

Vehicle Damage Panel Technician level 3 End-Point Assessment Plan

Summary of assessment

Introduction & Overview

This document is based on the apprenticeship standard for the Vehicle Damage Panel 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 approved by the Education and Skills Funding Agency (ESFA) and selected from from the apprenticeship provider and assessment register (APAR).

This document sets out the requirements for end-point assessment (EPA) for the Vehicle Damage Panel 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 Panel 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 15 hours and 15 minutes if a universal measuring system is used in the practical skills test, or 16 hours and 15 minutes if a fix bracket system is used in the practical skills test.

This is because an additional hour is allowed for the practical task requiring use of a jig system depending on the equipment used. Apprentices can be tested using either a fix bracket system or a universal measuring system both of which are used for vehicle misalignment in the sector.

This allows flexibility for employers, assessment centres and EPAOs by having the option to use either system – whichever is most familiar to the apprentice.

The total time for the EPA is broken down as follows:

Knowledge Test – 90 minutes.

Professional Discussion – 45 minutes.

Practical Skills Test – 12 hours or 13 hours (see above).

After the apprentice has met the EPA gateway requirements. The practical skills task is to be completed over a three 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 Panel Technician working in the collision repair sector.

Diagram 1. Typical Vehicle Damage Panel 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)
Training to develop the occupation standard's knowledge, skills and behaviours	English/maths Level 2 or prescribed alternative as set out in the apprenticeships standard	Knowledge Test
Updating mandatory portfolio of evidence		Professional Discussion (supported by portfolio of evidence)
		Practical Skills Test
Working towards English/maths Level 2 or prescribed alternative as set out in the apprenticeship standard (if required)	Submission of completed portfolio of evidence Employer confirms apprentice is consistently working at or above the level of the standard Vehicle Damage Panel Technician	Graded fail, pass or distinction

Diagram 2. End-Point Assessment overview

EPA overview (See Annex A and B)					
Assessment Method	Area Assessed	Assessed by	Grading	Time Allowance	Rules
Knowledge Test	<i>Knowledge & Understanding</i>	EPAO	Fail / Pass / 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 / Distinction	Minimum of 45 minutes + 10% to allow completion of the task in hand	Shall achieve a pass prior to Practical Skills Test
Practical Skills Test	Knowledge & Understanding Skills and Behaviours	EPAO	Fail / Pass / Distinction	12 hours if a universal measuring system is selected or 13 hours if a fix bracket system is selected over 3 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
<p>End-Point Assessment Gateway</p> <p>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).</p> <p>Gateway requirements:</p> <ul style="list-style-type: none"> 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. <p>Portfolio of evidence</p> <p>On commencement of the apprenticeship the apprentice must begin to retain a portfolio of</p>

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/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 at least 20% of their employed time off-the-job
- 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 Annex 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 i.e. quiet room free from distraction and influence, with the necessary equipment for each assessment method (e.g. 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 e.g. 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/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 based on the knowledge required by the standard as outlined in Annex B. 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/invigilator.
- The maximum administrator/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 i.e. 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 as distractors and one correct answer.
- Each question answered correctly must be assigned 1 mark, any incorrect or missing answers must be assigned 0 marks.
- 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/re-takes.
- Independent assessors must award a grade using the following grading boundaries.

Grading boundaries	Fail	Pass	Distinction
Marks	0-47	48-55	56-60

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 his/her 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 a minimum of 45 minutes with an allowance of +10% extra if needed to enable to apprentice to complete their response.
- 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 he/she has 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 Adjustments 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 work place.

For the rectify vehicle misalignment task in the practical skills assessment (Annex A of this EPA) there are 2 options for the type of jig systems allowed. These are either a fix bracket system or a universal measuring system used for vehicle misalignment in the sector. This allows flexibility for employers (who may wish to have the assessment conducted on site), assessment centres and EPAOs by having the option to use either system and not to discriminate against either system being unavailable. Both systems are popular types found in the industry, and each are expensive to purchase.

Key facts:

- The tasks shall have individual 'maximum allowed' timescales attached to each one, that must be clearly stated in the instructions 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 appropriate to support tasks.
- 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, panels and workstations used for practical test purposes shall be screened off appropriately to prevent prior viewing of the tests although it may be that the vehicles have been used during the training.
- Researched repair methods and data for the vehicle and panels shall be available for the test vehicles and accessible on the day of the test, either in hard copy or electronically.
- To ensure that the apprentices are not disadvantaged, by equipment failure or the setting up of workstations, a workshop maintenance technician (who could be from the apprentice's employer) 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. 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 12 hours (universal measuring system selected) or 13 hours (fix bracket system selected) 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 he/she has 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).

End-point – final judgement

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

Independence

EPAOs 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/occupational competence in Panel 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 – 55	56 - 60

Professional Discussion supported by a portfolio of evidence

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

Pass

Apprentice demonstrates the knowledge

Distinction

In addition to the pass criteria, the

<p>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"> - Discuss the importance of the quality control process and explain the implications of poor quality repairs on the customer eg. exceeded expectations in terms of quality of repair, by reducing wastage and resource and a re-work activity undertaken. (K6 and K9) - Identify the main Health & Safety and compliance requirements of a collision repair business, eg. COSHH, HASAWA, EPA. (K8, B1) - Demonstrate when they have operated as an effective team member and taken responsibility, eg. 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 being honest and accountable when things go wrong, eg. 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) - Demonstrate the benefits of understanding their role in the wider business by making opportunities to understand how other roles contribute to their work output, eg. 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) - 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 	<p>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 beyond the immediate customer. eg, impact on reputation and repeat business, liability of organisation, cost to company if rework required. Suggests ways to improve quality control in their work area and explain the impact on efficiency. (K6 and K9) - Demonstrate an understanding of where to improve Health & Safety within their workplace, including action taken, eg. improved the audit of checks for COSHH related equipment with an example of an improvements they have made. (K8, 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. (K8) - 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) - 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, eg. Face-to-face, telephone, letter and email. (B7)
--	--

<p>of their job role to ensure goals are met. (B4)</p> <ul style="list-style-type: none"> - 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 effectively communicated with customers and colleagues, providing an example of how they explained the repair requirements to a customer, using straightforward language. (B7) - Describe the main impact in terms of how their direct commercial productivity and efficiency has an impact within the whole repair process, eg. impact in the repair cycle and key to key times within the business. (K9) 	
<p>Practical Skills Test</p> <p>The apprentice will fail the assessment method if they do not met the pass criteria.</p>	
<p>Pass</p>	<p>Distinction</p>

<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 repair tasks in a safe and efficient manner, comply with all business operating procedures and policies. (S1, S5, B1, K2, K8) - Complete all joining tasks correctly and to the required specification using the appropriate joining technology. (S2, S3, S4) - Work in a logical sequence using the right and correct tools, equipment and devices for the job. (S6) - Detect faults appropriately and anticipate problems, putting steps in place to avoid them, where problems do occur explore and address the cause without compromising the structural integrity and safety of the vehicle. (B6, S8, S7) - Use data available to inform preparation and confirm post repair checks. (S3) 	<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. (S6, K8, B1) - Carry out diagnostics in a systematic way taking reference from diagrams and data and evaluates potential problems well in advance. Carry out secondary tests to confirm results. (B6, S8, S1, S3) - Select tools and equipment that ensures the tasks are completed in the most efficient way, and where appropriate, check that they are correctly calibrated. (S5, S6) - Demonstrate an in-depth understanding of the tasks, describe how they verified the correct rectifications for complex tasks and explain the use of checking schedules. (S5, K2) - Distinguish between the complexity of varying procedures, evaluate best practice and outline the value of detailed record keeping. Categorise procedures by their importance. (B1)
<p>Overall Grading</p> <p>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/re-take an assessment method – see re-sit/re-take section below.</p>	

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/retake. Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

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

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail (e.g 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/re-take.

Resits and retakes are a matter for the employer to decide. The timescales for a resit/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

<ul style="list-style-type: none"> • Documentation for recording assessment evidence and decisions • Guidance for end-point assessors on conducting the EPA • Guidance for apprentices and employers and training providers 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/re-taking any part of the assessment. • Has no input or influence on the results / 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/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. • 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.

	<ul style="list-style-type: none"> • Appoint workshop maintenance technicians to support the preparation of the practical task and ensure equipment is in full working order during the assessments. • Provides quality assurance staff to undertake moderation of EPA.
--	---

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 (i.e. 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.

Consistency:

- Any and all EPAO's delivering assessments associated to this plan shall maintain compliance with the requirements of Ofqual, the Institute for Apprenticeships and the

<p>ESFA. The EPAO shall undertake Immediate and appropriate action where any quality, compliance or safety concerns are identified.</p>
<p>Volumes:</p> <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.
<p>Feasibility:</p> <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 apprentices 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 EPA allows the apprentice to be tested on the jig that they are familiar with and this provides more opportunity for the EPA to take place at the employer's premises. 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 resit 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 tasks shall be completed to pass the section) please note: there is no specific order to the running of these tasks, that will be at the discretion of the assessor			
Remove and replace body panels and identify and communicate supplementary damage	<p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Remove a combination of 2 adjacent body panels (bolted type). - Identify supplementary damage and report/suggest the correct rectification process required. <p>The candidate will be able to:-</p> <ul style="list-style-type: none"> - Carry out the removal and replacement, with correct alignment, of 2 adjacent panels with a bolt on fitting. - Identify any supplementary damage and communicate to the assessor, the correct rectification process required. - Carry out the removal and replacement process in accordance with the vehicle manufacturer's specifications. 	<p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify any supplementary damage effecting the repair and the process to align body panels</p>	Task shall not exceed 1.5hrs total

<p>Select and operate panel pulling equipment, repair tools and complete the repair</p>	<p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Repair damage to a door using correct panel pulling equipment and tooling. - Using appropriate filing and filling techniques, finish the repair to industry standard. <p>The candidate will be able to:-</p> <ul style="list-style-type: none"> - Reinstate contours using appropriate methods. Prior to this task, the damage area should be 150mm > 200mm minimum/ maximum in diameter and 5mm > 15mm minimum/ maximum depth. - Select and use the correct method to remove damage using panel pulling equipment and correct tooling to remove damage to between 0mm to 2mm tolerance prior to applying filler. 	<p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing for accurate repair and filing/filling techniques associated in the panel repair functions of a business.</p>	<p>Task shall not exceed 2 hours total</p>
<p>Rectify Vehicle misalignment</p>	<p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Mount the vehicle onto the jig system. - Using the relevant jig data, correctly measure the vehicle misalignment. - Record damage measurement of damaged vehicle and compare to data sheet, then communicate to the assessor the correct rectification process to realign body. 	<p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify vehicle misalignment and skills to re align a vehicle structure back to manufacturers tolerances associated in the panel repair functions of a business.</p>	<p>Task shall not exceed the following times: 3.5 hrs for using a fix bracket system or 2.5 hrs for a using a universal measuring system</p> <p>Plus 1 hour for the rectification/pulling procedure.</p>

	<ul style="list-style-type: none"> - Rectify the damage by using the appropriate pulling and safety equipment. <p>The candidate will be able to:</p> <ul style="list-style-type: none"> - Correctly mount a vehicle onto a jig system (fix bracket or universal measuring system) Please note: The candidate must use 4 measuring points or 4 jig brackets, (dependent on system selected) to ensure vehicle is correctly aligned on the jig prior to identifying damaged area. - The candidate must then use a minimum of 4 additional measurement points or fix brackets to identify misalignment. - From their datasheet recordings, communicate to the assessor the process of realignment required. - The candidate must then realign the vehicle back to within the original datasheet tolerances (please note: the time for this task do not relate to the removal of any suspension, running gear or parts obstructing the measuring points, these must be removed from the vehicle prior to the 		
--	---	--	--

	candidate undertaking this task if access is needed).		
Joining technology	<p>The candidate is required to:-</p> <ul style="list-style-type: none"> - Remove a damaged section of between 300mm to 350mm minimum/maximum in length, following approved methods and using correct tools. - Align and replace the section using, bonding, riveting, spot welding, brazing, MIG and MAG welding techniques. <p>The candidate will be able to:</p> <ul style="list-style-type: none"> - Remove damage from an approved sill section placed on a rig, following appropriate methods, using correct measurements, drilling and cutting techniques. - Replace the damaged section with a new part following supplied joining methods, achieving the correct penetration, heat bands and weld caps. 	<p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to remove a damaged section and replace using methods associated in the panel repair functions of a business.</p>	<p>Task shall not exceed 4.5 hrs total</p>
Methods Deviation	<p>The candidate is required to:</p> <ul style="list-style-type: none"> - Using a repair method, identify a deviation for a less intrusive repair on a cosmetic panel. <p>The candidate will be able to:</p> <ul style="list-style-type: none"> - Review an image of a damaged area of a sill panel and move the cut lines to 	<p>The practical task is designed to assess the candidate on the skills and knowledge gained, allowing them to correctly identify and record the use of a deviation for a less intrusive repair</p>	<p>Task shall not exceed 30 mins total</p>

	<p>accommodate a less intrusive repair (the repair method for this task, should only cover a full sill replacement for this task).</p> <p>- Include in their write ups, the joining technologies that would be used.</p>		
--	--	--	--

Total maximum task hours :12 hours (if a universal measuring system has been selected for the misalignment task) or 13 hours (if a fix bracket system has been selected for the misalignment task).

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, rigs, vehicles, jigs and associated measuring equipment 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 an exam 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 tablets, 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 as required.

The Practical Task Assessment Facility shall be equipped with:

Dust and fume extraction equipment, First Aid Kit, Fire extinguishers	
Diagnostic equipment	Diagnostic tools commensurate with the tasks to be undertaken
Vehicle realignment equipment	A fix bracket measuring system or universal measuring system jig type
Welding equipment	MIG and MAG welding equipment
PPE equipment	(PPE equipment available to undertaking the practical tasks, in line with HASAWA and appropriate repair methods aligned to the task)
Comprehensive set(s) of hand tools	Hand tools commensurate with the tasks to be undertaken
A range of internal and external measuring equipment	Suitable equipment to measure gaps, alignment equipment and jig equipment commensurate with the tasks to be undertaken
Lifting & jacking equipment	Trolley and bottle jacks, Axle stands, pulling chains/straps and 2 or 4 poster ramps

	commensurate with the tasks to be undertaken
Comprehensive set of power tools	Power tools commensurate with the tasks to be undertaken
Sundry workshop tools	Workshop equipment and special tooling to facilitate the tasks being undertaken
Access to reference data relevant to the tasks	Technical reference documentation and repair methods, data sheets and repair times
Cleaning materials	Cleaning cloths /tissues, broom, shovel, spillage materials, waste bin and degreasing agents.
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
Sill panel rig	A workbench with vice and rig to hold sill panel section

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		
		KT	PD	PST
(K1)	Motor vehicle chassis and body alignment, e.g. underbody measurement and its impact on suspension and steering geometry.	✓		
(K2)	Vehicle body types, panel identification, safety systems, materials and alternative fuel.	✓		✓
(K3)	Use of Body Panel Repair tools, equipment and devices used in the process e.g. alignment jigs, resistance welding equipment, riveting and bonding tools.	✓		
(K4)	Removal and replacement of body panels and associated parts e.g. mechanically fixed components, chemically fixed components.	✓		
(K5)	Interpretation of technical data for joining techniques and replacement panels.	✓		
(K6)	Quality control process and the implications of poor quality.		✓	
(K7)	Knowledge of key process for vehicle panel repair such as Welding utilising either Tungsten, Inert Gas (TIG) and Metal, Inert Gas (MIG) & brazing along with spot welding, riveting utilising self-piercing rivets and utilising panel adhesive bonding as specified by the manufacturer.	✓		
(K8)	Health & Safety and compliance requirements of the bodyshop industry.	✓	✓	✓
(K9)	Their direct commercial productivity and efficiency impact of their role within the whole repair process. E.g, understanding the cost of mistakes and the need for accuracy. The impact of rework on resources and reputation.		✓	

	Skills			
(S1)	Ability to undertake appropriate job preparation prior to commencing repair, including safety precautions, panel preparation and body measurements.			✓
(S2)	Ability to identify the material used in the construction to enable the correct joining techniques and manufacturer specifications to be adhered to.			✓
(S3)	Ability to interpret relevant technical data and methods to make sure that any joints are in line with vehicle manufacturer specification and the vehicle/body panels are aligned correctly.			✓
(S4)	Ability to identify and understand the correct joining technology, e.g. when to use resistance spot welding or mig brazing or bonding.			✓
(S5)	Ability to remove, repair and replace vehicle body panels and components of the vehicle safely and efficiently.			✓
(S6)	Ability to identify and operate the correct repair tools, equipment and devices used in the process, panel pulling systems, jig and alignment tools, spot welders, brazing tools.			✓
(S7)	Ability to identify and communicate supplementary damage such as panels that were deemed to be reparable but once worked on were found to be beyond repair along with damage that could not be established on original inspection.			✓
(S8)	Ability to detect and rectify faults within a vehicles structure that's integral to its safety.			✓
Behaviours				
(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 engage 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)	Demonstrate the ability to effectively communicate.		✓	