

Vehicle Damage Paint Technician level 3 End-Point Assessment Plan

Summary of Assessment

Introduction & Overview

This document is based on the apprenticeship standard for the Vehicle damage paint technician. Contained within this document are the requirements for the end-point assessment (EPA) designed to prove occupational competence of apprentices following comprehensive training, development and occupational mentoring. Training shall have been carried out by a training provider selected from the apprenticeship provider and assessment register (APAR).

This document sets out the requirements for end-point assessment (EPA) for the Vehicle damage paint technician apprenticeship standard. It is written for end-point assessment organisations who need to know how EPA for this apprenticeship must operate. It will also be of interest to Vehicle damage paint technician apprentices, their employers and training providers.

Full time apprentices will typically spend 36 months on-programme working towards the apprenticeship standard and must complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation.

The apprentice must have achieved English and mathematics qualifications in line with the apprenticeship funding rules.

They are also required to complete a mandatory portfolio of evidence that will be used as a basis for the “professional discussion” method of assessment which is described later on in this plan.

The EPA must be completed over a maximum total assessment time of 13 hours 15 minutes (knowledge test = 90 minutes, professional discussion= 45 minutes and practical skills test = 11 hours) within a three-month period, after the apprentice has met the EPA gateway requirements. The practical skills task is to be completed over a two day period.

An approved end-point assessment organisation (EPAO) must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR)..

The EPA consists of three distinct assessment methods:

- knowledge test
- professional discussion (supported by a portfolio of evidence)
- practical skills test

Performance in the EPA will determine the apprenticeship grade of fail, pass or distinction.

The EPA shall only commence once the employer is confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard.

It is advisable that the employers involved make this decision in consultation with the training provider and the apprentice.

The behavioural, knowledge and skills assessments outlined are designed to cover the breadth of the standard and reflect the current job functions of a Vehicle damage paint technician working in the collision repair sector.

Diagram 1. Typical vehicle damage paint technician apprenticeship summary

| On-programme (typically 36 months) | End-Point Assessment Gateway | End-Point Assessment (to be completed within 3 months of passing through the Gateway) |
|---|---|--|
| <p>Training to develop the occupation standard's knowledge, skills and behaviours</p> <p>Updating mandatory portfolio of evidence</p> <p>complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</p> | <p>achieved English and mathematics qualifications in line with the apprenticeship funding rules</p> <p>Submission of completed portfolio of evidence</p> <p>Employer confirms apprentice is consistently working at or above the level of the standard Vehicle damage paint technician</p> | <p>Knowledge test</p> <p>Professional discussion (supported by portfolio of evidence)</p> <p>Practical skills test</p> <p>Graded fail, pass or distinction</p> |

Diagram 2. End-Point Assessment overview

| EPA overview (See Annex A and B for detail) | | | | | |
|--|--------------------------------------|--------------------|---------------------------|-----------------------|---|
| Assessment Method | Area Assessed | Assessed by | Grading | Time Allowance | Rules |
| Knowledge Test | <i>Knowledge & understanding</i> | EPAO | Fail, Pass or Distinction | 90 minutes | Shall achieve a pass prior to Professional discussion |

| | | | | | |
|---|---|------|---------------------------|--|---|
| Professional discussion (supported by portfolio of evidence) | <i>Knowledge, understanding and behaviours</i> | EPAO | Fail, Pass or Distinction | 45 minutes + 10% extra if required | Shall achieve a pass prior to Practical skills test |
| Practical skills test | Knowledge, Understanding, Skills and Behaviours | EPAO | Fail, Pass or Distinction | 11 hours over 2 consecutive days (individual tasks allowed time specified) | |
| Assessments should be completed within 3 months of passing through the Gateway. Where significant additional learning needs have been identified a new agreement that the apprentice can proceed to EPA should be agreed with the employer following the additional learning provision. | | | | | |

Assessment gateway

End-Point Assessment Gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. Employers may wish to take advice from their apprentice's training provider(s).

Gateway requirements:

- the apprentice must have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- the mandatory portfolio of evidence (which supports the Professional Discussion) must be submitted. See "Portfolio of evidence" section below

Portfolio of evidence

On commencement of the apprenticeship the apprentice must begin to retain a portfolio of evidence which must be finalised before passing through the gateway.

A completed portfolio of evidence is a **compulsory** EPA gateway requirement, that underpins the EPA Professional Discussion component.

Employers and training providers are free to devise their own version of the portfolio of evidence, but the portfolio of evidence must contain the following information:

- the name of the apprentice
- details of the apprentice's workplace
- evidence to support the knowledge, skills and behaviours of the apprenticeship standard that are mapped to the professional discussion assessment method (see Annex B). Each of these knowledge, skills and behaviours statements should be evidenced twice. (Evidence can be provided through a range of sources, for example work reviews and customer feedback)
- records of learning activities targeting their own performance (to support demonstration of Behaviour B5 – taking responsibility for personal development).

- confirmation from the line manager that the tasks evidenced in the portfolio were completed to the required standard of the organisation
- document the off-the-job training that has taken place during the on-programme phase, with the required amount of off-the-job training in line with the apprenticeship funding rules
- copy of English and mathematics certificates

The apprentice's employer must sign-off the portfolio of evidence, thereby confirming the demonstration of competence against the knowledge, skills and behaviours (KSBs) across the standard and that the apprentice is ready to take the EPA.

The apprentice must submit their portfolio of evidence to their EPAO when applying for the EPA. An independent assessor will check qualification outcomes and review the portfolio to glean personalised information that will assist the 'Professional Discussion' component of the EPA.

End-point Assessment Methods, Timescale and Location

What shall be assessed at each stage of the assessment

The EPA shall be used to assess the knowledge, skills and behaviours included in the apprenticeship standard. See Appendix B for a table showing how assessment methods align to the standard.

The EPA consists of three distinct assessment methods:

- knowledge test
- professional discussion (supported by a portfolio of evidence)
- practical skills test

The EPA must be completed over a maximum period of 3 months, after the apprentice has met the EPA gateway requirements and the EPAO has confirmed that the gateway requirements have been met.

The assessment methods must be completed in the order outlined in diagram 2.

EPAOs must ensure that the knowledge test and professional discussion are conducted in a suitable controlled environment such as a quiet room free from distraction and influence, with the necessary equipment for each assessment method (for example, computer). It is anticipated that EPAOs will use the apprentice's employer's premises wherever possible to minimise costs. They may be conducted face-to-face or via an electronic platform for example, electronic test or video-conferencing. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an electronic option be used. For example, screen share and 360-degree camera function with an administrator and or invigilator when taking the knowledge test online.

The test venue shall have access to appropriate resources to conduct the assessment such as appropriately trained invigilation staff (provided by the end-point assessment organisation, robust IT equipment and infrastructure to enable effective use of any technology used.

Requirements for each assessment method are detailed below.

How the assessment shall be administered

Method 1 – Knowledge test

The knowledge assessment shall be a multiple-choice test. This may be a paper based or an electronic test.

Key facts:

- apprentices must complete a knowledge test during the EPA period
- the examination venue shall have been approved by the EPAO prior to the examination taking place
- apprentices must take the knowledge test in the presence of an EPAO administrator and or invigilator
- the maximum administrator and or invigilator to apprentice ratio must be 1 to 10 if face-to-face; or 1 to 5 if remote
- the knowledge test must represent an EPA weighting of one third of the overall apprenticeship assessment
- the knowledge test must be closed book so the apprentice can't refer to reference books or materials
- the knowledge test must consist of 60 randomly selected multiple-choice questions
- each question shall have four options. Three of these are distractors and one of the choices is correct
- each question answered correctly must be assigned 1 mark, any incorrect or missing answers must be assigned 0 marks
- EPAOs must develop 'test banks' of sufficient size to prevent predictability and review them regularly (at least once a year) to ensure they, and the questions they contain, are fit for purpose
- the assessment shall be completed within the 90 minute allocated timescale
- knowledge tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is permissible
- EPAOs must develop and maintain a knowledge test question bank of sufficient size to prevent predictability and review them at least once per year
- EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes
- independent assessors must award a grade using the following grading boundaries

| Grading boundaries | Fail | Pass | Distinction |
|--------------------|------|-------|-------------|
| Marks | 0-47 | 48-53 | 54-60 |

The EPAO must have in place clear arrangements for making reasonable adjustments for this standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods. This may involve the apprentice having additional time for the knowledge test.

Method 2 - Professional discussion (supported by a portfolio of evidence)

The purpose of the assessment is to determine the extent to which the apprentice understands the requirements of their role as defined by the standard and to explore them through discussion.

The professional discussion (supported by a portfolio of evidence) shall be a face-to-face session involving the apprentice and the end-point assessor. The portfolio will be used as a source of evidence by which apprentices can exemplify their responses to questions asked by the assessor. Modern communication software applications may be used but it is the responsibility of the EPAO to ensure the application and the infrastructures are fit for purpose so as not to disadvantage the apprentice whilst assuring quality and standardisation are not compromised.

The professional discussion will take place after successful completion of the knowledge test.

The apprentice will achieve a mark for this component of the end-assessment that will contribute a grade towards the overall apprenticeship grading award.

Behaviours and knowledge mapped in Annex B shall be assessed using this professional discussion (supported by a portfolio of evidence) and the outcome shall be graded as either Fail, Pass or Distinction.

The professional discussion will be supported by a mandatory portfolio of evidence, completed on programme. The portfolio itself will not be assessed but will be used by the apprentice to exemplify their responses to the questions asked by the assessor during the professional discussion. (The content of the portfolio is outlined earlier in this plan).

Key facts:

- 1:1 discussion with end-point assessor.
- the professional discussion will assess the knowledge and behaviours as specified in Annex B
- the professional discussion shall be supported by a portfolio of evidence
- the portfolio of evidence shall be made available to the assessment organisation no less than 5 working days prior to the professional discussion to allow for preparation
- the professional discussion shall last 45 minutes and the assessor will have the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete this method of the EPA
- the professional discussion shall be carried out by an independent end-point assessor appointed by the EPAO
- the discussion shall take place in an environment which is free from interruptions
- prior to the assessment the apprentice shall be given suitable notice, not less than 5 working days, to provide preparation time (for example, to make travel arrangements if necessary)
- independent assessors must ask apprentices 6 questions, from a question bank prepared by the end-point assessment organisation, covering underpinning knowledge and behaviours as specified in Annex B. Supplementary questions are allowed to seek clarification
- EPAOs must produce a bank of sample questions for end-point assessors. The question bank must be of sufficient size to prevent predictability and be reviewed regularly (at least once a year) to ensure the questions are fit-for-purpose
- the professional discussion must represent an EPA weighting of one third of the overall apprenticeship assessment

The end-point assessor must:

- plan the professional discussion (supported by a portfolio of evidence) prior to it taking place and ensure that it is relevant to the standard
- ensure that the apprentice understands the process, the possible outcomes and how it is graded
- ensure they take steps to put the apprentice at ease
- ensure that they have the grading criteria and relevant documentation to hand before commencing the professional discussion (supported by portfolio of evidence)
- complete the relevant documentation prepared by the end-point assessment organisation, taking notes of what is said
- ensure that the outcome of assessment is notified to the end-point assessment organisation within the timescale set by them
- ensure any special needs highlighted by the employer and training provider are taken into consideration in line with the reasonable adjustment policy

Method 3 – Practical skills test

The practical skills test shall be a selection of tasks as outlined in Annex A, designed to synoptically test the knowledge, skills and behaviour within the apprenticeship standard as specified in Annex B and intended to replicate the undertaking of tasks expected of a competent technician in the workplace.

Key facts:

- the tasks shall have individual 'maximum allowed' timescales attached to each one, that must be clearly stated in instruction to the assessor and to the apprentice, however, the assessor may increase this by 10% to allow the apprentice to complete the task if necessary
- practical tasks shall be carried out on appropriate vehicles or panels related to the tasks defined
- the observation of the tasks shall be undertaken in a location and environment compliant with Annex A, and thereby provide a fair assessment.
- observations must be conducted in a realistic work situation under normal conditions. It is anticipated that assessment organisations will use the apprentice's normal work environment to carry out the observation where possible
- all vehicles or panels used for practical test purposes shall be screened off appropriately to prevent prior viewing of the tests although it may be that these vehicles have been used during the training.
- to ensure that the apprentices are not disadvantaged, by equipment failure or the setting up of workstations, a workshop maintenance technician shall be available to reset tasks and resolve any technical issues which may arise during the test. This workshop maintenance technician shall be a different person to that carrying out the assessment and appointed by the end-point assessment organisation. The workshop maintenance technician may be from the apprentice's employer and they will take no part in administering the end-point assessment
- apprentices must be provided with both written and verbal instructions on the tasks they must complete including timescales

- observations must be carried out over a maximum total assessment time period of 11 hours and the time relating to each task is set out in Annex A
- end-point assessors may observe up to a maximum of 4 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour
- observation specifications must be determined and standardised by EPAOs.
- the practical test must represent an EPA weighting of one third of the overall apprenticeship assessment

The end-point assessor must:

- ensure that the apprentice understands the process, the possible outcomes and how it is graded
- ensure they take steps to put the apprentice at ease
- ensure that they have the grading criteria and relevant documentation to hand before commencing the observation
- complete the relevant documentation prepared by the end-point assessment organisation, taking notes of what is observed
- ensure that the outcome of the practical skills test is notified to the end-point assessment organisation within the timescale specified by them
- ensure any special needs highlighted by the employer and training provider are taken into consideration in accordance with the reasonable adjustments policy

Who shall conduct the assessment:

The EPA shall only be conducted by an independent end-point assessor appointed by the EPAO. An approved end-point assessment organisation (EPAO) must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR). The practical tasks may be supported by a workshop maintenance technician from the employer and must be approved by the EPAO. The workshop maintenance technician supports the independent assessor by setting up practical tasks, resetting them when required and providing technical support to ensure the smooth delivery of the practical tasks. They must not have conducted any training, mentoring or on-programme assessment with any apprentice involved in the practical tasks, nor can they make any assessment decisions.

End-point – final judgement

- The EPAO is responsible for the final judgement and grading of the EPA.

Independence

EPAO for this standard shall appoint vocationally competent end-point assessors.

The end-point assessors shall have had no personal or professional relationship with either the employer, the training provider or the apprentice.

A competent end-point assessor is required to meet the following criteria:

- hold a Level 3 assessor qualification or accreditation
- hold current (within the last 3 years) technical and occupational competence in paint at or above the apprenticeship standard

- maintain a programme of ongoing CPD to provide 40 hours of work experience or technical development within a 12 month period.
- attend initial assessor training for this standard held by the EPAO.
- attend standardisation events once per year as a minimum.

End-point – grading

The overall grading for this apprenticeship shall be graded either Fail, Pass or Distinction. The grading for each of the 3 assessments shall be determined using the results as below:

Knowledge Assessment

| Fail | Pass | Distinction |
|--------|---------|-------------|
| 0 – 47 | 48 – 53 | 54 - 60 |

Professional Discussion supported by a portfolio of evidence

The apprentice will fail the assessment method if they do not meet the pass criteria.

Pass

Distinction

| | |
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| <p>Apprentice demonstrates the knowledge and behaviours that meet the requirements of the role as set out in the standard. To achieve a pass, the candidate must meet all of the following criteria:</p> <ul style="list-style-type: none"> • Identify the main Health & Safety and compliance requirements of a collision repair business, such as control of substances for example COSHH, HASAWA, EPA. (K7, B1) • Describe the main impact in terms of how their direct commercial productivity and efficiency has an impact within the whole repair process, for example impact in the repair cycle and key to key times within the business if their actions caused paint defects and reworks required as a result. (K8) • Discuss the importance of the quality control process and the implications of poor quality repairs, for example exceeded expectations in terms of quality of repair, and a example of a re work activity undertaken and the impact in terms of impact on resource and profit. (K9) • Demonstrate when they have operated as an effective team member and taken responsibility, for example when they have contributed to solving a problem by listening and sharing their ideas in an effective manner, how they respected others views, how they ensured deadlines were met, how they identified roles, responsibilities and accountabilities in a task and the importance of fulfilling their part. (B2) • Demonstrate the benefits of understanding their role in the wider sector by making opportunities to understand how other roles contribute to their work output, for example how they have supported another department, given that extra effort to support colleagues within that department and how this linked back into their own areas. (B3) | <p>In addition to the pass criteria, the apprentice demonstrates knowledge and behaviours that exceed the requirements of the role as set out in the standard. To achieve a distinction, the candidate must meet all of the following criteria:</p> <ul style="list-style-type: none"> • Explain the implications of poor quality repairs, suggesting ways to enhance quality control processes, and how this is balanced against the need for efficiency. (K8, K9) • Demonstrate an understanding of where to improve Health & Safety within their workplace, including action taken, for example improved the audit of checks for COSHH related equipment, with an example of improvements they have made. (K7, B1) • Promote a culture of safety and security by acting as a role model. Identify risks and non-compliances advising others how to make their practice safer and more secure. (K7, B1) • Provide an example of having dealt with a situation that required resolving to a satisfactory outcome by including at least 2 different styles of communication to resolve a concern or complaint. for example, Face-to-face, telephone, letter and email. (B7) • Explain risk and implications of balancing needs of an individual customer against needs of the business, colleagues and other customers, and how to best meet everyone's requirements to an appropriate level. (B4) • Explain the likely impact of emerging technology on their role. (B5) |
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| <ul style="list-style-type: none">• Demonstrate how they have committed to customer service and how they meet deadlines by being flexible with their time and willingness to take on tasks outside of their job role to ensure goals are met. (B4)• Demonstrate how they have taken responsibility for personal and professional development, keeping knowledge and skills up to date with emerging technology to perform the role effectively. (B5)• Demonstrate how they have anticipated problems and put steps in place to avoid them, where problems do occur explore and address the cause (B6)• Demonstrate how they have effectively communicated with customers and colleagues providing an example of how they explained the repair requirements to a customer, using straightforward language. (B7)• Demonstrate the benefits of being honest and accountable when things go wrong, for example when something went wrong, how they behaved, what was learnt from this experience and how they would deal with future issues as a result. (B2)• Demonstrate how they have tracked their own progress and informing others if deadlines are at risk. (B2) | |
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| Practical Skills Test | |
|---|--|
| The apprentice will fail the assessment method if they do not meet the pass criteria. | |
| Pass | Distinction |
| <p>Apprentice demonstrates the knowledge and behaviours that meet the requirements of the role as set out in the standard. To achieve a pass, the candidate must meet all of the following criteria:</p> <ul style="list-style-type: none"> • Carry out preparation and paint tasks in a safe and efficient manner, comply with all business operating procedures and policies. (K5, K7, S1, B1) • Complete all tasks within the time provided and to the required standard. (S4) • Work in a logical sequence using the right and correct spray guns set ups, equipment and devices for the job. (S5) • Anticipate problems and put steps in place to avoid them, where problems do occur explore and address the cause. (B6) • Identify materials and relevant substrates using correct tools and equipment/ resources. (S2) | <p>In addition to the pass criteria, the apprentice demonstrates knowledge and behaviours that exceed the requirements of the role as set out in the standard. To achieve a distinction, the candidate must meet all of the following criteria:</p> <ul style="list-style-type: none"> • Comply with legal requirements when handling and disposing of used materials and debris. Explain the implications of not following the legal and company safety requirements. Outline the importance of tool and equipment maintenance and explain the implications of not maintaining them. (B1, K7) • Prepare panels/substrates to a high standard allowing for a clean and fault free finish (the finish to have no more than 4 dirt inclusions per panel, to be silicone free with no dry spray and free from paint runs prior to polishing). (S1) • Applied paint products effectively achieving correct results first time without re-applications and evaluating potential problems well in advance. (B6, S4) • Select methods, tools and equipment that ensures the tasks are completed in the most efficient way. (S5) |

Overall Grading

End-point assessors must individually grade each assessment method – fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit or re-take an assessment method – see re-sit or re-take section below.

An end-point assessor must combine the grades of all three assessment methods to determine the overall EPA grade. Each is equally weighted.

Where more than one end-point assessor is involved, the assessor responsible for the assessment method completed last will be responsible for combining the grades.

End-point assessors' decisions must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

| Fail | Pass | Distinction |
|---|--|---|
| Shall be granted where the apprentice has not achieved the required minimum in any one or more of the three assessment methods. | Shall be granted where the apprentice has achieved either a pass in all three assessment methods or achieved a mix of pass and distinction grades. | Shall only be granted if the apprentice achieves a distinction in all three assessment methods. |

Assessment Resits and Retakes

Apprentices who fail one or more EPA method will be offered the opportunity to take a re-sit or retake. Re-sits or re-takes must not be offered to apprentices wishing to move from pass to a distinction. A re-sit does not require further learning, whereas a re-take does.

Apprentices will only have to re-sit or re-take the failed tasks from the practical skills test and not the whole assessment method.

The apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action.

The maximum grade awarded to a re-sit or re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail. (for example, ill health which occurred on the day of the test).

EPAOs must ensure that apprentices complete a different knowledge test when taking a re-sit or re-take.

Resits and retakes are a matter for the employer to decide. The timescales for a resit or retake is agreed between the employer and EPAO.

End-point – summary of roles and responsibilities

End-point Assessment Organisations

An approved end-Point assessment Organisation (EPAO) must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the apprenticeship provider and assessment register (APAR).

Assessment tools and materials

EPA organisations must produce assessment tools and supporting materials for the EPA

that follow best assessment practice, as follows:

- knowledge test question bank
- sample questions for professional discussion
- documentation for recording assessment evidence and decisions
- guidance for end-point assessors on conducting the EPA
- guidance for apprentices and their employers on the EPA

| Role | Requirement |
|---|--|
| Employer | <ul style="list-style-type: none"> • decides on the timing of and makes arrangements for the EPA in conjunction with the EPAO • considers whether the apprentice is fully competent in the workplace and check that Gateway requirements have been met • reviews the portfolio of evidence to ensure it contains the information outlined in this plan • may work with the training provider to agree any remedial action required by the apprentice before re-sitting or re-taking any part of the assessment • has no input or influence on the results or grade of the assessments |
| Invigilators | <ul style="list-style-type: none"> • the invigilator is to ensure that the knowledge test is conducted according to the EPAO instructions. Invigilators have a key role in upholding the integrity of the multiple-choice test process |
| Workshop Maintenance Technicians | <ul style="list-style-type: none"> • supports the setting up of practical tasks and equipment prior to the practical tasks commencing • re-sets practical tasks ready for other candidates to undertake same task in same conditions • be on hand if equipment fails or faults identified when assessments are being undertaken • plays no part in administering the practical tasks or making judgements on grading • must be approved by the EPAO |
| Training Provider | <ul style="list-style-type: none"> • may bring a view of the apprentice from supporting them through the apprenticeship • may support the employer in deciding readiness, time and arrangements of the end-point assessment • may support the employer in agreeing remedial action required by the apprentice before re-sitting or re-taking any part of the assessment • plays no part in the delivery of the EPA |
| Independent End-Point Assessment Organisation | <ul style="list-style-type: none"> • approves and maintains a network of suitable EPA centres. • Sources and trains end-point assessors conducting the EPA ensuring fair assessments • conducts standardisation activities for assessor ensuring consistency of assessments • controls knowledge assessment by centrally setting, maintaining and marking multiple choice knowledge tests • makes the final decision on the grade to be awarded to the apprentice |

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| | <ul style="list-style-type: none"> • appoints invigilators and markers to invigilate and mark the knowledge test (unless automated) • appoints end-point assessors to grade the professional discussion and practical skills test. • appoint workshop maintenance technicians to support the preparation of the practical task and to ensure equipment is in full working order during the assessments. • provides quality assurance staff to undertake moderation of EPA. |
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Internal Quality Assurance

Internal quality assurance refers to the requirements that EPAO must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPAOs for this EPA must undertake the following:

- appoint end-point assessors that meet the requirements as detailed in this plan
- provide training for end-point assessors in terms of good assessment practice, operating the assessment tools and grading
- have quality assurance systems and procedures that support fair, reliable and consistent assessment across organisation and over time
- operate regular standardisation events that enable end-point assessors to attend a minimum of 1 event per year
- operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, good practice, need and based on sufficient robust auditing activity. EPAOs are therefore expected to have in place clear robust relevant policies and to manage the moderation of their independent assessors dynamically (for example increase moderation rates above a minimum as necessary as a matter of course).

External quality assurance (EQA)

EQA for this apprenticeship standard shall be undertaken by Ofqual.

Implementation

- **Affordability:**
 - EPAO should define the most cost effective venue available
 - remote assessment is permissible, reducing travel costs
 - where appropriate and possible an EPAO should be identified prior to learning starts so assessment protocols can be discussed and agreed in advance to avoid potential delays, conflicts of interest and unforeseen financial burdens
 - in order to ensure costs have been kept to a minimum we have designed this end-point assessment plan not to be technology adverse and remote assessment methods can be used where invigilation can be controlled. Also, expensive parts of the assessment have been designed to fall after electronic tests and interviews to allow cancellations and delays due to failure to be accepted without cost as appropriate

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| <ul style="list-style-type: none"> ▪ Consistency: <ul style="list-style-type: none"> • any and all EPAO's delivering assessments associated to this plan shall maintain compliance with the requirements of Ofqual, the Institute for Apprenticeships and Technical Education. The EPAO shall undertake Immediate and appropriate action where any quality, compliance or safety concerns are identified |
| <ul style="list-style-type: none"> ▪ Volumes: <ul style="list-style-type: none"> • it is anticipated that there will be 550 per year on this apprenticeship and 700 per year once established |
| <ul style="list-style-type: none"> ▪ Feasibility <ul style="list-style-type: none"> • in order to ensure this end-point assessment plan can be delivered within the time constraints and to the specified scale the knowledge test can be conducted electronically and can be invigilated. Up to four apprentices can be observed at any one time during the practical task and where possible this will be in the apprentice's own workplace • to ensure that it is possible to observe more than one apprentice at once, the plan explains that each apprentice should be screened off from the view of others, but can be in the same place at the same time • when considering the requirements of end-point assessors, consideration was given to the likely pool of people that would meet the criteria to ensure this would not unduly restrict the assessor pool • the involvement of a workshop maintenance technician ensures that practical tasks are administered as smoothly as possible, mitigating the risks of the apprentice having to re-sit the practical tasks due to equipment failure. |
| <p>Annex</p> |
| <ul style="list-style-type: none"> • ANNEX A – Rules and Guidelines for Practical Assessments • ANNEX B – End-Point Assessment Breakdown |

Annex A**Rules and Guidance for Practical Skills Test**

The rules and guidance provided within the body of this end-point assessment plan shall be used in addition to the information within this annex to develop robust and consistently applied assessments nationally.

Before each task commenced, the assessor must brief the apprentice on what is expected of them and how the task will be marked.

For all tasks the assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete this element of the EPA.

| Title | Task Overview | Justification | Time |
|--|--|--|--|
| Mandatory Tasks (All sub tasks shall be completed to pass the section and can be completed in any order) | | | |
| Identifying substrates and panel material | <p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Identify panel material and different substrates correctly from a range of panels supplied. - Using appropriate TDS (technical data sheets) document a 'how to' repair and refinish process. <p>The candidate will be able to:</p> <ul style="list-style-type: none"> - Correctly identify: 1 aluminium, 1 plastic and a 1 steel component, from samples provided. - Identify a direct gloss (1k) finish, a synthetic (1k) finish and a 2k clear over base finish, from samples provided. - Correctly document a repair and refinish process (for this, the candidate must be given a painted component and asked to document the correct process of how to' repair and refinishing the damage including | <p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify the various types of materials and substrates associated in the refinishing functions of a business.</p> | Task shall not exceed 1.5 hours total |

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| | <p>abrasives, materials and equipment needed, If in a staged scenario, the component had sustained a scuff down to the bare material) (Note:-for this element, there is no requirements to refinish the panel).</p> | | |
| <p>Panel preparation and application of a wet on wet system.</p> | <p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Prepare and paint a new plastic and a new steel panel following the relevant TDS (Technical Data Sheet). - Mix the correct volumes of foundation and top coat material and apply to the prepared panels. - Achieve the correct paint film thickness and fault free finish on completion. <p>The candidate will be able to:-</p> <ul style="list-style-type: none"> - Correctly prepare the new panels. Mix and apply a wet on wet primer followed by a clear over base system (using a 2k clear coat). - Set up the spraying equipment to include: spray booth temperature, pressure and observe clearance times. Spray gun pattern and pressure. - Achieve less than 100ml of waste paint material from each application stage (for example there must not be in excess of 100ml wet on wet material (ready for use) remaining after the wet-on wet application stage | <p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly prepare and finish new substrates in an efficient and economical manner</p> | <p>Task shall not exceed 2.5 hours total (excluding flash off and baking times)</p> |

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| | <p>has been completed (the same measures also apply to the basecoat application stage and to the 2k clear coat application stage). The overall dry film thickness of each painted panel, must not exceed >20% of the total thickness of microns referenced in the Technical Data Sheet.</p> | | |
| <p>Vehicle Preparation ready for paint</p> | <p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Identify trim components to be removed to enable an effective refinish. - Prepare the vehicle for masking. - Mask the vehicle so that the rear wing/quarter panel and adjacent door can be painted. <p>The candidate will be able to:-</p> <ul style="list-style-type: none"> - Correctly identify what trims/parts are required to be removed prior to undertaking masking operations (for this the candidate must be within + or- 2 items of the original benchmark for that vehicle). for example, if the vehicles benchmark requires the removal of 5 items/parts and the candidate identifies 8 items/parts, then this would be deemed as over de trimming due to exceeding the +2 tolerances). - Correctly mask the area to be painted (the candidate should include one sheet of paper or | <p>This practical task is designed to assess the candidate's skills and knowledge in correctly and economically masking a vehicle.</p> | <p>Task shall not exceed 1 hr</p> |

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| | <p>plastic sheeting onto the masking tape). For this element, it is not necessary to cover the complete vehicle with paper/plastic sheeting. (Note:- The vehicle must already have the correct level of trim/parts removed, prior to the candidate starting the masking up stage).</p> | | |
| Repair and refinish | <p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Interpret the correct technical data and follow the correct process to carry out the repairs to the damaged substrate. - Mix the correct volumes of foundation/top coats and apply following relevant TDS (Technical Data Sheet). - Rectify any paint defects, including the fade out edge using flatting/polishing techniques. <p>The candidate will be able to:-</p> <ul style="list-style-type: none"> - Repair/prepare and refinish a steel panel (the damage area to be within 100mm minimum to 150mm maximum length and the scratch must be down to the bare panel material). - Fully refinish the component and carry out a colour blend and clear coat fade out on the steel panel (the steel panel must include a blended fade out and not receive lacquer to the whole panel). - Using flatting and | <p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly repair and refinish various types of substrates associated in the refinishing functions of a business.</p> | <p>Task shall not exceed 3 hours total</p> |

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| | polishing techniques to remove any dirt inclusions, paint defects and polish the fade out area. | | |
| Task Colour match and refinish | <p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Identify the correct variant using available colour matching tools from an existing painted panel. - Once the colour is matched, prepare and apply the correct variant to a previously painted 3 stage panel and to confirm an acceptable match to the spray out card chosen. - Blend the colour onto the painted panel and apply clear coat to the whole panel. <p>The candidate will be able to:-</p> <ul style="list-style-type: none"> - Match the variant by using a vehicle colour code, variant chips and spray out cards (the spray out cards are a mandatory element of this task) and be able to apply and match a panel to the identified variant. For this task, a white 3 stage pearl colour is to be used. | <p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify colour variants and replicate exact colour match associated in the refinishing functions of a business.</p> | <p>Task shall not exceed 3 hours total (excluding flash off and baking times)</p> |

Note: The vehicles or panels used for this assessment shall be of sufficient specification required for the tasks to be completed in the most efficient and cost effective manner.

Total maximum task of 11 hours (The assessor has the discretion to increase the time of the observation by up to 10% to allow the apprentice to complete this element of the EPA).

Test Conditions (Venue)

Practical test assessment requirements

To carry out the practical test each area shall be equipped with screens to restrict candidate's distractions but set up so that the assessor is able to observe all individuals at all times. Each assessment shall not exceed four individuals per assessor. All materials shall be provided for each individual as well as tools and consumables required to complete the tasks set. There shall be a clock in the area and the start and finish times clearly displayed so individuals can monitor the time they have. Notices should be placed around the immediate area to inform others that a test is being taken and request that noise is kept to a minimum. Where the technical information required for the tasks is provided electronically, such as displayed on computers, these shall be provided by the test centre.

Each candidate shall be provided with a secure location to leave personal belongings in at the start of the day including any electronic mobile devices which are not to be permitted within the assessment area.

Each candidate shall adorn suitable protective clothing, such as work overalls, and be provided with appropriate PPE, RPE as required.

The Practical Task Assessment Facility shall be equipped with;

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| Exhaust extraction equipment, First Aid Kit, Fire extinguishers | |
| Paint mixing equipment, weighing scales, paint products and colour swatches appropriate for tasks | A paint mixing machine with colour tint/binders/primers/etch/lacquers/thinners and hardeners along with the appropriate computer weighing scales and technical data sheets and material safety data sheets MSDS (computer based or PDF versions) suitable to complete tasks. |
| PPE, RPE equipment | (PPE, RPE equipment relevant to undertaking the practical tasks, in line with HASAWA and COSHH, and appropriate TSDS, MSDS) |
| Comprehensive set(s) of hand tools | Hand tools commensurate with the tasks to be undertaken |
| Spray equipment | An appropriate range of spray guns to complete tasks |
| Spray booths | An adequate spray booth to enable a safe environment to complete the tasks and bake, dry materials in line with EPA |
| IR curing equipment | Appropriate dry equipment other than spray booth facilities to cure products if required |
| Sanding equipment | Random orbit sanders, appropriate blocks with dust extraction |
| Polishing equipment | Appropriate range of polishing tools and materials for tasks |
| Access to reference data relevant to the tasks | Technical reference documentation and TDS and or MSDS methods |
| Cleaning materials and cleaning facilities | Cleaning cloths, tissues, broom, shovel, spillage materials, waste bin and degreasing agents. Spray gun cleaner, both water base and solvent types. |
| Vehicle | A vehicle suitable for undertaking a masking task. |

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| Masking equipment and materials | A range of masking materials used in the repair industry, for example. Masking tapes various thicknesses, plastic sheeting, masking paper, foam edge. |
| Screening to separate workshop areas | Separate work stations with work bench and access to a writing area |
| Workshop sundries | commensurate with the tasks to be undertaken |

Annex B**End-Point Assessment Breakdown**

The EPA shall be used to broadly assess the knowledge, skills and behaviours included in the apprenticeship standard. The list below shows the type of method that shall be used to capture the evidence of this.

KT = Knowledge Test

PD = Professional Discussion (supported by portfolio of evidence)

PST = Practical Skills Test

| REF | Knowledge and Understanding | Method of assessment | | |
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| | | KT | PD | PST |
| (K1) | Expert working knowledge & understanding of Automotive refinishing materials such as paint and fillers and their application techniques to deliver quality results | ✓ | | |
| (K2) | Drying and curing techniques use in the finishing of vehicles | ✓ | | |
| (K3) | Body Paint Repair tools, equipment and devices used in the process e.g. mixing systems, spray guns and nozzles, paint | ✓ | | |
| (K4) | Substrates such as metal (Steel/Alloy) along with carbon fibre & glass reinforced plastic to select the correct refinish process and materials | ✓ | | |
| (K5) | Safe handling and risks in the management of solvents, high voltage components, conventional and alternate fuelled vehicles and other areas of significant risk | ✓ | | ✓ |
| (K6) | Calculation / estimation of paint volume requirements per job | ✓ | | |
| (K7) | Health & Safety and compliance requirements of a collision repair business, such as control of substances. | ✓ | ✓ | ✓ |
| (K8) | Their direct commercial productivity and efficiency impact of their role within the whole repair process such as understanding causes for paint defects to reduce waste and the techniques required to prevent these e.g. paint runs. The impact of rework on resources and reputation. | | ✓ | |
| (K9) | Quality control process and the implications of poor quality repairs. | | ✓ | |
| | Skills | | | |
| (S1) | Ability to undertake appropriate job preparation prior to commencing repair e.g. substrate surface preparation, paint volume calculation etc. | | | ✓ |
| (S2) | Ability to correctly identify the substrate materials to be refinished e.g. plastic, steel, aluminium etc. | | | ✓ |
| (S3) | Ability to interpret relevant technical data and methods to create paint manufactures specified application. | | | ✓ |
| (S4) | Ability to use refinishing materials following paint manufacturer specifications to reinstate vehicle finish back to high quality | | | ✓ |
| (S5) | Ability to identify and operate the correct repair tools, equipment and devices used in the process e.g mixing systems, paint booths, UV lamps and spray equipment. | | | ✓ |

| | Behaviours | | | |
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| (B1) | Use all the knowledge and skills developed to carry out tasks in a safe and efficient manner, complying with all business operating procedures and policies | | | ✓ |
| (B2) | Operate as an effective team member and take responsibility, be honest and accountable when things go wrong, tracking their own progress and informing others if deadlines are at risk | | ✓ | |
| (B3) | Proactively find opportunities to learn about the wider business. | | ✓ | |
| (B4) | Commitment to customer service and meeting deadlines by being flexible with their time and willingness to take on tasks outside of their job role to ensure goals are met | | ✓ | |
| (B5) | Take responsibility for personal and professional development, keeping knowledge and skills up to date with emerging technology to perform the role effectively | | ✓ | |
| (B6) | Anticipate problems and put steps in place to avoid them, where problems do occur explore and address the cause | | | ✓ |
| (B7) | Effectively communicate with customers and colleagues. | | ✓ | |