying and finishing external rendering * Installing dry lining systems   Fibrous pathway units   * Fibrous plastering in the workshop * Fibrous plastering on site * Producing plaster mouldings * Fixing pre-cast architectural mouldings |
| 1. Do you feel the core and pathway unit requirements (rules of combination) for the on-programme content are appropriate? If no, why? |
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| 2. Do you feel both pathways are balanced and representative of industry requirements? If no, why? |
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| **Unit Content - Core Units**  We have worked with technical experts on the development of the unit content but we need your feedback to validate the accuracy and ensure the content is comprehensive.  The next questions refer to the nine Core units. |
| 3. With reference to unit ‘Construction considerations for plastering work’, is the technical content comprehensive and accurate? If no, why? |
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| 4. With reference to unit ‘Communicating and working in the construction industry', is the technical content comprehensive and accurate? If no, why? |
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| 5. With reference to unit ‘Communicating and providing customer service', is the technical content comprehensive and accurate? If no, why? |
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| 6. With reference to unit ‘Health and safety for plastering', is the technical content comprehensive and accurate? If no, why? |
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| 7. With reference to unit ‘Dry lining, metal furring (MF) ceilings and metal stud partitioning', is the technical content comprehensive and accurate? If no, why? |
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| 8. With reference to unit ‘Solid plastering for internal walls and surfaces', is the technical content comprehensive and accurate? If no, why? |
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| 9. With reference to unit ‘Running in-situ mouldings and producing and installing basic fibrous plasterwork', is the technical content comprehensive and accurate? If no, why? |
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| 10. With reference to unit ‘Applying and finishing internal solid plastering', is the technical content comprehensive and accurate? If no, why? |
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| 11. With reference to unit ‘Matching and reinstating plain plaster moulding sections', is the technical content comprehensive and accurate? If no, why? |
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| **Unit Content - Solid Pathway**  The next questions refer to the four units in the Solid pathway. |
| 12. With reference to unit 'External solid rendering', is the technical content comprehensive and accurate? If no, why? |
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| 13. With reference to unit ‘Floor screed systems’, is the technical content comprehensive and accurate? If no, why? |
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| 14. With reference to unit ‘Applying and finishing external rendering’, is the technical content comprehensive and accurate? If no, why? |
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| 15. With reference to unit ‘Installing dry lining systems’, is the technical content comprehensive and accurate? If no, why? |
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| **Unit Content - Fibrous Pathway**  The next questions refer to the four units in the Fibrous pathway. |
| 16. With reference to unit ‘Fibrous plastering in the workshop’, is the technical content comprehensive and accurate? If no, why? |
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| 17. With reference to unit ‘Fibrous plastering on site’, is the technical content comprehensive and accurate? If no, why? |
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| 18. With reference to unit ‘Producing plaster mouldings’, is the technical content comprehensive and accurate? If no, why? |
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| 19. With reference to unit ‘Fixing pre-cast architectural mouldings’, is the technical content comprehensive and accurate? If no, why? |
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| 20. For all units, Is the ‘delivery guidance’ section helpful? What additional information should be provided? |
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| **Assessment Requirements** The proposed assessments for the on-programme delivery include practical assignments, work-based practical assignments and online multiple choice knowledge tests.    Each assessment will cover multiple units.  Apprentices will be assessed both within the college environment and in the workplace under real working conditions. |
| 21. Are the proposed assessment methods appropriate? Do you foresee any potential issues with the delivery of these types of assessment? |
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| **Potential Barriers**  The on-program content has been written so that it does not present unnecessary barriers to delivering the content. |
| 22. From your point of view, do you see any barriers to the delivery of these units, for example around resources or equipment? |
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| **Other Feedback**  We welcome your general feedback on the offer. |
| 23. What further comments would you like to make about the draft on-program content? Please summarise what your overall opinion is of this drafted offer. |
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| Many thanks for your time and feedback. |