

DRAFT END-POINT ASSESSMENT PLAN FOR THE CRAFT PAINTER AND DECORATOR APPRENTICESHIP

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST1358	3	No

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Key Fields

Introduction and overview

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

[Craft painter and decorator](#) apprentices, their employers and training providers should read this document.

A full-time [craft painter and decorator](#) apprentice typically spends **18** months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules. The EPA should be completed within an EPA period lasting typically **3** months.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must work with the training provider to select an approved EPAO from the apprenticeship providers and assessment register (APAR).

This EPA has **3** assessment methods.

The grades available for each assessment method are below.

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

- [fail](#)

- pass
- distinction

Assessment method 2 - interview underpinned by a portfolio of evidence:

- fail
- pass
- distinction

Assessment method 3 - practical assessment with questions:

- fail
- pass
- distinction

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

- fail
- pass
- merit
- distinction

EPA summary table

[Edit epa gateway form](#)[Edit available grades form](#)[Edit overall epa grading form](#)[Edit re-sits and re-takes form](#)

On-programme - typically 18 months	<p>The apprentice must:</p> <ul style="list-style-type: none"> • complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard • complete training towards English and mathematics qualifications in line with the apprenticeship funding rules • compile a portfolio of evidence
End-point assessment gateway	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules <p>For the interview underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
End-point assessment - typically 3 months	<p>The grades available for each assessment method are below</p> <p>Multiple-choice test:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Interview underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass

	<ul style="list-style-type: none"> • distinction <p>Practical assessment with questions:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> ○ fail ○ pass ○ merit ○ distinction
Re-sits and re-takes	<ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 3 months • re-take timeframe: typically 6 months

Duration of end-point assessment period

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The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

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

EPA gateway

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The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

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

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the interview underpinned by a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the interview. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration of 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the **interview**. The independent assessor should review the portfolio of evidence to prepare questions for the **interview**. They are not required to provide feedback after this review. Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

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The assessment methods can be delivered in any order.

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

Multiple-choice test

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Overview

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

Rationale

This assessment method is being used because:

- it can assess knowledge, and skills S8 and S9
- it is easy to administer
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost

Delivery

The **multiple-choice test** must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method to the highest available grade.

The test can be computer or paper based.

The test will consist of 40 multiple-choice questions.
Multiple-choice questions must have four options, including one correct answer.
The apprentice must be given at least 14 days' notice of the date and time of the test.

Test administration

The apprentice must have 70 minutes to complete the test.
The test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.
The following equipment is allowed to be used during the test:

- scientific calculator
- pen and paper

The test administrator should provide this equipment in readiness for the test.

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

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

Marking

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

A correct answer gets 1 mark.
Any incorrect or missing answers get zero marks.

The EPAO is responsible for overseeing the marking of the test.

Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The test can take place remotely if the appropriate technology and systems are in place to prevent malpractice.

Question and resource development

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

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

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

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

The EPAO must produce the following materials to support the test:

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

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

Interview underpinned by a portfolio of evidence

Edit interview underpinned by a portfolio of evidence form

Overview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers

- it can be conducted remotely, potentially reducing cost

Delivery

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

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

The purpose is to assess the apprentice's competence against the following themes:

- Safe systems of work and working at height
- Environment and sustainability
- Team working
- Power tools and equipment use maintenance and storage
- Surface preparation procedures – internal and external

The EPAO must give an apprentice **14 days'** notice of the **interview**.

The independent assessor must have at least **2** weeks to review the supporting documentation.

The apprentice must have access to their **portfolio of evidence** during the **interview**.

The apprentice can refer to and illustrate their answers with evidence from their **portfolio of evidence** however, the **portfolio of evidence** is not directly assessed.

The **interview** must last for **70** minutes. The independent assessor can increase the time of the **interview** by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end any assessment early.

The independent assessor must ask at least **8** questions. The independent assessor must use the questions from the EPAO's question bank. Follow-up questions are allowed where clarification is required.

The independent assessor must make the grading decision.

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

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

Assessment location

The **interview** must take place in a suitable venue selected by the EPAO for example, remotely, the EPAO's or employer's premises.

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

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with

employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

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

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

The EPAO must produce the following materials to support the [interview underpinned by a portfolio of evidence](#):

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

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

Practical assessment with questions

[Edit practical assessment with questions form](#)

Overview

In a practical assessment with questions, an independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The EPAO decides in which of the simulated environments it takes place. The assessment environment must closely relate to the apprentice's natural working environment. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- [this is a practical role, which can be demonstrated through completing tasks](#)
- [it allows for consistency of opportunity for apprentices to demonstrate their competence against the mapped KSBs](#)
- [it assesses KSBs holistically and objectively](#)
- [it is a valid assessment because it involves direct testing under controlled conditions](#)

Delivery

The [practical assessment with questions](#) must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the [practical assessment with questions](#). The independent assessor must observe no more than three apprentices at a time to ensure quality and rigour. They must be as unobtrusive as possible.

The EPAO must give an apprentice [14 days'](#) notice of the [practical assessment with questions](#).

The [practical assessment with questions](#) must take [18 hours](#).

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

The **practical assessment with questions** may take place in parts but must be completed over 3 consecutive working days. A working day is typically considered to be 7.5 hours long. The reason for this split is **to provide sufficient time for the apprentice to complete all elements of the practical task, including drying time for coatings.**

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

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

The independent assessor must observe the following during the practical assessment:

Practical work area must include the following:

- a four walled area with ceiling, with a plaster skimmed finish. Area to be a minimum of 3m width, 3m depth and 2.4m height
- ceiling may be unpainted or previously painted
- chimney breast minimum size 1.2m width and 0.35m depth to one wall with removable fire surround
- two side walls to have a decorative moulded dado rail
- remaining wall to contain: one door frame with architrave and hung four panelled door with mouldings, panels, rails, stiles and muntins, and one outward opening timber casement window, minimal width 0.9m and height 0.9m (door and window casement previously painted)
- all walls may be unpainted or previously painted
- skirting boards to all four walls (previously painted)
- three consecutive moulded spindles with handrail (painted with undercoat ready to receive gloss paint)
- one ceiling light rose and pendant (not live)
- a total of three switches or sockets, one in a recess of the chimney breast wall and two surface mounted on other walls (not live)

The work area details are provided to ensure that common constructional complexities are included in the practical assessment. Where the EPA is administered at the employers or training providers premises, the EPAO may liaise with the employer or training provider to provide resources, set up and equipment requirement information, in preparation for the practical assessment. Where this is the case, the EPAO must put measures in place to prevent malpractice and reduce predictability.

The tasks must ensure 18 hours of practical time comparable to the work of a competent painter and decorator, and the apprentice will plan their own sequence of work to complete the activities within the allocated time.

The EPAO is responsible for ensuring the work area prior to the practical assessment is comparable for all apprentices.

The independent assessor must observe the following as a minimum, during the practical assessment:

General:

- interpretation and use of drawings, specifications, work instructions, manufacturer's information, colour charts and notations
- application of lining paper to ceiling
- application of drop match finishing paper
- application of a monochromatic colour scheme for ceiling, walls and four panelled door in line with the predominant colour of the drop match finishing paper. The four panelled door is to be painted in two tones of the same monochromatic scheme, with the first tone applied to panels and mouldings, and the second tone applied to rails, stiles and muntins
- application of coatings using spray painting equipment, brush, roller and tools used to apply broken colour paint effects
- compliance with health and safety regulations and the use of personal protective equipment (PPE) respiratory protective equipment (RPE) and safe working at height practices
- selection and use of painting and decorating tools and equipment
- preparation and making good of surfaces before painting and decorating

Activity 1: Apply solvent-borne coatings

- prepare and make good surfaces
- apply one coat of gloss paint to three consecutive moulded spindles with handrail

Activity 2: Apply water-borne coatings by brush or roller

There must be clear colour contrasts between each of ceiling, walls, trim (architrave, skirting), window

- prepare and make good surfaces
- apply two coats of vinyl matt emulsion paint by brush and roller to applied ceiling paper
- apply two coats of vinyl silk or soft sheen emulsion paint by brush and roller to dado areas of two side walls as ground coat for broken colour effects
- apply acrylic intermediate coat and acrylic eggshell paint to hung four panelled door; first tone applied to panels and mouldings, and the second tone applied to rails, stiles and muntins
- apply acrylic intermediate coat and acrylic eggshell or low sheen paint to skirting boards and architraves
- apply acrylic undercoat and acrylic gloss paint to opening casement window, changing the colour from the existing colour

- cut in to adjacent surfaces, fittings and glass by brush

Activity 3: Apply water-borne coating using spray painting equipment

- prepare and make good surfaces
- apply protection to adjacent surfaces
- spray apply two coats of vinyl matt emulsion paint to two side walls, and the whole of the wall containing the window and door
- remove protection

Activity 4: Hang non-woven lining paper to ceiling

- prepare and make good surface
- hang non-woven lining paper to ceiling
- cut around ceiling rose

Activity 5: Hang drop match finishing paper to wall with chimney breast and fire surround

- prepare and make good surfaces
- hang a minimum of six lengths of drop match finishing paper to include two internal and two external angles, and around fire surround (on face of chimney breast) with internal and external angles cut and overlapped
- cut round one socket or switch

Activity 6: Apply broken colour effects

- prepare and make good surfaces
- apply a vertical dragged broken colour effect to dado of one side wall
- apply a rag rolled broken colour effect to dado of the other opposite side wall

Tolerances and criteria

Activity 1: Apply solvent-borne coatings - tolerances and criteria

Defects are defined as: bits, nibs and atmospheric dust, visible brush or roller marks and ropiness, runs or sags, misses or grinning and defects caused by poor preparation.

- pass: maximum of 2 defects to the moulded spindles with handrail
- distinction: no defects to the moulded spindles with handrail

Activity 2: Apply water-borne coatings - tolerances and criteria

Defects are defined as: bits, nibs and atmospheric dust, visible brush or roller marks and ropiness, runs or sags, misses or grinning and defects caused by poor preparation.

- pass: maximum of 2 defects to the ceiling
- pass: maximum of 2 defects to the walls
- pass: maximum of 2 defects to the skirting boards and architrave
- pass: maximum of 2 defects to the casement window and frame
- distinction: no defects to the ceiling
- distinction: no defects to the walls
- distinction: no defects to the skirting boards and architrave
- distinction: no defects to the casement window and frame

Cutting in

- pass: cutting in between adjacent surfaces and fittings + or - 2mm

- pass: glass must be sealed, cutting in maximum 2mm onto glass
- distinction: cutting in between adjacent surfaces and fittings + or - 1mm
- distinction: glass must be sealed, cutting in maximum 1mm onto glass

Activity 3: Apply water-borne coating using spray painting equipment - tolerances and criteria

Defects are defined as: runs, sags, dry spray, banding, overspray, orange peel, evidence of creep when masking materials removed

- pass: maximum of 2 defects
- distinction: no defects

Activity 4 Hang non-woven lining paper to ceiling tolerances and criteria

Defects are defined as tears, delamination, staining or surface marking, blisters, loose edges, chewing or shear or knife marks and defects from poor preparation.

Cut lengths of lining paper:

- pass: lengths cut between 101mm and 125mm excess
- distinction: cut lengths no more than 100mm excess

Application of lining paper

- pass: maximum 2 defects
- distinction: no defects

Joins in lining paper:

- pass: gap does not exceed 1mm, and deviates no more than 1mm over 1m length
- distinction: joints butted, no gaps or overlap, and no deviation

Trim paper at ends and around ceiling rose:

- pass: cut within + or - 2mm, and no score marks on ceiling rose
- distinction: cut with no gaps and no score marks on ceiling rose

Activity 5: Hang drop match finishing paper to wall with chimney breast and fire surround- tolerances and criteria

Defects are defined as tears, delamination, staining or surface marking, blisters, loose edges, chewing or shear or knife marks and defects from poor preparation.

Cut lengths of finishing paper:

- pass: lengths cut between 101mm and 125mm excess
- distinction: cut lengths no more than 100mm excess

Accuracy to plumb:

- pass: evidence of inaccurate plumb + or - 2mm
- distinction: evidence of inaccurate plumb + or - 1mm

Pattern correctly matched and within tolerance in two pattern repeats at eye level:

- pass: pattern matched within + or - 2mm
- distinction: pattern matched within + or - 1mm

Pattern centred and balanced on face of chimney breast:

- pass: pattern <5mm inaccuracy
- distinction: pattern accurately centred and balanced

Joins in finishing paper:

- pass: gap does not exceed 1mm, and deviates up to 1mm over 1m length
- distinction: joints butted, no gaps or overlap, and no deviation

Turn internal and external angles correctly; standard - cut and overlapped 5mm and 10mm respectively:

- pass: overlap of internal and external angles within + or - 2mm (of the standard)
- distinction: overlaps of internal and external angles within + or - 1mm (of the standard)

Trim finishing paper top and bottom and around fittings and fire surround:

- pass: cut within + or - 2mm, and no score marks on sockets or switches
- distinction: cut with no gaps and no score marks on sockets or switches

Activity 6: Apply broken colour effects - tolerances and criteria

Rag rolling defects are defined as: banding or tracking, slip or skid marks, regular pattern, dry edges, uneven application of scumble, discernible brush marks in scumble, unsuitability of ground coat, evidence of creep when masking materials removed

- pass: maximum of 2 defects
- distinction: no defects

Dragging defects are defined as: broken, interrupted or not continuous vertical lines particularly near top and bottom, scumble residue on adjacent surfaces, wavy vertical lines, loss of wet edge, edges of dragging not clean and sharp, unsuitability of ground coat, evidence of creep when masking materials removed

- pass: maximum of 2 defects
- distinction: no defects

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

The independent assessor must ask questions.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors

Questioning must occur **during the practical assessment**. The time for questioning is included in the overall assessment time.

The independent assessor must ask at least 6 questions during the practical assessment. To remain as unobtrusive as possible, the independent assessor should ask questions during natural breaks in work rather than disrupting the apprentice's flow. The independent assessor must use the questions from their EPAO's question bank or create their own questions in line with the EPAO's training.

The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the **practical assessment with questions**.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision. The independent assessor must assess the practical assessment and responses to questions holistically when deciding the grade.

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

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

Assessment location

The **practical assessment with questions** must take place in a simulated environment selected by the EPAO for example, the EPAO's premises, a training provider's premises, a training facility in the employer's premises, a test centre or a similar simulated environment. This simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the **practical assessment with questions** must be provided by the EPAO, who can liaise with the employer to provide these.

Question and resource development

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

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

The EPAO must ensure that the apprentice has a different set of tasks and questions in the case of re-sits and retakes, to minimise predictability.

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

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

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

Grading

Interview underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Colour schemes and their use K31 K32 S35 S36	<p>Explains how they apply the principles of colour schemes through the use of mood boards and digital media in line with the client brief. (K32, S36)</p> <p>Explains how they use colour schemes, colour charts, notations, colour terms for identification in different environments to meet the client brief. (K31, S35)</p>	<p>Justifies their application of principles of colour schemes in line with the client brief. (K32, S36)</p> <p>Justifies their use of colour schemes, colour charts, notations and colour terms for identification in different environments to meet the client brief. (K31, S35)</p>
Safe systems of work and working at height K3 K4 K5 S4 S6	<p>Describes how they comply with site specific inductions, risk assessments, method statements, control measures and safe systems of work in order to minimise risk in the work area. Describes how hazards in the work area are identified and reported in line with industry standards, regulations and guidance. (K4, K5, S4)</p> <p>Describes how they select, check and use working at height equipment in line with manufacturer's instructions and</p>	<p>Explains the importance of complying with safe systems of work in their role. (K5, S4)</p>

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	organisational guidelines. (K3, S6)	
Environment and sustainability S3 B1	Describes how they promote and comply with environmental and sustainability regulations, standards and systems when using and reusing resources, and disposing of waste. (S3, B1)	None
Team working K6 S11 B4	Describes how they apply and promote team working principles and collaborate across disciplines, and with external stakeholders to achieve their own and team goals. (K6, S11, B4)	None
Power tools and equipment use maintenance and storage. K8 K9 S13 S14	Describes how they prepare, use and store power tools and equipment in line with manufacturer's instructions and organisational procedures. (K8, S13) Describes how they maintain power tools and equipment, and when defects and faults are found how these are reported and escalated in line with manufacturer's instructions and organisational procedures. (K9, S14)	Explains why power tools and equipment should be correctly prepared and stored. (K8, S13)
Surface preparation procedures – internal and external K16 K46 S15 S37	Describes how they prepare architecturally complex surfaces for coating using either chemical	Explains the importance of preparing

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>strippers, infra-red or abrasives in line with manufacturer's instructions and organisational procedures. (K46, S15)</p> <p>Describes how they prepare external locations for spray painting including factoring in variable climate conditions, environment, temporary surface protection and masking materials requirements, in line with manufacturer's instructions and organisational procedures. (K16, S37)</p>	<p>architecturally complex internal surfaces in preparation for coatings in line with manufacturer's instructions and organisational procedures. (K23, S15)</p> <p>Explains the importance of preparing external surfaces in preparation for coatings in line with manufacturer's instructions and organisational procedures. (K16, S37)</p>
Time Management K34 S10 S29	Describes how they apply time management techniques and methods to manage tasks for self and others to meet work deadlines. (K34, S10, S29)	None
Stock control K35 S33	Describes how they obtain, monitor and rotate stock and supplies in line with organisational procedures to manage availability, lead times, value and quality control, and faulty stock and returns processes. (K35, S33)	None
Communication K36 K37 S30 S32	Describes how they communicate with others using written techniques, in a way that is suitable for the context. (K36, S32)	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	Describes how they verbally communicate with others using construction terminology in a way that is suitable for the context. (K37, S30)	
Fault finding, defects and remedies K38 S34	Describes how they apply fault-finding and problem-solving techniques to common painting and decorating problems in line with task requirements and organisational procedures. (K38, S34)	Explains the impact on themselves and the business of resolving faults in line with task requirements and organisational procedures. (K38, S34)
Wallcovering preparation and application K44 S24 S25 S26	Describes how they prepare surfaces with architectural complexities to receive specialist wallcoverings. How they prepare and apply specialist wall coverings, including to staircases and behind radiators in line with product manufacturer's guidance. (K44, S25, S26)	None
EDI and wellbeing K40 K41 B6	<p>Describes the mental and physical health considerations that impact on individuals' ability to complete the role safely and where to access support if needed. (K40)</p> <p>Describes how they follow and support equity, diversity, and inclusion in their work in line with guidance. (K41, B6)</p>	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
CPD B5	Describes how they have maintained and enhanced their competence in their area of practice through learning and development opportunities they have undertaken.(B5)	None
Quality assurance K43 K45 S28 S31 B3	Describes how they use quality assurance procedures to deliver high standards of work for themselves and others. (K43, S28, B3) Describes how they manage the construction phase plan (CPP) identifying and reporting risks to completion, communicating progress, resolving issues in line with organisational procedures (K45, S31)	None

Practical assessment with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Health and Safety K2 K7 S1 S2 S5 S12 B2	Complies with health and safety and painting and decorating industry	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>regulations, standards and guidance to maintain a safe working environment which puts health and safety first. (S1, S5, B2)</p> <p>Selects and uses safety control equipment including personal protective equipment (PPE), respiratory protective equipment (RPE) and dust suppression equipment (LEV) and high volume, low pressure spraying equipment (HVLP) for the task, in line with manufacturer's instructions, organisational and statutory requirements. (K2, S2)</p> <p>Uses and maintains hand tools and equipment in line with manufacturer's instructions. (K7, S12)</p>	
Interpreting instructions K20 S7	Interprets information from digital or written formats, for example from drawings, specifications, work instructions, manufacturer's safety	None

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	data sheets and manufacturer's safety data sheets in line with the task requirements. (K20, S7)	
Coatings- spray painting application K11 K12 K13 K14 K15 S19 S20 S21 S22 S23	<p>Prepares surfaces and surrounding work area for internal spray painting in line with task requirements, regulatory guidance and organisational procedures considering environment, temporary surface protection, masking materials, powered ventilation requirements; surface conditions, and sound and noise levels. Checks and sets up spray painting equipment to mitigate the risk of hazards, and selects and prepares the spray paint materials in line with task requirements and manufacturer's instructions. (K11, K12, K15, S19, S20, S21)</p> <p>Applies water-borne coatings using spray painting equipment in line with task requirements, manufacturer's instructions specification</p>	Applies water-borne coatings using spray painting equipment in line with task requirements, manufacturer's instructions and specification tolerances and distinction criteria. (K13, S22)

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	<p>tolerances and pass criteria. (K13, S22)</p> <p>Cleans, maintains and stores spray painting equipment in line with task requirements and manufacturer's instructions. (K14, S23)</p>	
Coating – water borne and solvent borne application K23 K29 K30 S16 S17 S38	<p>Prepares surfaces, including those with architectural complexities, and the surrounding work area for solvent-borne and water-borne coating in line with task requirements, regulatory guidance and organisational procedures. (K23, S38)</p> <p>Applies solvent-borne and water-borne surface coatings using a brush and roller in line with the task requirements, specification tolerances, pass criteria and manufacturer's instructions. (K29, K30, S16, S17)</p>	Applies solvent-borne and water-borne surface coatings using a brush and roller in line with the task requirements, specification tolerances, distinction criteria and manufacturer's instructions. (K29, K30, S16, S17)
Wallcovering application K22 K24 S27	Prepares and applies patterned wallcoverings to surfaces with architectural	Prepares and applies patterned wallcoverings to

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
	complexities, in line with the task requirements, manufacturer's instructions and pass tolerances and criteria. (K22, K24, S27)	surfaces with architectural complexities, in line with the task requirements, manufacturer's instructions and distinction tolerances and criteria. (K22, K24, S27)
Broken colour paint effects K25 K27 S18	Applies techniques to create broken colour paint effects including as a minimum rag rolling and dragging in line with the task requirements, manufacturer's instructions and pass tolerances and criteria. (K25, K27, S18)	Applies techniques to create broken colour paint effects including as a minimum rag rolling and dragging in line with the task requirements, manufacturer's instructions and distinction tolerances and criteria. (K25, K27, S18)

Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	24

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Pass	25	32
Distinction	33	40

Overall EPA grading

[Edit overall epa grading form](#)

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the [interview underpinned by a portfolio of evidence and practical assessment with questions](#) in line with this EPA plan.

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

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

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. [To achieve an overall EPA merit, the apprentice must gain a distinction in the practical with questions assessment as well as a distinction in one other assessment method, and a pass in the remaining assessment method.](#) [To achieve an overall EPA distinction, the apprentice must gain a distinction in the practical assessment with questions, a distinction in the interview underpinned by a portfolio of evidence and a distinction in the multiple choice test.](#)

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

MULTIPLE-CHOICE TEST	INTERVIEW UNDERPINNED BY A PORTFOLIO OF EVIDENCE	PRACTICAL ASSESSMENT WITH QUESTIONS	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

Edit re-sits and re-takes form

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

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass **if** they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

Edit roles and responsibilities form

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none">• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider• understand the purpose and importance of EPA• prepare for and undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none">• select the training provider• work with the training provider to select the EPAO• work with the training provider, where applicable, to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA in a timely manner, including who, when, where • provide the EPAO with access to any employer-specific documentation as required for example, company policies • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the apprenticeship provider and assessment register • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard and EPA plan • make all necessary contractual arrangements including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials, for example mark schemes, practice materials, training material

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • conduct moderation across all of their independent assessors' decisions once EPAs have started according to a sampling plan, with associated risk rating of independent assessors • monitor the performance of all their independent assessors and provide additional training where necessary • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • arrange for the EPA to take place in a timely manner, in consultation with the employer

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • arrange a suitable venue for the EPA • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded • maintain and apply a policy for conducting appeals
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship's occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO

ROLES	RESPONSIBILITIES
	<ul style="list-style-type: none"> • comply with external quality assurance (EQA) requirements
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice's progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice's readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • remain independent from the delivery of the EPA
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider • mark test answers in line with the EPAO's mark scheme and procedures

Reasonable adjustments

[Edit reasonable adjustments form](#)

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

[Edit internal quality assurance form](#)

Internal quality assurance refers to the strategies, policies and procedures that an EPAO must have in place to ensure valid, consistent and reliable EPA decisions.

EPAOs for this EPA must adhere to the requirements within the roles and responsibilities table.

They must also appoint independent assessors who:

- have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector

Value for money

[Edit value for money form](#)

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online, for example computer-based assessment
- assessing multiple apprentices simultaneously where the assessment method permits this
- conducting assessment methods on the same day

Professional recognition

[Edit professional recognition form](#)

This apprenticeship is not aligned to professional recognition.

Mapping of KSBs to assessment methods

[Edit mapping of ksbs to assessment methods form](#)

KNOWLEDGE	ASSESSMENT METHODS
K1 Awareness of health and safety regulations, standards, and guidance and impact on role of the team and other construction trades. Employer and employee responsibilities. Control of	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
Substances Hazardous to Health (CoSHH). Fire safety. Health and Safety at Work Act. Asbestos awareness. Manual handling. Signage, Situational awareness. Slips, trips, and falls. Working in confined spaces. Lone working. Electrical safety (electrical equipment and hand soaking) Hand arm vibration (HAVS) and Lead at work. Reporting injuries, diseases and dangerous occurrences regulations (RIDDOR), Provision and use of work equipment regulations (PUWER).	
K2 Safety Control equipment and safety techniques: personal protective equipment (PPE), respiratory protective equipment (RPE) and dust suppression (LEV).	Practical assessment with questions
K3 Working at height equipment: selection and safe use.	Interview underpinned by a portfolio of evidence
K4 Incident management techniques: accidents, near misses, hazards, damage and environmental incidents. Mitigation methods. Reporting methods.	Interview underpinned by a portfolio of evidence
K5 Safe systems of work, site specific inductions, risk assessments, method statements, control measures -implementation and monitoring techniques, hazard identification in the work area.	Interview underpinned by a portfolio of evidence
K6 Principles of team working.	Interview underpinned by a portfolio of evidence
K7 Hand tools and equipment use and maintenance: preparation tools, application tools and equipment.	Practical assessment with questions
K8 Power tools and equipment: preparation, use and storage.	Interview underpinned by a portfolio of evidence
K9 Power tools and equipment: maintenance, fault finding and fault reporting.	Interview underpinned by a portfolio of evidence
K10	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
Spray-painting equipment, components and function: airless, high volume low pressure (HVLP), HVLP turbines, HVLP Compressor and power rollers.	
K11 Preparation methods of spray-painting materials: viscosity, straining.	Practical assessment with questions
K12 Preparation and use of spray-painting equipment: hazards and risks of incorrect use, spray tip and filter selection and air pressure.	Practical assessment with questions
K13 Spray painting application techniques: pressure, distance, movement, internal and external angles	Practical assessment with questions
K14 Cleaning, maintenance and storage of spray-painting equipment.	Practical assessment with questions
K15 Preparation for spray painting internal locations: environment, temporary surface protection, masking materials, powered ventilation; surface conditions, sound and noise levels.	Practical assessment with questions
K16 Preparation for spray painting external locations: variable climate conditions, environment, temporary surface protection, masking materials	Interview underpinned by a portfolio of evidence
K17 Sustainability and environmental management systems and standards. Environmental Protection Act. Surface water management plans, signage and notices. Types of pollution and control measures: noise, air pollution, smells, spills, waste and disposal of hazardous waste. Segregate resources for re-use and recycling.	Multiple-choice test
K18 Heritage buildings: principles and considerations of specialist materials and equipment, application techniques, impact assessment, minimum intervention, honest repairs, moisture permeable, breathability, like for like, preservation, reversibility, reinstatement, traditional techniques, conservation, heritage legislation	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
K19 Standards and regulations associated with painting and decorating activities: British Standards, building regulations and product manufacture guarantees	Multiple-choice test
K20 Interpreting relevant information from drawings, specifications, manufacturer's safety data sheets and information including, programmes of work and work instructions. Digital and written formats.	Practical assessment with questions
K21 Costing and pricing principles: budgeting, labour and material costs, VAT, overheads, transport, access and equipment (hire or purchase) and profit	Multiple-choice test
K22 Wallcoverings and their characteristics: patterns, set and off set (drop) match, adhesives.	Practical assessment with questions
K23 Preparation techniques for surfaces with architectural complexities: ceilings, staircases, spindles, period doors, mouldings, arches, fire surrounds, behind radiators, window and door reveals and decorative architectural features.	Practical assessment with questions
K24 Application techniques for hanging wallcoverings to surfaces with architectural complexities: manufacturer's instructions, splicing and correct adhesive.	Practical assessment with questions
K25 Materials and equipment for broken colour paint effects.	Practical assessment with questions
K26 Characteristics of timbers and marbles for pattern replication.	Multiple-choice test
K27 Application techniques for broken colour paint effects: rag rolling, sponge stippling, pre-cut single and multi-plate stencilling, basic straight graining, basic marbling, colour washing, dragging, glazing and wiping.	Practical assessment with questions
K28	Multiple-choice test

KNOWLEDGE	ASSESSMENT METHODS
Materials and application techniques for metal leaf: transfer, loose leaf, metallic powder.	
K29 Water-borne coatings application techniques and sequencing for surfaces with architectural complexities: spindles, mouldings, decorative architectural features, panels, rails, stiles and muntins period doors and windows including sash windows.	Practical assessment with questions
K30 Solvent-borne coatings application techniques and sequencing for surfaces with architectural complexities: spindles, mouldings, decorative architectural features, period doors and windows including sash windows.	Practical assessment with questions
K31 Use of colour schemes, colour charts, notations, colour terms for identification and in different environments: domestic, commercial, health and education.	Interview underpinned by a portfolio of evidence
K32 Principles of presenting colour schemes: mood boards, digital media.	Interview underpinned by a portfolio of evidence
K33 Material quantity calculation, wastage, and recycling allowance: wallcoverings, coatings, sundries.	Multiple-choice test
K34 Time management techniques and methods: planning work and resources, scheduling tasks for self and others.	Interview underpinned by a portfolio of evidence
K35 Stock control processes: availability, lead times, value, faulty stock and returns process, stock rotation and quality control.	Interview underpinned by a portfolio of evidence
K36 Written communication techniques. Plain English principles. Painting and decorating terminology.	Interview underpinned by a portfolio of evidence
K37 Verbal communication techniques: Giving and receiving information and adapting style for recipients. Painting and decorating terminology.	Interview underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
K38 Defects, causes and remedies: wet and dry coatings, substrates, preparation, materials, application, workmanship, environment.	Interview underpinned by a portfolio of evidence
K39 Safeguarding of children and vulnerable adults within the working environment.	Multiple-choice test
K40 Wellbeing: mental and physical health considerations in self and others and how to access support.	Interview underpinned by a portfolio of evidence
K41 Inclusion, equity and diversity in the workplace.	Interview underpinned by a portfolio of evidence
K42 Preparation materials, characteristics and use: fillers, resin fillers, sealants, stabilisers, caulks, primers, decontaminants, abrasives.	Multiple-choice test
K43 Principles of quality assurance.	Interview underpinned by a portfolio of evidence
K44 Specialist wallcoverings characteristics, manufacturer's setting out guidance, application techniques and tools: non-standard widths, murals and digital prints, adhesives.	Interview underpinned by a portfolio of evidence
K45 Construction phase plan (CPP): content, management and controls.	Interview underpinned by a portfolio of evidence
K46 Surface preparation methods and techniques for architecturally complex coating: chemical strippers, infra red or abrasives.	Interview underpinned by a portfolio of evidence
SKILL	ASSESSMENT METHODS
S1 Comply with health and safety regulations, standards, and guidance.	Practical assessment with questions
S2 Select and use safety control equipment including respiratory protective equipment (RPE), dust suppression (LEV) and	Practical assessment with questions

KNOWLEDGE	ASSESSMENT METHODS
personal protective equipment (PPE), high volume low pressure spraying equipment (HVLP).	
S3 Apply environmental and sustainable principles in compliance with regulations, standards and systems. Segregate resources for reuse, recycling and disposal	Interview underpinned by a portfolio of evidence
S4 Apply and monitor safe systems of work and control measures. Risk and hazard identification and escalation.	Interview underpinned by a portfolio of evidence
S5 Comply with painting and decorating industry standards, regulations and guidance.	Practical assessment with questions
S6 Select, check and use working at height equipment for example steps, ladders, hop-ups, podiums and mobile towers.	Interview underpinned by a portfolio of evidence
S7 Interpret and extract information using paper based or digital techniques from drawings, specifications, manufacturer's safety data sheets and information and provide work instructions	Practical assessment with questions
S8 Calculate material and quantities: wallcoverings, coatings and sundries	Multiple-choice test
S9 Calculate costs for materials and resources: For example, budgeting, labour and material costs, VAT, overheads, transport, access and equipment (hire or purchase) and profit.	Multiple-choice test
S10 Apply time management techniques and methods to tasks for self and others.	Interview underpinned by a portfolio of evidence
S11 Apply team working principles.	Interview underpinned by a portfolio of evidence
S12 Use and maintain hand tools and equipment.	Practical assessment with questions

KNOWLEDGE	ASSESSMENT METHODS
S13 Prepare, use and store power tools and equipment.	Interview underpinned by a portfolio of evidence
S14 Maintain power tools and equipment, reporting and escalating defects and faults.	Interview underpinned by a portfolio of evidence
S15 Prepare architecturally complex surfaces for coating using either chemical strippers, infra-red or abrasives.	Interview underpinned by a portfolio of evidence
S16 Apply water-borne coatings to surfaces with architectural complexities: spindles, decorative architectural features, mouldings, period doors, and windows.	Practical assessment with questions
S17 Apply solvent-borne coatings to surfaces with architectural complexities for example spindles, decorative architectural features, mouldings, period doors, and windows.	Practical assessment with questions
S18 Apply broken colour paint effects including rag rolling and dragging.	Practical assessment with questions
S19 Prepare internal building surfaces and surrounding work area for spray painting.	Practical assessment with questions
S20 Check and set up spray painting equipment for example, airless, high volume low pressure (HVLP) HVLP turbines, HVLP Compressor or power rollers.	Practical assessment with questions
S21 Select and prepare spray paint materials.	Practical assessment with questions
S22 Apply water-borne coatings using spray painting equipment.	Practical assessment with questions
S23 Clean, maintain and store spray painting equipment.	Practical assessment with questions

KNOWLEDGE	ASSESSMENT METHODS
S24 Prepare surfaces with architectural complexities to receive wallcoverings.	Interview underpinned by a portfolio of evidence
S25 Prepare and apply specialist wallcoverings, for example non-standard widths, murals and digital prints.	Interview underpinned by a portfolio of evidence
S26 Prepare and apply wallcovering to staircase, and behind radiator.	Interview underpinned by a portfolio of evidence
S27 Prepare and apply patterned wallcovering to complex surfaces: internal and external angle, sockets and switches	Practical assessment with questions
S28 Applies quality assurance procedures.	Interview underpinned by a portfolio of evidence
S29 Manage time and tasks to meet deadlines.	Interview underpinned by a portfolio of evidence
S30 Communicate verbally with others, apply painting and decorating terminology.	Interview underpinned by a portfolio of evidence
S31 Manage construction phase plan (CPP) identifying and reporting risks to completion, communicating progress, resolving issues.	Interview underpinned by a portfolio of evidence
S32 Communicate in writing with others, use painting and decorating terminology. For example, internal and external customers, colleagues.	Interview underpinned by a portfolio of evidence
S33 Obtain, monitor and rotate stock and supplies.	Interview underpinned by a portfolio of evidence
S34 Apply fault-finding and problem-solving techniques to common painting and decorating problems.	Interview underpinned by a portfolio of evidence
S35	Interview underpinned by a portfolio of evidence

KNOWLEDGE	ASSESSMENT METHODS
Apply the use of colour schemes, colour charts, notations, colour terms for identification and in different environments: domestic, commercial, health and education.	
S36 Apply the principles of colour schemes: mood boards, digital media.	Interview underpinned by a portfolio of evidence
S37 Prepare external locations for spray painting.	Interview underpinned by a portfolio of evidence
S38 Prepare internal building surfaces and surrounding work area for water-borne and solvent-borne coating	Practical assessment with questions
BEHAVIOUR	ASSESSMENT METHODS
B1 Promote environmental and sustainability principles in their work and with others.	Interview underpinned by a portfolio of evidence
B2 Take responsibility for health and safety for themselves and others.	Practical assessment with questions
B3 Take responsibility for the quality of work and encourage others to work to high standards.	Interview underpinned by a portfolio of evidence
B4 Collaborate and promote teamwork across disciplines and external stakeholders.	Interview underpinned by a portfolio of evidence
B5 Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice.	Interview underpinned by a portfolio of evidence
B6 Support equity, diversity, and inclusivity in the workplace.	Interview underpinned by a portfolio of evidence

Mapping of KSBs to grade themes

[Edit add grade themes form](#)[Edit mapping of ksbs to grade themes form](#)

Interview underpinned by a portfolio of evidence

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Colour schemes and their use K31 K32 S35 S36	<p>Use of colour schemes, colour charts, notations, colour terms for identification and in different environments: domestic, commercial, health and education. (K31)</p> <p>Principles of presenting colour schemes: mood boards, digital media. (K32)</p>	<p>Apply the use of colour schemes, colour charts, notations, colour terms for identification and in different environments: domestic, commercial, health and education. (S35)</p> <p>Apply the principles of colour schemes: mood boards, digital media. (S36)</p>	None
Safe systems of work and working at height K3 K4 K5 S4 S6	<p>Working at height equipment: selection and safe use. (K3)</p> <p>Incident management techniques: accidents, near misses, hazards, damage and environmental incidents. Mitigation methods. Reporting methods. (K4)</p> <p>Safe systems of work, site specific inductions, risk assessments, method statements, control measures - implementation and monitoring techniques, hazard identification in the work area. (K5)</p>	<p>Apply and monitor safe systems of work and control measures. Risk and hazard identification and escalation. (S4)</p> <p>Select, check and use working at height equipment for example steps, ladders, hop-ups, podiums and mobile towers. (S6)</p>	None
Environment and sustainability S3 B1	None	<p>Apply environmental and sustainable principles in compliance with regulations, standards and systems. Segregate resources</p>	Promote environmental and sustainability principles in their work and with others. (B1)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		for reuse, recycling and disposal (S3)	
Team working K6 S11 B4	Principles of team working. (K6)	Apply team working principles. (S11)	Collaborate and promote teamwork across disciplines and external stakeholders. (B4)
Power tools and equipment use maintenance and storage. K8 K9 S13 S14	Power tools and equipment: preparation, use and storage. (K8) Power tools and equipment: maintenance, fault finding and fault reporting. (K9)	Prepare, use and store power tools and equipment. (S13) Maintain power tools and equipment, reporting and escalating defects and faults. (S14)	None
Surface preparation procedures – internal and external K16 K46 S15 S37	Preparation for spray painting external locations: variable climate conditions, environment, temporary surface protection, masking materials (K16) Surface preparation methods and techniques for architecturally complex coating: chemical strippers, infra red or abrasives. (K46)	Prepare architecturally complex surfaces for coating using either chemical strippers, infra-red or abrasives. (S15) Prepare external locations for spray painting. (S37)	None
Time Management K34 S10 S29	Time management techniques and methods: planning work and resources, scheduling tasks for self and others. (K34)	Apply time management techniques and methods to tasks for self and others. (S10) Manage time and tasks to meet deadlines. (S29)	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Stock control K35 S33	Stock control processes: availability, lead times, value, faulty stock and returns process, stock rotation and quality control. (K35)	Obtain, monitor and rotate stock and supplies. (S33)	None
Communication K36 K37 S30 S32	<p>Written communication techniques. Plain English principles. Painting and decorating terminology. (K36)</p> <p>Verbal communication techniques: Giving and receiving information and adapting style for recipients. Painting and decorating terminology. (K37)</p>	<p>Communicate verbally with others, apply painting and decorating terminology. (S30)</p> <p>Communicate in writing with others, use painting and decorating terminology. For example, internal and external customers, colleagues. (S32)</p>	None
Fault finding, defects and remedies K38 S34	Defects, causes and remedies: wet and dry coatings, substrates, preparation, materials, application, workmanship, environment. (K38)	Apply fault-finding and problem-solving techniques to common painting and decorating problems. (S34)	None
Wallcovering preparation and application K44 S24 S25 S26	<p>Specialist wallcoverings characteristics, manufacturer's setting out guidance, application techniques and tools: non-standard widths, murals and digital prints, adhesives. (K44)</p>	<p>Prepare surfaces with architectural complexities to receive wallcoverings. (S24)</p> <p>Prepare and apply specialist wallcoverings, for example non-standard widths, murals and digital prints. (S25)</p> <p>Prepare and apply wallcovering to</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
		staircase, and behind radiator. (S26)	
EDI and wellbeing K40 K41 B6	Wellbeing: mental and physical health considerations in self and others and how to access support. (K40) Inclusion, equity and diversity in the workplace. (K41)	None	Support equity, diversity, and inclusivity in the workplace. (B6)
CPD B5	None	None	Committed to continued professional development (CPD) to maintain and enhance competence in their own area of practice. (B5)
Quality assurance K43 K45 S28 S31 B3	Principles of quality assurance. (K43) Construction phase plan (CPP): content, management and controls. (K45)	Applies quality assurance procedures. (S28) Manage construction phase plan (CPP) identifying and reporting risks to completion, communicating progress, resolving issues. (S31)	Take responsibility for the quality of work and encourage others to work to high standards. (B3)

Practical assessment with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health and Safety K2 K7 S1 S2 S5 S12 B2	Safety Control equipment and safety techniques: personal protective equipment (PPE), respiratory protective equipment (RPE) and dust suppression (LEV). (K2)	Comply with health and safety regulations, standards, and guidance. (S1)	Take responsibility for health and safety for themselves and others. (B2)

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	Hand tools and equipment use and maintenance: preparation tools, application tools and equipment. (K7)	<p>Select and use safety control equipment including respiratory protective equipment (RPE), dust suppression (LEV) and personal protective equipment (PPE), high volume low pressure spraying equipment (HVLP). (S2)</p> <p>Comply with painting and decorating industry standards, regulations and guidance. (S5)</p> <p>Use and maintain hand tools and equipment. (S12)</p>	
Interpreting instructions K20 S7	Interpreting relevant information from drawings, specifications, manufacturer's safety data sheets and information including, programmes of work and work instructions. Digital and written formats. (K20)	Interpret and extract information using paper based or digital techniques from drawings, specifications, manufacturer's safety data sheets and information and provide work instructions (S7)	None
Coatings-spray painting application K11 K12 K13 K14 K15 S19 S20 S21 S22 S23	<p>Preparation methods of spray-painting materials: viscosity, straining. (K11)</p> <p>Preparation and use of spray-painting equipment: hazards and risks of incorrect use, spray tip and filter selection and air pressure. (K12)</p> <p>Spray painting application techniques: pressure, distance,</p>	<p>Prepare internal building surfaces and surrounding work area for spray painting. (S19)</p> <p>Check and set up spray painting equipment for example, airless, high volume low pressure (HVLP) HVLP</p>	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>movement, internal and external angles (K13)</p> <p>Cleaning, maintenance and storage of spray-painting equipment. (K14)</p> <p>Preparation for spray painting internal locations: environment, temporary surface protection, masking materials, powered ventilation; surface conditions, sound and noise levels. (K15)</p>	<p>turbines, HVLP Compressor or power rollers. (S20)</p> <p>Select and prepare spray paint materials. (S21)</p> <p>Apply water-borne coatings using spray painting equipment. (S22)</p> <p>Clean, maintain and store spray painting equipment. (S23)</p>	
Coating – water borne and solvent borne application K23 K29 K30 S16 S17 S38	<p>Preparation techniques for surfaces with architectural complexities: ceilings, staircases, spindles, period doors, mouldings, arches, fire surrounds, behind radiators, window and door reveals and decorative architectural features. (K23)</p> <p>Water-borne coatings application techniques and sequencing for surfaces with architectural complexities: spindles, mouldings, decorative architectural features, panels, rails, stiles and muntins period doors and windows including sash windows. (K29)</p> <p>Solvent-borne coatings application techniques and sequencing for surfaces with architectural complexities: spindles, mouldings, decorative architectural features, period doors and windows including sash windows. (K30)</p>	<p>Apply water-borne coatings to surfaces with architectural complexities: spindles, decorative architectural features, mouldings, period doors, and windows. (S16)</p> <p>Apply solvent-borne coatings to surfaces with architectural complexities for example spindles, decorative architectural features, mouldings, period doors, and windows. (S17)</p> <p>Prepare internal building surfaces and surrounding work area for water-borne and solvent-borne coating (S38)</p>	None
Wallcovering application	Wallcoverings and their characteristics: patterns, set and	Prepare and apply patterned	None

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
K22 K24 S27	<p>off set (drop) match, adhesives. (K22)</p> <p>Application techniques for hanging wallcoverings to surfaces with architectural complexities: manufacturer's instructions, splicing and correct adhesive. (K24)</p>	wallcovering to complex surfaces: internal and external angle, sockets and switches (S27)	
Broken colour paint effects K25 K27 S18	<p>Materials and equipment for broken colour paint effects. (K25)</p> <p>Application techniques for broken colour paint effects: rag rolling, sponge stippling, pre-cut single and multi-plate stencilling, basic straight graining, basic marbling, colour washing, dragging, glazing and wiping. (K27)</p>	Apply broken colour paint effects including rag rolling and dragging. (S18)	None

Supporting information

External quality assurance

[Edit external quality assurance - eqa form](#)

Option selected: Ofqual

Involved employers

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